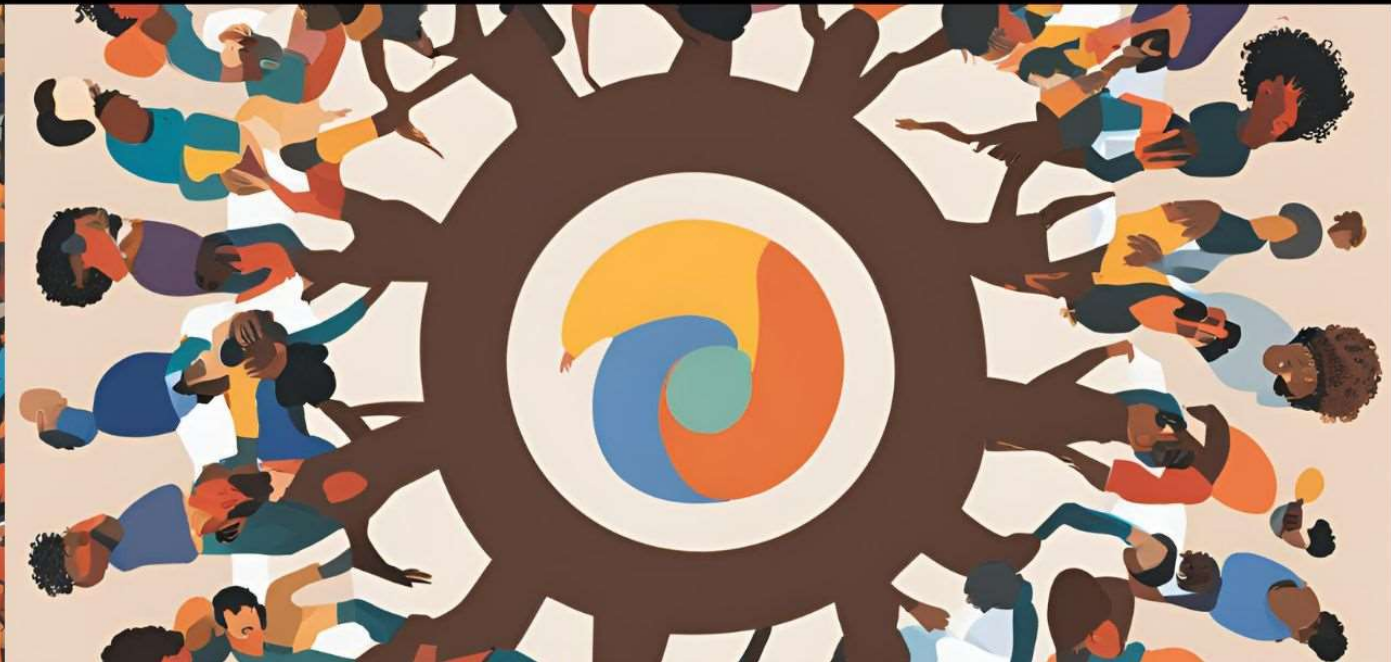


Fundamentals 101: Diversity, Equity, Inclusion, and Access (DEIA) & Cultural Competency

Black Zephyr, Inc



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(Gender Pronouns: She/Her/Hers)

Preferred name : Breeze

Land: Lishan Ohlone (Berkeley, CA USA)



SAFER SPACE

- Transparency and honesty
- No judgment, no shaming, no guilting and no requirement to share personal stories
- Accountability, mindfulness, and the understanding that we'll "meet you where you are."
- With DEIA: Know that you'll make mistakes, learn from them, and improve your skills as you continue to learn.
- We can **agree to "disagree."**
- We focus on systems and how to make them more equitable, not on individuals.
- Respect and use a person's chosen **pronouns**.

Overview of DEIA Fundamentals

- What is Diversity, Equity, Inclusion, and Access (DEIA)?
- Why are DEIA Fundamentals Important for Non-Profit Organizations?
- What are DEIA Assessments and Cultural Audits?
- How Can We Create a Culture of Inclusion and Belonging?
- How Can We Evaluate Non-Profits with an Equity Lens?

Overview of Cultural Competency Fundamentals:

- How do we define culture?
- What is cultural competency and how does it create effective communication in intercultural situations as leaders?
- What is cultural intelligence?
- What are the best practices for cultural competency?

Key Learning Outcomes

- Participants will learn the basics of DEIA within the context of leadership in non-profit organizations.
- Participants will learn the basics of cultural competency within the context of leadership in non-profit organizations.
- Identify potential structural or systemic barriers to DEIA within non-profit organizations.
- Identify personal unconscious biases that impede DEIA.
- Participants will leave with basic DEIA tools and cultural competency practices to implement into their leadership roles within non-profit organizations.

**Diversity
+
Equity
+
Inclusion
+
Access**



BELONGING





Source: Belonging:
Association of
Fundraising
Professionals
Northeast Ohio
Chapter

Equality



Equity



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Source: Robert Wood Johnson Foundation
<https://www.rwjf.org/en/library/infographics/visualizing-health-equity>.

Can anyone thing of and equality framework that assumes everyone needs the same tool for success?

