Equity Action Plan
October 2022

ingenuity

Contents

A Message from the Executive Director

Two years ago, Ingenuity convened a diverse group of stakeholders across the arts education sector on a project called the ArtsEd Response Collaborative (ARC). The purpose was to address the impacts and challenges of COVID-19 on arts education, and to interrogate how systemic racism and ongoing violence against Black communities are interwoven with the arts education sector's collective responsibility to critically examine the role we play in creating or maintaining systems that drive inequity.

The resulting report ignited a new kind of Diversity, Equity, and Inclusion (DEI) work at Ingenuity, marking a starting point on a two-year journey of (un)learning, growth, hard and ambitious conversations, community-building, and planning. We partnered with Morten Group LLC, a national consulting firm based in Chicago, specializing in racial equity, to provide training, support, and guidance in the development and implementation of a first-ever organizational equity plan. Early in our process, Morten Group collected and analyzed anonymous surveys and interviews on Ingenuity's DEI practices. Assessment results affirmed our commitment to DEI principles for making the arts more accessible for CPS students who lack access due to racial and socioeconomic barriers. The assessment also suggested we needed to ask ourselves a hard question: do Ingenuity's internal DEI practices match, mirror, and support our external mission-based programs and work?

I am honored to share the results of asking that question, and the many conversations after it: our Equity Action Plan (EAP). This plan is worth celebrating, but only for a moment. It is just the beginning. Our Plan is a working document, one that will continue to grow, deepen, and evolve as we continue to do the same.

It is not meant to be a checklist towards an endpoint. It is appropriately ambitious. It is a guidepost. It holds us accountable.

I especially want to praise the collaborative efforts that went into creating this plan at every step of the way, and will continue as we move forward. This Plan was forged by individual fingerprints of staff and board members, past and present. They are all listed and celebrated as co-authors of this work in the acknowledgments section of this Plan.

I know that the board and our entire staff are excited to continue working together to bring this vision to life. We endeavor to be brave and bold as we move forward. There are many more steps, conversations, and actions to undertake in the weeks, months, and years ahead, but for now, please take some time to read our goals, values, and transformative action ideas. I think you will feel just as hopeful for our future as I do.

Nicole Upton
Executive Director | Ingenuity

A Message from the Board Chair

I am excited to share Ingenuity's Equity Action Plan (EAP) and discuss our next steps on behalf of the Ingenuity board and staff. Diversity, Equity, and Inclusion (DEI) are at the core of Ingenuity's founding, and our growing leadership within the Chicago educational landscape. These principles are woven throughout our internal organizational work and our external engagement with the Chicago Public Schools (CPS) community. At Ingenuity, we've witnessed the struggle for justice beyond what the media coverage conveys — injustices of various types are faced by CPS students, educators, partners, and community members on a daily basis.

In a school district that is nearly 90% students of color, it is vital that we advocate for arts education that empowers cultural expression and social justice. We understand that this is our duty, which prompted us to partner with Morten Group to develop our very first Equity Action Plan. We understand that striving for equity and justice in a world that is mired in white supremacy and oppression is an ongoing commitment. Even while our EAP was under development throughout the past year, we have pushed the work forward to meet the expressed needs of our staff and communities in so many meaningful ways.

Ingenuity's EAP is an important first step in formalizing our long-standing commitment to fostering equity in arts education. There is more to come. As we continue to look within, we will create new resources and plans to keep DEI at the forefront of our vision. The EAP is an ongoing source of collaboration. It is a living, breathing example of our evolving efforts. We will continue to build upon this plan as we strive for a better, more inclusive tomorrow.

It is my honor to introduce this work on behalf of our small but mighty staff and board at Ingenuity. We are all dedicated to dismantling injustice and creating more opportunities for children throughout the CPS system to access high quality arts education. Ingenuity's board recognizes that we play a key role in organizational governance and accountability, and we commit to both making financial resources available and holding ourselves accountable for achieving our collective goals. Ingenuity is truly in a position to lead by example, and we are delighted that our EAP will enable us to further unlock the limitless potential of Chicago's youth.

Sincerely,

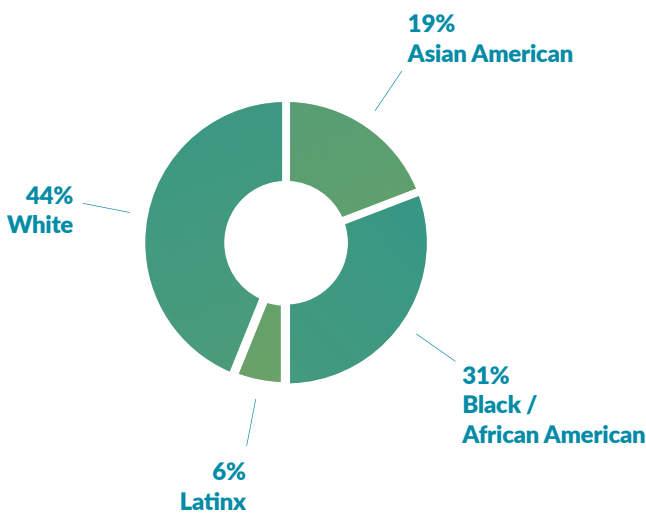Kimberly Dowdell
Board Chair | Ingenuity

About Us

Ingenuity is committed to ensuring that our staff and board reflect the communities that we serve, and actively seeks and recruits individuals with diverse backgrounds and experiences. We prioritize racial diversity, equity, and inclusion in hiring and recruiting, onboarding, and ongoing support provided to staff.

