



DIVERSITY, EQUITY AND INCLUSION TRAINING

PRESENTED BY THE WOMEN'S AND FAIR
PRACTICES DEPARTMENTS

Code of Conduct

Close Corporate
Tax Loopholes

Stop Destroying
Good Federal Jobs

Stop Destroying
Good Federal Jobs

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Close Corp
Tax Loop



AMERICAN FEDERATION OF GOVERNMENT EMPLOYEES

Ted Talk: From the Inside Out: Diversity, Inclusion & Belonging



Today's Agenda

- Disclosures and Class Agreements
- What is DEI and why is it important?
- Privilege – What is yours and how do you use it?
- The power of language and history
- How to create inclusive spaces?



Ground Rules

- Respect
- Confidentiality
- Be here to learn & grow
- Be Open
- Ouch and Learn
- Use “I” Statements
- -Anything else?



A photograph of a protest in front of the United States Capitol building. Protesters are holding blue signs with white text. The Capitol dome is visible in the background under a clear blue sky. The image has a blue tint.

What do you want to take away from today?





Why focus on Diversity, Equity and Inclusion?

Diversity - Being composed of a demographic mix of an intentional collection of people, taking into account elements of difference across national origins, languages, ethnicities, races, skin colors, cultures, generations, religions, spiritualities, socio-economic backgrounds, gender identities and sexual orientations, as well as different skills, abilities, customs, values, behavioral styles and beliefs.

Equity means everyone gets the supports they need because systemic barriers are removed, as depicted in the picture below. “Equity...is about each of us getting what we need to thrive or succeed—access to opportunity, networks, resources, and supports—based on where we are and where we want to go. Nonet Sykes, Director of Race Equity and Inclusion at the Annie

Inclusion -The act of creating environments in which any individual or group can feel welcomed, respected, and fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people



Inequality

Unequal access to opportunities

1

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Equality

Evenly distributed tools and assistance

2

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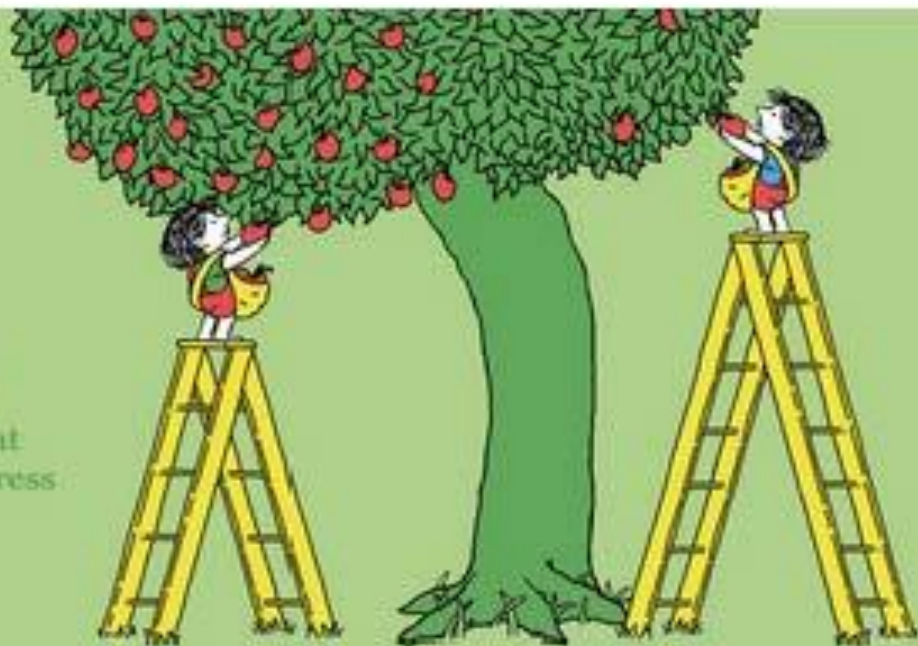
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Equity

