



Meeting agenda

Date: 09/12/2019

Time: 10:00am – 12:00pm

Location: DES 1500 Jefferson Building - Conference Center Room 2330

Attendees: Open to all Small Agency HR Liaison's

<i>Time</i>	<i>Topic</i>
10:00 am – 10:10 am	Announcements: Ashley Huff has accepted the leave management role for DES and Small Agencies Jeremy Martin is the new DES HR Business Partner Kendrick Stewart has accepted a DEI position within DES
10:10 am – 12:00 pm	Diversity, Equity, and Inclusion in Recruiting Presenter: Dr. Karen Johnson, DOC

Announcements:

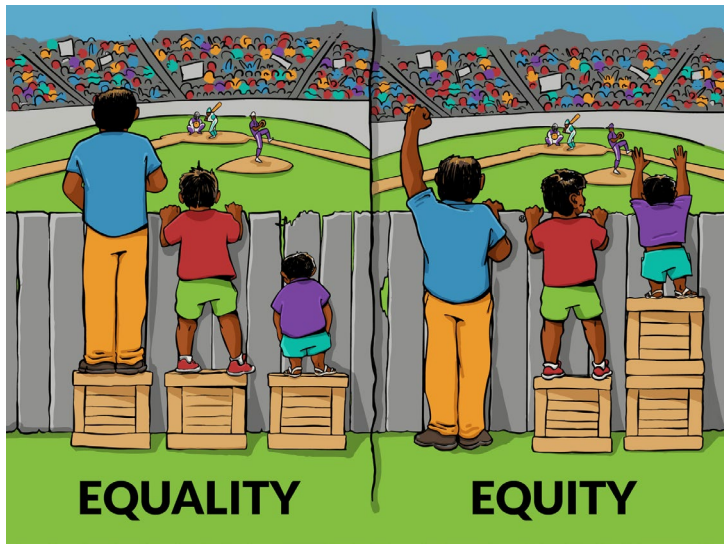
Ashley Huff has accepted a new role within DES. She will take on the management of FMLA and shared leave for DES and small agencies. Going forward, any FMLA or shared leave requests or questions should be directed to Ashley.

Jeremy Martin has accepted our open DES HR Business Partner role. Jeremy is transferring from L&I and will consult with DES customers.

Kendrick is stepping down as the HR Director and will shift his focus to DES' Diversity, Equity, and Inclusion work.

DEI Dr. Karen Johnson:

Dr. J spoke with all of us today about our bias in diversity, equity, and inclusion. In HR, we are taught that everyone must be treated equally, but what if the starting point is different for each employee?



If we want to increase our diversity in ethnicity and gender in our agencies, we can't continue to use the same strategies and outreach and hope that we get a diverse candidate pool. Change begins within the agency itself first. You won't attract and retain diverse employees if your culture isn't accepting of who they are.

In particular, to recruitment when interviewing someone, allow the candidate time to process your interview questions. Say something like "feel free to take notes and if you need to take a few minutes before you answer please do. We would hate for you to leave the room thinking you had additional comments to add." This will allow individuals who are "processors" to be able to fully formulate their response.

You can also do this in a team environment to evoke change in your agency. Typically on a team project, you will have individuals who haven't contributed. This can be because they are introverted or because they need time to process the information before they are able to formulate a response. To include these individuals, give 3-5 minutes to do individual work to allow everyone to work on it then regroup as a team.

April 19, 2018 Governor Jay Inslee sent out a memo (attached) about having a work environment that is respectful, supportive, and inclusive to everyone. To discover what respect looks like in your agency, use the memo to help guide the conversation. Bring your agency together and ask them about a time that they felt respected – what was going on, how did they feel? Have them think of a time when they were on a team and they were respected – what was going on, and how did they feel? Once individuals begin sharing their experiences, you will notice several key words being used. You can take those words and use them to model your "respect" work environment. If you have respect among all employees in the work environment, that will take care of the "diversity" and the "inclusive" part because it does not matter what the color of your skin is or how you identify but rather how you are treated when you are in the work environment.

Resources:

- [Harvard Implicit Association Tests](#)
- Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji & Anthony G. Greenwald

- Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time) by Claude M. Steele
- [CBC Metro Morning](#) Matt Galloway spoke with Mahzarin Banji. She is a professor at Harvard University and the co-author of a new book, "Blind Spot: Hidden Biases of Good People."
- [Chimamanda Ngozi Adichie](#). *The danger of a single story*.
- [Melody Hobson](#). *Color blind or color brave?*
- [Tim Wise](#). Beyond diversity: being race conscious in a diverse organization
- [Tim Wise](#). Beyond diversity: being race conscious in a diverse society

Recommended by other HR Liaisons:

- Netflix: When They See Us
- Hulu: The Handmaids Tale
- Between the World and Me, by Ta-Nehisi Coates
- [Brene Brown](#), The Power of Vulnerability
- ...But I am Not Racist by Kathy Obear

Attachments:

- Governor Inslee Memo on Inclusive and Respectful Work Environment
- Mitigating Unconscious Bias in Talent Process
- Racial Equity Impact Assessment
- DRAFT Enterprise DEI Glossary of Definitions
- DRAFT Enterprise DEI Competencies
- Gender Unicorn

Suggestions for next HR Liaison Meetings:

- HB 1696
- RAIN 1x1



DATE: April 19, 2018
TO: Agency Directors
FROM: Governor Jay Inslee

SUBJECT: INCLUSIVE AND RESPECTFUL WORK ENVIRONMENTS

In early November, I asked each of you to recommit to building work environments that are respectful, supportive, and inclusive to everyone. When state employees have the workplaces they deserve, they are able to do their best work for the people of Washington. As leaders, I expect each of you to identify and take action to address problems in your agencies that stand in the way of respectful work environments, and that each of you promote diversity, equity and inclusivity in the services provided by your agencies.

A couple of months ago, the Office of Financial Management’s State Human Resources Division asked your deputies to respond to an agency assessment survey. After reviewing the responses, along with other relevant data and information, we have identified several areas of opportunity for improvement that span state government. There is room for improvement in how we create rules and policies, reach collective bargaining agreements, train new employees, and align our goals, as well as our trainings in general, our reporting processes, and our agency culture.

Next Steps

Having identified these challenges, State Human Resources will work with agencies and workgroups to develop a roadmap for making improvements. Throughout these efforts, I expect your active engagement and support. The attached improvement plan contains details of these initial efforts.

To start, I expect each of you to take the following actions:

Action Required	Completion Date
1. Identify a diversity, equity and inclusion (DEI) liaison. This person will serve on an ad hoc workgroup to help with statewide strategies and best practices for policies, training, employee onboarding, reporting processes, and business alignment. This person may also represent you on the standing Diversity, Equity and Inclusion Council.	May 7, 2018
2. Review your agency’s diversity, equity and inclusion policies to identify strengths and gaps. These policies consist of, but are not limited to, sexual harassment prevention; discrimination; diversity and inclusion; reasonable accommodations; Equal Opportunity/Affirmative Action, and workplace behavior/civility. Your DEI liaison will help develop model policies and templates, so your prompt attention to reviewing these policies will help set the stage for this statewide effort.	June 1, 2018

<p>3. Identify your agency’s current policy/process to track compliance for required training. If none exists, develop an action plan to develop a policy/process. Your human resources staff can help identify best practices for developing compliance tracking methods for training.</p>	<p>June 1, 2018</p>
<p>4. Review your agency’s process for handling personnel investigations. If none exists or the process needs improvement, develop an action plan to establish a stronger process or create a new one. Your review should include how you resource this work, the timeliness of your investigations, and other related barriers to address employee complaints promptly. Your human resources and DEI liaison designee can help identify best practices.</p>	<p>July 9, 2018</p>
<p>5. Review the past three years of your agency’s formal and informal reporting. This review is to include information on harassment, discrimination, and workplace behavior/civility complaints, grievances, torts and settlements. Create an action plan as needed to improve identified opportunities.</p>	<p>July 9, 2018</p>

Provide all action items by their respective completion dates to the Office of Financial Management’s State Human Resources, Workforce Development Planning and Strategy Manager, Ann Reiter at ann.reiter@ofm.wa.gov.