Current staff demographics:

13%
White

13%
Multi-racial

25%
Asian American

25%
Latinx

25%
Black /
African American
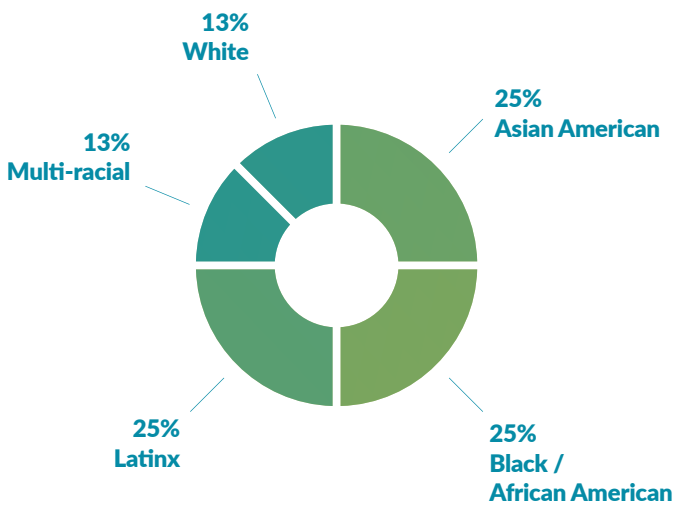
Current board demographics:

19%
Asian American

44%
White

31%
Black /
African American

6%
Latinx

Our Process

In 2020, Ingenuity embarked on a partnership with Morten Group, a national consulting firm, based in Chicago, and led by Mary F. Morten, a respected leader on racial equity work. Over the past two years, Morten Group has served as our chief thought partner and consultant on Ingenuity's efforts to serve as an exemplar anti-racist organization that intentionally centers diversity, equity, and inclusion (DEI) through both our internal practices and external work.

Morten Group started by facilitating an organization-wide participatory assessment of knowledge, experiences, and opinions related to DEI strategies and polices at Ingenuity. Morten Group conducted 88 anonymous surveys and interviews with key internal and external stakeholders. These data were then analyzed and presented to Ingenuity staff and board, outlining important findings, themes, and recommendations that directly informed our process.

Ingenuity staff finalized our Equity Action Plan in July 2022. It includes our DEI vision, values, and goals, and serves as a tangible roadmap for our equity journey, with metrics and accountability measures. However, we know this work is never "complete." We see this plan as a living document, one which will serve as our steadfast beacon for monitoring progress, implementation, and continual prioritization of our DEI vision, values, and goals.

Timeline

PHASE 1
NOV 2020 - DEC 2020 ▶ **Document Review & Equity Assessment Development**
Key activities in this phase were led by Morten Group
Documents and policies reviewed
Online survey and interview questions are developed
Leadership coaching provided to Ingenuity staff

PHASE 2
JAN 2021 - APR 2021 ▶ **Data Collection & Assessment Processes**
Key activities in this phase were led by Morten Group
Interviews with staff, board, stakeholders
Assessment Report presented to board and staff

PHASE 3A
APR 2021 - JAN 2022 ▶ **Organizational Equity Action Plan Development**
Staff and board committees formed
Ongoing working meetings for staff committee
Staff drafts organizational DEI vision and values
Morten Group provides trainings and workshops for board and staff

PHASE 3B
JAN 2022 - JUN 2022 ▶ **Organizational Equity Action Plan Development**
Ongoing meetings for staff committee
Refresh of staff committee members
Staff drafts EAP goals, objectives, measurements of success and timeline for implementation

PHASE 4
JUN 2022 - SEPT 2022 ▶ **Communications with Affiliated Agencies**
EAP finalized, including evaluation metrics
Staff integrates organizational Strategic Plan with EAP
Ingenuity communicates EAP process and outcomes

PHASE 5
SEPT 2022 - ONWARD ▶ **Program Development, Evaluation & Monitoring**
Development of ongoing staff implementation committee
Progress monitoring and ongoing reflection

Our Mission is to ensure that every student, in every grade, in every CPS school has access to the arts as part of a well-rounded education.

Our Vision is that the arts are inherently recognized, implemented, funded, and valued as a vital component of education for all CPS students.

Our Values

Learning and Growth

Human Dignity

Quality over Quantity; Reflection

Asset-based Thinking and Approach

Innovation and Creativity

Holding Safe, Supportive, Brave Space

Transparency

Comfort with Discomfort

Our Goals

Shared Leadership Structures

Employees engage in shared leadership practices, confidently drive organizational strategy and decision-making, and co-create the vision to a more equitable arts education in CPS.

Racial Diversity in Leadership

Ingenuity leadership are a racially and culturally diverse reflection of the communities we serve, with BIPOC represented and engaged at every level of decision-making.

Inclusivity & Belonging

Employees have a sense of belonging and camaraderie where their human dignity, diverse perspectives, backgrounds, and unique contributions are valued.

Accessibility

Employees are honored for their full spectrum of unique physical, mental and emotional abilities in the work environment.

People and Environment

Employees thrive in a supportive environment centering individual and community well-being while providing safe, clear, and accessible pathways for accountability.

Goal 1: Shared Leadership Structures

Employees engage in shared leadership practices, confidently drive organizational strategy and decision-making, and co-create the vision to a more equitable arts education in CPS.

