Tuesday Morning Breakfast Forum

Diversity, Multiculturalism, Equity, and Inclusion: Defining Moments
(Sustaining Activism in the 21st Century)

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Presentation Objectives

- To offer research based social change tools that support the Forum's historic legacy of public discourse and its participants' individual activism agendas.

- To offer definitions for diversity, multiculturalism, equity, and inclusion that can inform the current public discourses and activism.

- To offer options for personal sustainability in the face of "unhealed wounds" within and between communities.

- To invite another way of thinking about building alliances within and across communities.

- To recognize, understand, and appreciate the courage required to "keep on keepin' on".

Steps for Creating Equity and Inclusion

*** Tools applicable for multiple steps*

1. **Come Together**
   - **Using Guidelines for Cross-Cultural Dialogue****
   - **Employing Check-in's, Closure for Sustainability**

2. **Discover Myself**
   - **Understanding Target/Non-Target Dynamics****
   - **Understanding Personal Emotional Needs (Emotional Literacy/Competency) ****

3. **Make Contact**
   - **Using Micro-agreements/Guidelines/Operating Agreements**
   - **Sharing Cultural Identities and Stories**

Steps for Creating Equity and Inclusion

*** Tools applicable for multiple steps**

4. **Create Climate**
   - **Using Four Levels of Analysis and Change Framework****
   - **Taking Cultural Level Actions**

5. **Ensure Change**
   - **Creating Allies, Building Alliances and Coalitions****
   - **Gaining Institutional Level Support**

6. **Manage Conflict**
   - **Understanding Modern "Isms" / Internalized Oppression Behaviors**
   - **Using Alternative Behaviors to MO/IO Behaviors**

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Today's Presentation Focus

Guidelines for Effective Cross-Cultural Dialogue

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Definitions for Diversity, Multiculturalism, Equity, and Inclusion

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Four Levels of Analysis and Change

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Sustainability—Addressing Personal and Group Emotional Needs

Guidelines For Effective Cross-Cultural Dialogue

◆ **"Try on"**

◆ **It's okay to disagree**

◆ **It is not okay to blame, shame, or attack, self or others**

◆ **Practice "self-focus"**

◆ **Practice "both/and" thinking**

◆ **Notice both process and content**

◆ **Be aware of "intent" and "impact"**

◆ **Confidentiality**

◆ **100% Responsibility**

Diversity

refers to differences, the who we are; it is a descriptive term used to refer to a broad range of differences; it is often used to describe the different cultural groups represented in the community and/or workplace (e.g. women, men, whites, people of color, young, old).
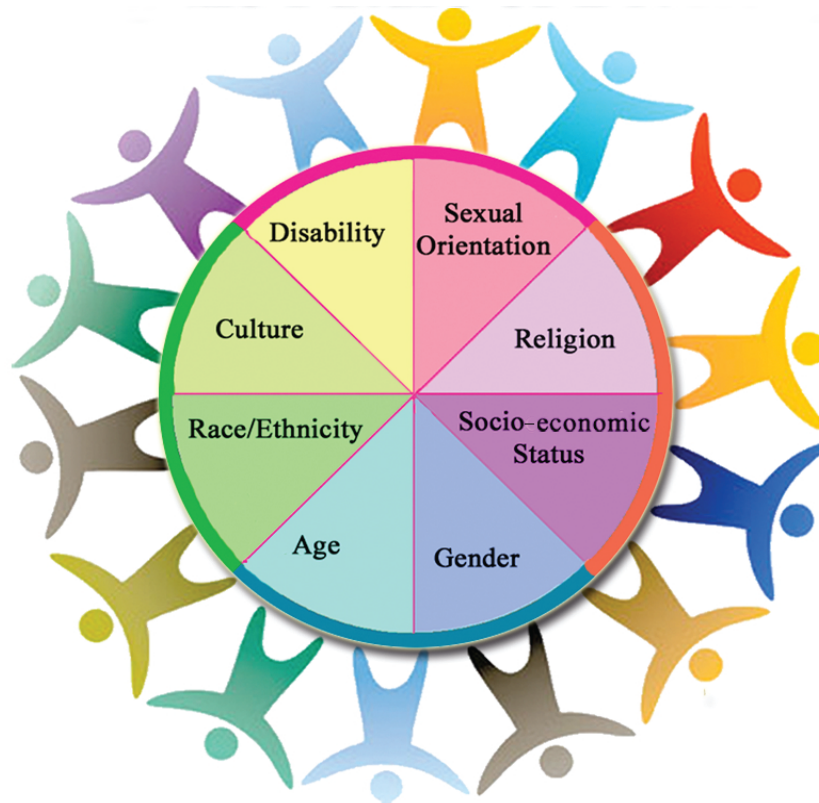
Dimensions of Diversity