I expect each of you to proactively engage in learning about the impacts of the power and privilege that is inherent in the positions you hold. Communicate to your managers, supervisors, human resources team, and employees that having a respectful, supportive, and inclusive work environment is a top priority. Encourage them to come forward with any concerns, and remind them of their options for raising those concerns. As a leader of your organization, it is your responsibility to model respectful and inclusive behavior, and to ensure that all employees meet this expectation. I rely on each of you to assume responsibility for routine, proactive assessments of the work environment in your agency.

Going forward, engage your agencies in Results Washington’s employee engagement efforts; the Diversity, Equity and Inclusion Council coordinated by State Human Resources; and the Human Resources Managers group. These groups will be key partners in working on many strategies listed in the action plan, and we need your agency’s active participation.

Our goal is to provide the positive workplaces our employees and Washingtonians expect. Your prompt attention to these initial assignments will help us continue to strengthen the foundation we need to move forward.

Washington State has one of the best governments in the nation, but like other employers, we have issues we need to address. I ask each of you to fully engage in these efforts, and I will not accept anything less.

Thank you for your commitment.

INCLUSIVE AND RESPECTFUL WORK ENVIRONMENT ACTION PLAN

OFM State Human Resources (SHR) will work with agency staff in the following areas.

Rules and Policies

- Assist each agency in identifying any gaps in existing required policies.
- Further develop opportunities for workplace environment input from staff regarding problems and solutions.
- Work with agencies to provide clarity on required and recommended harassment, discrimination, and diversity and inclusion policies, including exploring the need for additional required policies.
- Increase awareness and reinforce by identifying additional methods to communicate about these policies with employees.

Training

- Update the state's required sexual harassment prevention course, reflecting a progression of expectations as employees climb the leadership ladder, and build in methods to assess the effectiveness of the courses.
- Integrate diversity, equity and inclusion (DEI) into other trainings, so that DEI is how we operate and not seen as a separate initiative.
- Explore the need to develop and deliver additional trainings, such as bystander intervention training, trauma-informed interviewing, and management power and privilege awareness.
- Ascertain that all agencies are tracking compliance with required trainings.

Employee Services

- Identify best practices for incorporating diversity, equity and inclusion when onboarding new employees so they understand, at the onset, that Washington State is committed to respectful and inclusive workplaces.
- Help employees at all levels know how to hold each other accountable in building and maintaining a respectful workplace.
- Institute additional reporting requirements for agencies to report on DEI practices.

Reporting Culture and Processes

- Lead the development of clear expectations for reporting processes.
- Adopt best practices to improve pathways for employees to escalate concerns about their workplace environments.
- Work with HR professionals on handling complaints, including looking at the effectiveness of investigative processes and areas for improvement.
- Provide a reporting mechanism for agency HR directors to elevate issues to agency leaders.
- Proactively identify potential problem areas by looking across various data and information sources, such as voluntary resignation rates, results from the state's Employee Engagement Survey and Exit Survey, as well as complaints, grievances, torts, and settlements.
- Determine options for reporting outside of an employee's "home" agency.
- Work with labor partners in creating and maintaining safe workplaces.

Business Alignment and Integration

- Enhance agency strategic plans so that all agencies have DEI goals and strategies represented.
- Convene a workgroup to include the Human Rights Commission, Attorney General's Office, and State HR to discuss opportunities to share and improve agency policies and practices.
- Develop culture assessment tools that can be used routinely by management to identify areas of risk and opportunity.



Mitigating Unconscious Bias in Talent Processes



Overview

Mitigating the effect of bias in talent processes is critical to creating an inclusive environment. However, despite organizations' efforts, unconscious bias continues to affect areas of the talent life cycle such as hiring, performance evaluations and succession planning. The best HR leaders collaborate with their teams to uncover key bias areas and create inclusive processes that double-check talent decisions and proactively uncover potential biases.

Key Findings

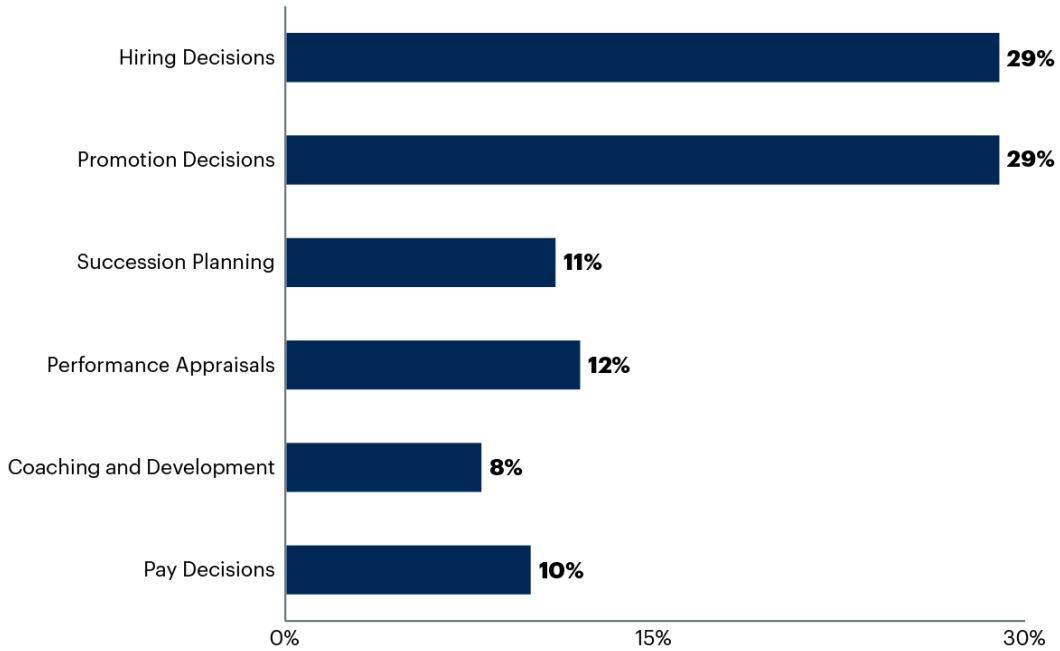
- Unconscious bias continues to affect all areas of the talent life cycle, despite the time and resources organizations invest in bias-mitigation efforts.
- Unconscious-bias training is effective at driving bias awareness, but fails to sustain behavior change over time.
- Rather than relying on massive firmwide initiatives that are often hard to scale (such as unconscious-bias training), the best HR and D&I leaders collaborate with their teams to uncover key areas of bias in current talent management processes and mitigate them to enable inclusive decision making.

Unconscious Bias is Pervasive

Organizations list hiring and promotion practices as the two most common processes susceptible to bias but agree bias is pervasive throughout the talent life cycle (see Figure 1).