1.1. Using our core values, and with employee input and participation, develop and implement clear decision-making, strategy, transparency, and communications processes and tools aimed at providing equity of voice, space for divergent thinking, prioritization of historically marginalized identities, and questioning and discussion opportunities.

- Develop a process for creating decision-making, strategy, transparency, and communications processes and tools with staff.
- Develop a Decision Map or Visual Guide to decision-making and consensus-building processes and tools.
- Establish a strategy review protocol or tool for major program or strategy decisions, where the final decisions are presented to all employees for efficiency of thinking.
- Establish a Transparency Review Process or tool to determine what should be open and what is currently not, and the extent of transparency across core operations, programs and facilities.
- Establish a Crisis Communications Plan or tool for drafting and releasing statements in response to current events.
- Establish a Supervisor/Leadership Feedback Process.

1.2 Implement and financially support an annual calendar of learning, training, development, and self-reflection for all employees, job functions and responsibilities.

- Train all employees on utilizing shared decision-making, strategy, transparency, and communications tools in their team/department, and organization-wide.
- Provide learning opportunities for all employees on identifying, utilizing, and supporting alternative leadership models in their team/department, and organization-wide.
- Understand how organizational growth and development can benefit from individual leadership styles, strengths and "superpowers," and develop an asset and leadership map to drive organizational growth and development.
- Provide learning opportunities for all employees on actively dismantling white supremacy culture at work.

1.3 Using our core values, actively identify and provide ongoing leadership opportunities for all employees, job functions and responsibilities.

- Identify opportunities for increased leadership on organization-wide projects and initiatives.
- Develop pathways to annual growth for employees and incorporate employee self-assessment of styles, strengths, and "superpowers" to drive the development of defined individual learning/development pathways.

1.4 Implement and financially support employee-led and designed peer learning, sharing, and relationship-building opportunities that address needs.

- Collectively create and financially support working group opportunities and Employee Resource Groups (ERGs).
- Design and financially support a calendar of rotating employee-led engagement opportunities, activities, events, happenings.

1.5 Foster and actively facilitate continuous communication with all employees, job functions and responsibilities.

- Set and generate a cadence and content for an internal employee news brief.
- Set annual cadence for organizational retreats.
- Set monthly office hours with the Executive Director.

Goal 2: Racial Diversity in Leadership

Ingenuity leadership are a racially and culturally diverse reflection of the communities we serve, with BIPOC represented and engaged at every level of decision-making.

2.1 Identify and dismantle white supremacy culture within the organization.

- Examine and update flex holiday policy.
- Examine and update mental health policies and supports for employees including mental health coverages/tools.
- Examine and interrogate use of the term "professionalism" in policies; create guidelines around the meaning of "professionalism."
- Develop a recruiting plan focused on racial diversity.

2.2 Develop a Talent Investment Strategy that prioritizes racial diversity, equity, and inclusion in hiring and recruiting, onboarding, and ongoing support.

- Establish baseline diversity goals for employee composition.
- Meet and/or publicly report on baseline diversity goals for employee composition.
- Continually assess diversity at leadership levels.

2.3 Diversify employee candidate pool with an emphasis on racial diversity.

- Develop culturally competent and inclusive hiring practices, job calls, and applications internally, and/or with support from an outside source experienced in racial equity practices.
- Vet Ingenuity's hiring process with an HR professional experienced in racial equity practices.
- With feedback from employees, annually audit and/or update Ingenuity's hiring practices as appropriate.
- Develop a recruiting plan focused on racial diversity.
- Prioritize BIPOC candidates for internships and/or fellowship opportunities, with pay.

2.4 Provide new employees robust supports through the onboarding process.

- Develop culturally competent and inclusive onboarding processes internally, and/or with support from an outside source.
- Vet Ingenuity's onboarding process with an HR professional experienced in racial equity practices.
- With feedback from employees, annually audit and/or update Ingenuity's onboarding practices as appropriate.

2.5 Provide employees with ongoing support to accomplish their goals.

- Create pathways for advancement of individual development for BIPOC and historically excluded employees.
- Require all employees and consultants to participate in DEI/anti-bias/anti-racism learning opportunities on an ongoing basis.

Goal 3: Inclusivity & Belonging

Employees have a sense of belonging and camaraderie where their human dignity, diverse perspectives, backgrounds, and unique contributions are valued.

3.1. Develop clear strategies for fostering a sense of belonging amongst all employees.

- Create space and welcome opportunities for connection between employees with shared backgrounds, interests, identities, etc.
- Honor and make space for the cultural values of employees.
- Invest in new office equipment and layout to foster a less hierarchical office environment.

3.2 Seek to understand, recognize, and celebrate the overlapping and intersectional identities and needs of employees.

- Deliver workshops for all staff on intersectionality and intersectional identities.
- In retreats and at ongoing staff meetings, intentionally foster shared dialogue on how intersectionality impacts the lived experiences of employees.
- Examine and update company policies and their impact on marginalized identities through the lens of intersectionality.

3.3 Develop clear strategies for fostering camaraderie and cultivating trust and relationship-building between all employees.

- Identify and dedicate time within each work week for sharing, connection, relationship building, and vulnerability.
- Implement informal get-to-know you chats amongst and between employees.

> "This Equity Action Plan is important because when we're working across the arts education sector to advance arts education equity across Chicago, that equity work has to start in our own workplaces."
>
> **- Usman Khan**
> *Communications Manager*

Goal 4: Accessibility

Employees are honored for their full spectrum of unique physical, mental and emotional abilities in the work environment.