- **Race**
- **Ethnicity**
- **Class (Socio-economic status)**
- **Education Level**
- **Level in Hierarchy**
- **Gender**
- **Gender Identity/Gender Expression**
- **Sexual Orientation**
- **Religion**
- **Military Status**
- **Age**
- **Ability (e.g. Physical. Mental, Emotional, Learning Ability)**
- **Immigrant Status**
- **Language**
- **Region (e.g. Southern, Northern, Eastern, Western)**

Multiculturalism

◆ **Refers to the *process* of coming to**

> ➢ **recognize**

> ➢ **understand**

> ➢ **and appreciate**

our own culture and cultures other than our own.

◆ **It stresses an appreciation of the impact of differences such as by gender, race, age, class, sexual orientation, religion, physical ability, etc.**

Equity

Equity can be described as the elimination of privilege, oppression, disparities and disadvantage by historically included or excluded group memberships; a state of being in which one's societal or cultural group memberships do not act as the most powerful predictor of how one fares in terms of successful outcomes and life chances.
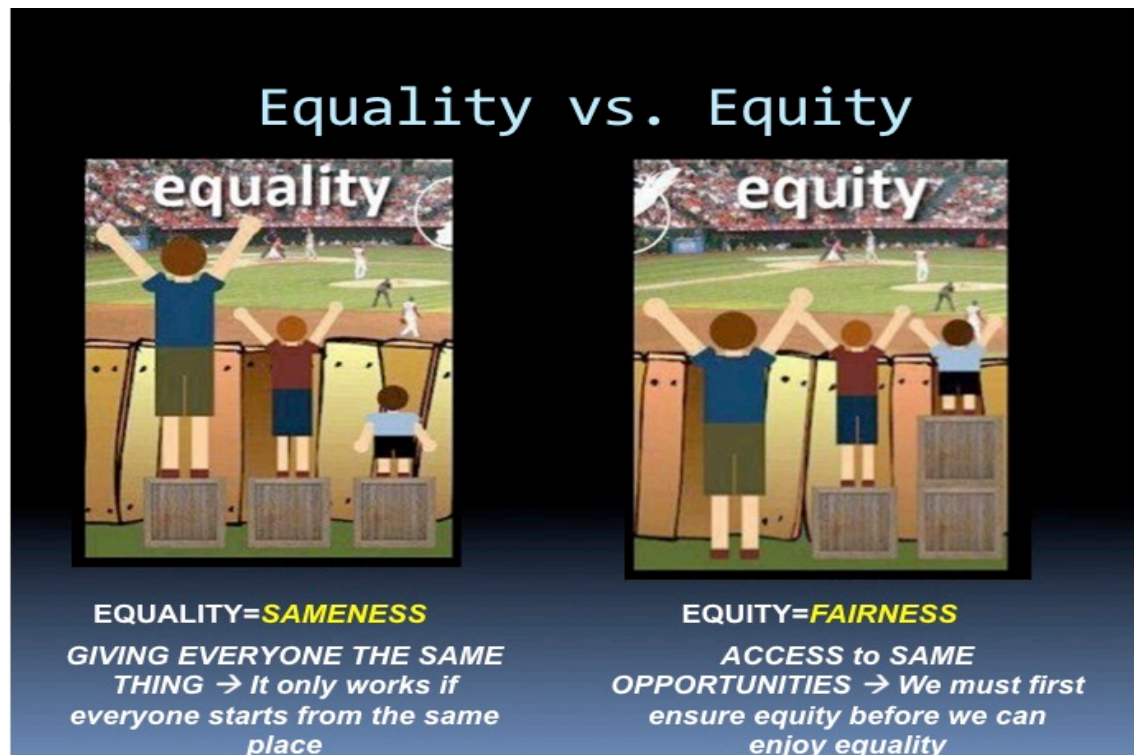
Inclusion