Custom tools that identify and address inequality

3

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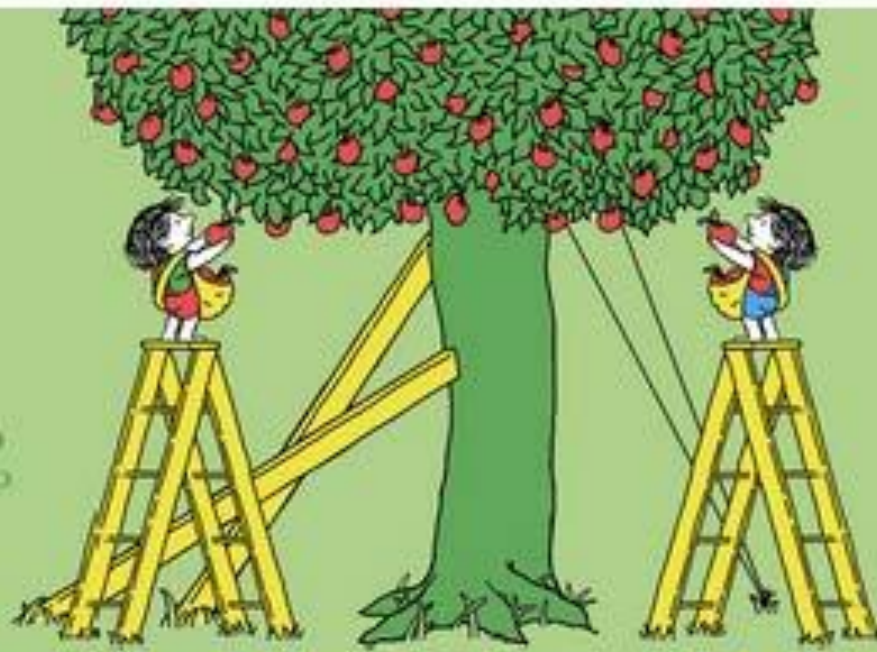
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Justice

Fixing the system to offer equal access to both tools and opportunities

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The Big 8 Intersections

The Big 8

1. Race/Ethnicity
2. Culture
3. Gender
4. Sexual Orientation
5. Social/Economic Classification
6. Age
7. Disability
8. Religion

THE FIVE LAYERS OF DIVERSITY & INCLUSION MODEL

he Five Layers are:

1. **Communication:** There are many different communication styles—typically influenced by our personality and background—in which ability and willingness to flex and adapt may determine our effectiveness and propensity for speaking up.
2. **Personality:** Includes an individual's likes and dislikes, values, beliefs, and preferences. Personality is influenced by, and influences, other layers throughout one's lifetime.
3. **Internal Dimensions:** Include aspects of diversity over which we have no control. This is the layer where there are real divisions between and amongst students, staff, faculty, and others; it forms the basis for many diversity and inclusion efforts. This dimension includes the **first observations we see in other people**—when they enter a room, meeting, or class, for example—on which we make many assumptions and base judgements.
4. **External Dimensions:** Include aspects of our lives in which we have some control over that may change over time, and typically form the basis for career decisions, work styles and preferences. This layer is important because it often determines, in part, with whom we develop relationships, and socialize with within and outside of the workplace.
5. **Organizational Dimensions:** Pertain to aspects of culture found in a work setting. Issues of preferential treatment and access to opportunities for development/promotions/growth are impacted by aspects within this layer. (Adapted from Workforce America, 1991).

REFLECTION QUESTIONS

1. As you think about your own layers, which one(s) resonate with you the most?
2. Which layer(s) present a safe space or unsafe space for you regarding DIB&E?

