



Listening Sessions Report

KING COUNTY LIBRARY SYSTEM

Frances Partridge/Marlon Brown/Jamie Epting

RACIAL EQUITY CONSULTANTS LLC | WWW.RACIALEQUITYCONSULTANTS.COM

JULY 2020

KCLS DRAFT “LISTENING SESSIONS” REPORT
JULY 2020

“Diversity, equity, and inclusion were identified by staff and patrons as core values of KCLS during the refresh of our mission, vision, and values. Although they are central to our work, staff do not have a shared vocabulary and understanding around these concepts. Some are unsure of the benefits of embracing these values, while others may need help navigating the conflict between their personal values and those of KCLS. Even staff who do support these values may not have the tools to translate them into action.”

The KCLS Strategic Focus Project Report - March 2018 - October 2018

RACIAL EQUITY CONSULTANTS

OUR APPROACH

We are a cross-racial team that operates from a lens of racial justice to support individuals, community and organizations in building their capacity to challenge internal and external systems of oppression in order to create transformational, systemic and sustainable change. We focus on anti-oppression, equity models rather than diversity approaches, understanding that power and privilege mirror the intertwining dynamics of racism and oppression. We are experienced in assessment, curriculum design, training, facilitating conversations, developing racial equity leaders, and steering organizations toward becoming racially just.

We begin with an anti-oppression framework vital to developing an in-depth analysis of how racism, sexism, homophobia, transphobia and xenophobia became institutionalized and imbedded in dominant culture. This framework helps to highlight the institutional privileges and systemic inequities imbedded in the current socio-political conditions that influence and affect our institutions. Through our cross-racial lens, we purposefully and strategically confront the internalized and institutionalized power of race and racism.

REC understands and teaches that while individually, we are not to blame for the current inequities that people of color face, we are, individually and institutionally, responsible for changing the disproportionate political, social and institutional outcomes of the world in which we live. If we interrogate and transform the institutional policies and practices that continue to exclude and marginalize people of color and we vigilantly unpack and dismantle the system of racism, we will create an institutional culture in which every member and participant thrives.

About Racial Equity Consultants

Marlon Brown

Marlon Brown is a black man with over 10 years of professional experience working in Equity and Social Justice. As a King County certified Equity and Social Justice practitioner, Marlon specializes in leadership coaching, facilitation/training and organizational development with an emphasis on equity and customer service. Marlon is very skilled and experienced in “change agent” mentoring, racial caucusing and policy development/implementation, as well as creating and advising equity committees/teams and developing anti-racist curriculum. Marlon develops lasting relationships with staff and leadership, unionized and at-will workforces. Relationships are vital to change work in any capacity. Marlon’s ability to coach clients through developing better relationships with their coworkers and team mates which allows for a greater impact.

Fran Partridge

Fran Partridge is a white woman with 20 years of racial equity experience, specifically in instructional leadership, educational practices and educational policy change. Most of Fran’s work has been within the educational system, as a teacher, instructional coach and mentor, as well as an equity and race relations specialist. She has facilitated over 300 professional development sessions focused on historical and systemic racism, implicit bias, racial identity, micro-aggressions and culturally responsive instruction. Fran is co-founder of Racial Equity Consultants LLC and has experience co-developing strategic planning for racial equity work; analyzing data, developing assessment tools, providing guidance, and designing and facilitating high quality culturally responsive professional development based on adult learning principles. She holds a Master’s Degree in Educational Policy and Administration (M.Ed.).

Jamie Epting

Jamie Epting is white women with over a decade of experience in antiracist community organizing, teaching, facilitation, policy and leadership development. Jamie has been an organizer with The People’s Institute Northwest and European Dissent (an antiracist white collective) for the last ten years. Her antiracist practice is guided through the antiracist principles of The People’s Institute for Survival and Beyond. Jamie has been an educator of students in pre-K, elementary, middle school, high school, and college. She is currently coaching teachers through culturally responsive professional development, mentoring in trauma informed instruction, and antiracist curriculum development. Her experience as a data analyzer stems from her extensive teaching background, in addition to her personal interest in antiracist research. Jamie holds a Master’s Degree in Child and Adolescent Psychology: Prevention & Treatment from the University of Washington.

OUR SPECIFIC TASK/CALL TO ACTION

Racial Equity Consultants (REC) was asked by the King County Library Leadership Team to provide space for “listening” to all voices in the organization. REC created a plan which would provide a structure for every person in the organization to have a voice around how racial equity shows up at KCLS. We decided the best way to hold the space for the Managers and Delegates (See Appendix A) was to create 2 separate sessions: A Staff of Color session and a Staff who identify as White session in 2 different rooms. This allowed Staff of Color a space where they could feel safe and be seen, as well as experience an opportunity to be honest and vulnerable about their experiences at KCLS. The space for people who identified as White allowed for rich conversations where Staff who are white or live a White experience could share how they have seen or heard about racism at KCLS. This approach was important in order to mitigate any potential harming of Staff of Color that might arise from a cross-racial conversation, and allow for everyone to speak from their lived experiences. It was also an opportunity for Managers and Delegates to hear how others in the organization talk about race and racism, learn some common vocabulary terms and their definitions, and how the four types of racism operate in our everyday lives. Managers and Delegates were then able to complete their Questionnaires (See Appendix B) and discuss at their tables Themes that surfaced. Those rich conversations documented on the Questionnaires are shared in the data amassed.

COVID-19 INTERRUPTION – CREATION OF SURVEY

After facilitating two 3 hours sessions with King County Leadership Team (KLT), seven 2.5 hour sessions with all the KCLS “Managers” and twelve 2.5 hour initial sessions with KCLS “Delegates”, the order came down from our Washington State Governor, that because of COVID19, all businesses had to “cancel all gatherings of over 10 people.” We were informed that all KCLS REC sessions had to be cancelled until further notice. We cancelled 4 more initial sessions (2 for People of Color and 2 people for People who identify as White). We also cancelled 16 return sessions (8 for People of Color and 8 for People who identify as White).

On March 18th, we had a phone conversation with Cynthia McNabb, during which we decided to move the “Listening Session” Questionnaire (See Appendix B) to an on-line survey. The survey had exactly the same 3 questions we had posed to the Delegates and the Managers and was sent with an email that provided definitions and the descriptive video clips of “Race,” “Internalized Racism,” “Interpersonal Racism,” “Institutional Racism,” and “Structural Racism” (See Appendix D) With the help of Lisa Frazer, we designed the roll out of the survey to all KCLS staff electronically. The survey went out to staff with clear instructions. KLT, Managers and Delegates who had already been to listening sessions were not to fill it out. REC wanted additional KCLS staff participants. (See Appendix D).

The survey was accessible to all staff for 2 weeks, from April 3rd to April 12th. We received 289 responses, which brought the total responses, including managers and delegate listening sessions to 489. Along with the KLT responses, we received a total of **498** responses to the 3 questions we posed to the KCLS internal community. Although we were hoping for a larger percentage of responses, a 42% response rate is considered high for a qualitative analysis as the average response rate to a survey is around 33%.

METHODOLOGY

Preparing & Organizing the data

Exactly 273 paper surveys called KCLS Questionnaires were collected after the “Listening Sessions” from library employees. The KCLS Questionnaires were organized into packets of twenty (thirteen packets of twenty questionnaires) and one group of thirteen questionnaires. Every survey was itemized alphabetically and numerically, with alphabetical letters representing a single set of questionnaires and numerals (1-20) itemizing the individual surveys within each data packet. For example, A-1, A-2, A-3, and so on.

A Microsoft excel sheet was created to store the data. Within the excel sheet, columns were created to collect the information from each questionnaire. Columns are described as follows:

U_ID: Refers to the unique identifier so that each survey response can be isolated. We needed to create an identifier to provide every occurrence of a general theme a unique ID number, so that its reference could be traced throughout the analysis.

Sheet Number: Created so that participants’ individual responses could be traced back to the original questionnaire for further reference.

Question ID: Created to allow for the grouping of themes and responses by question.

Employee Status: Employee status was categorized in four ways based in part on Racial Equity Consultants (REC) listening sessions: Senior Leadership Management (SLM) also known as KLT, Managers (M), and Delegates (D). The second set of data from survey monkey was designated as Staff Survey (SS). The distinction of Staff Survey (SS) describes the group of employees who did not participate in the Listening Sessions.

Question: Refers to the three individual questions on the survey in a Q1, Q2, Q3 format: (Q1_) *When you think about the racial diversity, equity, and inclusion efforts of KCLS, what do you think and/or feel is going well?* (Q2_) *What racial inequities have you experienced or witnessed at KCLS?* (Q3_) *What racial diversity, equity and inclusion efforts would you like to see here at KCLS?*

General Theme: Refers to the refined theme codes for the three individual questions of the questionnaire and the survey. (See *Definitions: Appendix E*)

Specific Theme: Refers to language more specifically related to the coding of the general themes. This column is used for the visualization process of the data analysis that is meant to extract more defined and repetitive language amongst participants as related to the general themes.