…..represents the end result of recognizing, understanding, appreciating, and leveraging differences at the personal, interpersonal, institutional and cultural levels. It invites an on-going and organization-wide willingness to have the organization learn how to best create and sustain an inclusive environment.

Inclusion

Exclusion

Segregation

Integration
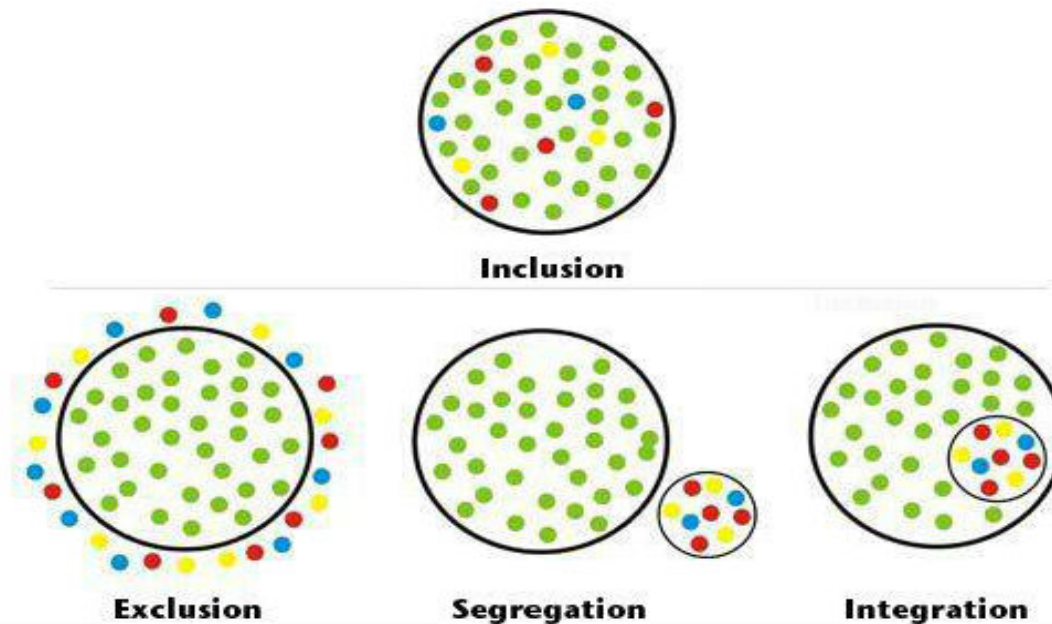
Diversity Interacting

A Working Conceptualization

of

Historically Excluded (Target)