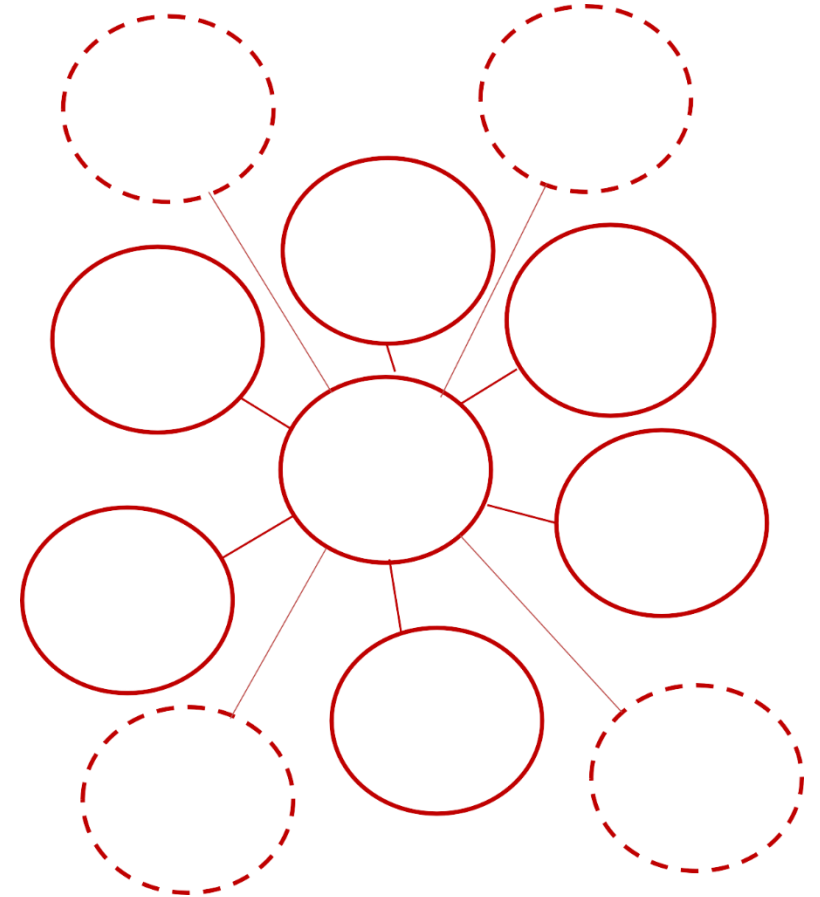
*Key Inclusion and Belonging Factors
The Five Layers of Diversity*



Web of Identity

We all have multiple dimensions of our cultural identity that shape the way we understand ourselves and the way we understand/relate to others. This exercise will give you an opportunity to explore how these dimensions intersect.

Directions: Place your name in the center circle of the structure below. In the solid circles, identify 6 cultural identity groups that you belong to using the following categories: race, ethnicity, gender, sexual orientation, nationality, age, ability status, religion and/or class. In the dotted line circles, write 4 aspects of your individual identity (oldest sibling, athlete, daughter/son, etc.)



