Creating A “Call-in” Culture

In this workshop we will explore the importance of building authentic communities where we can explore the challenges and opportunities of our equity work by applying the tools of a “calling in” culture.

Facilitated By
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AGENDA
- Welcome Overview
- Grounding & Contracting
- Common Language
- Call-in vs. Call-out Culture
- LUNCH (30 min.)
- Creating A Calling-out Culture
- Scenario and Practice
- Appreciations & Evaluation

Facilitator’s Starting Points
- There will be more questions than answers
- This is an ongoing learning process
- We are equals/peers in this learning space, working together for student success
- Our values, cultural identities, and past experiences matter … They are in the room!
- Conflict is always possible, and conflict is OK when addressed from the heart.
- We are all prejudiced; prejudice is learned and can be unlearned.
- We are here to learn from each other.
Our Guiding Principles: The Four-fold Way

1. Show up, or choose to be present.

2. Pay attention to what has heart and meaning.

3. Tell the truth without blame or judgment.

4. Be open to outcome, not attached to outcome.

Dr. Angeles Arrien’s Work as Summarized by Michael Welp, Ph.D., www.equalvoice.com

Personal Contracting

1. Please silently reflect and complete your contract.

2. Please select a partner and dialogue about your contract.

Name Stories

Small Group Reflection Questions:

- What is the story of your first, middle, or last name?
- Who gave you your name? Why?
- What is the ethnic origin of your name?
- What are your nicknames, if any?
- What do you prefer to be called?

EQUITY WARM-UP
What is equity? … Please share your 5 minute elevator speech with a partner.

Building Shared Understanding: Review Activity

<table>
<thead>
<tr>
<th>Equity</th>
<th>Equality</th>
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<tr>
<td>(Socially Just) Inclusion</td>
<td>Diversity</td>
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EQUALITY EQUITY
Equity Pedagogy As An Educational Praxis

"In other words, Equity Pedagogy intends to challenge fundamental societal structures of inequity by equipping students [and employees] with basic skills [i.e., equity literacy abilities] which will help them be facilitators for social change [as well as collective and individual success]."

Adapted from Reference: http://educ533group3equitypedagogy.weebly.com/

Equity Literacy Abilities
(Adapted from Gorski, 2014)

1. Ability to RECOGNIZE biases and inequities, including subtle biases and inequities in self, others, curriculum, and school practices.
2. Ability to RESPOND to biases and inequities in the immediate term.
3. Ability to REDRESS biases and inequities in the long-term.
4. Ability to CREATE and SUSTAIN a more bias-free and equitable learning environment.
5. Ability to APPLY a equity cognitive-frame to individual and institutional practices.

Where Do We Begin?
What Are Some Dynamics That Get In the Way?

What is Unconscious Bias?

“Unconscious bias applies to how we perceive other people. We are all biased and becoming aware of our biases will help us mitigate them in our work [with students].”

– NX Leaders (2012)
Cognitive Frames As Unconscious Bias

COGNITIVE FRAMES SHAPE OUR INTERACTIONS WITH OTHERS... HOW?

Cognitive Frames Are Culturally Bond And Learned Overtime...

Become Embedded In Our Neural Pathways... And Shape Our Thinking

Organize Our Understanding Of Large Amounts Of Information And Experiences

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Micro-Messages (Rowe, 2008)

Micro-Message Characteristics:
Small, often unconscious, unspoken, actions, which are constantly sent and received.

Micro-Inequities
- Micro-inequities have a powerful impact on the target and create a sense of exclusion, disrespect and a feeling of being unwelcomed/ and unwanted.

Micro-affirmations
- Communicate inclusion, trust, respect, genuine willingness to see another’s perspective and contributions.

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Connecting Concepts

Group Development

- True Community
- Emptying
- Factions
- Pseudo-community

Scott Parks, The Difficult Chancellor, 1987
STRETCH BREAK
Please take care of your needs as needed! We will return in 10 minutes.

CREATING A CALL-IN CULTURE

Listening = Learning

Triad Dialogue
• Why do we need to build trusting communities where authentic communication for equity can thrive?
• What creates authentic communication and a sense of community in the workplace… In the classroom?
Call-out Culture

**Call-out culture** refers to the tendency among progressives, radicals, activists, and community organizers to publicly name instances or patterns of oppressive behavior and language use by others. People can be called out for statements and actions that are sexist, racist, ableist, and the list goes on. Because call-outs tend to be public, they can enable a particularly armchair and academic brand of activism: one in which the act of calling out is seen as an end in itself…


Call-out Culture, Continued

In the context of call-out culture, it is easy to forget that the individual we are calling out is a human being, and that different human beings in different social locations will be receptive to different strategies for learning and growing… One action becomes a reason to pass judgment on someone's entire being, as if there is no difference between a community member or friend and a random stranger walking down the street (who is of course also someone's friend).


