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)

**Monoculturalism**
- Rejection of differences and a belief in the superiority of the dominant group at the following levels:
  - Personal
  - Interpersonal
  - Institutional/Systemic
  - Cultural

*Monoculturalism* ("Melting Pot")
- Assimilation
- Exclusion

**Pluralism**
- Acceptance, appreciation, utilization and celebration of similarities and differences at these levels:
  - Personal
  - Interpersonal
  - Institutional/Systemic
  - Cultural

(“Emancipatory Consciousness”) Social/Economic Justice

**Pluralism** ("Salad Bowl/Fruit Salad")
- Diversity
- Inclusion

*Designed by: Valerie A. Batts, Ph.D.; John Capitman, Ph.D.; and Joycelyn Landrum-Brown, Ph.D.*
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.
<table>
<thead>
<tr>
<th>Types of Oppression</th>
<th>Variable</th>
<th>Historically Included Groups</th>
<th>Historically Excluded Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>Race/Color/Ethnicity</td>
<td>White</td>
<td>People of Color (African, Asian, Latino/a Descent; Native, Native American)</td>
</tr>
<tr>
<td>Sexism</td>
<td>Biological sex</td>
<td>Men</td>
<td>Women/Intersex</td>
</tr>
<tr>
<td>Cissexism</td>
<td>Gender Identity/Expression</td>
<td>Cisgender; Gender binary</td>
<td>Transgender; Gender non-conforming; Gender Queer; Androgynous</td>
</tr>
<tr>
<td>Classism</td>
<td>Socio-Economic Class</td>
<td>Middle, Upper Class</td>
<td>Poor, Working Class</td>
</tr>
<tr>
<td>Elitism</td>
<td>Education Level Place in Hierarchy</td>
<td>More Formally Educated</td>
<td>Less Formally Educated Clerical, Non-Exempt, Students</td>
</tr>
<tr>
<td>Religious Oppression</td>
<td>Religion</td>
<td>Protestants Christian</td>
<td>Catholics, Jews, Muslim, Hindu, Atheist, Others</td>
</tr>
<tr>
<td>Anti-Semitism</td>
<td></td>
<td>Christian</td>
<td></td>
</tr>
<tr>
<td>Militarism</td>
<td>Military Status</td>
<td>WW I&amp;II, Korean, Gulf War</td>
<td>Vietnam, Iraq, Afghan Veterans, Pacifist</td>
</tr>
<tr>
<td>Ageism</td>
<td>Age</td>
<td>Young Adults Adults</td>
<td>Elders, Children/Youth</td>
</tr>
<tr>
<td>Adultism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heterosexism</td>
<td>Sexual Orientation</td>
<td>Heterosexuals</td>
<td>Gay, Lesbian, Bisexual, Queer, Pansexual, Questioning</td>
</tr>
<tr>
<td>Ableism</td>
<td>Physical, Mental, Emotional,</td>
<td>Currently Able-Bodied</td>
<td>Physically, Mentally, Emotionally, Learning, Size, Challenged</td>
</tr>
<tr>
<td></td>
<td>Learning Ability/Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xenophobvia</td>
<td>Immigrant Status</td>
<td>US Born</td>
<td>Immigrant</td>
</tr>
<tr>
<td>Linguistic Oppression</td>
<td>Language</td>
<td>English</td>
<td>English as a Second Language Non-English</td>
</tr>
</tbody>
</table>
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

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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

<table>
<thead>
<tr>
<th>Methods</th>
<th>Focus</th>
<th>Time Frame</th>
<th>Measures of Success</th>
<th>Outcome/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Events or interventions, e.g. response to an incident or issue</td>
<td>Finite</td>
<td>Benchmarks/goals</td>
<td>Bringing differences to the table</td>
</tr>
<tr>
<td>Focus on numbers</td>
<td></td>
<td></td>
<td>Quantitative</td>
<td>Invitation to join existing structure</td>
</tr>
<tr>
<td>Target individuals</td>
<td></td>
<td></td>
<td>Goal-oriented</td>
<td>Focus on fairness for individual</td>
</tr>
<tr>
<td>Focus on individual identity and a few variables, e.g. race or gender</td>
<td></td>
<td></td>
<td>Focus on end result or measure</td>
<td></td>
</tr>
</tbody>
</table>

#### Diversity and Inclusion Transformation

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Organizational culture change</td>
<td>Shift ways of being, organization’s culture</td>
<td>On-going</td>
<td>Qualitative</td>
<td>Working with the differences at table</td>
</tr>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td>Content and context</td>
<td>Defining and achieving a collective vision for the organization</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
<td>Process-oriented</td>
<td>Embracing and utilizing all differences</td>
</tr>
<tr>
<td>Targets the institution (structural “isms”)</td>
<td></td>
<td></td>
<td>Ownership of the process across the organization</td>
<td>Fairness and equity for all groups</td>
</tr>
<tr>
<td>Addresses multiple “ISMS” and intersectionality</td>
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</tbody>
</table>

By Sarah Stearns, Ph.D. and H.G. Baldoquin
Closure

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