4.1. Develop a written Accessibility Policy that expands to address ableism, mental health, and individual needs and preferences.

- Develop a multi-year Accessibility Plan internally, and/or with support from an outside source experienced in accessibility practices.
- Vet Accessibility Plan with professionals experienced in accessibility practices.
- With feedback from employees, annually audit and/or update Accessibility Plan as appropriate.
- Offer learning opportunities on accessibility, mental health, ableism, and individual needs of employees.

4.2 Dedicate annual resources from the Ingenuity organizational budget for employee accommodations.

- Dedicate annual resources from the organizational budget for employee accommodations.

" This is the first time I've ever been involved in an EAP process. It has been a refreshing experience so far. The amount of effort that goes into it shows Ingenuity's mission of advancing equity, not just in arts education in CPS but also within our own workplace. "

- Christine Ng
Data Analyst

Goal 5: People & Environment

Employees thrive in a supportive environment centering individual and community well-being while providing safe, clear, and accessible pathways for accountability.

5.1. Establish HR policies to enhance employees' sense of safety and wellbeing.

- Examine current HR policies and identify gaps and needs.
- Develop an HR Plan internally, and/or with support from an outside source experienced in HR practices.
- Hire or outsource HR support or staff.
- Create a process for developing HR interventions/resolutions/processes.
- Provide ongoing conflict resolution learning for employees.

5.2 Review internal documents and processes and create alignment with Ingenuity's DEI goals.

- Gather and review internal documents to identify and address incongruence with DEI goals.
- Develop a checklist for vetting new documents to ensure congruence with DEI goals.

5.3 Launch a pay equity audit, including benefits.

- Identify internal discrepancies in pay equity and address factors that contribute to it.
- Complete a Total Compensation Benefit analysis for all employees.
- Ensure equitable and transparent pay scales and job/work descriptions.
- Remediation/pay adjustment plan, as necessary.

5.4 Become an industry leader in nonprofit pay and benefit equity.

- Conduct market research to determine industry spectra with regard to pay, benefits, vacation and leave, etc.
- Share market research results with employees.
- Communicate how the organization's pay and benefits compare to market research externally, as appropriate.
- Communicate industry leadership in total compensation package externally, as appropriate.

> **" To achieve our mission, equity needs to be built into our work from the ground up. "**
>
> **- Raquel Bautista Holton**
> *Manager, Individual Donor Engagement*

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∞ *Deceased*
* *Ingenuity Board Member*
** *Past Board Member*

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Appendix

Ableism: A system of oppression that includes discrimination and social prejudice against people with intellectual, emotional, and physical disabilities, their exclusion, and the valuing of people and groups that do not have disabilities.

Accessibility: The intentional elimination of barriers, and the cultivation of attitudes, behaviors, policies, procedures, and both physical and virtual spaces, to create and provide inclusive opportunities for people of all abilities and experiences to meaningfully engage and contribute.

Accountability: In the context of diversity, equity, and inclusion work, accountability refers to the ways in which individuals, organizations, and communities hold themselves to the agreements they've made around goals and actions, acknowledge the values and groups to which they are responsible, and proactively seek to repair instances of harm.

Adultism: Prejudiced thoughts and discriminatory actions against young people, in favor of older person(s).

Agency: The ability to act independently and make free choices; the ability to make conscious decisions for oneself.

Agent or Privileged Identities: Social groups that are positively valued, considered superior, independent, or 'normal' and have access to resources and power; The perpetrator or perpetuator of oppression and/or discrimination; usually a member of the dominant, non-target identity group.

Advocate: Someone who speaks up for their/her/himself and members of his/her/their identity group; e.g., a woman who lobbies for equal pay for women.

Agent: Social groups that are positively values, considered superior, independent, or 'normal' and have access to resources and power; The perpetrator or perpetuator of oppression and/or discrimination; usually a member of the dominant, non-target identity group.

Ageism: Prejudiced thoughts and discriminatory actions based on differences in age; usually from younger people directed toward older people, especially elders.

Ally: A person of one social identity group who stands up in support of members of another group; typically, a member of a dominant group standing beside member(s) of targeted group; e.g., a male-identified person arguing for equal pay for women.

Androgynous: Someone who reflects an appearance that is both masculine and feminine, or who appears to be neither or both a boy/man and a girl/woman.

Anti-Black: A two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Society also associates un-politically correct comments with the overt nature of anti-Black racism. Beneath this anti-black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Black people in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.

The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.

Anti-Black Racism: A term used to specifically describe the unique discrimination, violence and harms imposed on and impacting Black people specifically.

Anti-oppression: The process of making one's views of the world large enough to include everyone—looking for ways to make connections among different people's struggles and finding ways to think about how issues affect different people in different ways. It means not just not accepting 'norms,' 'isms' and oppressive dynamics, but actively working to make the invisible visible, and challenging the systems that hold them in place.

Anti-Racist: A person who actively identifies and challenges the values, structures, and behaviors that perpetuate racism.

Anti-Semitism: Hostility or prejudice toward Jewish people, Judaism, and related symbols.

Asexual: A person who is not sexually active, or not sexually attracted to other people.

Asset-based: views diversity in thought, culture, and traits as positive strengths and assets. Individuals are valued for what they bring rather than being characterized by what they may need to work on or lack.

Authentic Self: An individual is as a person, demonstrating different experiences, perspectives, cultures, history, etc., without being forced to conform to the majority culture in the workplace. The work culture must value a wide range of talents, skills, and experiences to create a sense of belonging for everyone without causing harm to others.

