Choices Pre-Conference Workshop| March 2019
Embedding Equity Into Policy and Practice

Equity At Multiple Levels: To make the world more equitable, we have to work at each level
> Individual – Group – Organization – Sector/Field – Societal Structures
> *Power grows at each level* →   *Impact goes in the opposite direction* ←

Equity for whom? Group Membership and Diversity
Diversity is the measure of the similarities or differences that exist in a system.
System = A specific group, bioregion, or other entity.
•   Diversity is system level, not an individual attribute or trait.
•   To understand diversity, you must understand group membership.
There are many kinds of group identities. Using "diverse," "diversity," and "minority" generically is often unhelpful, unclear, and can signal that you're uncomfortable or not well versed on these issues.

Group Identity is complex and ranges from what is visible/invisible, innate/change-able, identity/perception, and we are aware of the impact of some our group identities while unaware of others.
•   Your group identities shape how you see the world and how the world sees you.

Power Dynamics are why differences make a difference
•   Our group identities aren't neutral.
•   Another reason to avoid "minorities" is that it's about power, not only numbers.

DOMINANT GROUPS *One Up, Advantaged, In Group*	SUBORDINATED GROUPS *One Down, Stigmatized, Out Group*
• Power to make the rules	• Follow rules, fit in
• "Normal"--benefit of the doubt by grp identity	• The "other"--deficient or an exception by group identity
• Individual lens	• Group lens
• Random acts	• Patterns of behavior
• Internalize messages about our dominance	• Internalize messages about our subordination
• Collude	• Collude for survival
• Focus on intent	• Focus on impact
• Progress: "Now, can we get over it?"	• Long way to go: "When are we ever going to get into it?"

Inclusion is process and culture. You cannot sustain diversity without inclusion. More diversity in a system raises the bar for inclusion.
•   Not just present; you have a voice and input into decisions
•   You're valued and engaged
•   You're supported to do your best work, able to fully contribute
•   Seen as an individual and for your multiple group identities
•   Sense of belonging, part of team

Belonging or being fully human means more than having access. It means having a meaningful voice, and being afforded the opportunity to participate in the design of social and cultural structures. Belonging entails being respected at a basic level that includes the right to both contribute to and make demands upon society and political institutions.
UC Berkeley, Haas Institute for a Fair and Inclusive Society

Organizational Culture = set of shared, learned, related, cumulative, reinforcing CUSTOMS   LANGUAGE   TRADITIONS VALUES   BELIEFS   ATTITUDES   BEHAVIOR that define/create the framework for understanding what is right/wrong, normal/abnormal within an organization.

Equity and Justice—fair outcomes, lack of disproportionate impacts
- When your group identity can't predict life outcomes, experiences, access, and opportunity
- The systemic fair treatment of all people, across group identity, that leads to equitable opportunities and outcomes
- To understand EQUITY, we must unpack: equity for whom? Group Identity is fundamental to understanding equity.
- **Equity** is about fairness. Equality is about sameness.
- ***Justice*** = a focus on those who are <u>situated furthest</u> from being able to achieve society's universal goals

Components of Equity and Justice:
- Procedural—inclusive, accessible, authentic engagement and representation in decision making and processes to develop or implement programs and policies
- Distributional—programs and policies that result in fair distributions of benefits and burdens across all segments of a community, prioritizing those with highest need and the most historic marginalization
- Structural—the institutionalizations of decision making accountability; decisions are made with a recognition of the historical, cultural, and institutional dynamics and structures that have engrained advantaged and disadvantage
- Transgenerational—decisions consider generational impacts and don't result in unfair burdens on future generations

Structural ISMs (structural racism, structural classism, structural sexism, etc.) = Bias across institutions and society. The cumulative, compounded effects of actions, policies, culture, and other factors that systematically privilege dominant groups and disadvantage subordinated groups.

Implicit Bias: The process of associating stereotypes or attitudes toward categories of people without conscious awareness

The human brain uses two systems as we experience and try to understand the world:
- *System 1 operates automatically and quickly, with little or no effort and no sense of voluntary control.*
- *System 2 allocates attention to the effortful mental activities that demand it, including complex computations.*
- Bias lives in System 1 thinking. To address it, we have to bring issues into our System 2 consciousness.

Bias lives in shortcuts we use to group people: Preferences are positive associations; Prejudices are negative associations.

In-group preferences are more common than out-group hatred. Preferences accumulate to great advantage but no one feels they're discriminating.

Components of Organizational Work
- Clear/explicit framing (not using acronyms or fuzzy, undefined terms) and goals (priorities)
  - Clarity about who is marginalized and who the most impacted communities and constituencies are in your work, what kinds of diversity matter
- Strong rationale for how this work will make your organization stronger, more capable of achieving your mission, communicated across the organization
- Revamp of policies with an equity lens (employee handbooks, benefits, performance review processes, onboarding, professional development)
  - Recruitment/hiring policy with clear priorities, robust recruitment, hiring for competencies not group identity
- Assessment of workplace culture, clarity about aspirational culture and behaviors to consistently practice
- Management skills and accountability
- Integration across departments and clear competencies across the organization
- Foundational and ongoing learning curricula
- Annual priorities and budgeting
- Clear success measures and realistic processes for tracking progress

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