Figure 1: Q: Which Areas of the Talent Life Cycle Are Most Susceptible to Bias?

Q: Which Areas of the Talent Life Cycle Are Most Susceptible to Bias?
Select Top Three



n = 324
Source: 2018 Gartner Quick Poll
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Pervasiveness of bias in talent life cycle.

Building the Business Case for Bias Mitigation Efforts

Organizations have taken steps to address this problem through unconscious-bias training.

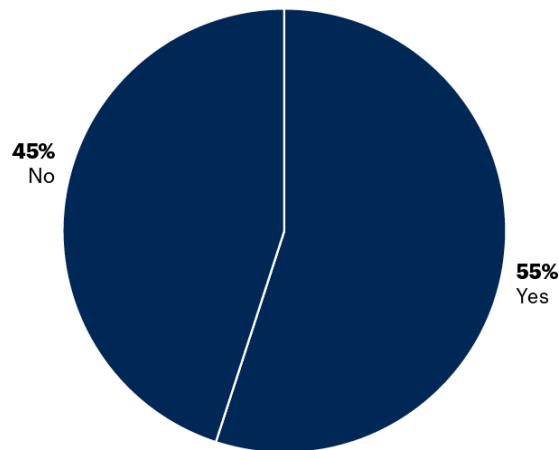
"Bias trainings signal value to employees. These trainings build confidence and create a framework for communicating the awareness of bias for everyone. However, it is one thing to bring awareness, and another to change behaviors and actually reduce bias."

VP of Talent Management, Technology

However, insights from training often fail to “stick” and sustain behavior change. Instead of only relying on bias training to teach managers about the presence of bias, organizations should embed bias-mitigation efforts such as “inclusion nudges” into talent processes. These nudge employees to proactively uncover and navigate biases before they occur, enabling lasting behavior change. To understand how to design inclusion nudges to create more inclusive behaviors, read our research on “Mitigating Unconscious Bias through Behavioral Nudges”.

Figure 2: Q: Have You Altered Your Talent Management Processes in the Last 12 Months to Implement ‘Inclusion Nudges’?

Q: Have You Altered Your Talent Management Processes in the Last 12 Months to Implement ‘Inclusion Nudges’?
Percentage of Organizations



n = 20
Source: 2019 Gartner Diversity and Inclusion Agenda Poll

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Presence of inclusion nudges.

Inclusion nudges are small and nonintrusive mental pushes, embedded in key areas of the talent life cycle, that help the brain make more objective decisions and alter predictable behaviors.
[1]

Mitigating Bias in Recruiting

In our 2018 Gartner Talent Management Advisory Board Agenda Poll, 71% of talent management leaders indicate hiring decisions as the talent area most susceptible to the influence of bias. During the recruiting process, unconscious bias emerges when job-irrelevant applicant information — such as race or ethnicity, gender, physical traits and even home location — affects a candidate’s likelihood of receiving a callback, even with the same qualifications as other candidates. To reduce the effect of bias on hiring strategy, HR and D&I leaders should target the stages in the recruiting cycle most vulnerable to the influence of bias and create processes that ensure recruiters and hiring managers recognize and mitigate it when making hiring decisions. HR leaders can leverage the tactics in “Five Ways to Mitigate Bias in Recruiting” to address the different areas prone to bias in recruiting.

Mitigating Bias in Performance Management

Sixty percent of D&I leaders indicate performance management as one of their primary areas of focus when it comes to mitigating unconscious bias.[2] Within the performance management process, biases can affect how leaders and managers assign opportunities, promotion and pay. While mitigating bias in the performance cycle relies on support and direction from multiple stakeholders, HR and D&I leaders can lead this effort by introducing small changes in performance management to ensure managers practice objective decision making and are held accountable for the outcomes. HR leaders can read our “[Mitigating Bias in Performance Management](#)” research to learn how D&I and HR leaders use techniques such as nudging to mitigate bias in the performance cycle.

Mitigating Bias in Succession Management

HR leaders’ greatest challenges with the current and future leadership bench focus on two aspects: the development of leaders and the diversity of leaders (see Table 1). The most common reason for a lack of senior leadership diversity is the presence of unconscious bias in succession planning. To successfully create a diverse leadership

pipeline and ensure a diverse successor slate, organizations must address bias mitigation at its roots, starting with the moment individuals are hired, through their performance evaluations and ultimately, their succession to management. To mitigate bias in succession planning, HR and D&I leaders should build practical techniques in key areas of the succession process most susceptible to bias. Read our research, [“How to Mitigate Bias in Succession Management”](#) to learn how to introduce key tactical changes into existing succession processes and ensure diverse talent is considered in the leadership pipeline.

Table 1: Succession Management Challenges

Challenges	Percentage
We struggle to develop effective leaders.	45%
Our leadership bench is not diverse.	44%
Our succession management processes do not yield the right leaders at the right time.	43%
Other	13%
We struggle to retain our current leaders.	9%
Our investments in high-potential talent have not paid off.	8%

Source: Gartner 2019 Future of HR survey; n = 510

Conclusion

HR and D&I leaders find bias pervasive across the entire talent life cycle. Most organizations rely on unconscious-bias training to mitigate bias but find it ineffective at changing behaviors. The most effective approaches target managers’ behaviors rather than attitudes, enabling them to be more effective at enacting the inclusive ideals they already espouse. To enable behavior change and avoid training fatigue, organizations should embed bias-mitigation efforts into existing talent management processes rather than use training to teach managers about bias.

Recommended by the Authors

- [“Reimagine HR: How Inclusion Nudges Can Augment Your Organization’s D&I Strategy”](#)
Read about our panelists’ experience with inclusion nudges and their advice on how organizations can create their own inclusion nudges.
- [“Breaking Bias: An “Ask the Expert” Conversation with Dr. David Rock”](#)

Access our webinar replay to learn why learning about unconscious bias does nothing to mitigate it and explore alternative, neuroscience-driven ways to target the root causes of workplace bias.

About This Research

This research draws from interviews with heads of D&I, heads of talent management and other external research on mitigating bias in talent management.

Endnotes

[1] T. Nielsen, L. Kepinski. "Inclusion Nudges Guidebook: Practical Techniques for Changing Behavior, Culture and Systems to Mitigate Unconscious Bias and Create Inclusive Organizations." CreateSpace Independent Publishing Platform. 21 January 2016.

[2] 2019 Gartner Diversity and Inclusion Agenda Poll

Racial Equity Impact Assessment

What are Racial Equity Impact Assessments?

A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

Why are they needed?

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. The persistence of deep racial disparities and divisions across society is evidence of institutional racism--the routine, often invisible and unintentional, production of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

When should it be conducted?

REIAs are best conducted during the decision-making process, prior to enacting new proposals. They are used to inform decisions, much like environmental impact statements, fiscal impact reports and workplace risk assessments.

Where are they in use?

The use of REIAs in the U.S. is relatively new and still somewhat limited, but new interest and initiatives are on the rise. The United Kingdom has been using them with success for nearly a decade.

EXAMPLES OF RACIAL JUSTICE EQUITY IMPACTS

Equity and Social Justice Initiative

King County, WA

The county government is using an Equity Impact Review Tool to intentionally consider the promotion of equity in the development and implementation of key policies, programs and funding decisions.

Race and Social Justice Initiative

Seattle, WA

City Departments are using a set of Racial Equity Analysis questions as filters for policy development and budget making.