(5 Minute Reflection)

**DEIA is not
a magic wand**

Organizations do not
transform overnight



Why is DEIA Important for
NonProfit Success?

Two Types of DEIA Applications in NonProfits

1. Inward DEIA: In the workplace creating organizational culture.
2. Outward DEIA: How the organization interacts with its stakeholders (i.e. volunteers, donors, friends, board members, and other external partners).

Positive Outcomes for Integrating DEIA Practices into NonProfit Leadership

1. Attracts and retains a diverse group of employees.
2. Higher Financial Returns.
3. Better mitigates legal repercussions (i.e., lawsuits due to harassment or discrimination)
4. Creates a better culture of belonging
5. More innovative strategies, initiatives, and programs to reach organizational goals.
6. Builds stronger community relationships and social impact.

Social Identities



A person's **social identity** refers to who they are in terms of the societal groups to which they belong or with which they're identified.

Examples: "I'm Latina," (ethnicity), "They are non-binary," (gender), "My sister is deaf" (ability), "I am a Navajo woman" (Tribe and gender)

When people mention **diversity** they are often referring to social identity.



Other Impactful Social Identities in the United States

Diversity goes beyond race, gender and sexual orientation, encompassing a wide range of identities and social experiences such as:

- Age
- Neurotype
- Parental Status
- Religion
- Immigration status
- Marital status
- Socio-economic class
- Ability

Intersectionality and Identity

HISTORY



Kimberlé Crenshaw

Renowned law professor and civil rights advocate. Credited with coining the term “intersectionality” to explain complex structures of inequality and racism as they relate to multiple factors such as race, gender, class, and more.

“Intersectionality is just a metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves... they create obstacles that often are not understood within conventional ways of thinking about anti-racism or feminism or whatever social justice advocacy structures we have.” – Kimberlé Crenshaw

Power and Privilege

Social identities are linked with systems of power and privilege

POWER

Power = held by individuals and groups; unevenly distributed at personal, societal and global levels. Power comes with greater access and control over resources. Power is always relational and relative and ever-shifting.



PRIVILEGE

Privileges, may be both unearned and/or assumed. They help maintain oppression. People in the advantaged position, regardless of whether they have asked for these privileges or not, benefit from privilege that comes from oppression, whether or not they recognize their privileges.

Power and Privilege

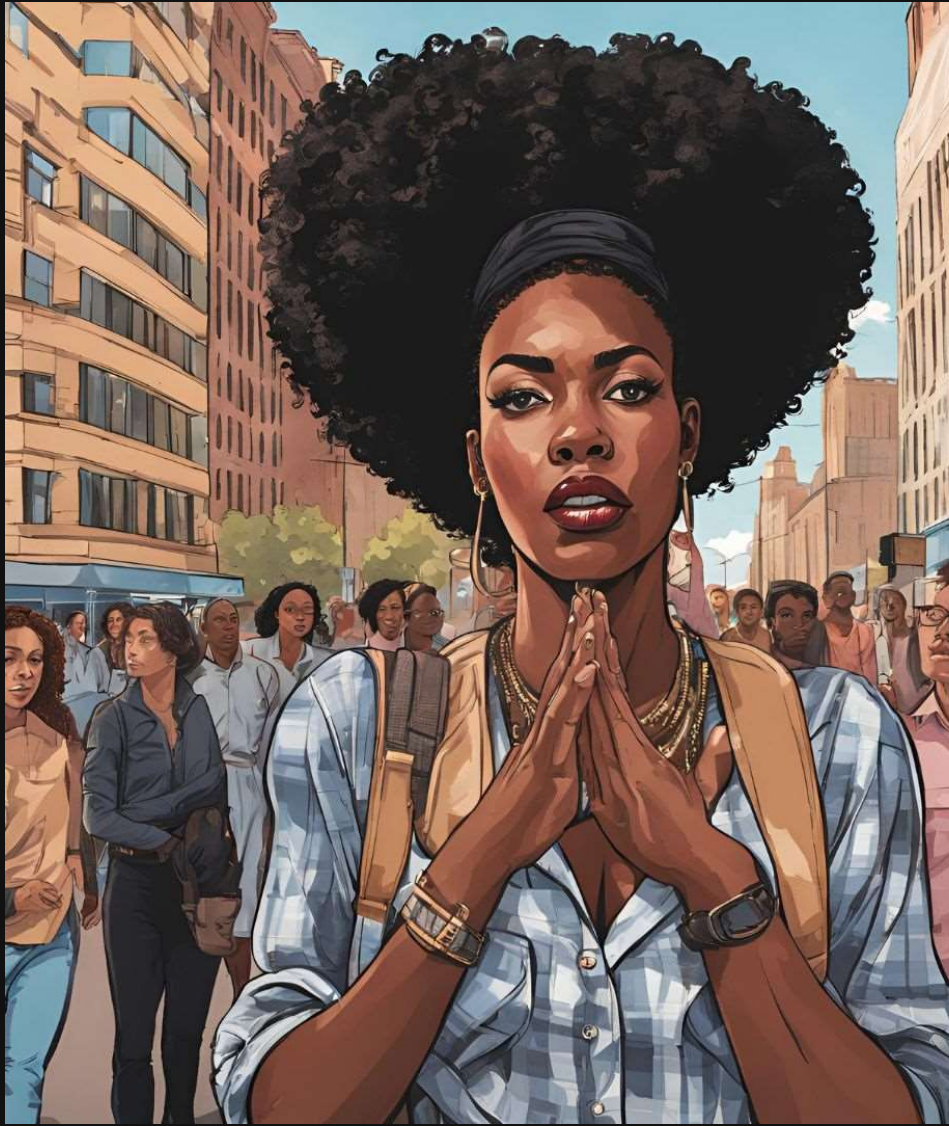
Social identities are linked with systems of power and privilege



