

Individual/Internalized (Implicit) Level (*values, beliefs, feelings*)

“African-Americans do not value education.”

“Bilingual students need to learn English in order to fit in to our school and to become ‘American’.”

“I expect to have lower classroom achievement levels and more behavioral issues when I have students of color in my class.”

“All (brown) immigrants are here illegally and are a threat to our national security.”

“Muslims traveling to the United States should be seen as a threat to our nation’s security.”

“Mexicans are criminals, drug dealers and rapists.”

“I don’t know why Native-Americans have a problem with celebrating Columbus Day. Why wouldn’t we want to celebrate the person that discovered America?”

“I don’t understand the support for Black Lives Matter, it’s divisive. It should be, All Lives Matter.”

Interpersonal Level (*actions, language, behaviors*)

Ms. Overman over-monitors African-American youth because “they tend to cause more problems.”

Mr. Rang expects students of color to speak up and help other students learn about their culture.

During the staff meeting, his co-workers repeatedly asked Juan what “his people” would think about various situations.

Whenever his family travels to an urban city, Jake’s parents tell him and his siblings to lock their doors.

Jill clutches her purse tight to her body each time she encounters a Black male on the street or in an elevator.

Harvey shared with his Black colleague Jim that he was so impressed with his strong work ethic and that he was “a credit to his race.”

Sam was fond of telling people that he could proudly say, “I don’t see color – we all belong to the human race.”

Mr. Hartley avoids conflict/confrontation with his colleagues of color because he is afraid that, if challenged, they will play the “race” card.

Institutional Level (*rules, policies, practices, procedures*)

At the local factory, workers are not held accountable for racial slurs and other harassing behaviors that permeate the work environment routinely.

In an effort to support Hispanic Heritage Month, the leadership program held a cultural celebration that included piñatas, ethnic music, costumes and food.

The organizational succession plan for top-level leaders did not include the intentional engagement of people of color currently employed by the organization, because if they are interested and qualified, they will rise to the top.

Food systems funders, who are predominantly white, are more likely to fund white-led organizations engaging in food systems work, even in communities of color.

The pictures in the marketing materials for the local food co-op were very diverse but very few people of color participated because it seemed unwelcoming and “exclusive”

The evidence based nutrition curriculum made no mention of social determinates of health that contribute to health disparities and inequities in many communities of color.

The organizational desire was to have program participants reflect the racial diversity of the community, with little or no time and support for staff to build trusting and authentic relationships with these community members.

The organization had all of its materials available only in English.

White students were overrepresented in advanced placement and college prep classes while students of color were widely underrepresented in those same classes although African-American and Latin@/x students made up the majority of the school population.

Cultural Level (*right, truth, beauty, norm*)

Many individuals of color, who also identify as LGBTQ+, were disillusioned when they joined LGBTQ+ support/advocacy groups only to find mainly whites in leadership positions and little to no focus on issues affecting LGBTQ+ communities of color.

The walls in the building were decorated with pictures of the history of the institution's leaders, who were all male and white.

The organization forbid the Arab American women to wear her hijab at work saying that it did not support the kind of image that they wanted to portray and might make co-workers feel uncomfortable

The photos of families that were displayed in the human services office to represent the organization's work all included a mother, a father and children, and all were white.

A school is planning a field trip and all students are required to buy a tee-shirt for the day.

Directly and indirectly, staff of color get the message that assimilation is required to "fit into" the organization.

An African-American woman spoke passionately to a white co-worker about the number of young Black men that had been lost at the hands of police officers, and her co-worker said, "I really think that you need to calm down your anger so that others can hear your message."

The organization spent time, money and other resources to do targeted recruiting of potential employees who were racially diverse, with little or no attention given to the existing organizational culture that had been characterized as unwelcoming and oppressive to people of color.

A school is planning a fundraiser to award prizes to students who sell the most candy in their neighborhoods; the winning student spends a day with the Principal.