Belonging: A sense of being secure, recognized, affirmed, and accepted equally such that full participation is possible. It is when an individual can bring their authentic self to work.

Bias: Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Biphobia: Prejudice, fear or hatred directed toward bisexual people.

BIPOC: Black, Indigenous, and people of color. A term specific to the United States, intended to center the experiences of Black and Indigenous groups and demonstrate solidarity between communities of color.

Bi-racial: A person who identifies as belonging to two races.

Binary: Term to describe an assumed duality. Usually in reference to the socially constructed gender binary of man/woman and sex binary of male/female.

Bisexual: A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Brave Space: Honors and invites full engagement from people who are vulnerable while also setting the expectation that there could be an oppressive moment that the facilitator and allies have a responsibility to address.

Capitalism / Anti-Capitalism: An economic system in which products are produced and distributed for profit using privately owned capital goods and wage labor. Many feminists assert that a critique of capitalism is essential for understanding the full nature of inequality, as global economic restructuring based on capitalism reflects a particular ideology that celebrates individual wealth and accumulation at the lowest cost to the investor, with little regard for the societal costs and exploitation.

Categorization: The natural cognitive process of grouping and labeling people, things, etc. based on their similarities. Categorization becomes problematic when the groupings become oversimplified and rigid (e.g. stereotypes).

Caucusing (Racial Affinity Groups): White people and people of color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. For white people, a caucus provides time and space to work explicitly and intentionally on understanding white culture and white privilege, and to increase one's critical analysis around these concepts. A white caucus also puts the onus on white people to teach each other about these ideas, rather than relying on people of color to teach them (as often occurs in integrated spaces). For people of color, a caucus is a place to connect with peers around experiences of oppression and internalized racism, to heal and work on liberation.

Characteristics of White Supremacy Culture at Work: A set of characteristics that institutions and professions used to defined success. These characteristics are damaging to both people of color and to white people because they promote white supremacy thinking. They include perfectionism, sense of urgency, defensiveness, quantity over quality, worship of the written word, paternalism, either/or thinking power hoarding, fear of open conflict, individualism, progress measured by "bigger/more," objectivity, and right to comfort.

Cisgender or Cis: A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

Cisnormativity: The outright or underlying assumption that all people are cisgender.

Cissexism: The cultural, institutional and individual beliefs and practices that assume being cisgender is the only natural, normal and acceptable gender identity. Belief that transgender identities are inferior to, or less authentic than, cisgender identities.

Classism: Prejudicial thoughts and discriminatory actions based on difference in socioeconomic status and income, usually referred to as class. Differential treatment based on social class or perceived social class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups. The systematic assignment of characteristics of worth and ability based on social class. Classism can also be expressed through the use of public policies and institutional practices that prevent people from breaking out of poverty rather than ensuring equitable economic, social, and educational opportunity.

Coalition: A collection of different people or groups, working toward a common goal.

Codification: The capture and expression of a complex concept in a simple symbol, sign or prop; for example, symbolizing "community" (equity, connection, unity) with a circle.

Collusion: Willing participation in the discrimination against and/or oppression of one's own group (e.g., a woman who enforces dominant body ideals through her comments and actions).

Colonialism: Colonialism is a power relationship in which an external nation state (colonizer, in this case Europe and the U.S.) directly controls the political and economic system of another nation state and/or people (in our platform we'll be focused on Black people). It normally involves the presence of a military force to crush dissent and the migration of people from the colony to the nation state of the colonizer (in this case, stopping African migrants from moving to the U.S.). Colonialism can also occur within geographic boundaries of a colonizer nation state. For example, Black people exist as a domestic colony within the U.S.

Consensus-building: A process involving a good-faith effort to meet the interests of all stakeholders and seek a unanimous agreement.

Cultural Appropriation: Theft of cultural elements for one's own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgment, or respect for its value in the original culture. Results from the assumption of a dominant (i.e. white) culture's right to take other cultural elements.

Cultural Competency: The ability to understand, accept, and interact with individuals of different backgrounds and cultures.

Cultural Racism: Cultural racism refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or "whiteness" are automatically "better" or more "normal" than those associated with other racially defined groups. Cultural racism shows up in advertising, movies, history books, definitions of patriotism, and in policies and laws. Cultural racism is also a powerful force in maintaining systems of internalized supremacy and internalized racism. It does that by influencing collective beliefs about what constitutes appropriate behavior, what is seen as beautiful, and the value placed on various forms of expression. All of these cultural norms and values in the U.S. have explicitly or implicitly racialized ideals and assumptions (for example, what "nude" means as a color, which facial features and body types are considered beautiful, which child-rearing practices are considered appropriate).

Cultural Responsiveness: The ability to learn from, be inclusive of, and relate respectfully with people, traditions, and customs of different cultures. (The Morten Group suggests using this term in lieu of "cultural competency", recognizing that we can never be fully competent but are always learning and can be responsive to identified cultural distinctions)

Deadnaming: Using a person's birth name or name they used previously rather than their current chosen name.

Decolonization: The active resistance against colonial powers and a shifting of power towards acquisition of our own political, economic, educational, cultural, psychic independence and power. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.

Discrimination: The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

[In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

Diversity: Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning style.

Dominant Culture: The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.