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Section Two: Gender, Sexism, and Discrimination (Social Identities, Power, and Privilege)



What
IS GENDER?

When you think about gender,
what comes to mind?



Gender

What is it?

- Sex assigned at birth
- Gender identity
- Gender expression

Sex Assigned and the Body

Female

Male ☒

Intersex



Gender Identities

Our internal experience and naming of our gender.

"I am a boy" "I am non-binary" "I am a woman" "I am
two-spirit"

Cisgender Identity

A Cisgender person has a gender identity consistent with the sex they were assigned at birth. For example, a child whose sex was assigned male on their birth certificate and who identifies as a boy is cisgender (you may hear this term shortened to "cis"). Most people are cisgender identified.

Transgender Identity

A Transgender person has a gender identity that does not match the sex they were assigned at birth. So, a newborn who was assigned male on their birth certificate and who identifies as a woman as an adult is transgender (sometimes this term is shortened to "trans").



Non-Binary and Agender People



**What are
their genders?**



**What are
their genders?**



**What is
their gender?**

Gender Expression



CISSEXISM

**“He is a boy so he must like trucks.
He likes trucks, so he must be a boy.
Boys like trucks.
Trucks are for boys.”**

Transphobia

Gender Bias: Hostile Sexism

Gender Bias: Benevolent Sexism

How Might Gender Bias and
Discrimination Show up in your
professional sector?

Quick Takeaways - Gender

1. Gender is not the same as "sex assigned at birth".
2. Male and female are not genders.
3. Gender norms are shaped by cultural and historical factors.
4. Gender is associated with normalized expected roles.
5. Gender expression can be how one conveys their gender identity (hair, clothes, etc).
6. Gender is not a binary: cisgender, transgender, agender, non-binary
7. Women/girls are expected to do 'girl' and 'woman' things associated with certain clothing, hair styles, pastimes, etc for societal conformity.
8. There are alternatives to gender conformity.
9. Hostile Sexism and Benevolent Sexism or two sides of the same coin

Section 3: Sexual Orientation



(Social Identities, Power, and Privilege)