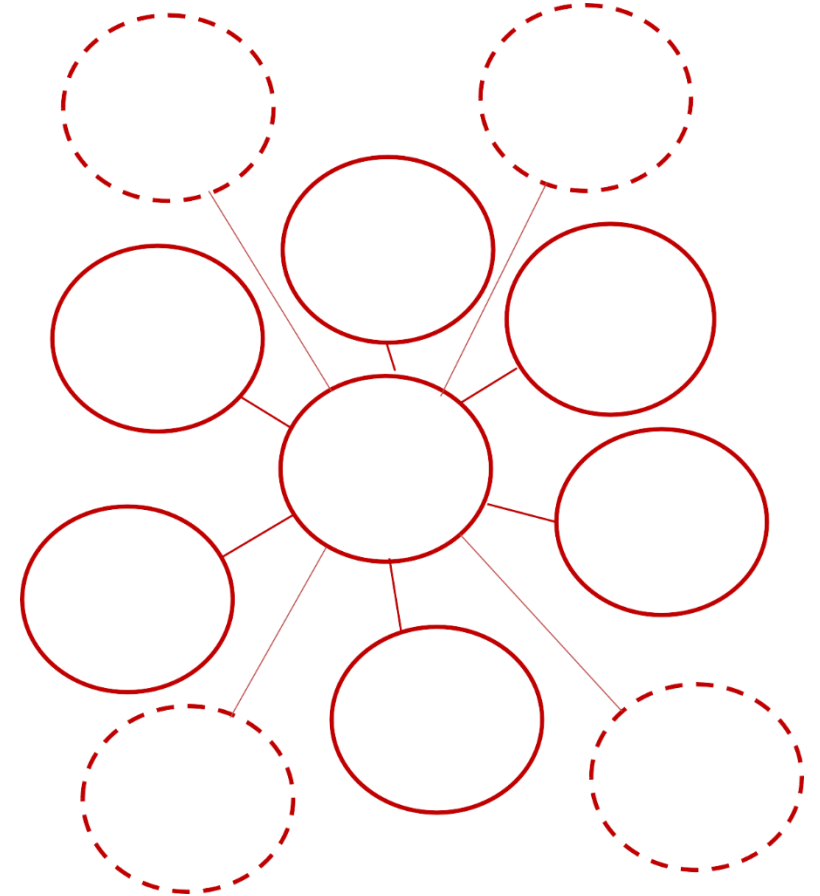
Web of Identity Continued

Group Discussion

Chose 2 aspects of your identity from the circles (one from the solid circles and one from the dotted line circles). Share a story about a time when you were especially proud to be a member of this group with this individual identity.

Chose 2 aspects of your identity from the circles (one from the solid circles and one from the dotted line circles). Share a story about a time when it was difficult to be a member of this group with this individual identity.

What values do you attach to these 2 identities (i.e. I value hard work because I come from a Latino and working class family).





A Virtual Privilege Exercise



An illustration of a person with short brown hair, wearing a bright red suit, standing on a dark blue ground and looking down. In the background, there is a hazy cityscape with various buildings. To the right, a large, dark blue vertical structure is partially visible. A large, light blue circular shape overlaps the right side of the image, containing the text.

Why do we talk
about privilege?



Different Types of Privilege

- Sexuality Privilege
- Ability Privilege
- Gender/Sex Privilege
- Race Privilege
- Religious Privilege
- Class Privilege
- Nationality Privilege





Sexuality Privilege

- 1. I can move about in public without fear of being harassed or physically attacked because of my sexuality.
- 2. I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
- 3. If I want to, I can easily find a religious community that will not exclude me for my sexuality.
- 4. No one questions the “normality” of my sexuality or believes my sexuality was “caused” by psychological trauma, sin, or abuse.
- 5. People don't ask why I “chose” my sexual orientation.
- 6. I can go for months without me or anyone else referring explicitly to my sexuality.
- 7. I easily can find sex education literature for couples with my sexual orientation.





Ability Privilege

- 1. I can assume that I will easily have physical access to any building.
- 2. I have never been taunted, teased, or socially ostracized due to a disability.
- 3. I can do well in challenging situation without being told what an inspiration I must be to other people of my ability status.
- 4. I can go shopping alone and expect to find appropriate accommodations to make the experience hassle-free.
- 5. I can hear what's going on around me without using an assistive device.
- 6. I can easily see the letters on this page.
- 7. I am reasonably certain that others do not think that my intelligence is lacking, just because of my physical status.
- 8. If I am fired, not given a raise, or not hired, I do not question if it had anything to do with my physical or mental ability





Gender/Sex Privilege

- 1. If I have children and a successful career, few people will ask me how I balance my professional and private lives.
- 2. My elected representatives are mostly people of my sex. The more prestigious and powerful the elected position, the more this is true.
- 3. When I ask to see “the person in charge,” odds are I will face a person of my sex. The higher-up in the organization the person is, the surer I can be.
- 4. I do not have to think about the message my wardrobe sends about my sexual availability.
- 5. In general, I am not under much pressure to be thin or to worry about how people will respond to me if I’m overweight.
- 6. I will never be/was never expected to change my name upon marriage or questioned if I don’t change my name.
- 7. Most individuals portrayed as sexual objects in the media are not the same sex as I am.
- 8. Major religions in the world are led mainly by people of my sex.