Call-out culture can end up mirroring what the prison industrial complex teaches us about crime and punishment: to banish and dispose of individuals rather than to engage with them as people with complicated stories and histories…

Calling-In Defined

“I picture ‘calling in’ as a practice of pulling folks back in who have strayed from us. It means extending to ourselves the reality that we will and do f*#!k up, we stray, and there will always be a chance for us to return...”

by Ngọc Loan Trần on Black Girl Dangerous

Calling-In

“Calling in as a practice of loving each other enough to allow each other to make mistakes; a practice of loving ourselves enough to know that what we’re trying to do here is a radical unlearning of everything we have been configured to believe is normal.”- Ngọc Loan Trần

http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/

LUNCH BREAK
Please return in 30 minutes...
Small Group Activity: Identifying “Ins” and “Outs”

- With your small group, identify two key differences of calling-in vs. calling out in dialogue.

- Next, please list two statements you have heard (or made) that you think are call-out and two call-in statements.
  - Please provide at least one personal and one institutional example for each, if possible.

To Call-in or Call-out… That is the Question!

1. Who should do the calling-in?
2. Is it target-centered?
3. Have you identified the appropriate balance between addressing the issue as an individual problem and as a systemic one?
4. Do you have the time and the emotional resources to engage in a dialogue... If not now, when?
5. What are your desired outcomes? Are you comfortable stating them aloud?

Adapted from Things We Need to Consider When Choosing Between Calling Someone Out or Calling Them In; Johnson (2015)

CALL-IN STARTING POINTS...

1. Appreciation
   - “Thank you for sharing that... I am sure that wasn’t easy to say...”
   - “Thank you for having the courage to share a different view...”
   - “I appreciate your honesty...”

2. Affirmation
   - “I can see that this really matters to you...”
   - “I understand that you care deeply for our students; we have that in common...”
   - “I am glad you are engaged in this dialogue, which isn’t easy...”

3. Invitation
   - “I would love to hear more about your perspective on this...”
   - “Are you open to having a longer conversation?”
   - “I would like to share my perspective... are you open to hearing that right now?”

Dr. V. Neal & Dr. J.V. Reza
Small Group Practice

Respond to the following with a call-in:

- **Call-out:** A student says, “I don’t think white privilege is real; I didn’t have any privileges... We shouldn’t have to discuss this!”
- **Call-out:** A colleague says, “I think this equity work is a form of reverse racism! These students just need to try harder.”

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Desired Outcomes Reflections

To pursue the ideal outcome, you may want to think about some of the following questions:

- What does the person(s) harmed need?
- Are there other community members (such as bystanders or members of the same marginalized group) who have been impacted? What do they need?
- In what ways does the culture of this community support this behavior?
- Does the person harmed feel safe in community with the person who caused harm?
- Is the person who harmed willing to learn and change their behavior?

From Things We Need to Consider When Choosing Between Calling Someone Out or Calling Them In; Johnson (2015)

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Pulling It Together: Scenarios

1. You will have an opportunity to share challenging situations; pick one to work.
2. With your small group, reflect on the following:
   - What are the pros and cons of calling-out vs. calling-in, around the identified scenario?
   - If you choose to “call-in”, what would you say? What opportunities and challenges might present themselves?
   - What is your desired outcome?
Creating A Call-in Culture

- Stay Responsible for your feelings
- Identify unconscious biases (conversation filters)
- Provide Micro-affirmations
- Ask Why…, Five times!
- Allow for mistakes to happen
- Think about what makes your relationship with this person important.
- Engage in dialogue, including clarifying values and checking your personal perception

Preparing to Lead & Creating a Call-in Culture

1. Establish Community Agreements
2. Read & Discuss Courageous Conversations
3. Identify Personal and Institutional Biases & Opportunities for Micro-affirmations
4. Learn Motivational Interviewing
5. Learn 5-Why Analysis
6. Learn the “Asking The Right Questions” technique
7. Practice, practice, practice calling-in

Thank you!