Quote: Refers to specific quotes of participants that could/would be relevant to the data collection and visualization of the analysis process.

Once this data frame was in place, we took the survey results and entered the data to match the methodical structure designed to capture the paper copy questionnaire responses.

Initial Review of Data & Creating Initial Coding System

During the initial review process, randomized packets were selected (totaling 160 surveys per question) and language patterns, recurring themes, opinions, and beliefs were noted. Once the initial review was completed, concept maps were created for each question. The number of initial themes varied per question ranging from 15-20 general theme codes, with a goal of refining the number of themes into 10-12 per question.

Data Entry & Code Revision

With the excel system created, the entry of data began to capture the results. Each survey response was read thoroughly and often multiple times to ensure accuracy of qualitative analysis. The data was entered sequentially in order of survey question 1-3. Language, responses, ideas and belief patterns from survey responses were entered according to the appropriate theme code. Throughout the process of data entry, the initial coding of themes was revised and combined into more refined general themes. The Staff Survey responses were entered into the excel document after the Listening Session KCLS Questionnaires were completed. Once the data was entered for each survey, a final revision of themes and coding took place resulting in 9-12 general themes per survey question.

Question Response Summary

Question #1

The first sub-group Racial Equity Consultants (REC) worked with at KCLS was the King County Library Leadership Team. REC met with the KLT twice for 3 hours each, for the purpose of building capacity around race and racism, and also for introducing and gathering responses from the 3 Questions on the “Listening Session Questionnaire” (See Appendix B). Then in subsequent weeks, Managers, and Delegates met in “Listening Sessions” (See “Call to Action” above). Participants who identified as People of Color spent 2.5 hours in a session with Marlon Brown and participants who identified as White with Fran Partridge. After 2 hours of watching videos, and having discussions and conversations about the definitions of Race and Racism, participants responded to a Questionnaire asking three questions (See Appendix B). The first question was:

When you think about the racial diversity, equity and inclusion efforts of KCLS, what do you think and /or feel is going well?

The responses were written out by each participant. There were no boxes to check or suggestions of topics or categories for participants to draw from, although each group did have a chance to discuss what they thought institutional racism looked like, in libraries in general. For each response, we used the afore-mentioned method (See Methodology Above) to categorize and describe the Themes that came up for each question.

In Question #1, we found that the most respondents, in the Survey Staff (SS), and Delegates (D) cited the “listening sessions” and other optional trainings and workshops as examples of ways that KCLS is beginning the conversation about Diversity Equity and Inclusion: **DEI Training/sessions/learning**. Example answers under this theme referenced DEI trainings, REC trainings, REC consultants, DEI listening sessions, and any language relating to DEI trainings, DEI sessions, and DEI learning. KLT (SLM) and Managers (M) also cited this example, but had a larger number of less specific comments about how DEI work was happening at KCLS.

In addition, all 4 groups cited that KCLS was beginning to bring up and speak about issues of race and racism: **DEI General Process**. Answers counted under this data theme could not be placed in a more distinct category but still expressed relevance to the survey question. Many of the data points categorized under this theme included general nonspecific comments, for example, “increase in conversations” or “starting the process”.

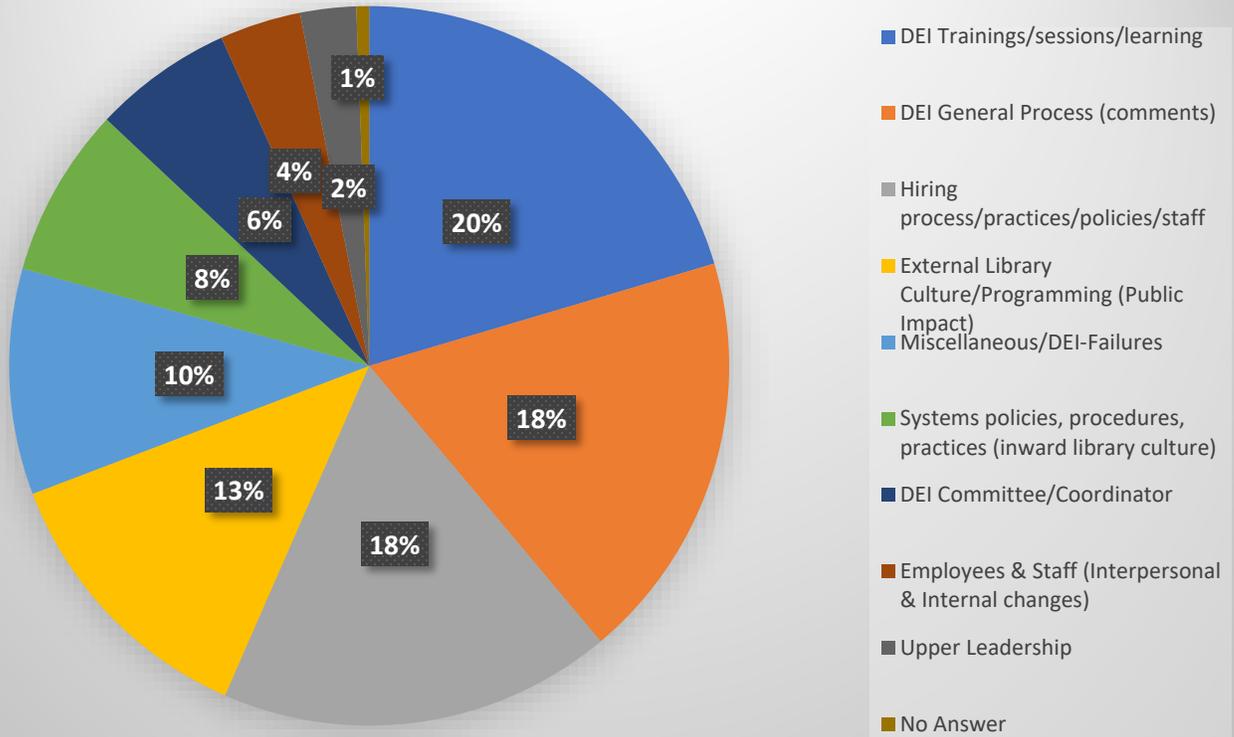
Everyone; Delegates (D), Survey Respondents (SS), Managers (M) and KLT (SLM) also said that the hiring process, practices and policies were reflecting signs of growth in regards to Diversity, Equity and Inclusion: **Hiring process/practices/policies/staff**. Answers in this theme directly referenced hiring practices within KCLS. Some main examples included hiring more people of color and/or hiring for diversity, or referenced the need for an increase in “staff diversity” and “hiring outreach” within communities of color. Additional answers counted in this theme were HR related policies. For

example: education requirements, pre-interview bias questions, and DEI on performance evaluations. Some answers under this theme were staffing related comments like the page fellowship program and LTA's. Another data point counted for this theme included answers referencing hiring of more managers of color.

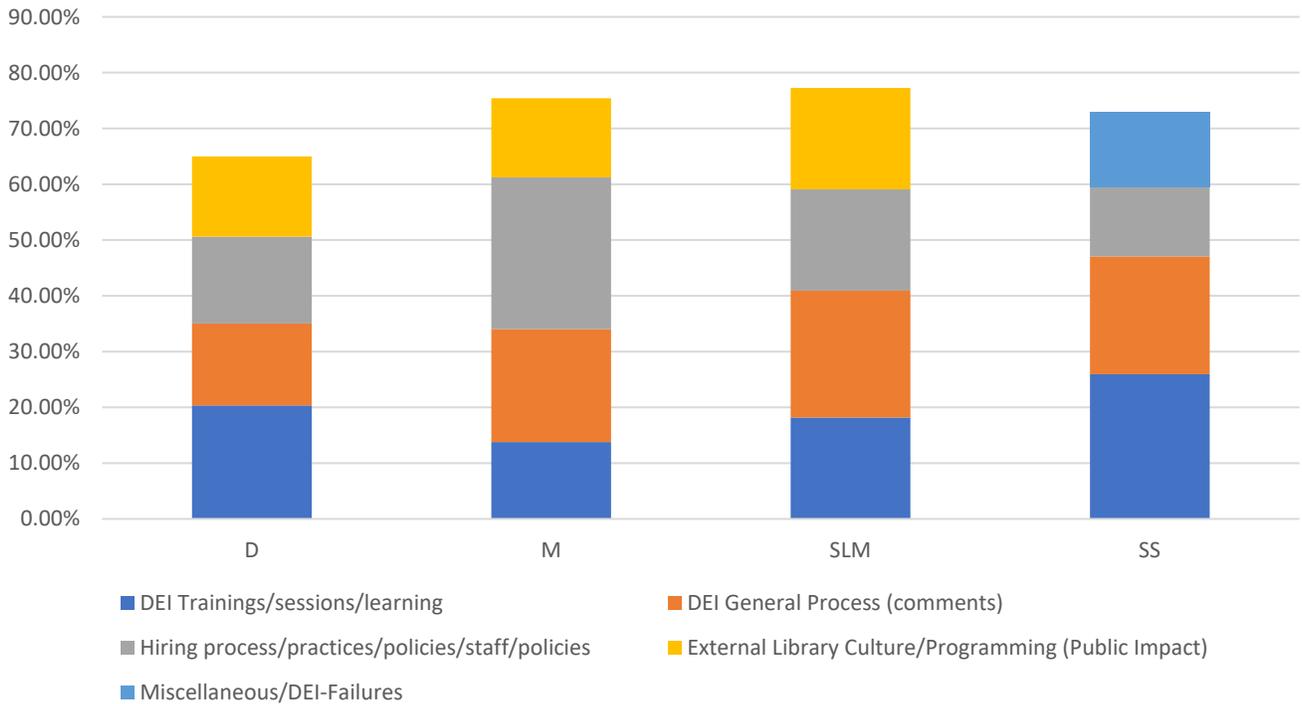
There was also a significant number of Delegates (D), Managers (M) and KLT (SLM) members who mentioned that they thought KCLS was doing well in terms of its external work with patrons: **Patron Relations**. This included patron relations, library programming, library materials such as books, outreach services, and community events. This theme also included answers relating to library fines, code of conduct, printing, and computer access. Additionally, this theme categorizes answers commenting on the use of an "equity lens" to implement public programming and the selection of library materials. Some program examples given here included: talk time, ESL classes, world language story times, citizenship, funded school assemblies, text translators, economic empowerment coordinator, and the teen economic empowerment grant.

