

# Diversity, Equity and Inclusion

## BEGINS WITH ME



***So, what is***

***INCLUSION, DIVERSITY, BELONGING, & EQUITY***

***anyway?***

# ***INCLUSION***, *DIVERSITY, BELONGING, & EQUITY*

*the action or state of accepting or of being accepted  
within a group or community.*

- *INCLUSION, **DIVERSITY**, BELONGING, & EQUITY*

*The composition of differing elements, especially a combination of people who possess different social identities*

*Note: there is no such thing as a “diverse individual”  
– you need a group for it to be considered diverse*

- *INCLUSION, DIVERSITY, **BELONGING**, & EQUITY*

*a feeling of being connected to a community*

- *INCLUSION, DIVERSITY, BELONGING, & **EQUITY***

*seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. Requires monitoring of outcomes to ensure practices have the intended effects*

***INCLUSION, DIVERSITY, BELONGING, & EQUITY***



# ***INCLUSION, DIVERSITY, BE***



Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the "Little Rock Nine," enters Little Rock Central High School in Arkansas on Sept. 23, 1957.



*Dorothy Counts, the first black student to attend Harding High School, in Charlotte, North Carolina, September 5, 1957. Photograph from AP Wide World*



# ***INCLUSION, DIVERSITY...*** *BELONGING, & EQUITY*



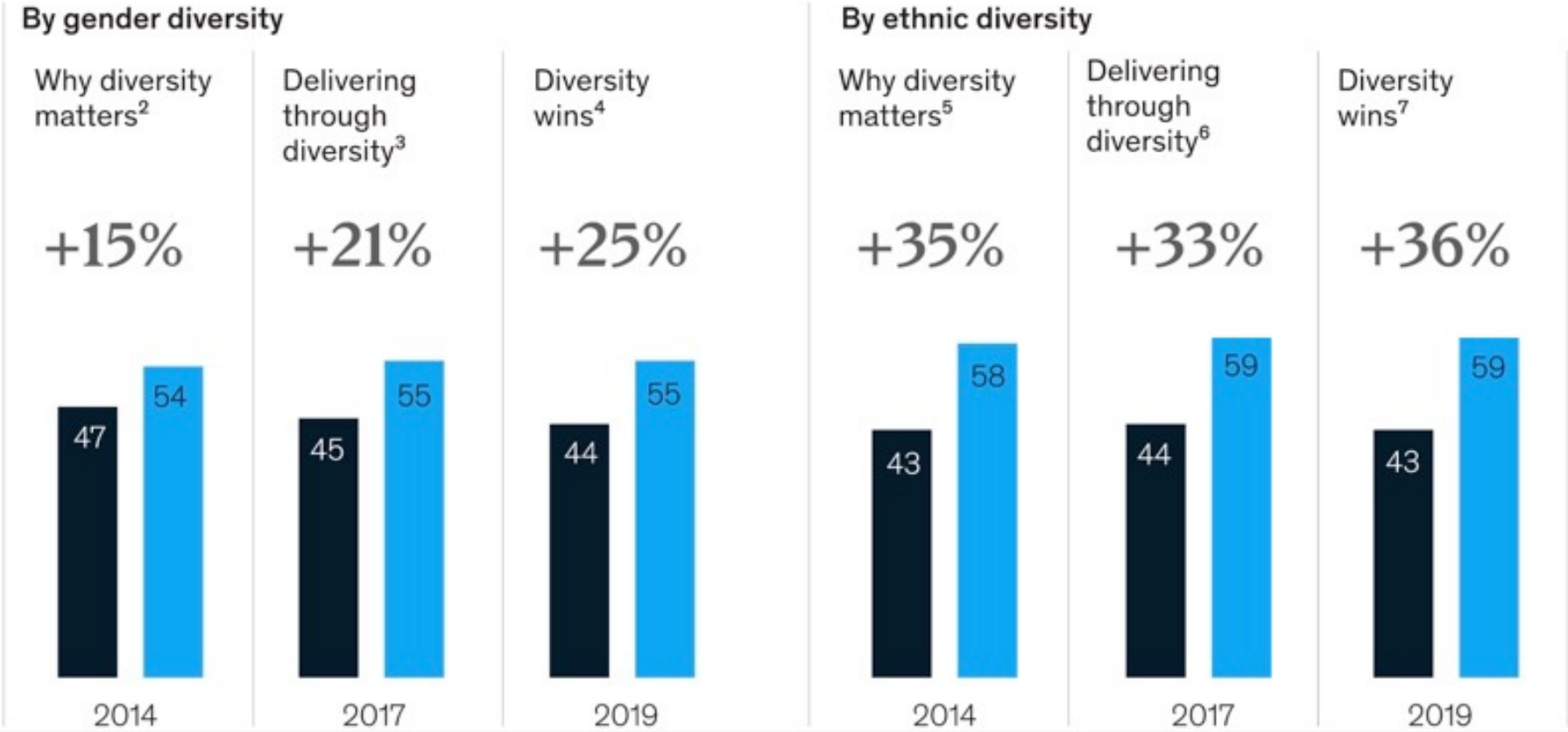
Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the "Little Rock Nine," enters Little Rock Central High School in Arkansas on Sept. 23, 1957.