Minority Impact Statements

Iowa and Connecticut

Both states have passed legislation which requires the examination of the racial and ethnic impacts of all new sentencing laws prior to passage. Commissions have been created in Illinois and Wisconsin to consider adopting a similar review process. Related measures are being proposed in other states, based on a model developed by the Sentencing Project.

Proposed Racial Equity Impact Policy

St. Paul, MN

If approved by the city council, a Racial Equity Impact Policy would require city staff and developers to compile a "Racial Equity Impact Report" for all development projects that receive a public subsidy of \$100,000 or more.

Race Equality Impact Assessments

United Kingdom

Since 2000, all public authorities required to develop and publish race equality plans must assess proposed policies using a Race Equality Impact Assessment, a systematic process for analysis.

Racial Equity Impact Assessment **GUIDE**

Below are sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.

1. IDENTIFYING STAKEHOLDERS

Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?

2. ENGAGING STAKEHOLDERS

Have stakeholders from different racial/ethnic groups—especially those most adversely affected—been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?

3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES

Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?

4. EXAMINING THE CAUSES

What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the proposal address root causes? If not, how could it?

5. CLARIFYING THE PURPOSE

What does the proposal seek to accomplish? Will it reduce disparities or discrimination

6. CONSIDERING ADVERSE IMPACTS

What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

7. ADVANCING EQUITABLE IMPACTS

What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts?

8. EXAMINING ALTERNATIVES OR IMPROVEMENTS

Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

9. ENSURING VIABILITY AND SUSTAINABILITY

Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

10. IDENTIFYING SUCCESS INDICATORS

What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity and quality of ongoing stakeholder engagement be assessed?

Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

Final Workgroup Review: Stakeholder Input and Finalizing for DEI Committee + Use– 8/29/19

Final step after 8/29/19 review: Format and ensure citations are added and checked (format and consistency, need for permission, etc.). Add cover explaining the what, where, and how of this glossary and expected use.

Term	DEI Workgroup Updates
Ability	Having the qualities, skills, competence, or capacity to perform an action, or perceived as having the qualities, skills, competence, or capacity to perform an action.
Ability privilege	Unearned benefits, rights, or advantages enjoyed by individuals who do not have or are perceived to not have a disability.
Ableism	The belief that people without disabilities are superior, have a better quality of life, or have lives more valuable or worth living than people with an actual, perceived, or non-apparent disability resulting in othering, oppression, prejudice, stereotyping, or discrimination. Refer to Disablism.
Access	Creating and advancing barrier-free design, standards, systems, processes, and environments to provide all individuals, regardless of ability, background, identity, or situation, an equally effective opportunity to participate in, utilize, and enjoy the benefits of: employment, programs, services, activities, communication, facilities, electronic/information technology, and business opportunities.
Acculturation	Process through which a person or group from one culture comes to adopt the practices and values of another cultures, while still retaining their own distinct culture. (Derived from Nicki Lisa Cole, PhD, 2019)
Adulthood	Prejudice and discrimination against young people in favor of older people.
Ageism	Oppression, prejudice, stereotyping, or discrimination based on a person’s actual or perceived age. The dominant culture assigns value based on a person’s actual or perceived age.
Ally	A person of one social identity group who advocates with and supports members of another group; typically a member of the dominant identity advocating with and supporting a marginalized group. (University of Houston)

Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

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Anti-Semitism	Oppression, prejudice, stereotyping, or discrimination based on a person’s actual or perceived membership in a Semitic group. This can include members of Judaism, those that identify as Jewish ethnically, define themselves as Hebrew, are from the nation state of Israel, or are from countries where Amharic, Arabic, or Aramaic are spoken.
Assimilate	The phenomenon that occurs when people belonging to the non-dominant group adjust or integrate their behaviors or attitudes in an attempt to be accepted into the dominant group’s culture norms either willingly or forcibly, for the sake of personal and/or professional survival, i.e. in order to gain/sustain access to the same opportunities and resources as the dominant group.
Authentic-Self	Acting in alignment with your identity. Based on varied circumstances, may be expressed or suppressed.
Bias	<p>Judgment or preference toward or against one group over another.</p> <ul style="list-style-type: none"> • <i>Implicit or Unconscious Bias</i> 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. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. • <i>Explicit or Conscious Bias</i> are biases we know we have and may use purposefully. <p>(Derived in part from the Governor’s Interagency Council on Health Disparities.)</p>
Biological Sex	<p>Biological sex involves a combination of four elements: external genitalia, internal reproductive organs, chromosomes, and hormones.</p> <ul style="list-style-type: none"> • <u>Female</u> - Born with XX chromosomes, a uterus, female genitalia, and produces female hormones in puberty. • <u>Intersex</u> - Born with one or more of the four elements of biological sex in a combination that is not female or male. Examples are: people who are born with internal genitalia complicating the assignment of sex at birth; people born with both male and female genitalia; people born without genitalia; people born with an extra chromosome (XXX, XXY, XYY); people with genitalia suggesting one gender while the hormones produced in puberty are more consistent with the other gender. Intersexuality occurs as often as every 1 in 100 births. • <u>Male</u> - Born with XY chromosomes, male gonad tissue and genitalia, and produces male hormones in puberty. <p>Many transgender people use the acronyms AFAB (assigned female at birth) or AMAB (assigned male at birth) to refer to their given gender or biological sex.</p>

Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

Final Workgroup Review: Stakeholder Input and Finalizing for DEI Committee + Use— 8/29/19

Biphobia	A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward bisexual people. The term can also connote a fear, disgust, or dislike of being perceived as bisexual.
Belonging (ness)	Your well-being is considered and your ability to design and give meaning to society’s structures and institutions is realized. More than simply tolerating and respecting difference, belonging requires that all people are welcome with membership and agency in the society. Belonging is vital in order to have a thriving and politically engaged populace, which informs distributive and restorative decision-making. <i>Refer to Othering.</i> (Adapted from Powell’s and Balajee’s works on Othering and Belonging)
Classism	Oppression, prejudice, stereotyping, or discrimination based on a person’s actual or perceived class to advantage and strengthen the dominant class.
Color	Color is defined as pigmentation, complexion, or skin shade or tone. Skin color can be, but it not necessarily, a characteristic of race. See Colorism. (Derived from Greenwald and Doherty, LLP)
Colorism	The belief that a person’s skin color, tone, shade, pigmentation, or complexion is superior to another’s within a specific racial or ethnic group and includes discrimination based on the perceived lightness, darkness or other color characteristic of a person. See Color. (Derived from Greenwald and Doherty, LLP)
Culture	A set of values, beliefs, customs, norms, perceptions, and experiences shared by a group of people. An individual may identify with or belong to many different cultural groups. Culture is passed to others through communication, learning, and imitation.
Cultural Appropriation	Theft, exploitation, or mimicry of cultural elements for one’s own personal use or profit – including symbols, dress, art, music, dance, language, land, customs, medicine, etc. – often without understanding, acknowledgment, or respect for its value in the original culture. In the United States it results from the assumption of a white dominant culture’s right to take other cultural elements. (Derived from Colors of Resistance archive and www.philosophytalk.org) <i>See White Dominant Culture.</i>
Cultural Competence	An ability to interact effectively with people of all cultures and understand multiple cultural frameworks, values, and norms. Cultural competence comprises four components: (a) Awareness of one’s own cultural worldview,

Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

Final Workgroup Review: Stakeholder Input and Finalizing for DEI Committee + Use— 8/29/19

	<p>(b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills.</p> <p>A key component of cultural competence is respectfully engaging others with cultural dimensions and perceptions different from our own and recognizing that none are superior to another. Cultural competence is a developmental process that evolves over an extended period.</p>
Cultural Humility	<p>Approach to respectfully engaging others with cultural identities different from your own and recognizing that no cultural perspective is superior to another. The practice of cultural humility for white people is to acknowledge systems of oppression and involves critical self-reflection, lifelong learning and growth, a commitment to recognizing and sharing power, and a desire to work toward institutional accountability. The practice of cultural humility for people of color is to accept that the dominant culture does exist, that institutional racism is in place, to recognize one’s own response to the oppression within in it and to work toward dismantling it through the balanced process of calling it out and taking care of one’s self.</p> <p>(Derived in part from the Governor’s Interagency Council on Health Disparities.)</p>
Disability	<p>An actual, perceived, or non-apparent physical, sensory, mental, or cognitive condition that has an adverse effect on a person’s ability to carry out day-to-day life functions. Environmental barriers may hinder persons with disabilities from fully and effectively participating on an equitable basis.</p>
Disablism	<p>A set of assumptions (conscious or unconscious) and practices that promote the differential or unequal treatment of people because of actual, perceived, or non-apparent disabilities. (refer to Ableism) (<i>stopableism.org</i>)</p>
Discrimination	<p>Inequitable treatment of an individual or group based on their actual or perceived membership in a specific group.</p>
Diversity	<p>Describes the presence of differences within a given setting, collective, or group. An individual is not diverse...a person is unique. Diversity is about a collective or a group and exists in relationship to others. A team, an organization, a family, a neighborhood, a community can be diverse. A person can bring diversity of thought, experience, and trait, seen and unseen, to a team...and the person is still an individual. (<i>See Workforce Diversity and Workplace Diversity</i>)</p> <p>Workforce Diversity means a collection of individual attributes that together help agencies pursue organizational objectives efficiently and effectively. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic</p>

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	status, veteran status, and family structures. The concept also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences. (U.S. Office of Personnel Management Office of Diversity and Inclusion – 2011 Strategic Plan)
Dominant Culture	It is the most institutionally normalized power, is widespread, and influential across societal structures and entities in which multiple cultures are present. <i>Refer to Culture and White Dominant Culture.</i>
Environmental Justice	Environmental justice means the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. It recognizes that there are communities that are under-resourced, marginalized and oppressed across Washington that are disproportionately impacted. Justice will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, access to the decision-making process, and benefits of a healthy environment in which to live, learn, and work. (U.S. Environmental Protection Agency (EPA))
Ethnocentrism	The belief that one’s own ethnic group or culture is superior to other ethnic groups and cultures.
Equity	The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity is distinct from equality which refers to everyone having the same treatment without accounting for differing needs or circumstances. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups.
Ethnicity	A social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base. (Equity in the Center, ProInspire)
Gender Identity	A person’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. A person’s gender identity can be the same or different from their biological sex. <ul style="list-style-type: none"> • <u>Agender</u> - When a person feels like they have no gender at all and have no connection to any gender. Without gender. • <u>Cisgender</u> - Describes a person whose gender identity and gender expression matches the gender typically associated with their biological sex. Often abbreviated to “Cis”.

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	<ul style="list-style-type: none"> • <u>Gender Non-Binary</u> - A term of self-identification for people who do not identify within the limited and binary terms that have described gender identity: male or man or female or woman. • <u>Genderfluid</u> - Individuals whose gender varies over time. A gender fluid person may at any time identify as male, female, agender, or any other non-binary identity, or some combination of identities. • <u>Genderqueer</u> - Describes a person who identifies outside of the binary of male/man and female/woman. It is also used as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bi-gender, genderfluid). • <u>Transgender</u> - An umbrella term used to describe a person whose gender identity and sex assigned at birth do not correspond.
Gender-Expansive	An umbrella term used for individuals that broaden their own culture’s commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society’s notions of gender. (Refer to Gender Identity and Gender Expression.)
Gender Expression	External appearance of one’s gender, usually expressed through behavior, clothing, haircut or intonation, and which may or may not conform to societal expectations of a person’s sex assigned at birth or their gender identity. <ul style="list-style-type: none"> • <u>Gender Non-Conforming</u> - A way to describe a person whose gender expression does not correspond with their sex assigned at birth. It is not used as a personal identifier.
Gender Pronouns	A pronoun that a person chooses to refer to themselves. These include, but aren’t limited to: she, her, hers, herself; he, him, his, himself; they, them, theirs, themselves; and ze, hir or zir, hirs or zirs, hirsself or zirsself.
Genetic Information	Genetic information includes information about an individual’s genetic tests and the genetic tests of an individual’s family members, as well as information about the manifestation of a disease or disorder in an individual’s family members (Equity in the Center, ProInspire)
Heterosexism	Discrimination or prejudice against LGBTQ+ people on the assumption that heterosexuality is the cultural norm and the prejudice belief that heterosexuals are socially and culturally superior.
Homophobia	A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward LGBTQ+ people. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ+.

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Identity	A person’s innermost concept of self. How an individual perceives themselves and what they call themselves.
Inclusion	Intentionally designed, active, and ongoing engagement with people that ensures opportunities and pathways for participation in all aspects of group, organization, or community, including decision-making processes. Inclusion is not a natural consequence of diversity. There must be intentional and consistent efforts to create and sustain a participative environment. Inclusion refers to how groups demonstrate that people are valued as respected members of the group, team, organization, or community. Inclusion is often created through progressive, consistent, actions to expand, include, and share.
Intersectionality	Intersectionality is a framework for understanding the interaction of cultures and identities held by an individual. Intersectionality explains how an individual with multiple identities that may have been marginalized can experience compounded oppression (such as racism, sexism, and classism) or how an individual can experience privilege in some areas and disadvantage in other areas. It takes into account people’s overlapping identities in order to understand the complexity of their life outcomes and experiences. (Derived from Kimberlé Williams Crenshaw’s work)
LGBTQ+	An acronym that describes individuals who identify as Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning, Intersex, Asexual. The “+” respectively includes, but is not limited to two-spirit and pansexual. The term queer is sometimes used within the community as an umbrella term to refer to all LGBTQ+ people. It may also be used as a political statement which advocates breaking binary thinking and seeing sexual orientation, gender identity and gender expression as potentially fluid.
Marginalization	The social process of relegating a particular person, groups or groups of people to an unimportant or powerless position. This use of power prevents a particular person, group, or groups of people from participating fully in decisions affecting their lived experiences, rendering them insignificant or peripheral. Some individuals identify with multiple groups that have been marginalized. People may experience further marginalization as a result of their intersecting identities.
Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. (Equity in the Center, ProInspire)
Military Status	A person’s connection to the military in the categories listed below:

