



Taking Diversity and Inclusion to the Next Level

National Assembly of
State Arts Agencies

KNOWLEDGE ★ REPRESENTATION ★ COMMUNITY



Session Description

Bridging Difference and Diversity

America is a continual work in progress, with demographic, social, economic and political shifts sparking new conversations about diversity in the arts field. State arts agencies have an important role to play as facilitators, standard-bearers and leaders of inclusive practices. This seminar offers a framework for recognizing the ways that identity and power differences can create barriers to understanding. It offers practical tools for addressing the individual, interpersonal, institutional and cultural dynamics involved in bridging differences among groups with diverse experiences and needs.



Goals

- **Explore some "guidelines" for communication and inclusion.**
- **Build awareness of the many kinds of differences and identity (including regional differences) that are a part of Diversity, Inclusion and Equity**
- **Explore the "Four Levels" tool for analysis and change (individual, interpersonal, institutional and cultural)**



Proposed Agenda

- **Welcome/Goals/Logistics/Agenda/Facilitator Introductions**
- **Guidelines for Dialogue/Principles for Diversity, Equity and Inclusion; Introductions and Self-Assessment Activity**
- **Some Basic Assumptions and Definitions**
- **Understanding the Impact of Societal Group Memberships**
- **Identify Next Steps at the 4 Levels of Analysis and Change**
- **Closure/Evaluation**



Definitions

- **Diversity** – the mix, variety and demographics of who we are; attributes that can be described counted and measured.
- **Inclusion** – systems, practices and actions that encourage the recognition and contribution of all persons and groups to the whole, that result in all members and participants feeling valued, appreciated and fully utilized and having similar chances for successful outcomes and that emphasize the value of cultural pluralism.
- **Equity** - the elimination of privilege, oppression, and patterns of disparities and disadvantage by target group and non-target group status; a state of being in which one's target and non-target group memberships do not act as the most powerful predictors of how one fares in terms of successful outcomes and life chances.



Guidelines for Communication and Inclusive Excellence

- **“Try on”**
- **It’s okay to disagree**
- **It is not okay to blame, shame, or attack, self or others**
- **Practice “self-focus”**
- **Notice both process and content**
- **Practice “both/and” thinking**
- **Be aware of intent and impact**
- **Confidentiality**



Guidelines for Communication and Inclusion

- **Try on** each other's ideas, feelings and ways of doing things for the purpose of greater understanding and exploring all possible approaches. Keep what we like and let go of the rest at the end of the work session.
- **It's Ok to disagree.** One of the necessary ingredients for differences to be expressed and valued is that people let go of the need to be, think or act the same.
- **It's not Ok to blame, shame or attack** ourselves or others because of our differences.
- **Practice self-focus.** Begin by talking about my own experience. It is helpful to make "I" statements when speaking about myself and my experience, rather than saying "you", "we" or "one". When I intend to refer to others, It is good to be specific about who those others are -- by name or group. When I am really speaking about my own experience or opinion, it is good to use "I have found.....", " I think ...".