***...ALSO NEEDS BELONGING & EQUITY***

### The business case for diversity in executive teams remains strong.

Likelihood of financial outperformance,<sup>1</sup> %

■ Bottom quartile ■ Top quartile



## ***SOCIAL IDENTITY***

*a multifaceted concept that includes a person's conception and expression of  
who they are  
and how society describes and affects them*

## EXAMPLES OF SOCIAL IDENTITIES...

*(Dis)Ability  
status*

**RACE**

*Age*

*Nationality*

*Sexual  
Orientation*

Body

Size

Ethnicity

**Gender**

*Religious  
Beliefs*

***Socio-  
Economic  
Status***

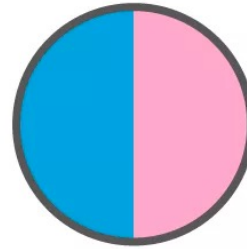
*THINGS YOU NEED TO  
KNOW ABOUT*

*SOCIAL IDENTITIES*



# ***SOCIAL IDENTITIES ARE FLUID...***

## GENDER DEFINITIONS



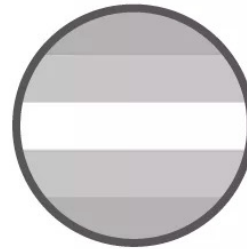
### GENDER

The state of being male or female in typically regarding to social constructs rather than physical attributes.



### TRANSGENDER

Refers to someone who does not identify with the gender they were assigned at birth.



### CISGENDER

Refers to someone who identifies with the gender they were assigned at birth.



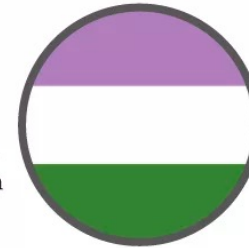
### NON-BINARY

Refers to someone who does not identify as exclusively male or female.



### GENDER FLUID

Refers to someone whose gender identity changes over time from one end of the spectrum to the other.



### GENDERQUEER

Refers to someone whose gender identify falls on the spectrum between male and female.

***SOME SOCIAL IDENTITIES ARE VISIBLE,  
WHILE OTHERS ARE NOT  
BUT...***

***...DON'T ASSUME YOU KNOW HOW SOMEONE IDENTIFIES***

***IN THE UNITED STATES THERE ARE DOMINANT SOCIAL IDENTITIES THAT IMPACT  
HOW WE LIVE***

*(think about being right handed vs left handed)*



***SOCIAL IDENTITIES IMPACT EVERYONE DIFFERENTLY***

***YOU CANNOT ASSUME YOU CAN TAKE OWNERSHIP OF AN ASPECT OF A  
SOCIAL IDENTITY THAT ISN'T YOURS  
(e.g. race, gender, sexual orientation and slang words)***

***WITH ALL THE COMBINATIONS AND DIMENSIONS OF  
SOCIAL IDENTITIES...***

***...NO ONE IS AN EXPERT***

# SOME THOUGHTS ON INCLUSION DIVERSITY, BELONGING, EQUITY AND SOCIAL IDENTITY

- *Not everyone is comfortable talking about, or can relate to **Inclusion, Diversity, Belonging,** and/or **Equity** but **EVERYONE** has multiple social identities*
- *It's more impactful to share something about our social identities and what they mean to each one of us individually*
- *It's easier to learn about social identities when they are shared through dialogue versus being "taught". Sharing humanizes these identities.*