	<ul style="list-style-type: none"> • Disabled Veterans: A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs or a person who was discharged or released from active duty because of a service-connected disability. This includes veterans who would be entitled to disability compensation if they were not receiving military retirement pay instead. Reference: Title 38 U.S.C. Section 4211 (3) • Military Spouse: Washington State recognizes military spouse as any person currently or previously married to a military service member during the service member’s time of active, reserve, or National Guard duty. Reference: <u>Executive Order 19-01</u> • National Guard & Reserve Service: The Armed Forces reserve component includes the Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard of the United States and the Air National Guard of the United States. The individuals are currently serving in a reserve component capacity contributing to the national security and military readiness. Reference: Title 38 U.S.C. Section 101 (7) • Special Disabled Veterans: A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs <ul style="list-style-type: none"> • a disability rated at 30 percent or more; or • a disability rated at 10 or 20 percent in the case of a veteran who has been determined under 38 U.S.C. 3106 to have a serious employment handicap; or • a discharge or release from active duty because of a service-connected disability. Reference: Title 38 U.S.C. Section 4211 (1) <p>Veteran: includes every person who has received a discharge or was released from active military service under conditions other than dishonorable or is in receipt of a United States department of defense discharge document that characterizes their military service as other than dishonorable. Reference: A combination of RCW 41.04.007 & Title 38 U.S.C.</p>
<p>Misogyny</p>	<p>The dislike of, contempt for, or engrained prejudice against women/females.</p>
<p>Nationality</p>	<p>A specific legal relationship between a person and a state, whether by birth or naturalization in the case of an immigrant.</p>

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National Origin	System of classification based on the nation from which a person originates regardless of the nation they currently reside. National origin is not something an individual can change, though origin can change through the generations of family.
Oppression/Anti-Oppression	<p><u>Oppression</u>: 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. This can occur, intentionally and unintentionally, on individual, institutional, and cultural levels.</p> <ul style="list-style-type: none"> • Individual: attitudes and actions that reflect prejudice against a social group (unintentional and intentional). • Institutional: policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups (intentional and unintentional). • Societal/cultural: social norms, roles, rituals, language, music, and art that reflect and reinforce the belief that one social group is superior to another (intentional and unintentional). <p><u>Anti-oppression</u>: The act of shifting power to people who have been marginalized by recognizing, mitigating, and eliminating the oppressive effects of the individual, institutional, and societal elements of the dominant culture.</p>
Othering	Othering encompasses the systematically expressed prejudice on the basis of group identities or membership. It is a common set of dynamics, processes, and structures that produces marginality and persistent inequality across any of the full range of human differences. It is a strategy of the dominant culture to prevent belonging. Dimensions of othering include, but are not limited to, religion, sex, race, ethnicity, socioeconomic status (class), disability, sexual orientation, citizenship/immigration status, and skin tone. <i>Refer to Belonging.</i> (Derived from “ <i>The Problem of Othering: Towards Inclusiveness and Belonging</i> ,” j. a. Powell and Stephen Menendian and “ <i>Implicit Bias and Structural Racilization</i> ,” Kathleen Osta and Hugh Vasquez, National Equity Project)
People of Color or Communities of Color	Collective term for referring to non-white racial groups. (Derived from ICHD)
Power	The ability to decide who will have access to opportunity and resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.
Power-over	The ability to impact others without respect or their permission. Exercising control over another person or people through the use of force, authority or position, and the dissemination of punishment and reward.

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Power-with	Using or exercising one’s power to work with others equitably for common good, showing respect, leveraging strengths, and providing guidance.
Prejudice	Prejudice is an idea or opinion that is not based on fact, logic, or actual experience. Prejudice may be formed by a person’s previous experience, learning, and observations.
Privilege	<p>Privilege is any unearned benefit, position, power, right, or advantage one receives in society as a result of their identity. In the United States privilege is prevalent in the following areas:</p> <ul style="list-style-type: none"> • Ability privilege; • Age privilege; • Christian privilege; • Cis Privilege; • Class or economic privilege; • Hetero privilege; • Male privilege; • National origin; and • White privilege.
Questioning	A term to describe a person who is exploring their sexual orientation, gender identity, or gender expression.
Race	A social construct that divides people into smaller social groups based on characteristics most typically skin color. Racial categories were socially constructed, and artificially created whiteness as one of the elements of the dominant culture. Race was created to concentrate power and advantage people who are defined as white and justify dominance over non-white people. The idea of race has become embedded in our identities, institutions, and culture, and influences life opportunities, outcomes, and experiences. Racial categories change based on the political convenience of the dominant society at a given period of time. Refer to Nationality/National Origin, Color, Colorism, and Ethnicity.
Race Equity	The vision or existence of a community, society, or world in which race or color does not predict the amount and quality of opportunities, services, and benefits. The condition where one’s race identity has no influence on how one fares in society.(Derived from Local and Regional Government Alliance on Race and Equity)

<p>Racism</p>	<p>A way of representing or describing race that creates or reproduces structures of domination based on racial categories. (Howard Winant and Michael Omi, Racial Formation in the United States)</p> <p>In other words, racism is racial prejudice plus power. In the United States, it is grounded in the creation of a white dominant culture that reinforces the use of power to create privilege for white people while marginalizing people of color, whether intentional or not.</p> <p>It is perpetuated in multiple forms of racism that include:</p> <ul style="list-style-type: none"> • Individual racism - An individual’s beliefs, attitudes, and actions that perpetuates racism. • Interpersonal racism - When individuals express their beliefs and attitudes with another person that perpetuates racism. • Internalized racism - When people of color, knowingly or unknowingly, accept and integrate negative racist images, beliefs, and identities to their detriment. • Institutional racism - Intentional or unintentional, laws, organizational practices, policies, and programs that work to the benefit of white people and to the detriment of people of color. • Systemic racism: The way an entire system collectively contributes to racial inequities. This includes the health, environmental, education, justice, government, economic, financial, transportation, and political systems. • Structural racism - The interplay of laws, practices, policies, programs, and institutions of multiple systems, which leads to adverse outcomes and conditions for communities of color compared to white communities. (Derived from multiple resources including Racial Equity Tools; racialequitytools.org)
<p>Respect</p>	<p>A feeling or understanding that someone or something is important, valued and should be treated in a dignified way. (Equity in the Center, ProInspire)</p>
<p>Sexism</p>	<p>Discrimination or prejudice against a particular sex or gender on the assumption that another sex or gender is the social and cultural norm. It typically has the most negative impact on women.</p>
<p>Sexual Orientation</p>	<p>A person’s physical, romantic, emotional, aesthetic, and/or other form of attraction to others. Gender identity and sexual orientation are not the same. For instance, transgender people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc. just like anyone else. (Our current version: An inherent and enduring emotional, romantic, or sexual attraction to other people.)</p>

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	<ul style="list-style-type: none"> • <u>Aromantic</u> – A person who experiences little to no emotional or romantic to other people. Sometimes aromantic people abbreviate the term to Ace. • <u>Asexual</u> - A person who experiences little to no physical attraction to other people. Sometimes asexual people abbreviate the term to Ace. • <u>Bisexual</u> - A person who has an emotional and physical attraction to persons of the same and different genders. • <u>Gay</u> - A person who is emotionally and physically attracted to someone of the same gender. It is more commonly associated with males or men. • <u>Heterosexual</u> - A person who is emotionally and physically attracted to people of the opposite sex. • <u>Lesbian</u> - A female or woman who has an emotional and physical attraction for other females or women. • <u>Pansexual</u> - A person who is emotionally and physically attracted to individuals of all gender identities and expressions. • <u>Queer</u> - A person who expresses fluid identities and/or orientations in their emotional and physical attraction to others. The term is sometimes used as an umbrella term to refer to all LGBTQIA+ people.
Social Construct	A social phenomenon or convention originating within and cultivated by society or a particular social group, as opposed to existing inherently or naturally.
Social Justice	A practice within a society based on principles of equality and solidarity that understand and values human rights and recognizes the dignity of every human being. Such a practice would strive to provide basic human needs and comforts to all members of the society regardless of class, race, religion or any other characteristic.
SOGIE	An acronym, usually used in data collection, for addressing Sexual Orientation, Gender Identity and Expression, which captures all of the ways people self-identify. SOGIE includes LGBTQ+ as well as heterosexual, cisgender, and non-questioning individuals.
Stereotype	Characteristics attributed to an individual or group based on generalization, oversimplification, or exaggeration that may result in stigmatization and discrimination. (WA Interagency Council on Health Disparities)
Tokenism	The practice of making only a perfunctory or symbolic effort to do a particular thing.