Race Privilege

- 1. I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.
- 2. Schools in my community teach about my race and heritage and present it in positive ways throughout the year.
- 3. I can go shopping alone most of the time, pretty well assured that I will not be followed or closely watched by store employees because of my race.
- 4. I can take a job with an employer who believes in Affirmative Action without people thinking I got my job only because of my race.
- 5. When I use credit cards or checks for a face-to-face transaction, I don't have to wonder whether someone will challenge my financial reliability because of my race.
- 6. I can do well in a challenging situation without being called a credit to my race.
- 7. I am never asked to speak for all the people of my racial group.
- 8. I can consider many options -- social, political, or professional -- without asking whether a person of my race would be accepted or allowed to do what I want to do.





Religious Privilege

- 1. I can assume that I will not have to work or go to school on my religious holidays.
- 2. I can be sure to hear music on the radio and watch specials on television that celebrate the holidays of my religion.
- 3. My religious views are reflected by the majority of government officials and political candidates.
- 4. Food that honors my religious practices can be easily found in any restaurant or grocery store.
- 5. Places to worship or practice my religion are numerous in my community.
- 6. Most people do not consider my religious practices to be “weird.”
- 7. Implicit or explicit references to religion where I work or go to school conform to my religious beliefs.
- 8. I do not need to worry about the ramifications of disclosing my religious identity to others.





Class Privilege

- 1. I can be sure that my social class will be an advantage when I seek medical or legal help.
- 2. I am reasonably sure that I or my family will not have to skip meals because we cannot afford to eat.
- 3. I have a savings account with at least a month's rent and bills set aside in case of emergency.
- 4. I have taken a vacation outside of the country within the past three years.
- 5. I have never been homeless or evicted from my place of living.
- 6. I have health insurance.
- 7. I don't have to rely on public transportation to travel to work or school; I can afford my own vehicle.
- 8. The neighborhood I live in is relatively free of obvious drug use, prostitution, and violent crime.





Nationality Privilege

- 1. When I apply for jobs, my legal right to work in this country probably will not be questioned.
- 2. People generally assume that I can communicate proficiently in English.
- 3 I have never been told not to speak in my native language during everyday interactions.
- 4. People do not assume I am poor because of my nationality.
- 5. The history of my country is an integrated part of the basic U.S. education curriculum.
- 6. People from my country are visible and positively represented in politics, business, and the media.
- 7. If I wanted to, I could travel freely to almost any country.
- 8. People where I live rarely ask me what country I'm from.



10-minute
Break



Let's Get On the Same Page: Definitions

Race and Ethnicity: Race refers to a person's physical appearance and ethnicity refers to one's nationality, ancestry, culture, and language. In 1997, the U.S. Office of management and Budget designated Hispanic/Latino as an ethnicity category, separate from race, which included American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.

Sexual Orientation: refers to an individual's physical and/or emotional attraction to the same and/or opposite gender. Different sexual orientations can include, lesbian, gay, bisexual, queer, questioning, or straight.

Gender identity: refers to a person's internal sense of being male, female or something else, which may or may not correspond to the person's body or designated sex at birth (meaning what sex was originally listed on a person's birth certificate). Transgender is an umbrella term for people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, and gender non-conforming people. Intersex refers to a sex assigned at birth for individuals exhibiting characteristics (such as reproductive or sexual anatomy and/or chromosomes) of both birth-assigned males and females.

Dis/ability: refers to a variety of individuals who may or may not use this specific term to describe themselves or their experiences, encompassing a broad range of dis/abilities that may be perceptual, illness- related, physical, developmental, psychiatric, mobility-related or environmental.

Age: refers to the length of time that one has existed on the planet, their duration of life.