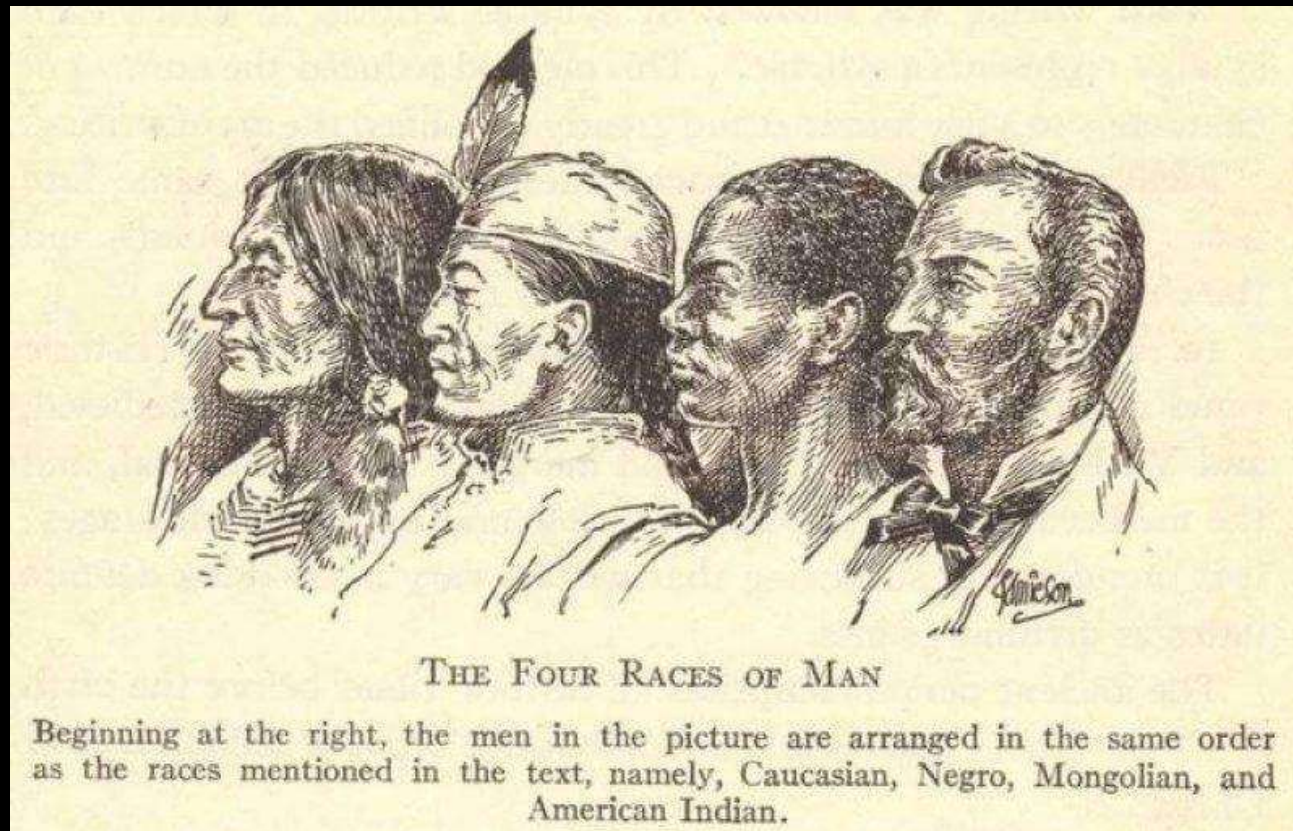
Heterosexism

(Social Identities, Power, and Privilege)

Section 4: Racism & Race

(Social Identities, Power, and Privilege)

Racism & Race



Example of *scientific racism*

Prejudice + Discrimination + Power
=
Racism



4 Levels of Racism

The Role of Senior Leaders In Building a Race Equity Culture
Kerrien Suarez Director at Equity In the Center

Interpersonal Racism

Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways.

Examples:

- Believing Black people are innately lazy
- Being surprised a Chinese person isn't good in math
- Not hiring someone because "they aren't a good cultural fit"

Institutional Racism

Institutional racism refers specifically to the ways in which policies and practices of organizations or parts of systems (schools, courts, transportation authorities, etc.) create different outcomes for different racial groups.

- Preschool to prison pipeline
- Racial profiling
- Redlining

Systemic Racism

Racism is an an intricate system by which racism is created, sustained, and protected. It is more than meets the eye and mostly below the surface...

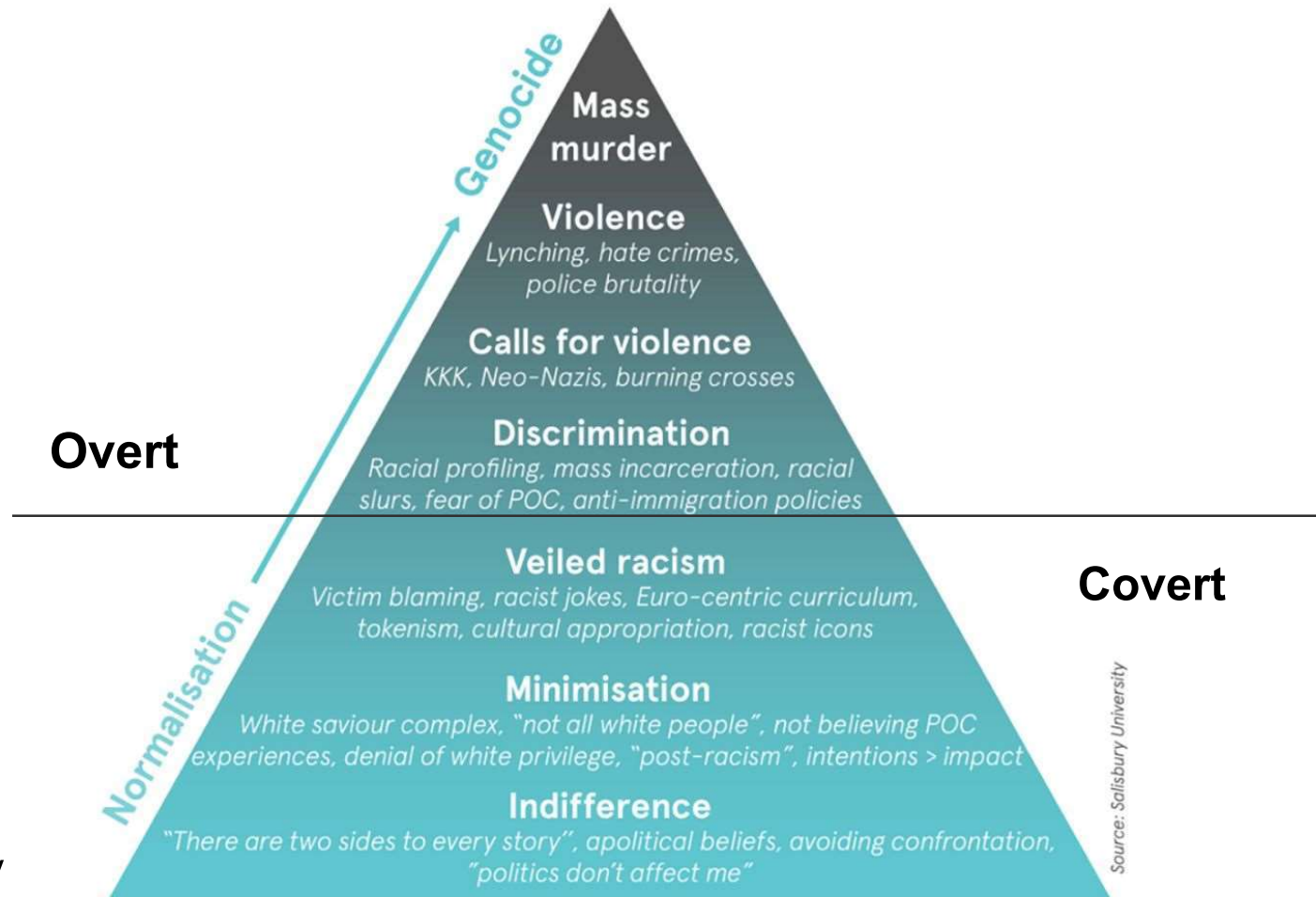
A photograph of a person's hand holding a white rectangular sign. The sign has the text 'what is white privilege?' written on it in a black, hand-drawn, sans-serif font. The hand is positioned at the bottom left of the sign, with the palm facing up. The background of the sign is plain white.