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Transphobia	A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people who are transgender or gender non-conforming. The term can also connote a fear, disgust, or dislike of being perceived as transgender or gender non-conforming.
Two-Spirit	A term sometimes used to describe Indigenous individuals who have a gender identity or gender expression that does not align with their sex assigned at birth or have a culturally distinct gender, apart from male or man and female or woman.
Western-centrism	The tendency to believe that Western society values, standards and norms are superior to those of other cultures.
White Dominant Culture	Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. Refer to Dominant Culture and White Supremacy
White Supremacy	A political, economic, and cultural system in which white people are believed to be the normal, better, smarter, holier race over all other races. This system entitles whites with overwhelming control, power, and material resources. Conscious and unconscious ideas of white superiority and entitlement are widespread. White dominance and non-white subordination are daily reenacted across a broad array of institutions and social settings. A white supremacy mindset is perpetuated when elements of this system are not named, agreed to, or actively undone. (Derived from Okun, Tema and www.dismantlingracism.org) change cite to Critical Race Theory and U of Maryland
Workforce Diversity	Workforce Diversity means a collection of individual attributes that together help agencies pursue organizational objectives efficiently and effectively. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, [politic beliefs, communication styles], and family structures. The concept also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences. Derived from (U.S. Office of Personnel Management Office of Diversity and Inclusion – 2011 Strategic Plan) (<i>See Diversity and Workplace Diversity</i>)
Xenophobia	A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people from other countries. The term can also connote a fear, disgust, or dislike of being perceived a person is from other countries.

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Workgroup Members included:

Mark Adreon – DSB, DEI Council, DEI Committees Laura Bradley – BIIA, DEI Committees Ayanna Colman – OFM, DEI Council, BRGs, and Committees Christy Curwick Hoff – DOH/HSC, DEI Council, DEI Committees Evette Jasper – DCYF, DEI Council, DEI Committees Karen Johnson, DOC, DEI Council, DEI Committees	Scott Nicholson, OFM SHR, DEI Policy Committee Theresa Powell, DSHS, DEI Council Denise Ross, PSP, DEI Council, DEI Committees Jessica Zinda, DEI Council, DEI Committees Cheryl Sullivan-Colglazier, Facilitator
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Enterprise DEI Competencies – All Employees – A pathway for success

9/3/19 Workgroup Updates

These competencies are designed to be a tool in creating pathways for employees to learn and grow in this critical area of knowledge and behavior as we continue to build work environments grounded in diversity, equity, inclusion, and respect where people thrive, our missions are accomplished, and the public is served.

Final Workgroup Review 9/3/19. Next steps include formatting for accessibility and implementation plan completion.

Introduction:

These competencies have been created by the State of Washington to support our shift to a more diverse, equitable and inclusive enterprise-wide culture. These competencies are designed to be a tool in creating pathways for employees to learn and grow in this critical area of knowledge and behavior as we continue to build work environments grounded in diversity, equity, inclusion, and respect where people thrive, our missions are accomplished, and the public is served.

The State of Washington is committed to creating an environment where diversity, equity and inclusion are key characteristics of our workplace environments that are marked by opportunities for a robust diversity of people encouraged to be their authentic selves and perform to our full capabilities. Our business environment is fast moving and complex and benefits from integrating and leveraging diverse perspectives that promote innovation and collaboration.

The purpose of establishing standardized competencies is to support departments and agencies in such activities as informing: job descriptions; training needs assessment criteria; organizational policy development; continuing improvement initiatives; continuing professional development; recruitment screening, selection, retention and promotion; diverse supplier access; accessibility initiatives; community development initiatives; strategic objectives for program development.

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Shared, Enterprise Competency	Competency Description			
1. DEI Knowledge, Understanding, & Commitment	This competency evaluates the ability of state employees to be exposed to, know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace. ¹			
Why it is needed	Knowledge and understanding is the starting point of competency development. Having a shared language and understanding across state government strengthens our ability to achieve a diverse, equitable, inclusive, and respectful work environment. A commitment to learning about our lived experiences enhances communication, attitudes, behaviors, and outcomes.			
Stages of Growth	Emerging (Preparing the Seeds)	Developing (Planting Season)	Performing (Nurturing Growth)	Transforming (Sharing the Bounty)
Standards of Competence	Know the DEI Definitions – the language of DEI Recognize the role and impact of bias	Realize and understand that forms of oppression and inequities such as racism, sexism, classism, etc. are real experiences that need to be addressed.	Respond consistently in an appropriate and effective manner to challenge inequities.	Model, propose, design, and/or implement equitable policies and practices to promote diversity and inclusion.
Examples of Activities <i>The action to build the competency.</i> <i>“Here is how I get there.”</i>	Attend trainings and other events on diversity, equity and inclusion topics Ask questions when you do not understand or agree with terminology or definition – seek to understand Remain open to new ideas and learning that are different from what you believe to be true	<ul style="list-style-type: none"> Identify culturally dominant practices that create inequities or barriers to accessibility across various groups. Deepen understanding about different forms of oppression and inequities.	<ul style="list-style-type: none"> Identify and explain which culture(s) are dominant and privileged in their environments. Share with others evidence of structural inequities in order to gain support for organizational cultural change. Advocate for practices and working conditions that allow	<ul style="list-style-type: none"> Work with one or more persons of different cultural groups to advocate for change that results in more equitable practices. Join or convene a workgroup or a committee that engages in DEI work throughout the agency or the enterprise. Serve as a liaison to agency leadership to ensure

¹ The competencies are designed to apply to the workforce while in their role as state employees, regardless of location or position.

Enterprise DEI Competencies – All Employees – A pathway for success

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Shared, Enterprise Competency	Competency Description			
	<p>Attend training to expand knowledge and understanding of the impact of bias.</p> <p>Practice identifying your biases, including challenging yourself to gain a growing awareness of implicit bias.</p>		<p>for more inclusion in the workforce and in the way we serve the public.</p> <p>Engage in continuous learning in DEI.</p>	<p>accountability that DEI work is being prioritized.</p> <p>Encouraging and supporting colleagues in continuous DEI learning.</p>
<p>Examples of Competency Demonstration</p> <p><i>What I do.</i></p> <p>“Here is what you’ll notice in me.”</p>	<p>Connect with your agency’s DEI practitioner or other employees involved in DEI work to learn more about DEI throughout the enterprise</p> <p>Demonstrate evidence of applying what was learned in training.</p> <p>You recognize a bias you have that is a barrier to an inclusive and respectful workplace and you openly work with another person to change it.</p> <p>Discuss how your awareness is leading to change.</p>	<p>Identify at least one policy or practice that could benefit from applying a DEI lens in your area of responsibility.</p> <p>Identify documents and forms that may not be accessible to people with disabilities and to people who do not speak English.</p> <p>Recognize not every new employee is consistently included and welcomed the same way.</p> <p>Write and share a summary about a DEI training you attended.</p>	<p>Ask your leadership about where the agency stands on pronoun use in email signature blocks.</p> <p>Address inequities in policies, programs, and practices.</p> <p>Attend an anti-bias training before serving on hiring interview panels.</p> <p>Attend advanced learning (IE certifications, classroom courses, online courses, conferences, etc.)</p> <p>Includes and welcomes all new team members and customers into the work unit and helps them succeed.</p>	<p>Use your role as an influencer to encourage participation in BRG and DEI communities of practice.</p> <p>Using your knowledge and understanding of DEI to influence operational changes in meetings with your supervisors and leaders.</p> <p>Share DEI training and certification opportunities with colleagues via email, announcing at all-staff meetings, etc.</p> <p>Regularly encourages people from other work units to include and welcome new team members and customers into the work unit to bolster teamwork and respect.</p>