Class: refers to a group of persons sharing a similar social position and certain economic, political, and cultural characteristics. Social class is a status hierarchy in which individuals and groups are classified on the basis of esteem and prestige acquired mainly through economic success and accumulation of wealth.

Religion/Spirituality: refers to human beings' relation to that which they regard as holy, sacred, absolute, spiritual, divine, or worthy of especial reverence. It is also commonly regarded as consisting of the way people deal with ultimate concerns about their lives and their fate after death. In many traditions, this relation and these concerns are expressed in terms of one's relationship with or attitude toward god(s) or spirits; in more humanistic or naturalistic forms of religion, they are expressed in terms of one's relationship with or attitudes toward the broader human community or the natural world. Spirituality is an individual's understanding of, experience with, and connection to that which transcends the self.

National Origin: refers to a nation where a person is from. National origin discrimination occurs when someone is treated less favorably because he or she comes from a particular place, because of his or her ethnicity or accent, or because it is believed that he or she has a particular ethnic background.



Let's Get On the Same Page: Definitions

Bias - Prejudice; an inclination or preference, especially one that affects fair judgment.vi

Cultural blindness - The belief in treating everyone “equally” by treating everyone the same. It is based on the presumption that differences are by definition bad or problematic, and therefore best ignored. Cultural blindness can be applied to identity characteristics such as sexual orientation, gender identity, ability, etc. One who is culturally blind may say, “I don’t see sexual orientation” “Colorblindness” may also be used to describe the mentality of “not seeing race or color.”

Discrimination - The unequal treatment of members of a group because of their race, gender identity and expression, social class, sexual orientation, physical ability, ability, religion and/or other categories.

“ISMs” - A way of describing any attitude, action or institutional structure that oppresses a person or group because of their target group, examples may include but are not limited to race/ethnicity/color (racism), gender (sexism), economic status (classism), age (ageism), religion (e.g. anti-Semitism), sexual orientation (heterosexism), ability (ableism), language/immigration status (xenophobia), gender identity/expression (transphobia).

Marginalized - Excluded, ignored, or placed in a powerless position within a group, society, or community.

Microaggression - Brief and common daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, offensive, or negative slights and insults towards people of other races, ages, gender identities, sexual orientations, physical or mental abilities, etc.



Let's Get On the Same Page: Definitions

Oppression -. An unjust system that disadvantages one social identity group over another, maintaining inequity. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life. Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of marginalized or targeted groups, who experience the consequences of discrimination, exclusion, deprivation, exploitation, control of culture and sometimes violence. Oppression resides not only in external social institutions and norms but also within the human psyche. Eradicating oppression ultimately requires struggle against all its forms, and at all levels, and building coalitions among diverse people offers promising strategies for challenging oppression systematically

Social Power - The degree of influence and access to resources that an individual or organization has amongst peers and within society.

Prejudice - The act of forming an opinion toward another group and its members prior to considering all available information. Such attitudes are typically based on unsupported generalizations or stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with distinct characteristics.

Privilege - A right, advantage, or benefit that only some people have because of their social group memberships, including access to resources or institutions. The following examples list the dominant/agent groups and the marginalized/target groups: white people with respect to people of color, men with respect to women and transgender individuals, straight people with respect to gay, lesbian and bisexual individuals, adults with respect to youth and elders, and wealthy people with respect to people of low income. Because hierarchies of privilege exist, even within the same group, people who are part of the group in power may consciously or subconsciously deny that they have privilege even when evidence of differential benefit is obvious.