what is
white
PRIVILEGE?

White privilege exists because of historic, enduring racism and biases.

It is a built-in advantage, separate from one's level of income or effort, that is based on being or appearing white.

Pyramid of Systemic Racism



Source: Salisbury University

Source: The Equality Institute

So, what does it mean to be
Anti-racist vs. Non-racist?

Non-racist is...

1. "Racism is only KKK or NeoNazi"
2. "I don't see color, I treat everyone as equals"
3. Not challenging racist jokes or assumptions by remaining silent, excused as "I'm just neutral"
4. Promoting cosmetic diversity/tokenism
5. Lack of curiosity of why social unrest is happening

Anti-racist is...

1. Knowing you have a race and its history in her in the USA
2. A never-ending process and evolution
3. Understanding racism is a system
4. Working to change structures vs. cosmetic fix
5. Focusing on impact vs. intention
6. Investing in racial equity.

Session Break

15 minutes

CULTURAL COMPETENCY

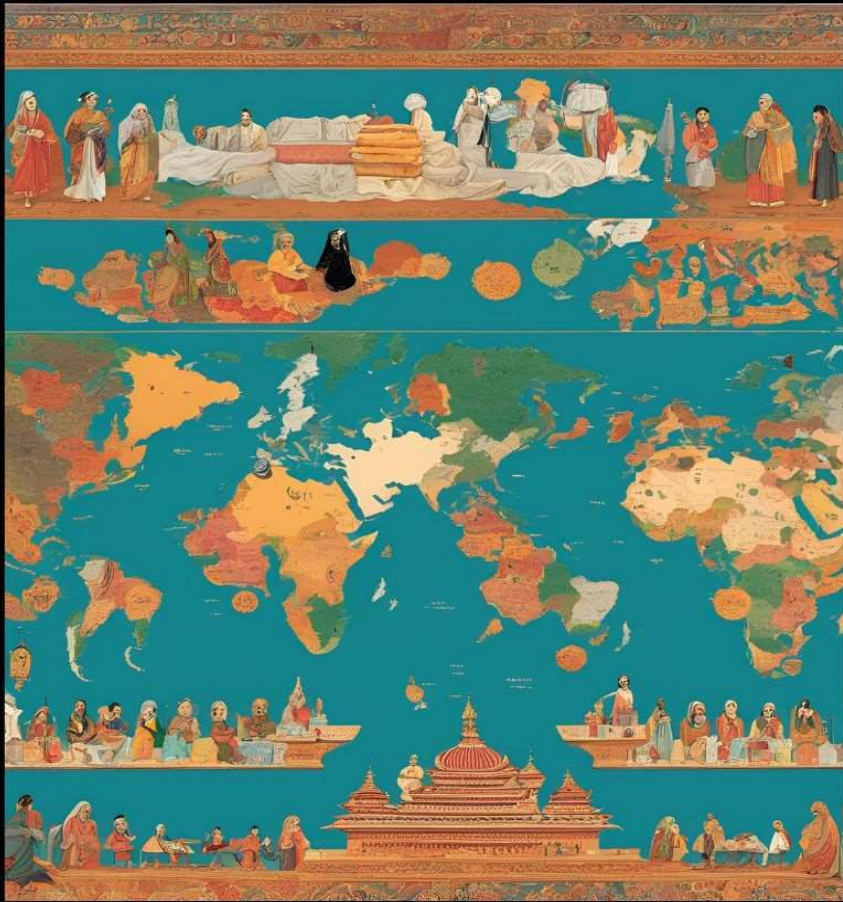
Even though we are both speaking English it's like we're speaking a different language to each other.



I don't understand you.
Why can't you just do what everyone else does and be normal? Why do I need to accommodate you people?



What is Culture?