***How do you talk about social identities?***

***Through Dialogue***

***INTERGROUP DIALOGUE NEEDS TO BE ABOUT WHO YOU ARE  
AND HOW YOU IDENTIFY***

# ***WHEN IT COMES TO SOCIAL IDENTITIES, IT'S IMPORTANT TO HAVE DIALOGUE (VS DEBATE OR EVEN DISCUSSION)***

<b>DIALOGUE</b>	<b>DEBATE</b>	<b>DISCUSSION</b>
Broaden our perspective	Trying to win	Present Ideas
Explore shared meaning	Look for weaknesses	Seek answers and solutions
Discover collective meaning	Search for flaws	Give answers
Build Relationships	Disregard Relationships	Retain Relationships

# DISCUSSION

		DISCUSSION
		Present Ideas
		Seek answers and solutions
		Give answers
		Retain Relationships



# DEBATE

	DEBATE	
	Trying to win	
	Look for weaknesses	
	Search for flaws	
	Disregard Relationships	

# DIALOGUE

DIALOGUE		
Broaden our perspective		
Explore shared meaning		
Discover collective meaning		
Build Relationships		

## The iceberg concept of culture

### Surface Culture

Above sea level

Emotional level: relatively low

food • dress • music  
visual arts • drama • crafts  
dance • literature • language  
celebrations • games

### Deep Culture

#### Unspoken Rules

Partially below sea level

Emotional level: very high

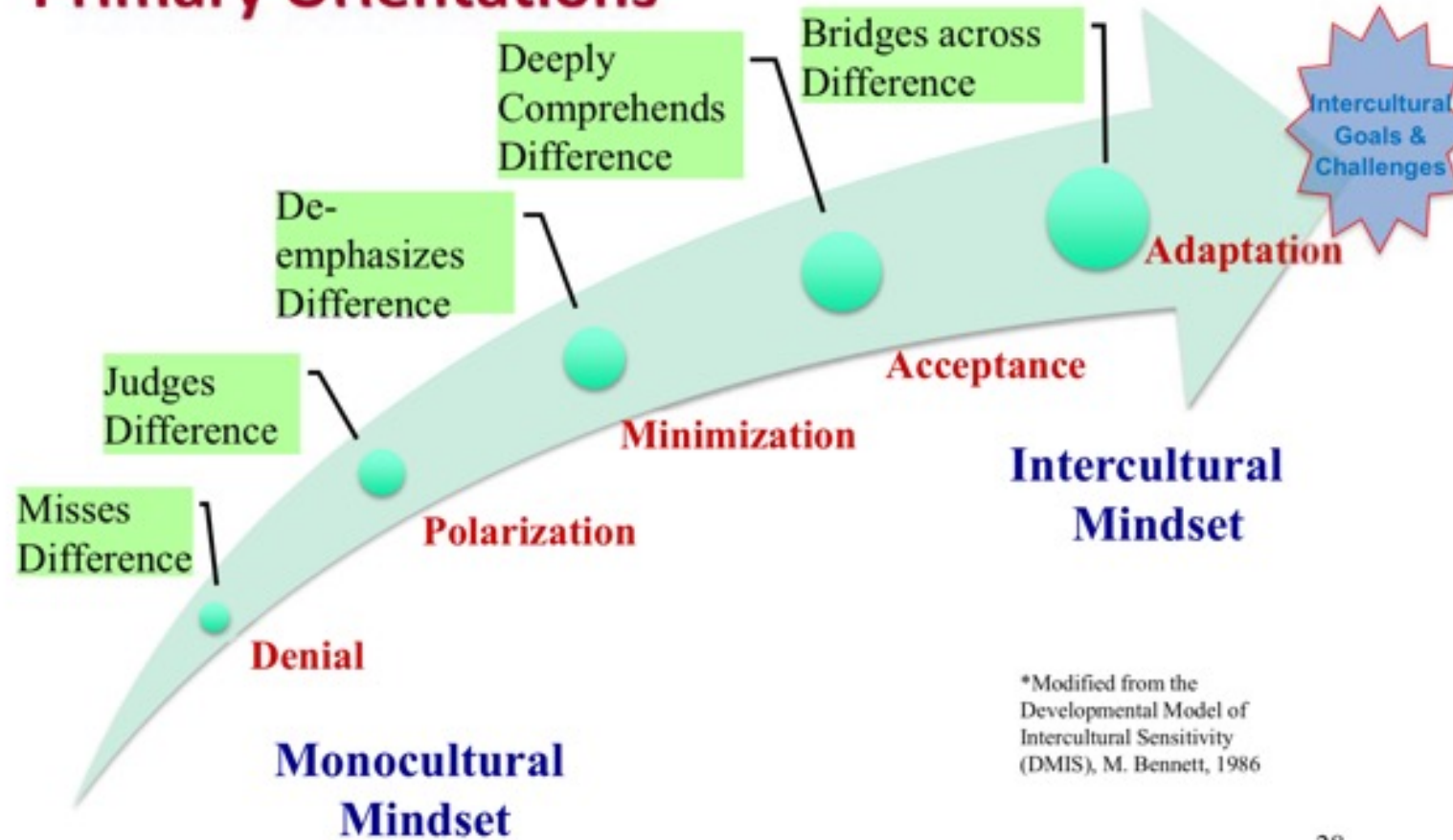
courtesy • contextual conversational patterns • concept of time  
personal space • rules of conduct • facial expressions  
nonverbal communication • body language • touching • eye contact  
patterns of handling emotions • notions of modesty • concept of beauty  
courtship practices • relationships to animals • notions of leadership  
tempo of work • concepts of food • ideals of childrearing  
theory of disease • social interaction rate • nature of friendships  
tone of voice • attitudes toward elders • concept of cleanliness  
notions of adolescence • patterns of group decision-making  
definition of insanity • preference for competition or cooperation  
tolerance of physical pain • concept of “self” • concept of past and future  
definition of obscenity • attitudes toward dependents • problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth

#### Unconscious Rules

Completely below  
sea level

Emotional level:  
intense

# Intercultural Development Continuum: Primary Orientations





## KNOW REFLECT ENGAGE\*: Executing your Intercultural Development Plan

<b>Social Identity:</b> <i>A multifaceted concept that includes a person's conception and expression of who they are and how society describes and affects them.</i>	Workplace Activities/ Training Programs	Educational Classes/ Coaching	Travel/ Site Visits	Theatre, Film, Arts/ Books	Personal Interactions/ Intercultural Journaling
<b>Gender Identity</b> <i>(some examples: Woman, Man, Transgender, Cis-Gender, Gender Non-Binary, Gender Fluid, He, They, She)</i>					
<b>Race</b> <i>(some examples: White, Black, Native American, Asian, Pacific Islander)</i>					
<b>Ethnicity</b> <i>(some examples: Korean, Jewish, Indian, Latinx African-American, Chinese American, Persian)</i>					
<b>Sexual Orientation</b> <i>(some examples: Asexual, Heterosexual, Gay, Lesbian, Bisexual, Questioning)</i>					
<b>Religion/Spirituality/Faith/Meaning</b> <i>(some examples: Muslim, Jewish, Christian, Catholic, Spiritual, Agnostic, Spiritual, Hindu)</i>					
<b>Social Economic Class</b> <i>(some examples: Poor, Working Class, Working Poor, Middle Class, Upper Class)</i>					
<b>Age</b> <i>(some examples: Young adult, Adult, Middle Aged, Older Adult)</i>					
<b>(Dis)Ability/Wellness Status</b> <i>(some examples: Cognitive, Learning, Physical Health, Mental Health, Able-bodied)</i>					
<b>Citizenship, Nationality, Immigration Status</b> <i>(some examples: United States, Immigrant to the U.S., Global Citizen, Canadian, Chinese, Indian, Undocumented)</i>					
<b>Body size/type</b> <i>(some examples: Thin, Healthy, Athletic, Curvy, Overweight)</i>					
<b>Other</b> <i>(some examples: Veteran, Partner/Spouse, Political Affiliation, etc.)</i>					

\*Adapted from T. Dierckx & the University of Michigan's National Intergroup Dialogue Institute and the Intercultural Development Inventory, LLC

# The Allyship Model

## Ally to One

- Focused on an individual
- Remains largely **unaware** of systemic issues
- Does **not** perceive own mistakes
- Works for a person
- Acts when a friend **needs** help
- Views sources of non-inclusive behavior as **obstacles** to overcome

## Ally to Some

- Focused on a group
- Seeks to be an **exception** to the system
- Admits to mistakes with **great** difficulty
- Works for people
- Acts **when** inspired to do so
- Condemns sources of non-inclusive behavior as **bad** people

## Ally to All

- Focused on **all**, including self
- Seeks to **improve** the system
- Accepts mistakes as **invitations** to learn
- Works **with** people
- Acts consistently by creating **sustainable** practices
- Gives sources of non-inclusive behavior **opportunity** to grow