Guidelines for Communication and Inclusion

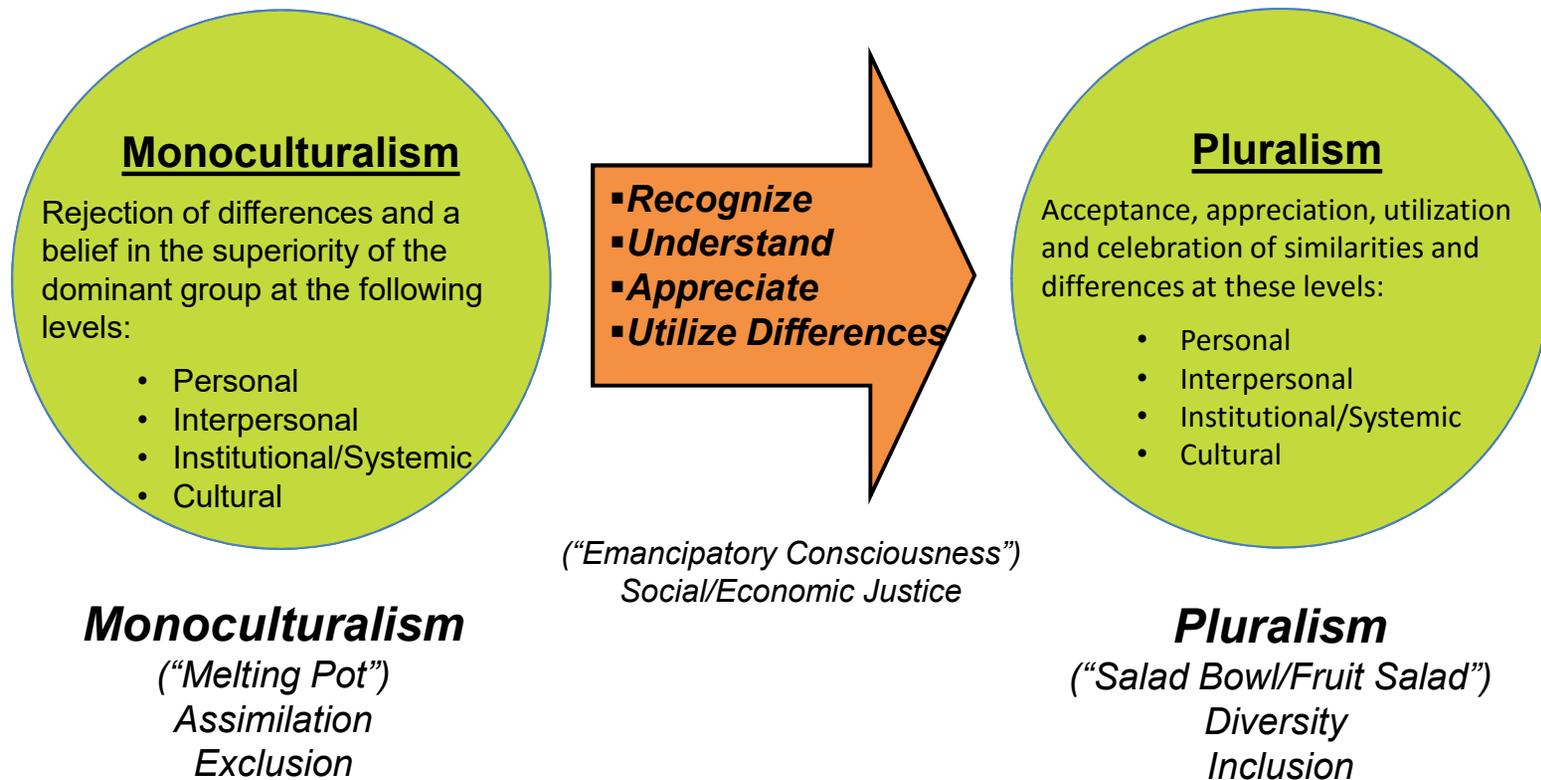
- **Notice both the process and content** during work sessions. Content is what we say, while process is how and why we say or do something and how the group members react. Notice who's active and who's not, who's comfortable and who's not, who's interested and who's not, including yourself. Ask about it, and share your own thoughts and feelings as well.
- **Practice "both/and" thinking.** Look for ways to fit ideas together and not set up an "either/or" process or a competition between ideas. Look for the existence of many truths from the perspective of the many cultural backgrounds involved.



Guidelines for Communication and Inclusion

- **Be aware of both intent and impact of your actions.** The impact of our behavior and decisions on others will determine the success of inclusive work sessions. A major inclusion strategy is to learn and hear when our behaviors and decisions are having a negative impact even when we don't intend them to and to be willing to change that negative impact if it results in persons or groups being treated as "less than" or excluded. This guideline will require us to take risks with new ways of thinking and feeling and to exchange honest feedback about the impact of our words and actions on each other. We can be both well-intentioned AND still say hurtful things, AND at the same time, be open to how to behave differently with people who are different from us AND who prefer and need different behaviors from us to feel fully valued and included in their relationships with us.
- **Confidentiality** with regard to personal sharing is important. You can share the public work of the group, your own stories, perspectives, learning and areas for growth. Allow others to tell their own personal stories, opinions and learnings. To gossip about the personal opinions and learning curves of others can destroy the culture for learning.

Multicultural Process of Change (at all levels)



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Core Concepts—Multicultural Process of Change

- Monoculturalism, Multiculturalism, Diversity, Pluralism, Systemic Oppression, The “ISMS”
- Prejudice and oppressive behaviors are learned and can be unlearned
- We are not to blame for our early learning and we can take responsibility for growing, learning and changing now
- Oppression analysis and change can occur at **four levels**
- Non-Target Groups/Historically Included/Unearned Privilege
- Both positive and negative consequences and joy, value, pain and loss in both Target (Historically-Excluded) and Non-Target experiences though not in same proportion.
- Everyone has a combination of Historically Included and Excluded group memberships and experiences though not in the same proportion.