Employee Assistance Programs: An employee assistance program (EAP) is a benefit program that assists employees with personal or work-related problems that may impact their job performance, health and general well-being. EAPs usually offer free and confidential assessments, short-term counseling, referrals and follow-up services for employees. EAPs provide support to employees experiencing various issues, which often include substance abuse, emotional

distress, major life events (births, accidents and death), occupational stress, financial or healthcare concerns, and family/personal relationship issues.

Employee Resource Groups: An employee resource group (ERG) is a voluntary, employee-led diversity and inclusion initiative that is formally supported by an organization. ERGs generally are organized on the basis of common identities, interests, or backgrounds with the goal of supporting employees by providing opportunities to network and create a more inclusive workplace. Organizations use many naming conventions to refer to ERGs, such as business resource groups, affinity groups, inclusion resource groups or network groups.

Equity: The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Ethnicity: A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

Examples of some different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).

Ethnocentrism: Judging another culture solely based on the standards and values of one's own culture. Also, a belief in the inherent superiority of one's own nation or ethnic group.

Euro-Centric: The inclination to consider European culture as normative. While the term does not imply an attitude of superiority (since all cultural groups have the initial right to understand their own culture as normative), most use the term with a clear awareness of the historic oppressiveness of Eurocentric tendencies in U.S and European society.

First Nations People: Individuals who identify as those who were the first people to live on the Western Hemisphere continent. People also identified as Native or Indigenous Americans.

Fundamental Attribution Error: A common cognitive action in which one attributes his/her own success and positive actions to his/her own innate characteristics ("I'm a good person") and failure to external influences ("I lost it in the sun"), while attributing others' success to external influences ("he had help, was lucky") and failure to others' innate characteristics ('they're bad people"). This operates on the group levels as well, with the ingroup giving itself favorable attributions, while giving the outgroup unfavorable attributions, as a way of maintaining a feeling of superiority. A "double standard."

Gay: A person who is emotionally, romantically or sexually attracted to members of the same gender.

Gender: A socially constructed identity centering around notions of "masculinity," "femininity" and "androgyny," which includes aspects of identity and expression.

Gender Expression: External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Growth Mindset: The belief that success depends on time and effort. People with a growth mindset feel their skills and intelligence can be improved with effort and persistence. They embrace challenges, persist through obstacles, learn from criticism and seek out inspiration in others' success.

Hate Crime: Hate crime legislation often defines a hate crime as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person.

Heterosexism: The cultural, institutional and individual beliefs and practices that assume heterosexuality is the only natural, normal and acceptable sexual orientation. Belief that LGBQ identities are inferior to, or less authentic than, heterosexual identities.

Heteronormativity: The outright or underlying assumption that all people are heterosexual.

Historically Marginalized Communities: Reflects those groups who have historically been relegated to the lower or peripheral edge of society. Many groups were (and continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities can include people of color, women, LGBTQ+, low-income individuals, people with disabilities, elders, and many more. Many of these communities have been ignored or misrepresented in traditional historical sources.

Homophobia: Negative attitudes and feelings, ranging from aversion to hatred, toward people who identify as or are

perceived to be LGBQ. Can be present in institutions such as religion, the education system and the law, and also internally in individuals that may or may not identify within the LGBTQQIAP community.

Homosexual: Often considered offensive/derogatory. Originally a medical term to describe a person who experiences sexual attraction to people on the same side of the sex and/or gender binaries.

Because of its pathological connotation, many LGBTQ people today do not identify with it.

Human Dignity: The recognition that human beings possess a special value intrinsic to their humanity and as such are worthy of respect simply because they are human beings.

Implicit/Unconscious Bias: Implicit/unconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. Inclusion promotes broad engagement, shared participation, and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality.

Individual Oppression: Refers to the beliefs, attitudes, and actions of individuals that support or perpetuate oppression. Individual oppression can be deliberate, or the individual may act to perpetuate or support oppression without knowing that is what he or she or they are doing.

In-group Bias (Favoritism): The tendency for groups to "favor" themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another.

Institutional Oppression: Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for people with different social identities. The institutional policies may never mention any social identities, but their effect is to create advantages for those with historically privileged identities and oppression and disadvantage for those with historically marginalized identities.

Intergroup Conflict: Tension and conflict which exists between social groups. And which may be enacted by individual members of these groups.

Internalized Oppression: The situation that occurs in an oppressive system when an oppressed group supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power.

Interpersonal Oppression: The expression of oppression between individuals. It occurs when individuals interact and their private beliefs affect their interactions.

Intersectionality: An approach largely advanced by women of color, (credited to Dr. Kimberle Crenshaw), that explains how classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

Intersex: Term to describe a person whose sex assigned at birth does not neatly fit into the socially accepted binary of "male" or "female," because they have genitalia, hormone production levels and/or chromosomal makeups that are ambiguous or non-binary.

Islamophobia: The irrational fear or hatred of Islam, Muslims, Islamic traditions and practices, and more broadly, those who appear to be Muslim.

-Ism: A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

Latinx: A person of Latin American origin or descent (used as a gender-neutral or nonbinary alternative to Latino or Latina).

Lesbian: A woman who is attracted to other women. (adj.) describing such women.

LGBTQIA: Acronym encompassing the diverse groups of lesbian, gay, bisexual, transgender, queer, intersex populations and allies and/or alliances/associations.

Lived Experience: Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people; the experiences of people on whom a social issue or combination of issues has had a direct impact.

Marginalized: Excluded, ignored, or relegated to the outer edge of a group/society/community. We use the term marginalized as opposed to "minority" to center not the numbers but the oppression experienced by those often identified as being in the minority group.