There were also 37 Delegates who responded to this question by describing the failures of KCLS in the area of DEI. This response was not necessarily an actual answer to the question of what was going well, but it did present information to consider, as we think about how staff are feeling and thinking about Diversity, Equity and Inclusion at KCLS: **Miscellaneous/DEI-Failures**. There was a clear pattern in these responses relating to a lack of knowledge around DEI efforts within KCLS, complaints about these efforts as not "being enough" or the DEI efforts being "lip service". There were additional complaints about lack of diversity among leadership or leadership failures as it related to DEI efforts, as well as general negative comments describing DEI efforts or lack of DEI efforts within KCLS. This theme also captured comments that stated "nothing" or "ask me down the line" in reference to the question of "what is going well."

Q1 % Occurrence of General Theme



Employee Status Q1



Question #2

The first sub-group Racial Equity Consultants (REC) worked with at KCLS was the King County Library Leadership Team. REC met with the KLT twice for 3 hours each, for the purpose of building capacity around race and racism, and also for introducing and gathering responses from the 3 Questions on the “Listening Session Questionnaire” (See Appendix B). Then in subsequent weeks, Managers, and Delegates met in “Listening Sessions” (See “Call to Action” above). Participants who identified as People of Color spent 2.5 hours in a session with Marlon Brown and participants who identified as White with Fran Partridge. After 2 hours of watching videos, and having discussions and conversations about the definitions of Race and Racism, participants responded to a Questionnaire asking three questions (See Appendix B). The second question was:

What racial inequities have you experienced or witnessed at KCLS?

In Question #2, we found that the most respondents, in all 4 groups, Survey Staff, Delegates, Managers and KLT, shared experiences that developed into nine themes with the top four themes being: Institutional Racism and Institutional Racism (hiring and staff make up/non-managerial) combined, Patron Relations, Management vs. Staff and Interpersonal Racism. Additionally, most Respondents were not able to articulate experiences of Structural Racism. Respondents who participated in the in-person listening sessions were the only respondents who shared anything about Structural Racism.

Example answers under the **Institutional Racism** theme from KLT (SLM), Delegates (D), and Managers (M) include policies that disproportionately impact staff and managers of color, high practices of bias/stereotypical narratives of staff and patrons from management and leadership, practices and expectations that center white experiences and tokenism. In addition, the use of Friends of the Library groups is stated as favoring affluent communities in the region which reflects institutionalized inequity. Respondents shared how equipment and resources are inequitably dispersed throughout the organization, favoring branches in affluent communities. Answers collected under the theme **Institutional Racism/hiring and staff make up** directly reference hiring, hiring practices, inequities in staffing, institutional promotions, policies regarding qualifications in hiring, and the disproportionate representation of staff who are POC in lower level positions.

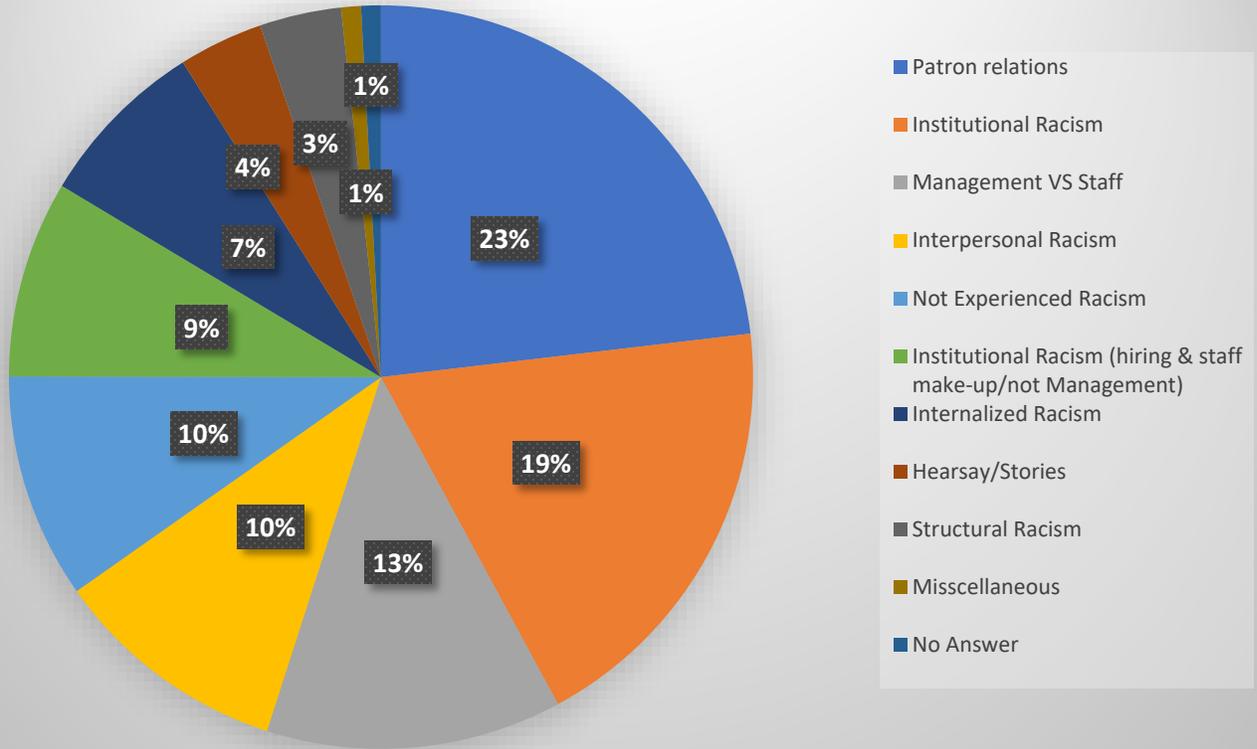
Example answers under the **Patron Relations** theme from Staff Survey (SS), KLT (SLM), Delegates (D), Managers (M) include extreme racial prejudice and preference for white environments and experiences. There are also overwhelming responses to the practice of dismissing reported harmful experiences of BIPOC staff and patrons by KLT, managers/supervisors and staff. Respondents share that managers/supervisors do not manage racialized harm to staff and patrons and often model microaggressions. Also, respondents share that covert and overt expressions of racial bias often occur disproportionately toward patrons of color through over policing, and the overreporting of disciplinary actions, while underreporting disciplinary interactions with white patrons. Experiences of racial harm from patrons are rarely addressed by management or leadership directly and in the moment.

Examples of **Management vs. Staff** theme responses include a practice of dismissing and avoiding reports of harmful racialized experiences when these practices are illuminated and challenged even when challenges come from white management and staff. Hiring practices, although this process has received significant improvements, continue to be a source of concern and challenge for applicants of color and applicants without formal education, especially when there is not a requirement for formal education/college degree.