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, Latino/a Descent; Native , Native American)
Sexism	Biological sex	Men	Women/Intersex
Cissexism	Gender Identity/Expression	Cisgender; Gender binary appearance and behaviors	Transgender; Gender non- conforming; Gender Queer; Androgynous
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level Place in Hierarchy	More Formally Educated Managers, Exempt, Faculty	Less Formally Educated Clerical, Non-Exempt, Students
Religious Oppression Anti-Semitism	Religion	Protestants Christian Christian	Catholics Jews Muslim, Hindu, Atheist, Others
Militarism	Military Status	WW I&II, Korean, Gulf War Veterans	Vietnam Iraq, Afghan Veterans Pacifist
Ageism Adultism	Age	Young Adults Adults	Elders Children/Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual, Queer, Pansexual, Questioning
Ableism	Physical, Mental, Emotional, Learning Ability/Difference	Currently Able-Bodied	Physically, Mentally, Emotionally, Learning, Size, Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

Activity: Your Historically Excluded Identities (Target Group)

Of which historically excluded groups are you or have you been a member?

Check all that apply.

- People of color
- Native Americans/American Indian
- Support staff/Supervisees
- Poor/Working class
- Informally or less educated
- Women, Intersex
- Jews/Muslims/ /Atheists/Jehovah's Witnesses/Catholics....
- Elders (40+)
- Children
- Gay, Lesbian, Bisexual, Queer, Pansexual, Questioning
- Transgender; Gender non-conforming; Gender Queer; Androgynous
- People with disabilities or disorders; Physically, Mentally, Emotionally, Learning, Size, Challenged
- Vietnam Vets, Pacifists
- Immigrant, Children of immigrant parents, Undocumented
- English as a second language

- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

- Now, think about a time you were treated as “less than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “less than”.

Activity: Your Historically Included Identities (Non-Target Group)

Of which historically included groups are you or have you been a member?

Check all that apply.

- White/Caucasian
- Management/Supervisors
- Middle/Owning Class
- Formally or more educated
- Men
- Protestants, Christians, Catholics
- Young people
- Middle aged persons
- Heterosexual People
- Cisgender, gender-conforming people;
Gender binary appearance and behaviors
- Currently able-bodied people
- WW I & II, Korean, Gulf War vets
- English as a first/dominant language
- US passport/American-born

- What are some strengths that come from your experiences as a member of one of the groups you circled?
- Now, think about a time you were treated as “better than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “better than”. (privilege)
- Now, describe time when you found yourself treating a person in the corresponding target group as “less than” (may have been intentional or unintentional, conscious or unconscious or as bystander).
- Describe one painful cost or negative consequence of being in that non-target group.

Levels of Oppression, Analysis and Change

Personal

- ◆ Values
- ◆ Beliefs
- ◆ Feelings
- ◆ Attitudes
- ◆ Opinions

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 Change Strategies

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.

Institutional:

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

Cultural:

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

Role of Diversity and Inclusion Transformation in Organizational Change

Diversity

- ◆ **Methods**
 - Recruitment
 - Focus on numbers
 - Target individuals
 - Focus on individual identity and a few variables, e.g. race or gender
- ◆ **Focus**
 - Events or interventions, e.g. response to an incident or issue
- ◆ **Time Frame**
 - Finite
- ◆ **Measures of Success**
 - Benchmarks/goals
 - Quantitative
 - Goal-oriented
 - Focus on end result or measure
 - Ownership by one team, role, department
- ◆ **Outcome/Impact**
 - Bringing differences to the table
 - Invitation to join existing structure
 - Focus on fairness for individual

Diversity and Inclusion Transformation

- ◆ **Methods**
 - Organizational culture change
 - Retention
 - Relationships
 - Targets the institution (structural “isms”)
 - Addresses multiple “ISMS” and intersectionality
- ◆ **Focus**
 - Shift ways of being, organization’s culture
 - Embed in strategic planning and implementation
- ◆ **Time Frame**
 - On-going
- ◆ **Measures of Success**
 - Qualitative
 - Content and context
 - Process-oriented
 - Ownership of the process across the organization
- ◆ **Outcome/Impact**
 - Working with the differences at table
 - Defining and achieving a collective vision for the organization
 - Embracing and utilizing all differences
 - Fairness and equity for all groups



Closure

- ◆ **Appreciations**
- ◆ **Regrets**
- ◆ **Learnings or Re-learnings**
- ◆ **Next Steps**