Cultural Competence (A.k.a Culural Intelligence)

Cultural Competency: 4 Aspects

1. Awareness of One's Own View
2. Attitude on Differences Between Cultures
3. Cultural Knowledge Acquired on Cultural Beliefs and Practices
4. Skills To Inter-relate Amongst Cultures Different From Your Own

Cultural Competence Continuum

6 Stages

CULTURAL PROFICIENCY CONTINUUM

Change Mandated for Tolerance

Destruction — *Eliminate differences* —

The elimination of other people's cultures

Incapacity — *Demean differences* —

Belief in the superiority of one's culture and behavior that disempowers another's culture

Neutrality — *Dismiss differences* —

Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures

Change Chosen for Transformation

Precompetence — *Respond inadequately to the dynamics of difference*

— Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups

Competence — *Engage with differences using the essential elements as standards* — Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices

Proficiency — *Esteem and learn from differences as a lifelong practice*

— Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others

Source: <https://diversity.syracuse.edu/wp-content/uploads/Cultural-Proficiency-Framework.pdf>

Phase 1: Cultural Destructiveness



Photo: Native Children at Carlisle Indian Industrial School
Credit: Cumberland County Historical Society, Carlisle, PA

Phase 2: Cultural Incapacity

The system or people in the regional culture are very biased and cannot respond to the needs of other cultural beliefs.

Phase 3: Cultural Neutrality

The system or people in the regional culture are very biased and cannot respond to the needs of other cultural beliefs.

Phase 4: Cultural Pre-Competence

The system or people in the regional culture are very biased and cannot respond to the needs of other cultural beliefs.

Phase 5: Cultural Competence

During this phase, the whole system accepts and respects the different cultures within their group.

Phase 6: Cultural Proficiency

Different cultures are effectively taken
good care of by the system.

Breakout Room Exercise (20 Minutes)

Cultural Competency in Practice

Tips for Getting Started

1. Practice Openness
2. Be Flexible
3. Demonstrate Humility
4. Be Sensitive to Others
5. Show a Spirit of Adventure
6. Use a Sense of Humor
7. Practice Positive Change or Action

R- Recognize your very own ideas, biases, stereotypes, and appreciation of different culture that are not your own.

A- Acknowledge or admit that fact that there are solid differences in how people are treated based on their appearance and their cultural background.

C- Commitment is a huge part of the necessary change that we seek.

E- Educate yourself and the people around you about cultural differences and similarities to develop empathy and understanding.

Takeaways and New Ideas Inspired (Class Exercise)

Exercise A

Words: 5.

[Secret]

Reflection

Go back through your answers and look at the social identity markers (i.e. body size, socio-economic class, ability, age, neurotype, race/ethnicity) you imagined of the person or people connected to these words/phrases.

Unconscious/ Implicit Bias

1. Acts at the subconscious level.
2. Runs contrary to our consciously stated beliefs about who we are as human beings and what our values are.
3. Implicit biases are triggered through rapid and automatic mental associations we make between people, ideas, and objects and the attitudes and stereotypes we hold about those people and ideas and objects.

Exercise (5-10 minutes)

EVERYDAY INTERACTIONS

5–10 minutes

Someone suggests that a woman on your team be given a big, high-profile project, and a colleague says, “I don’t think this is a good time for her since she just had a baby.”

In a meeting, a woman strongly disagrees with a man about how to approach a problem. He says, “We can’t talk about this anymore. She’s getting too emotional.”

WHY IT MATTERS

In a healthy workplace, debates happen all the time—and often result in better ideas, clearer strategies, and stronger teams. Shutting down debate can be counterproductive to your company’s goals. Plus, being tagged as overly emotional can diminish a woman’s standing at work—and send a message to other women that they shouldn’t speak freely.

There are Various Types of
Unconscious Biases

The Halo Effect

The halo effect is a cognitive bias that occurs when an initial positive judgment about a person unconsciously color the perception of the individual as a whole.