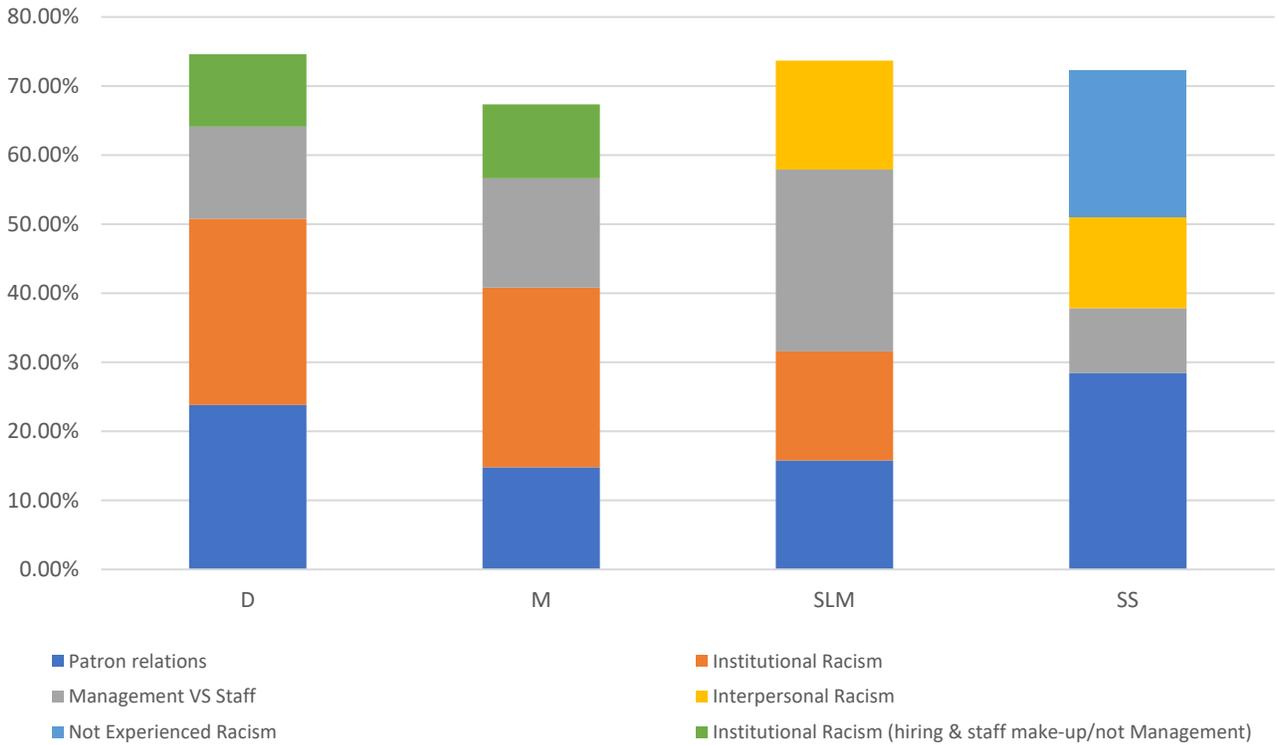
Interpersonal Racism rounds out the top four themes and is often the type of racism we hear the most about. Example answers of this theme include wide practices of microaggressions and bias at every level of the organization, as well as denial, defensiveness and the continued centering of whiteness. Answers highlight racial microaggressions, racial slights and comments by staff, personal biases heard in the work place and stereotyping by staff towards staff of color. This theme also includes interpersonal racism towards POC managers by staff and interpersonal racism from managers towards POC staff and/or POC patrons.

There were also 80 Respondents who answered “not experiencing or witnessing racism while working at KCLS.” As outlined in Appendix E “Not Experienced Racism - answers counted here come from respondents who say they have “not experienced” or “witnessed racism” within KCLS. Although this kind of response could be considered *internalized racism*, the data showed a strong pattern for respondents who answered Question 2 in this manner, so it warranted a separate category for analysis. Furthermore, the answer was so distinct that it could not be classified as anything else with a high level of confidence.”

Q2 % Occurrence of General Theme



Employee Status Q2



Question #3

The first sub-group Racial Equity Consultants (REC) worked with at KCLS was the King County Library Leadership Team. REC met with the KLT twice for 3 hours each, for the purpose of building capacity around race and racism, and also for introducing and gathering responses from the 3 Questions on the “Listening Session Questionnaire” (See Appendix B). Then in subsequent weeks, Managers, and Delegates met in “Listening Sessions” (See “Call to Action” above). Participants who identified as People of Color spent 2.5 hours in a session with Marlon Brown and participants who identified as White with Fran Partridge. After 2 hours of watching videos, and having discussions and conversations about the definitions of Race and Racism, participants responded to a Questionnaire asking three questions (See Appendix B). The third question was:

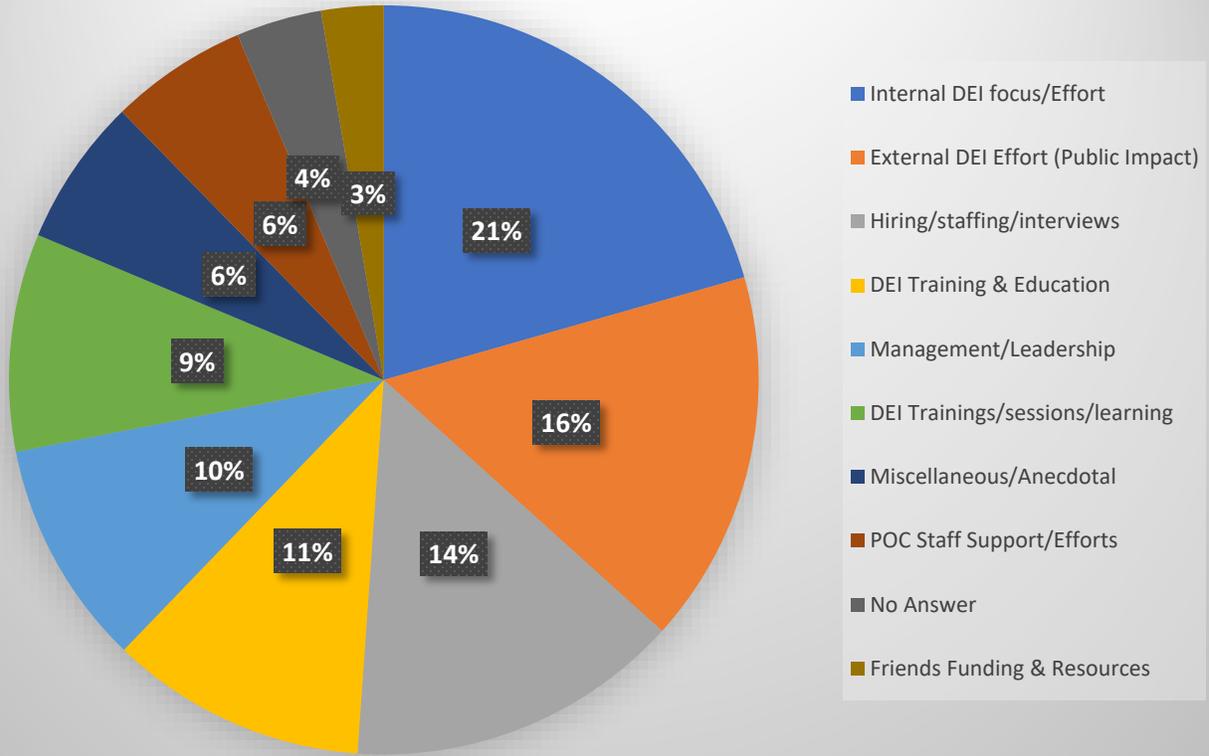
What racial diversity, equity and inclusion efforts would you like to see here at KCLS?

The responses were written out by each participant. There were no boxes to check or suggestions of topics or categories for participants to draw from, although each group did have a chance to discuss what they thought institutional racism looked like, in libraries in general. For each response, we used the afore-mentioned method (See Methodology Above) to categorize and describe the Themes that came up for each question.