and

Historically Included (Non-Target) Groups

A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups*

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Classism	Socio-Economic Status	Middle, Upper Class	Poor, Working Class
Elitism	Education Level Place In Hierarchy	Formally Educated Managers, Exempt, Faculty	Informally Educated Clerical, Non-Exempt, Students
Sexism	Gender	Men	Women/Transgender
Genderism	Gender Identity/ Gender Expression	Cisgender; Appearance and behaviors are congruent with the Gender Binary System	Transgender; Gender Non-conforming; Gender Queer; Androgynous
Heterosexism	Sexual Orientation	Heterosexuals	Gay, lesbian, Bisexual, Pansexual, Asexual, Queer, Questioning
Religious Oppression, Anti- Semitism	Religion	Christians/Protestant	Muslim, Jewish, Catholic, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah's Witness, Pagan…
Militarism	Military Status	World War I & II, Gulf War Veterans	Vietnam, Iraq, Afghanistan Veterans, Pacifists
Ageism Adultism	Age	Young Adults Adults	Elders (40+ by law) Children
Ableism	Physical, Mental, Emotional, Learning Ability	Currently "Able-Bodied"	People with a physical, mental, emotional and/or learning disability
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

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Levels of Analysis and Change
Tool for Understanding Oppression and Creating an Inclusive Environment

Personal

- **Values**
- **Beliefs**
- **Feelings**
- **Attitudes**
- **Opinions**
- *Unconscious Bias*

Institutional

- **Policies**
- **Practices**
- **Rules**
- **Procedures**
- **Systems**

Interpersonal

- **Treatment**
- **Relationships**
- **Behaviors**
- **Communications**

Cultural

- **Worldview**
- **Stories**
- **Climate**
- **Shared Values**
- **Unwritten Rules**

- **Media**
- **Public Opinion**
- **Symbolic/Ritual**
- *Group Dynamics*
- **Norms**

Focus of Strategies for Addressing Change and Creating Inclusion

Personal:
➡ Aim is to change thoughts and feelings; increase awareness & openness to learning.

Interpersonal:
➡ Aim is to enhance skills, communication patterns; impact behavior and relationships.

Cultural:
➡ Aim is to create environments representative of & welcoming to the organization's diversity; celebrate & utilize differences.

Institutional:
➡ Aim is to identify structural barriers and create policies, practices, programs & processes that support equitable outcomes.

Emotional Dimensions of Social Change

(Faith ✝ Emotional Literacy)