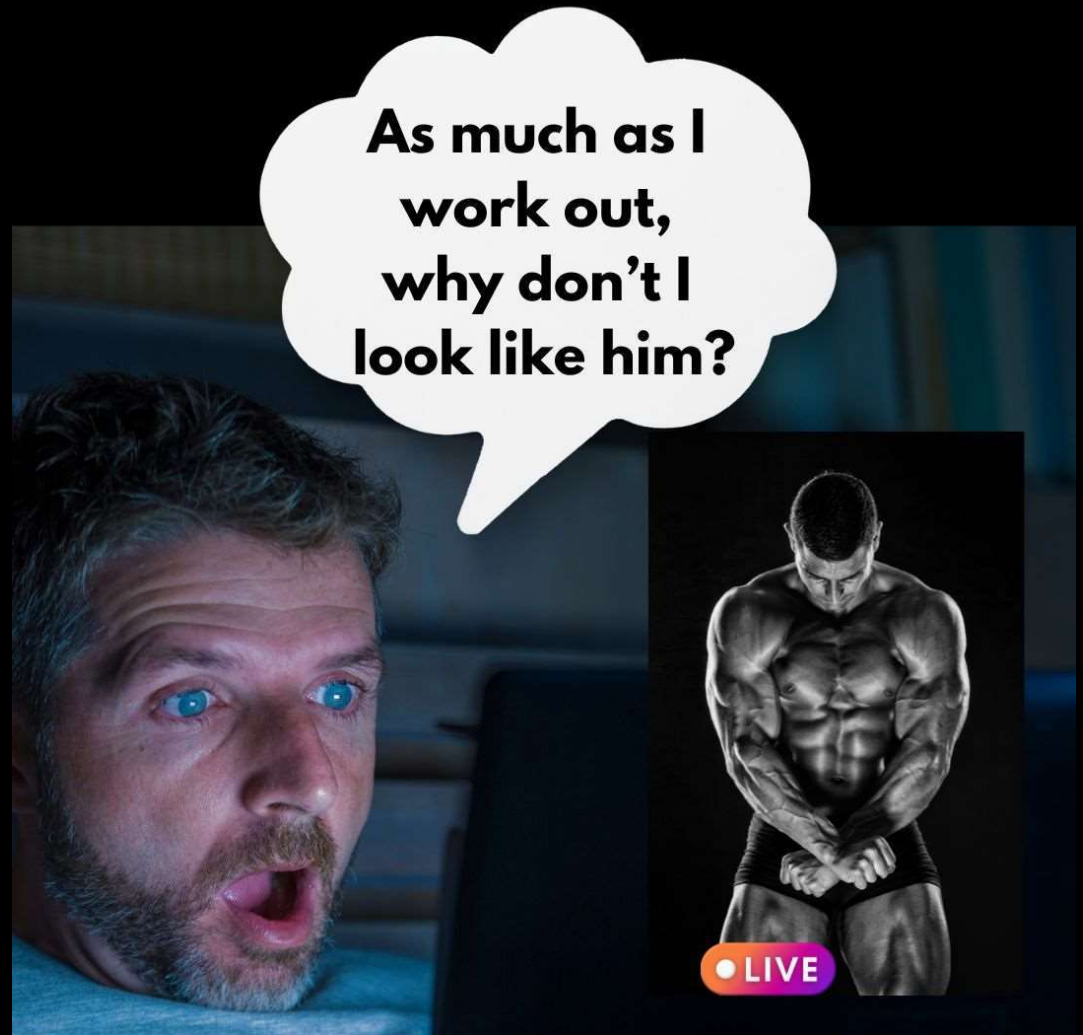
The Horn Effect

The horn effect, closely related to the halo effect, is a form of cognitive bias that causes one's perception of another to be unduly influenced by a single negative trait.



The Contrast Effect

The contrast effect happens when we judge something by comparing it to something else, rather than by assessing each thing individually. As a result, our perceptions are distorted.



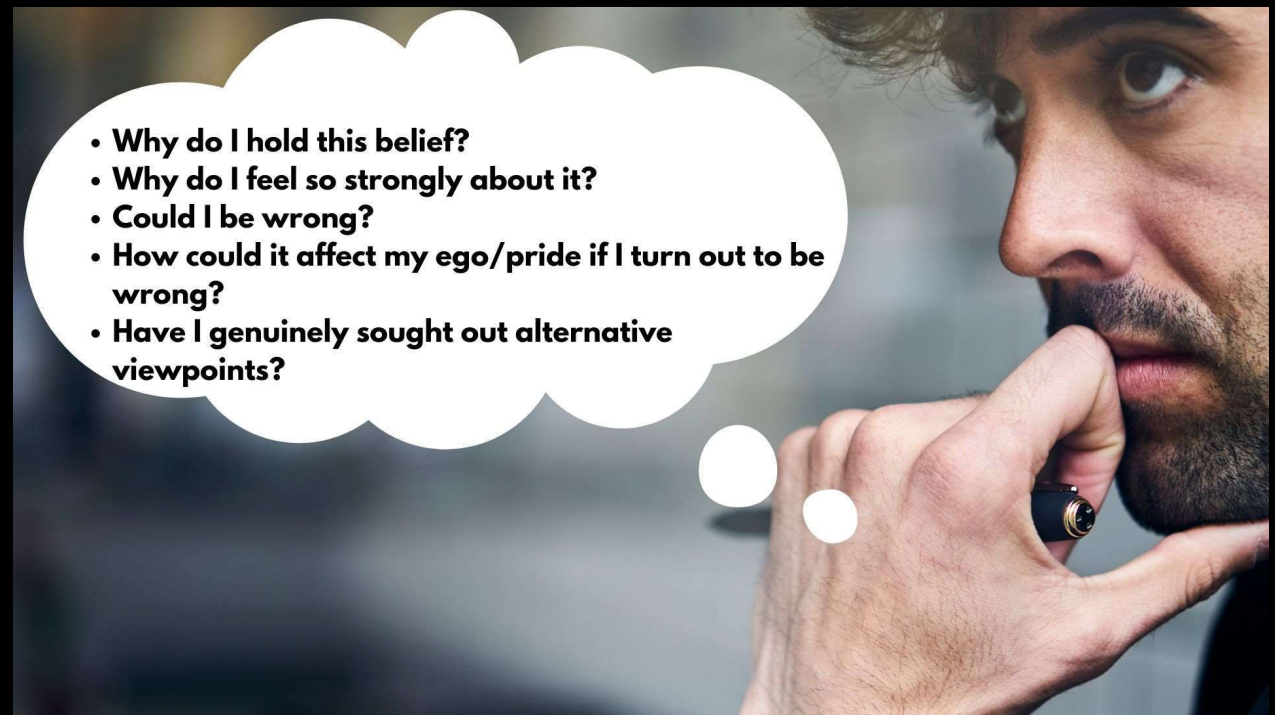
The Affinity Bias

When we feel a greater connection to someone because they are like us in some way, or because they remind us of someone we already like.