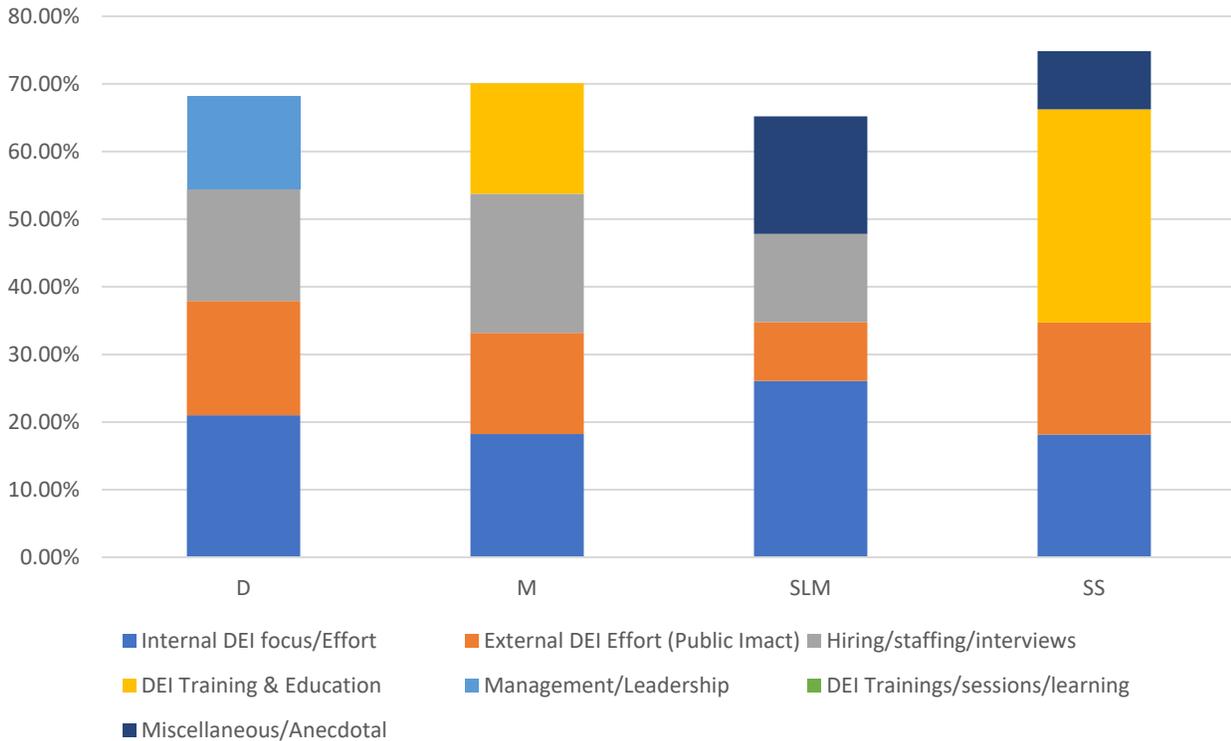
In Question #3, we found that the Theme that came up most in the survey (SS) was for training and education: **DEI Training & Education**. Answers for this theme directly referenced trainings, education, knowledge, classes and learning centering on diversity, equity, and inclusion. The Theme that came up most from the Delegates (D), the Managers (M) and the KLT (SLM) (all of whom had some, if only brief, capacity building sessions with REC) was categorized as Internal KCLS work: **Internal DEI Focus/Effort**. Answers for this theme referenced comments, ideas and suggestions that referred to areas of internal library DEI efforts. This included prioritizing DEI work within KCLS and using a DEI lens when addressing policies, practices and procedures that impact both internal and external library culture. This theme also included staff relationships and increasing opportunities for staff to build relationships.

The next largest respondent theme from the delegates (D) and the surveyed staff (SS) was the need for more work on community impact and culturally responsive practices. We called this theme **External DEI Effort (Public Impact)**. The answers for this theme directly referenced patrons, community, programming, library policies impacting patrons, library impact in community, and library materials. All the data collected for this theme referenced comments, ideas, and suggestions that directly impact patrons and external library communities.

Q3 % Occurrence of General Theme



Employee Status Q3



Report Conclusion/Key Points/Recommendations

Internal DEI Focus/Effort: KLT- To build the capacity of the KLT capacity to actualize an inclusive, anti-racist culture in KCLS

Internal DEI Focus/Effort: Restructure the Diversity Committee to become an accountability partner with KLT to further implement the remaining Priority Recommendations as listed in the “Embodying Our Values: Diversity, Equity and Inclusion Project Report

DEI Training & Education: Deliver mandatory DEI Foundational Training for KLT, Managers, Supervisors, Staff, Volunteers and Board members

Internal DEI Focus/Effort: All Managers and Supervisors - To build their capacity to lead DEI-related conversations in all KCLS departments; further actualize an inclusive, anti-racist culture in KCLS

Internal DEI Focus/Effort: Hire a full-time permanent internally-focused Diversity Coordinator for DEI work to collaborate with current Diversity Coordinator so that organizational capacity and accountability is established.

Internal DEI Focus/Effort: Hire a Director of Diversity, Equity and Inclusion, responsible for both internal and external DEI work so that it is clear who is responsible for ensuring ongoing internal and external focused DEI work happens. Both the Internally Focused Diversity Coordinator and Externally Focused Diversity Coordinator would report to this Director of Diversity, Equity and Inclusion.

External DEI Effort (Public Impact): Region Management Teams - To build their capacity to develop standard service delivery expectations that incorporate customer service best practices for **Patron Relations**. Develop policies and practices that support improving all patron and staff experiences.

It is a common response for an organization to want to change outcomes for the community they serve. Unfortunately, scholarship indicates that racial equity cannot be improved for our constituents/patrons until the roots causes of racial inequities are examined and interrupted.

Thank You

Darlene Pearsall

Lisa Fraser

Kristie Cain

Cynthia McNabb

Lisa Rosenblum

KCLS Service Center Front Desk Staff

KCLS Listening Session Delegates and Managers

Appendix A

Definitions:

Managers were defined a staff at KCLS who managed/supervised other staff at KCLS

Delegates were expected **to coordinate the "listening" of staff** in their building, program or library. They were going to be giving out the questionnaire to staff (every staff member was going to be asked to fill out this questionnaire) and the Delegates were to collect them from those same staff members and bringing them back to the last session. The plan was for Delegates to meet with REC twice for 2 1/5 hours each session.

Racism: Ibram X. Kendi writes in How to be an Anti-Racist that "Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities." (p.17 -18) He also states that a racist policy "is any measure that produces or sustains racial inequity between racial groups." (p. 18) and that "a racist idea is any idea that suggests one racial group is inferior or superior to another racial group in any way. **Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society.**" (p. 20) He concludes that "**racism is a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas.**" (p.20)
Racial Equity Consultants describes racism as "Power plus privilege which upholds a system that benefits people who are white, to the detriment of people of color."

Appendix B

Questionnaire for KCLS

Please self-select your racial identity (i.e. African American/Black, White, Asian, etc.)

Questions:

When you think about the racial diversity, equity and inclusion efforts of KCLS, what do you think and/or feel is going well?

What racial inequities have you experienced or witnessed at KCLS?

What racial diversity, equity and inclusion efforts would you like to see here at KCLS?

Appendix C

Email that went out to all staff at the very beginning of the Manager and Delegate Sessions:

The following is from our consultant group; Racial Equity Consultants LLC (REC).

To All KCLS Staff,

In our recent meetings with KCLS managers and delegates, it has come to our attention that there is some confusion **about the "Listening Sessions."** We hope that the following will clarify this process.

REASON AND PURPOSE OF LISTENING SESSIONS:

The Values Project for Diversity, Equity and Inclusion studied for a year, created and implemented a survey and made recommendations to KLT (see attached). and one of the recommendations was to hire outside consultants to assess the organization's readiness to do DEI work. Racial Equity Consultants (REC) was hired. Because KLT was hearing that staff of color were not feeling heard in the organization, REC suggested that "Listening Sessions" were the first step toward fulfilling this recommendation.

THE ROLE OF A DELEGATE

If you sign up to come to the **two sessions** for delegates, you will be learning a little bit about race, racism and racial equity. You will also be answering a questionnaire. And, you have a responsibility. You will be expected to **coordinate the "listening" of staff** in your building, program or library. You will be giving out the questionnaire to staff (every staff member will be asked to fill out this questionnaire) and collecting them from those same staff members and bringing them back to the last session.

THE QUESTIONNAIRE

Three questions will be asked of every staff member:

- 1) When you think about the efforts of KCLS to address racism, what do you think and/or feel is going well?
- 2) Where or how have you experienced or witnessed racism at KCLS?
- 3) What are some of the ways/ideas you have that would help KCLS challenge racism, or become anti-racist?

DEFINITION OF RACISM

Ibram X. Kendi, in his book How to be an Anti-Racist states the following:

"Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities." (p.17 -18) He also states that a racist policy "is any measure that produces or sustains racial inequity between racial groups." (p. 18) and that "a racist idea is any idea that suggests one racial group is inferior or superior to another racial group in any way. **Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society.**" (p. 20) He concludes that "**racism is a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas.**" (p.20)

Racial Equity Consultants describes racism as "Power plus privilege which upholds a system that benefits people who are white, to the detriment of people of color."

WHO WILL READ THE QUESTIONNAIRE?

All the questionnaires will be filled out and collected anonymously. Racial Equity Consultants and staff delegates will be reading the answers, discussing themes and REC will then compile the data. A report will be written, which will include the compiled data, themes that have come to the forefront, and recommendations for movement forward for the organization. This report will be given to KLT and when finalized, sent out to the KCLS staff.

REASON FOR RACIAL IDENTITY GROUPS FOR "LISTENING"

We want staff of all racial identities to have delegates of the same racial identity to speak with and gather responses for the listening sessions to increase accessibility and authenticity. We facilitate these discussions separately to try to mitigate harm to people of color during this process. We understand that these discussions can be difficult for everyone. This will allow space to set a foundation for the work going forward.