EMOTIONAL PAIN IS REMEMBERED MORE THAN PHYSICAL PAIN AND HAS MORE EFFECT ON YOUR BEHAVIOUR.
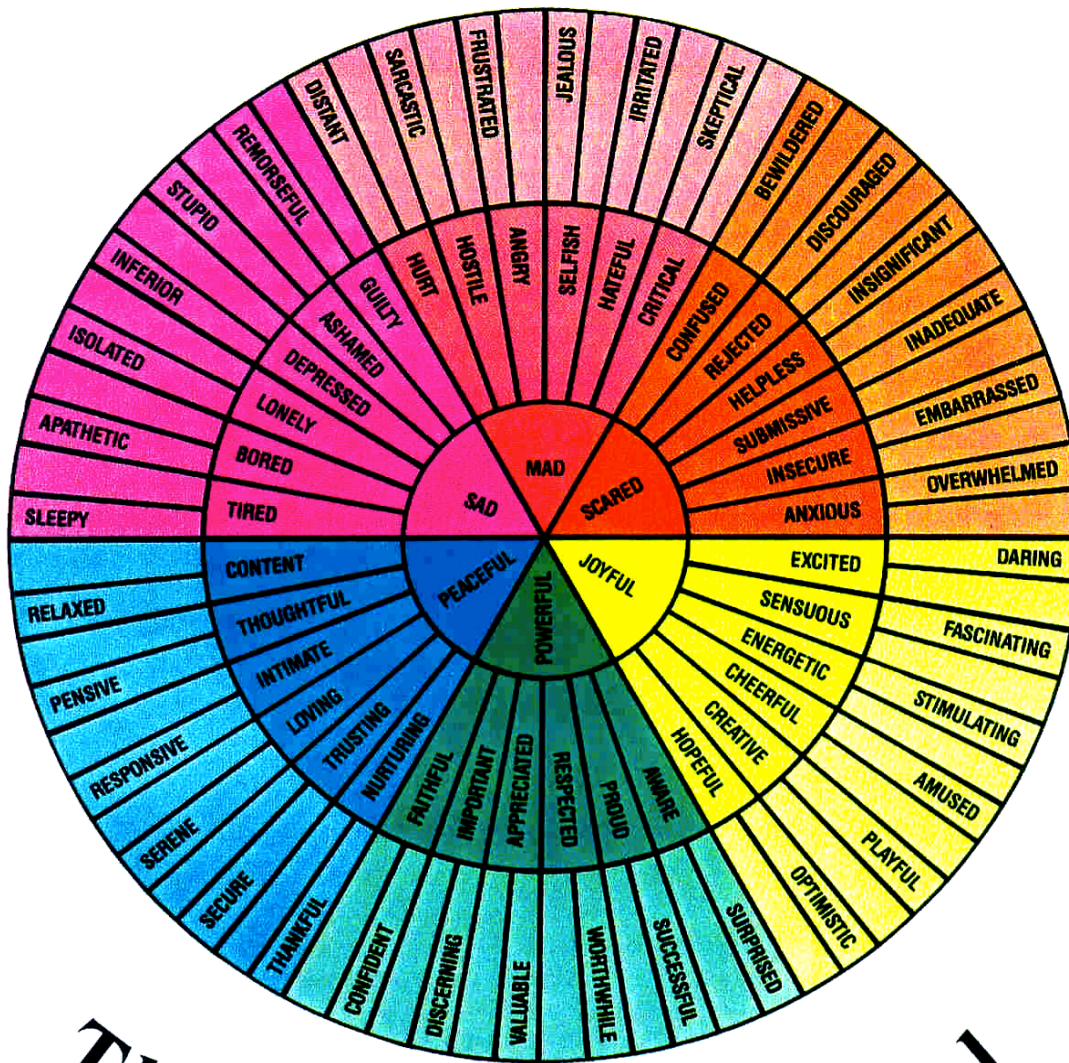
Feelings As Messengers
(Emotional Literacy/Competency)

Feeling Families		**Messages**
◆ Sad	⟷	– There is a *loss* – I need comfort, space, and/or support to grieve and let go
◆ Scared	⟷	– There is *danger* – I need protection, support, and/or reassurance
◆ Mad	⟷	– There is a *violation* – I need to set limits and/or re-establish boundaries or expectations
◆ Joyful ◆ Peaceful ◆ Powerful	⟷	– Keep on!

The Feeling Wheel

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Closure

- ◆ **Appreciations**

- ◆ **Regrets**

- ◆ **Learnings or Re-learnings**

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NOTES

Additional Diversity, Multiculturalism, Equity, and Inclusion Resources

Diversity, Multiculturalism, Equity, and Inclusion Resource Links
at
www.tuesdayforumcharlotte.org

- ❍ **"On Whose Shoulders I Stand"**

- ❍ **"Is Reconciliation Possible: Lessons From Combating Modern Racism"**

- ❍ **"Building Inclusive Communities"**

- ❍ **"Racial Micro aggressions in Everyday Life"**

- ❍ **"Characteristics of the Culturally Skilled Person in Organizations"**

- ❍ **"Ways to Celebrate Multiculturalism"**

Using A Multicultural Lens

Multicultural Lens account for the impact of differences (e.g. on race/ethnicity, gender, class/level, age, sexual orientation, religion, physical/mental ability, immigration status, language, and military experience) at the personal, interpersonal, institutional, and cultural levels. It invites organizations to account for differences, for example, as an integral part of:

- Vision, mission, goals
- Governance, policies and administration
- Personnel practices and staffing patterns
- Services and programs
- Admission, curriculum and retention programs
- Delivery systems
- Engagement
- Marketing and outreach approaches