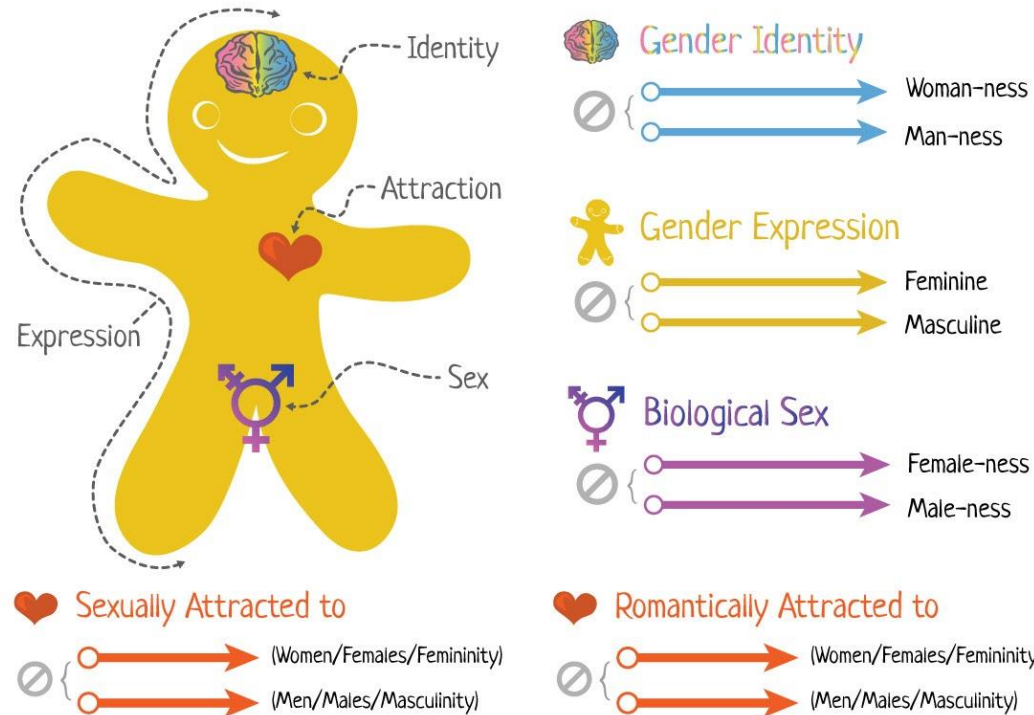
Stereotype - A set of inaccurate and simplistic beliefs about a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics.

Tokenism - The practice of making an obligatory effort or symbolic gesture of the inclusion of members of an underrepresented group in order to deflect criticism or comply with affirmative action rules. Also, the dominant/majority group may tokenize an individual by expecting that she or he represent and/or speak on behalf of an entire cultural group.



Let's Get On the Same Page: Definitions

The Genderbread Person v3.3 by its pronounced METROsexual



L	G	B	T	T	Q	Q	I	A	A	P
Lesbian A woman who is primarily attracted to women.	Gay A man who is primarily attracted to men; sometimes a broad term for individuals primarily attracted to the same sex.	Bisexual An individual attracted to people of their own and opposite gender.	Trans-gender A person whose gender identity differs from their assigned sex at birth.	Transsexual An out-dated term that originated in the medical and psychological communities for people who have permanently changed their gender identity through surgery and hormones.	Queer An umbrella term to be more inclusive of the many identities and variations that make up the LGBTQ+ community.	Questioning The process of exploring and discovering one's own sexual orientation, gender identity and/or gender expression.	Intersex An individual whose sexual anatomy or chromosomes do not fit with the traditional markers of "female" and "male."	Ally Typically a non-queer person who supports and advocates for the queer community; an individual within the LGBTQ+ community can be an ally for another member that identifies differently than them.	Asexual An individual who generally does not feel sexual desire or attraction to any group of people. It is not the same as celibacy and has many sub-groups.	Pansexual A person who experiences sexual, romantic, physical and/or spiritual attraction to members of all gender identities/expressions, not just people who fit into the standard gender binary.