RESOURCES

The following are all the videos we will be showing at the Delegate sessions as well as a longer video called "The birth of a white nation" about how and why race and racism were invented in this country. Also, attached to this email is a resource list of articles, videos and books that we highly recommend.

The Myth of Race: <https://www.youtube.com/watch?v=VnfKgffCZ7U>

My Experience of Internalized Oppression: <https://www.youtube.com/watch?v=7QHGzfORZTM>

Interpersonal Racism: <https://www.youtube.com/watch?v=2sSZYGXWbLE&t=2s>

Institutional Racism: <https://www.youtube.com/watch?v=Y1z-b7gGNNc>

Structural Racism: <https://www.youtube.com/watch?v=pWIDdabD0UA>

The Birth of a White Nation: <https://www.youtube.com/watch?v=TM6ehzu3p4c>

Fran Partridge and Marlon Brown

Racial Equity Consultants LLC

www.racialequityconsultants.com

Appendix D

Email to Staff about the Survey:

Hello KCLS staff,

As we navigate this new world of COVID-19, working from home etc., unfortunately, all of our sessions with REC (Racial Equity Consultants) have had to be cancelled. However, we do not want to lose the momentum of racial justice work, nor let go of "listening" to each voice at KCLS. We want to continue to create a way for REC to "hear" how each one of you are experiencing or witnessing racial equity or inequity at KCLS. REC will then be able to compile the data and create an accurate analysis and report of the racial climate at KCLS.

In place of the remaining delegate sessions and the unanswered questionnaires, REC is asking that those of us who have not had a chance to fill out the hard copy questionnaire, complete the online survey. This survey asks the same questions as the hard copy questionnaire, so...

**IF YOU HAVE COMPLETED THE REC QUESTIONNAIRE,
PLEASE DO NOT
COMPLETE THE SURVEY.
(This includes KLT, Managers and Delegates)**

Before completing the Survey - Please watch the 5 very short videos attached here that outline how RACE is not biological and defines the 4 types of Racism, before you complete the 3 question survey. The whole process should not take you longer than 30 minutes.

The Myth of Race: <https://www.youtube.com/watch?v=VnfKgffCZ7U>

My Experience of Internalized Oppression: <https://www.youtube.com/watch?v=7QHGzfORZTM>

Interpersonal Racism: <https://www.youtube.com/watch?v=2sSZYGXWbLE&t=2s>

Institutional Racism: <https://www.youtube.com/watch?v=Y1z-b7gGNNc>

Structural Racism: <https://www.youtube.com/watch?v=pWIDdabD0UA>

**Please complete the survey before or on
April 3rd, 2020**

(Survey link)

Attached here also is a 6th video called "The Birth of a White Nation" that REC strongly suggests you watch. It is about how the white race was created, in the 17th century in the USA.

The Birth of a White Nation: <https://www.youtube.com/watch?v=TM6ehzu3p4c>

Thank you for contributing to the creation of an authentic base-line to improve racial equity and justice at KCLS.

Appendix E

Definitions of Themes in Qualitative Data Collected:

QUESTIONS 1: When you think about the racial diversity, equity and inclusion efforts of KCLS, what do you think and /or feel is going well?

1. **DEI Committee/Coordinator**- Answers relating to or stating “DEI Committee” or “DEI Coordinator”. This also includes statements like “various committees” or “team of people working towards diversity”.
2. **DEI General Process (comments)**- Answers counted under this data theme could not be placed in a more distinct category but still expressed relevance to the survey question. Answers categorized under this theme included general comments relating to Question 1 that could not be categorized into other more specific data themes. Many of the data points categorized under this theme include general nonspecific comments, for example, “increase in conversations” or “starting the process”. Since these answers are not specific enough to be analyzed and interpreted at a high level of confidence, they required a theme that allowed for “general” understanding of information collected.
3. **DEI Training/sessions/learning**- Answers referencing DEI trainings, REC trainings, REC consultants, DEI listening sessions, and any language relating to DEI trainings, DEI sessions, and DEI learning.
4. **Employees & Staff (Interpersonal & Internal changes)**- Answers making references to DEI work impacting relationships amongst colleagues with direct references to “co-workers” & “employee(s)”. This theme marks the internal changes that have taken place between employees through DEI efforts. Main ideas in this theme include increased “conversations” and “discussions” among co-workers around DEI, increased feelings of closeness to co-workers as a result of DEI efforts, more openness among staff with regard to DEI work, and more staff and employees embracing DEI work. All answers categorized in this theme have direct reference to words that are specific; employees, staff, co-workers, colleagues, or personal references to self as it relates to DEI efforts. Answers that referenced similar ideas but did not mention direct language (employees, staff, co-workers, colleagues, or personal references to “self”) were placed in the *DEI General Process* category.
5. **External Library Culture/Programming (Public Impact)**- Answers here reference the external library system, including comments that describe library culture directly impacting patrons. This includes patron relations, library programming, library materials such as books, outreach services, and community events. This theme includes answers relating to library fines, code of conduct, printing, and computer access. Additionally, this theme categorizes answers commenting on the use of an “equity lens” to implement public programming and selection of library materials. Some program examples given here include: talk time, ESL classes, world

language story times, citizenship, funded school assemblies, text translators, economic empowerment coordinator, and the teen economic empowerment grant.

6. **Hiring process/practices/policies/staff** - Answers in this theme directly referenced hiring practices within KCLS. Some main examples include hiring more people of color and/or hiring for diversity, or any answers referencing the need for an increase in “staff diversity” and “hiring outreach” within communities of color. Additional answers counted in this theme are HR related policies. For example: education requirements, pre-interview bias questions, and DEI on performance evaluations. Some answers in this theme are staffing related comments like the page fellowship program and LTA’s. Another data point counted for this theme includes answers referencing hiring of more managers of color. This is the only data point that is counted twice in two separate themes: *Hiring process/practices/policies/staff* and *Management/Upper Leadership*.
7. **Systems policies, procedures, practices (inward library culture)**- Answers in this theme relate to the internal culture of KCLS. These answers reference systems, policies, procedures, internal library practices and the general internal culture amongst staff at KCLS. Examples given here include DEI as a system wide strategy, changing harmful practices & policies, the mission, vision, and values statement, prioritizing DEI work, the DEI initiative, valuing staff diversity, DEI as a core value, and yearly DEI evaluations.
Answers relating to hiring practices/policies/procedures are excluded from this category.
8. **Management/Upper Leadership**- Answers in this category include responses that reference management, managers, SLM (senior leader management/KLT), KCLS leadership and directors.
9. **No Answer**- Respondents that either left the question blank or responded with “no answer”.
10. **Miscellaneous/DEI-Failures**- This category was created to capture the data responses that do not directly answer Question 1, as they absolutely do convey ideas and feelings about the DEI work happening at KCLS. There is a clear pattern in these responses relating to a lack of knowledge around DEI efforts within KCLS, complaints about these efforts as not “being enough” or the DEI efforts being “lip service”. There are additional complaints about lack of diversity amongst leadership or leadership failures, as they relate to DEI efforts, as well as general negative comments describing DEI efforts or lack of DEI efforts within KCLS. This theme also captured comments that stated “nothing” or “ask me down the line” in reference to the question of “what is going well”.

QUESTION 2: What racial inequities have you experienced or witnessed at KCLS?

- 1. Interpersonal Racism-** Answers in this category reflect the definition of Interpersonal Racism in “the four types of racism” activity sheet adapted by Racial Equity Consultants LLC. Interpersonal racism defined in this survey include acts of pre-judgement, bias or discrimination by an individual toward another individual. Answers highlight racial microaggressions, racial slights and comments by staff, personal biases heard in the work place and stereotyping by staff towards staff of color. This theme also includes interpersonal racism towards POC managers by staff and interpersonal racism from managers towards POC staff and/or POC patrons. This theme did NOT include interpersonal racism from patrons towards POC staff, because the data for this theme represents such a significant margin, it needed to be categorized separately. (See: *Patron Relations*).
- 2. Patron Relations-** Answers for this theme include institutional and interpersonal racism related to patron relations. This includes interpersonal racism towards KCLS staff by KCLS patrons, interpersonal racism between patrons, and institutional racism that directly impacts patrons. For example, a significant margin of data for this theme represents staff reports of interpersonal racism and racial microaggressions towards KCLS staff by patrons. Another significant margin of data for this theme are the institutional barriers that impact patrons of color like fines, access to technology, and disproportionate discipline toward patrons of color. An additional subset theme for this data count includes the institutional and interpersonal racism exhibited by KCLS staff towards patrons of color. Examples include interpersonal staff conversations and comments referencing patrons of color that are defined as racial stereotypes and microaggressions.
- 3. Internalized Racism-** Answers in this category reflect the definition of internalized racism in “the four types of racism” activity sheet adapted by Racial Equity Consultants LLC. Internalized racism is the personal conscious or subconscious acceptance of the dominant society’s racist views, stereotypes and biases of an ethnic or racial group. It gives rise to patterns of subconsciously thinking, feeling and behaving that result in discriminating, minimizing, criticizing, finding fault, invalidating, while simultaneously valuing the dominant culture. Responses categorized in this theme are either directly referencing incidences or cultural patterns within KCLS that are defined as internalized racism, or they are answers that reflect respondents’ own internalized racism. For example, answers responding to “racial inequities seen within KCLS” that state “hiring a black candidate over a white candidate when both are equally good” or “because someone is of color, they are given more opportunities to improve their work quality” models internalized racism by criticizing DEI practices within KCLS and not acknowledging dominate racist views which perpetuate historical racism within institutions. Furthermore, answers that described noticing other inequities, for example through gender or age, but “not noticing” racial inequities within KCLS demonstrates lack of racial awareness and is a form of internalized racism.