Microaggression: A microaggression is the casual degradation of any marginalized group. Psychologist Derald Wing Sue defines microaggressions as "brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership."

Misogyny: The hatred or dislike of women, girls, or femininity; the denigration of women and characteristics deemed feminine. Misogyny functions as an ideology or belief system that has accompanied patriarchal, or male-dominated societies for thousands of years and continues to place women and people who identify and express themselves in feminine ways in subordinate positions with limited access to power and decision making. Misogyny can be manifested in numerous ways, including sexual discrimination, violence, and the sexual objectification of women. Though commonly associated with men, misogyny also exists in and is practiced by women against other women or even themselves.

Model Minority: A term considered to be offensive. Refers to ethnic, racial, or religious groups whose members are said to achieve a higher degree of success than other historically marginalized groups. This success is typically measured in income, education, and related factors such as low crime rate and high family stability.

Multiplicity: The quality of having multiple, simultaneous social identities (e.g., being male and Buddhist and working class).

Multiracial: An individual that comes from more than one race. An individual whose parents are born from more than one race.

Multiethnic: An individual that comes from more than one ethnicity. An individual whose parents are born from more than one ethnicity.

Naming: When we articulate a thought that traditionally has not been discussed.

National Origin: The political state from which an individual hails; may or may not be the same as that person's current location or citizenship.

Neurodiversity: A viewpoint that brain differences are normal, rather than deficits and can have benefits for people with learning and thinking differences. Used especially in the context of autistic spectrum disorders.

Oppression: Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Pansexual (also referred to as omnisexuality or polisexuality): A term referring to the potential for sexual attractions or romantic love toward people of all gender identities and biological sexes. The concept of pansexuality deliberately rejects the gender binary, and derives its origin from the transgender movement.

Patriarchy: Actions and beliefs that prioritize masculinity. Patriarchy is practiced systemically in the ways and methods through which power is distributed in society (jobs and positions of power given to men in government, policy, criminal justice, etc.) while also influencing how we interact with one another interpersonally (gender expectations, sexual dynamics, space taking, etc.).

Pay Equity: Compensating employees who have similar job functions with comparably equal pay, regardless of their gender, race, ethnicity or other status.

People of Color: Often the preferred collective term for referring to non-White racial groups. Racial justice advocates have been using the term "people of color" (not to be confused with the pejorative "colored people") since the late 1970s as an inclusive and unifying frame across different racial groups that are not White, to address racial inequities. While "people of color" can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, e.g., "non-White"), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.

(Personal) Gender Pronouns (PGPs): The set of pronouns that an individual personally uses and would like others to use when referring to them. There are several types of personal pronouns used for different groups and identities including: gendered, gender neutral and gender inclusive. Although the list of personal pronouns is continuously evolving, the intention of using a person's pronouns correctly is to reduce the adverse societal effects those with personal pronouns that don't match their perceived gender identity face.

Personal Identity: Our identities as individuals-including our personal characteristics, history, personality, name, and other characteristics that make us unique and different from other individuals.

Polyamory: The practice of having multiple open, honest love relationships.

Power: Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change. Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Prejudice: A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative 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 individual characteristics.

Privilege: A "system of advantage" that gives people from more powerful social groups access to resources and opportunities that are denied to others (and usually gained at their expense) simply because of the groups they belong to (Goodman, 2001; Johnson, 2001; Wildman & Davis, 1996, 2000).

Pronoun: A pronoun is a word that refers to either the people talking (I or you) or someone or something that is being talked about (like she, it, them, and this). Gender pronouns (he/she/they/ze etc.) specifically refer to people that you are talking about.

Queer: An umbrella identity term used by people who do not conform to norms of heterosexuality and/or the gender binary. A reclaimed slur, often used with a political connotation.

Questioning: A term used to refer to an individual who is uncertain of her/his sexual orientation or identity.

Race: A political construction created to concentrate power with people classified as white and legitimize dominance over people of color.

Racial Healing: To restore to health or soundness; to repair or set right; to restore to spiritual Wholeness.

Racialized Constructs: A human-invented classification system invented to define physical differences between people, often used as a tool for oppression and violence.

Racism: We are using the term "racism" specifically to refer to individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as people of color (African, Asian, Hispanic, Native American, etc.) as disadvantaged. That idea aligns with those who define racism as prejudice plus power, a common phrase in the field. Combining the concepts of prejudice and power points out the mechanisms by which racism leads to different consequences for different groups. The relationship and behavior of these interdependent elements has allowed racism to recreate itself generation after generation, such that systems that perpetuate racial inequity no longer need racist actors or to explicitly promote racial differences in opportunities, outcomes and consequences to maintain those differences.

Racial Justice: Racial Justice is the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Racial Equity: Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Re-fencing (Exception-Making): A cognitive process for protecting stereotypes by explaining any evidence/example to the contrary as an isolated exception.

Religious Oppression: Oppression behaviors and attitudes toward individuals or groups based on their religious beliefs and/or practices.

Safe Space: A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.

Saliency: The quality of a group identity of which an individual is more conscious and which plays a larger role in that individual's day-to-day life; for example, a man's awareness of his "maleness" in an elevator with only women.

Sex: Biological classification of male or female (based on genetic or physiological features); as opposed to gender.

Sexism: The cultural, institutional and individual beliefs and practices that privilege men and/or masculinity, subordinate women and/or femininity, and denigrate values and practices associated with women.

Sexual Orientation: An aspect of an individual's identity that determines who they focus their sexual/erotic drives, desires, and fantasies toward.