Shifting Privilege
Can Be
Uncomfortable
for the Privileged
Population

Microaggressions

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born	<ul style="list-style-type: none"> “Where are you from or where were you born?” “You speak English very well.” “What are you? You’re so interesting looking!” A person asking an Asian American or Latino American to teach them words in their native language. Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. 	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender	<ul style="list-style-type: none"> “You are a credit to your race.” “Wow! How did you become so good in math?” To an Asian person, “You must be good in math, can you help me with this problem?” To a woman of color: “I would have never guessed that you were a scientist.” 	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.	<ul style="list-style-type: none"> “When I look at you, I don’t see color.” “There is only one race, the human race.” “America is a melting pot.” “I don’t believe in race.” Denying the experiences of students by questioning the credibility /validity of their stories. 	<p>Assimilate to the dominant culture. Denying the significance of a person of color’s racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p>
Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.	<ul style="list-style-type: none"> A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. A store owner following a customer of color around the store. Someone crosses to the other side of the street to avoid a person of color. While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>
Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.	<ul style="list-style-type: none"> “I’m not racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.” To a person of color: “Are you sure you were being followed in the store? I can’t believe it.” 	<p>I could never be racist because I have friends of color.</p> <p>Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>



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Microaggressions

MICROAGGRESSION EXAMPLE AND THEME	THIRD PARTY INTERVENTION EXAMPLE	COMMUNICATION APPROACH
<p>Alien in One's Own Land To a Latino American: "Where are you from?"</p> <p>Ascription of Intelligence To an Asian person, "You're all good in math, can you help me with this problem?"</p> <p>Color Blindness "I don't believe in race."</p>	<p>"I'm just curious. What makes you ask that?"</p> <p>"I heard you say that all Asians are good in math. What makes you believe that?"</p> <p>"So, what do you believe in? Can you elaborate?"</p>	<p>INQUIRE Ask the speaker to elaborate. This will give you more information about where s/he is coming from, and may also help the speaker to become aware of what s/he is saying. KEY PHRASES: "Say more about that." "Can you elaborate on your point?" "It sounds like you have a strong opinion about this. Tell me why." "What is it about this that concerns you the most?"</p>
<p>Myth of Meritocracy "Everyone can succeed in this society, if they work hard enough."</p> <p>Pathologizing Cultural Values/Communication Styles Asking a Black person: "Why do you have to be so loud/animated? Just calm down."</p>	<p>"So you feel that everyone can succeed in this society if they work hard enough. Can you give me some examples?"</p> <p>"It appears you were uncomfortable when _____ said that. I'm thinking that there are many styles to express ourselves. How we can honor all styles of expression—can we talk about that?"</p>	<p>PARAPHRASE/REFLECT Reflecting in one's own words the essence of what the speaker has said. Paraphrasing demonstrates understanding and reduces defensiveness of both you and the speaker. Restate briefly in your own words, rather than simply parroting the speaker. Reflect both content and feeling whenever possible. KEY PHRASES: "So, it sounds like you think..." "You're saying...You believe..."</p>
<p>Second-Class Citizen You notice that your female colleague is being frequently interrupted during a committee meeting.</p> <p>Pathologizing Cultural Values/Communication Styles To a woman of color: "I would have never guessed that you were a scientist."</p>	<p>Responder addressing the group: "_____ brings up a good point. I didn't get a chance to hear all of it. Can _____ repeat it?"</p> <p>"I'm wondering what message this is sending her. Do you think you would have said this to a white male?"</p>	<p>REFRAME Create a different way to look at a situation. KEY PHRASES: "What would happen if..." "Could there be another way to look at this..." "Let's reframe this..." "How would you feel if this happened to your_ "</p>



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History and Language Matters

- We CANNOT ignore our history. Life build upon itself – flaws and all.
- [Recognizing native lands and history](#)
- The use of words and language!
- The power of pronouns!



What is a white supremacy culture?

- White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.
- White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system.




How does white
supremacy show
up in everyday
spaces?

How to be an ally:

- Analyze your spaces
- Listen and ask
- Uplift underrepresented leaders
- Provide spaces to heal
- Stand up when need – Silence is Complicity





*Be the change
you wish to see
in the world*

How are you going
to use today's
insights to change
your community?



Questions/Closing
Comments?

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<https://www.afge.org/wfp>

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<https://www.afge.org/pride>



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