4. **Management VS Staff-** Answers under this theme reference racial inequities related to managers, hiring managers, management, leadership, and KLT. Examples include: KLT being all-white; lack of racial diversity in management; witnessing microaggressions from managers towards staff of color; witnessing racial inequities from managers during a hiring process; KLT not communicating decisions to staff on DEI topics; managers slow to respond to staff concerns about racial inequities; managers using DEI language to advance their careers; white managers making racist comments towards staff who are People of Color (POC) and over-working staff who are POC; managers expecting POC to code switch and “act white”; and white managers showing favoritism towards white staff.

Answers that directly referenced the words manager(s), management, leadership, directors, SML, KLT and administration were counted in this theme. Answers that referenced manager(s), management, leadership, directors, SML, KLT and administration, in addition to hiring or hiring practices were also counted for this theme and NOT counted in the theme *Institutional Racism-hiring & staff/staffing*.
5. **Hearsay/Stories-** Data counted here are from respondents who reference stories or comments that answer Question 2 and come from another person’s account or experience.
6. **Institutional Racism-** Answers in this category reflect the definition of Institutional Racism in “the four types of racism” activity sheet adapted by Racial Equity Consultants LLC. Institutional racism is defined as policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently. Data collected in this theme reflect such practices, policies and procedures which create inequities within the institution. Additionally, data collected for this theme reflect general comments referencing the internal culture that is created through the process of institutional racism. Some examples here include: Racial make-up of staff and disproportionate staffing inequities; library programming representing the dominate culture; schedules for staff; requirements for staffing; lack of diversity across departments; staff not representing communities served; disproportionate requests for discipline/performance for POC staff; lack of access to DEI trainings for all staff; barriers disproportionately impacting areas of the County with lower income residents; no institutional support for staff who are POC or managers who are POC; inequities in KCLS initiatives, and minimizing, trivializing and undervaluing the Diversity Committee.

Answers related to institutional racism and hiring practices were NOT included in this theme, because this pattern of data was significant enough to have its own theme.
(see: *Institutional Racism-hiring & staff/staffing*)
7. **Institutional Racism-hiring & staff/staffing-** Answers in this category reflect the definition of Institutional Racism in “the four types of racism” activity sheet adapted by Racial Equity Consultants LLC. Institutional racism is defined as policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently. Answers collected for this theme are specific to institutional racism which directly reference hiring, hiring practices, inequities in staffing, institutional promotions, policies regarding qualifications in hiring, and the disproportionate representation of staff

who are POC in lower level positions. Answers counted for this theme use specific language referencing the inequities in the hiring and staffing practices at KCLS. More general language used to describe the pattern of institutional racism is counted in the *Institutional Racism* category. Any language relating to management and/or leadership is NOT counted in this theme relating to institutional racism.

(see: *Institutional Racism & Management VS Staff*)

8. **Structural Racism-** Answers in this category reflect the definition of Structural Racism in the “the four types of racism” activity sheet adapted by Racial Equity Consultants LLC. Structural Racism is defined as the history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color. Responses for this theme directly reference KCLS friends groups, inequities in funding for programming based on socioeconomic status of communities, KCLS library funds, and affluent community spending.
9. **Not Experienced Racism-** Answers counted here come from respondents who say they have “not experienced” or “witnessed racism” within KCLS. Although this kind of response could be considered *internalized racism*, the data showed a strong pattern for respondents who answered Question 2 in this manner, so it warranted a separate category for analyzation. Furthermore, the answer was so distinct that it could not be classified as anything else with a high level of confidence.
10. **No Answer-** Respondents that either left the question blank or responded with “no answer”.
11. **Miscellaneous-** Answers for this theme refer to comments, ideas, questions, and suggestions that cannot be placed into another theme because they lack a high level of confidence in decoding the information provided.

QUESTION 3: *What racial diversity, equity and inclusion efforts would you like to see here at KCLS?*

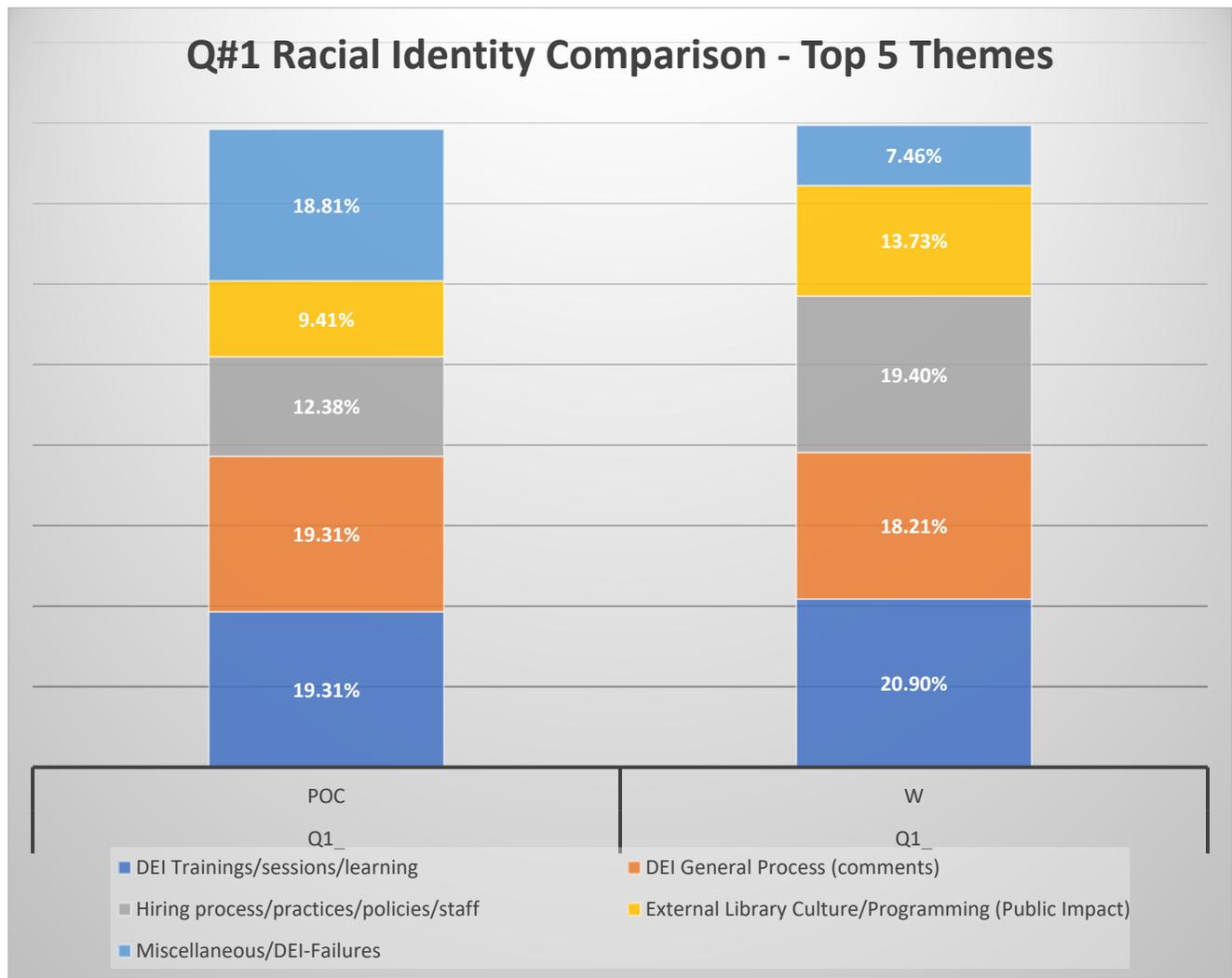
1. **DEI teams/committees/coordinators-** Answers for this theme directly reference DEI teams, DEI committees, and DEI coordinators. Other answers included in this theme are suggestions to strengthen DEI efforts through advisory committees, community participation in DEI committees, and increasing institutional power for DEI committees & DEI coordinators.
2. **DEI Training & Education-** Answers for this theme directly reference trainings, education, knowledge, classes and learning centering on diversity, equity, and inclusion.
3. **External DEI Effort (Public Impact)-** Answers for this theme directly reference patrons, community, programming, library policies impacting patrons, library impact in community, and library materials. All the data collected for this theme reference comments, ideas, and suggestions that directly impact patrons and external library communities.