Confirmation Bias

Confirmation bias is the tendency to search for, interpret, favor, and recall information in a way that confirms or supports one's prior beliefs or values. People display this bias when they select information that supports their views, ignoring contrary information, or when they interpret ambiguous evidence as supporting their existing attitudes.



Bias
+
Social Interactions
=
Microaggressions

Verbal Microaggressions

1. "You're pretty for Black girl."
2. "You're quite modern and urban for a Native American."
3. "You speak excellent English [for an Asian]"
4. "Where are you really from [since you don't look like a *true* American]?"
5. "Oh you're gay and married? Who acts like the wife in the marriage?"
6. "How do you have a romantic life since you use a wheelchair?"

Non Verbal Microaggressions

1. Non-Black people tensing up when a Black man enters an elevator.
2. Avoiding sitting next to a passenger in the subway because you are uncomfortable with their gender expression.
3. Pushing someone's wheelchair, assuming they need help, without asking for permission.

Environmental Microaggressions

1. The only Black person living in a neighborhood.
2. The only employee that uses a wheelchair in a company of 150.
3. "Glass ceiling" experience for women in the workplace.
4. The lone autistic person on a team that relies heavily on certain kinds of socializing for cohesion.
5. A cis-gender woman employee at an outdoor worksite without restroom facilities, on a team made up of mostly cis-gender men.

Reflection Exercise

(Breakout Room Exercise : 15 minutes)

We've learned about racism, gender discrimination, and other biases. Can you think about how *environmental microaggressions* potentially manifest in your sector? (Some Prompts below)

1. Workplace structures and facilities.
2. Regional and national parks.
3. Locations of necessities (banks, grocery stores, public transportation, incineration plants, etc).
4. Educational curriculum
5. Public Monuments and memorialization.

Intention vs. Impact

1. Unconscious Bias + Good Intention = Negative Impact
2. Creates an exclusive and hostile environment via structural mechanisms (policies, procedures, hiring practices, rules, design of the workplace) even if it wasn't the intention.

Takeaways and New Ideas Inspired (Class Exercise)

Diversity, Equity, and Inclusion : Best Practices and Suggestions

1. How do we, as part of the nonprofit community dedicated to the benefit of the public, effectuate our commitment to DEIA?
2. What steps can we take to make our organizations more diverse, equitable, and inclusive?

One

Understand why diversity, equity, and inclusion is imperative for your organization

1. The first place to start with diversity, equity, and inclusion for your organization is the 'why'.
2. Does your organization understand why DEIA is important to their mission and values?
3. Does your organization know how DEIA will help grow and scale their goals?
4. Do they know what is it about implementing DEIA that will fundamentally drive all the things they will do?
5. Has your organization clearly articulated answers to the above questions?

Two

Articulate how DEIA ties into the organization mission

Once your organization is done articulating why DEIA is important, they must work on how it ties in with their mission. This is their opportunity to revisit their organization mission statement., which defines why the company exists.

At a minimum, the mission statement should outline who their customers are and services.

Three

Appoint a DEIA Task Force Sponsored by an Executive

- Set-up a process to continually monitor, adjust, and improve your diversity, equity, and inclusion practices.
- This can help determine how many people should be involved and how often the task force will meet.
- They can offer task force membership as voluntary vs. mandatory.
- Be sure the task force has clearly defined goals aligned with the its mission.

Four

Get Real about How Inclusive and Equitable Your Workplace

1. Encourage measuring how equitable and inclusive the workforce is in order to track progress as the organization heads on their DEI journey via **surveying and interviewing**.
2. How inclusive and equitable were the non-profit's last 4 promotions?
3. What about the last 4 hires? For example, How diverse were they along the lines of gender, age, ability, and race?.
4. How are contributions being interpreted and recognized?
5. Did anyone leave? Were their commonalities in their circumstances or background?

Five

Audits, Assessments, and Evaluations

"You can't measure what you don't track"

Six

Take Accountability and Hold Leaders Accountable

1. Be a change-agent.
2. Educate yourself on the topics of anti-racism, gender equity, unconscious bias, ableism, xenophobia, ageism, and racial inclusion as it relates to your sector.
3. Hold leadership accountable and do not continue to accept excuses which are not the same as valid reasons.

Seven Unconscious Bias Training

1. Unconscious bias training must have the right content and context, structured around real-life workplace situations vs. science and research.
2. Unconscious bias training should be repeated over time.

Eight

Construct a Diverse, Inclusive, and Equitable Board of Directors and Advisory Board

1. Board should not be “cosmetic” but truly reflect and integrate the knowledge from a diversity of social identities.
2. Who is on the board?
3. How were they selected?
4. Are the boards structured in a way that would be inviting to historically underrepresented communities your organization’s sector?

Takeaways and New Ideas Inspired (Class Exercise)

Q&A