Shared Leadership: Including multiple stakeholders in agenda-setting and decision-making to produce better outcomes for individuals, teams, and organizations.

Silencing: The conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

Social Identity: It involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

Social Identity Development: The stages or phases that a person's group identity follows as it matures or develops.

Social Justice: A broad term for action intended to create genuine equality, fairness and respect among peoples.

Spotlighting: The practice of inequitably calling attention to particular social groups in language, while leaving others as the invisible, de facto norm. For example: "black male suspect" (versus "male suspect," presumed white); "WNBA" (as opposed to "NBA," presumed male).

Stereotype: Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.

Structural Racism: The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color.

System of Oppression: Conscious and unconscious, non-random, and organized harassment, discrimination, exploitation, discrimination, prejudice and other forms of unequal treatment that impact different groups.

Talent Investment Strategy: Building a pro-talent culture by focusing on employee recruitment, development and retention, and retirement and transition.

Target or Oppressed Identities: Social groups that are negatively valued, considered to be inferior, abnormal, or dependent and given limited access to resources and social power.

Tokenism: Presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed/historically marginalized group, who are expected to speak for the whole group without giving this person a real opportunity to speak for her/himself.

Transphobia: Negative attitudes and feelings, ranging from aversion to hatred, toward people who identify as transgender or are perceived not be cisgender. Can be present in institutions such as religion, the education system and the law, and also internally in individuals that may or may not identify within the trans community.

Transgender: An identity label used to describe a person whose gender identity does not align with the socially expected one according to their sex assigned at birth. Often used as an umbrella term to include people who transgress gender norms, including people who cross dress, genderqueer people, trans women, trans men, bigender or polygender people, etc. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transition: The process of changing one's sex or gender, socially (e.g. changing one's name, clothing, makeup, hair, pronouns) and/or medically (e.g. hormones and/or surgery).

Transsexual: A person who usually experiences a strong and persistent feeling that their body and assigned sex are at odds with their gender identity. These individuals often (but not always) desire to change their bodies to reduce this dysphoria. Since this term comes from the medical establishment, many people choose not to identify with it. Many find it to be an offensive term.

Two-Spirit: Identity label used within many American and Canadian First Nations indigenous groups to describe an individual that possesses both "masculine" and "feminine" spirits. Coined by contemporary LGBT Native Americans to describe themselves and the traditional roles they are reclaiming.

Unlearning: A process which requires an active approach that enables individuals to confront their own biases about other people - such as queer people, people of color, Indigenous

people, people with disabilities, and more. It is about breaking down the assumptions we have about other people and groups, figuring out where those assumptions came from and finding new ways of learning and understanding that do not cause further harm to marginalized communities.

Veteran Status: Whether or not an individual has served in a nation's armed forces (or other uniformed service).

White/ness: The term white, referring to people, was created by Virginia slave owners and colonial rules in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and indigenous peoples. European colonial powers established whiteness as a legal concept after Bacon's Rebellion in 1676, during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin color and continental origin. The creation of 'whiteness' meant giving privileges to some, while denying them to others with the justification of biological and social inferiority.

Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness formed within it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a discrete entity (i.e. skin color alone). Whiteness is dynamic, relational, and operating at all times and on myriad levels. These processes and practices include basic rights, values, beliefs, perspectives and experiences purported to be commonly shared by all but which are actually only consistently afforded to white people.

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

White Supremacy: The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to BIPOC and their ideas, thoughts, beliefs, and actions.

White Supremacy Culture: The dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States.

These standards may be seen as mainstream, dominant cultural practices; they have evolved from the United States' history of white supremacy. Because it is so normalized it can be hard to see, which only adds to its powerful hold. In many ways, it is indistinguishable from what we might call U.S. culture or norms – a focus on individuals over groups, for example, or an emphasis on the written word as a form of professional communication. But it operates in even more subtle ways, by actually defining what "normal" is – and likewise, what "professional," "effective," or even "good" is. In turn, white culture also defines what is not good, "at risk," or "unsustainable." White culture values some ways of thinking, behaving, deciding, and knowing – ways that are more familiar and come more naturally to those from a white, western tradition – while devaluing or rendering invisible other ways. And it does this without ever having to explicitly say so...

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.

Worldview: The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, and other influences.

Xenophobia: The irrational fear and hatred of that which is perceived to be foreign or strange.

Resources

Characteristics of White Supremacy in the Workplace

Dismantling Racism 2016 Workbook

Western Cultural Values and Its Implications on Managerment Practices

Pay Equity and Transparency

How to Identify - and Fix - Pay Inequity at Your Company

Building Equity in Nonprofits? Start with Pay.

Advocacy Agenda and Platform

Setting Advocacy Priorities

Assessing the Political Landscape

Mapping and Advocacy Strategy

Rebalancing Power: Examining the Role of Advocacy and Organizing in Collective Impact

Collective Impact

The Equity Imperative in Collective Impact

3 Steps for Advancing Equity through Collective Impact

Centering Equity in Collective Impact

Decision-Making Transparency

Decision-Making Best Practices Checklist

Demos' Racial Equity Transformation: Key Components, Process & Lessons

"Everyone leads" Cultures Need Less Storytelling and More Story-doing

The 'stay interview': how an HR practice can help nonprofits engage their supporters

Opinion: I Won't Be Quiet About Healing From Nonprofit Harm

Hierarchy is Not the Problem...It's the Power Dynamics