4. **Friends Funding & Resources-** Answers for this theme directly reference the allocation of KCLS resources and friends funding groups. This includes any policies, programming, and distribution methods as they relate to KCLS resources and KCLS “Friends” groups.
5. **Hiring/Staffing/Interview-** Answers for this theme directly reference KCLS hiring, KCLS staffing, and KCLS interview procedures and policies.
6. **Internal DEI Focus/Effort-** Answers for this theme reference comments, ideas and suggestions that refer to areas of internal library DEI efforts. This includes prioritizing DEI work within KCLS, using a DEI lens when addressing policies, practices and procedures that impact internal or/and external library culture. For example, policies that impact staff and policies that impact patrons. This theme also includes staff relationships and increasing opportunities for staff to build relationships, thus speaking to internal DEI efforts.
7. **Management/Leadership-** Answers for this theme reference comments, ideas, and suggestions that refer to areas of KCLS management and leadership. This includes hiring practices carried out by management, increasing managers of color, training for managers around DEI, leadership communication around DEI work, management accountability and transparency, diversifying KLT, seeking leadership from management around DEI work, and managerial support for staff in addressing racism amongst patrons.
8. **POC Staff Support/Efforts-** Answers for this theme reference comments, ideas, and suggestions that refer to internal DEI efforts to support staff who are POC within KCLS. This includes: access to promotional pathways; better support for managers who are POC; asking staff who are POC about their needs; resource groups for staff who are POC; support groups for staff who are POC; efforts to center experiences of staff who are POC and communities of color; creating “safe spaces” for POC, access to more training for staff who are POC, and assessing barriers and challenges POC face while working at KCLS.
9. **Miscellaneous/Anecdotal-** Answers for this theme refer to comments, ideas, questions, and suggestions that cannot be placed into another theme because they lack a high level of confidence in decoding the information. Responses that do not directly answer Question 3, or that do not distinctly reference a specific suggestion, are placed in this category. Furthermore, anecdotal responses that are based on personal stories and not rooted in factual evidence are placed in this category. Examples of anecdotal responses in this survey include: “treat everyone as you would want to be treated” or “becoming pro-truth, pro-human, pro-loving kindness”. These answers convey a personal opinion that ignores the factual evidence that institutional and systemic racism exists and cannot simply be eradicated by a single individual’s beliefs, actions or behavior.

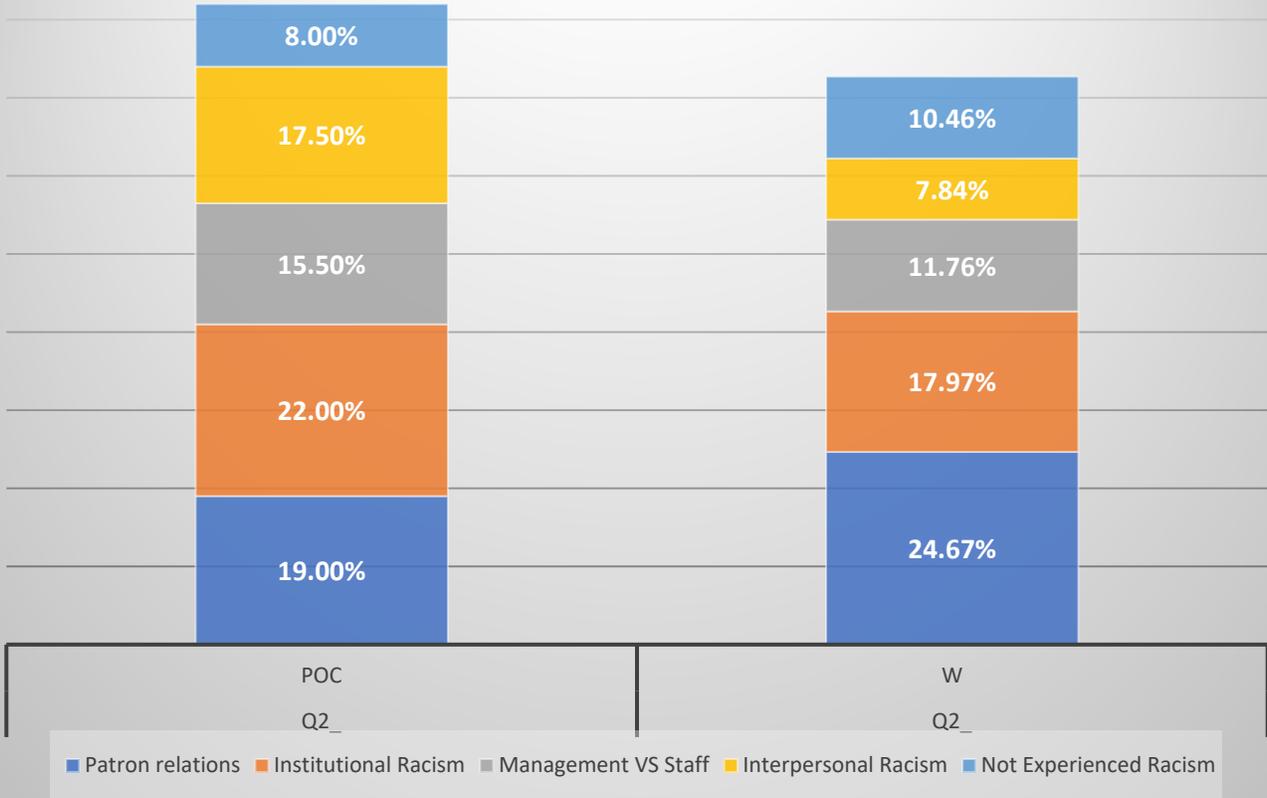
10. No Answer- answers for this theme include responses that were left blank or answers that convey the respondent had no ideas to share for Question 3. Examples include, “I genuinely have no idea”, “no ideas”, “not sure”, “no”, “none”, and “n/a”.

Appendix F

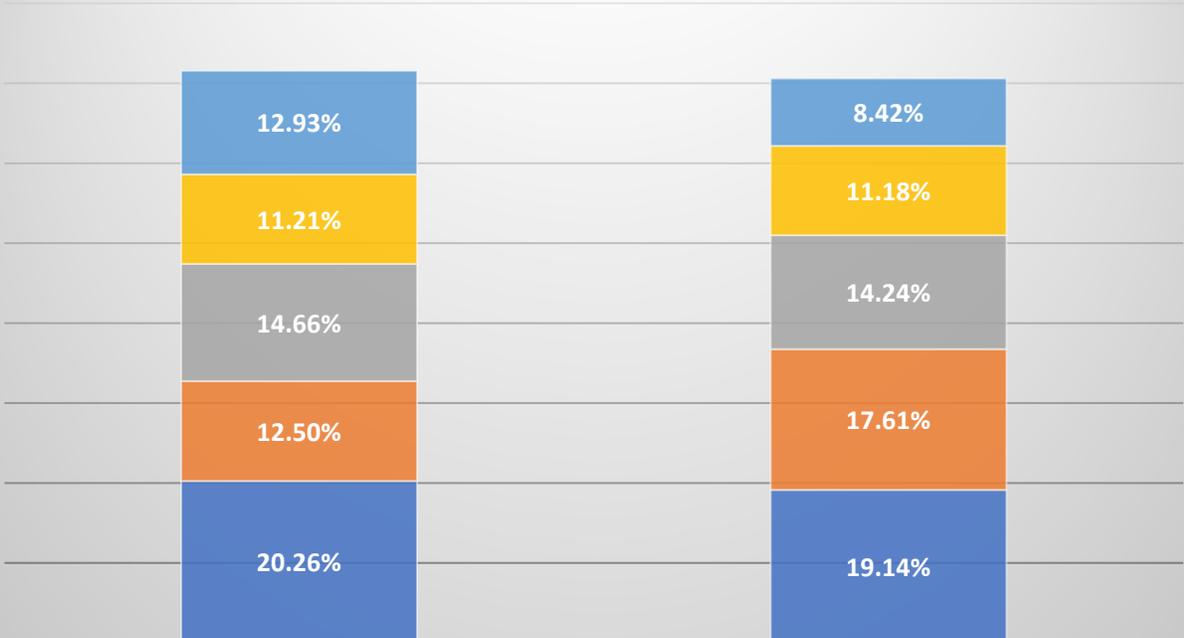
Responses by Racial Identity



Q#2 Racial Identity Comparison - Top Themes



Q#3 Racial Identity Comparison - Top 5 Themes



POC	W
Q3_	Q3_

- Internal DEI focus/Effort
- External DEI Effort (Public Impact)
- Hiring/staffing/interviews
- DEI Training & Education
- Management/Leadership