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2. Self-Awareness and Commitment to Growth				
<p>This competency evaluates how state employees engage in self-reflection, lifelong learning, and growth.</p>				
Why is it needed	<p>Self-awareness leads to an understanding of how our perceptions, attitudes, and behaviors impact others. The phrase "do your own work" is the essence of this competency. Commitment to growth, by regular reflection and recalibration, is what keeps us on that path. These practices enhance working relationships, and promote inclusive workplaces and an organizational culture of belonging.</p>			
Stages of Growth	Emerging (Preparing the Seeds)	Developing (Planting Season)	Performing (Nurturing Growth)	Transforming (Sharing the Bounty)
Standards of Competence	<p>Understand your personal identity and cultural background.</p> <p>Realize all lived experiences are not the same.</p> <p>Explore and identify your own biases.</p>	<p>Understand how your values and biases impact communication, working relationships, and the communities you serve.</p> <p>Examine your own perspectives as they relate to your personal and professional growth goals.</p>	<p>Apply self-awareness and knowledge about others to advance workplace inclusion.</p> <p>Be comfortable in your discomfort as you progress through this work.</p> <p>Adapt your behavior in response to increased intercultural knowledge to create effective working relationships.</p>	<p>Create a culture of inclusion and belonging in the workplace.</p> <p>Empower colleagues to engage in their own self-awareness journey.</p> <p>Model and hold space for people to be comfortable in their discomfort.</p> <p>Demonstrate vulnerability through sharing your own identity and self-awareness to inspire colleagues to do the same.</p>
Examples of Activities	Engage in a self-assessment of personal history and beliefs	Engage in ongoing self-education and self-reflection regarding cultural differences	Respond effectively to inappropriate and non-inclusive behavior.	Deepen your practice of self-reflection and self-awareness.

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<p>The action to build the competency.</p> <p>“Here is how I get there.”</p>	<p>Learn about other cultures</p> <p>Recognize and actively address own biases and privileges</p>	<p>Identify your values and how they align with your agency’s objectives</p> <p>Interrupt one’s own inappropriate or non-inclusive behavior</p> <p>Become aware of and be open to the cultural differences within your team</p>	<p>Support colleagues in difficult conversations about values, identity, and self-image.</p> <p>Share revelations about our areas of privilege, oppression, and/or intersectionality while remaining curious, effective, and engaged.</p> <p>Continue to practice self-reflection and build self-awareness.</p> <p>Operationalize inclusivity in decisions affecting policies and practices.</p>	<p>Influence others to promote and embrace DEI principles.</p> <p>Share how to operationalize inclusion and belonging in agency policies and practices.</p>
<p>Examples of Competency Demonstration</p> <p>What I do.</p> <p>“Here is what you’ll notice in me.”</p>	<p>At work, share or discuss what you learned about your identity, about other cultures, and/or from self-assessments such as the Implicit Association Test.</p> <p>Share a realization about a bias you discovered related to a community Washington state government serves.</p>	<p>Discuss with your supervisor the alignment between your personal values and the agency’s objectives.</p> <p>Reflect upon workplace interactions affected by personal biases or behaviors and discuss with a trusted colleague.</p> <p>Take the initiative to learn more about my own biases and begin addressing them.</p> <p>Be personally accountable for resolving conflicts.</p>	<p>Actively participate in an agency or interagency diversity committee or workgroup and share knowledge gained with your team.</p> <p>Be an active bystander by interrupting non-inclusive behavior.</p> <p>Take the last ten minutes of the day to journal about an interaction that could be improved and come up with other ways of responding.</p> <p>Make space for all participants to be heard and encourage input.</p>	<p>Share your DEI journey in the workplace to encourage everyone to begin/continue their own journey.</p> <p>Teach/coach others how to practice self-reflection and build self-awareness.</p> <p>Create templates for inclusive policies to share with other agencies.</p> <p>Expand the discussion of DEI outside your circle to incorporate new ideas, opinions, and concepts.</p>

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<p>3. Cultivating Mutually Beneficial and Trusting Strategic Partnerships</p>	<p>This competency evaluates how state employees will conduct themselves in a manner that builds trust, enhances work relationships, and meaningfully partner and engage with those they serve and serve with.</p>			
<p>Why is it needed</p>	<p>Cultivating mutually beneficial and trusting strategic partnerships is foundational to creating shared success where all communities thrive. It reinforces the legitimacy of government services and actions by sharing power and creating responsiveness and transparency, particularly with historically marginalized and oppressed communities. Public service is at its best when we take action <u>with</u> the community instead of <u>for</u> the community.</p>			
<p>Stages of Growth</p>	<p>Emerging (Preparing the Seeds)</p>	<p>Developing (Planting Season)</p>	<p>Performing (Nurturing Growth)</p>	<p>Transforming (Sharing the Bounty)</p>
<p>Standards of Competence</p>	<p>Know the communities you serve, as well as the impacts of systems, programs, policies, and services.</p> <p>Take ownership of lost-trust circumstances and make changes that rebuild trust and strengthens strategic partnerships.</p>	<p>Understand what employees, clients, and communities need to thrive and successfully engage.</p> <p>Maintain open lines of communication even during disagreement and conflict.</p>	<p>Design and implement processes and practices with employees and clients that increase trust and apply rules and policies equitably and consistently.</p> <p>Cultivate trust and build relationships with people and communities that experience marginalization in our systems, including different sexual orientations, gender identities and expressions, ability, racial, ethnic, and cultural background.</p>	<p>Co-create and support policies, programs, practices, and procedures that increase the power, voice, and influence of the most impacted and marginalized employees and clients.</p> <p>Demonstrate flexibility, adaption, and cross-cultural communication skills when interacting with others.</p> <p>Acknowledge and incorporate people’s lived experiences in your own words and actions.</p>

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<p>Examples of Activities</p> <p><i>The action to build the competency.</i></p> <p><i>“Here is how I get there.”</i></p>	<p>Identify the various communities and groups impacted by a particular agency policy, program, or service.</p> <p>Be thoughtful and accountable for your words and actions.</p>	<p>Learn about communities and groups impacted by a particular agency program, policy, or service by researching and building trusting, respectful, and mutually beneficial relationships with members of the community.</p> <p>Apply strategies to deescalate and work through conflict and difficult conversations.</p>	<p>Use contributions from clients, communities, tribes, partners, and stakeholders to plan, deliver, revise, and reflect on established policies, practices, procedures, and programs.</p> <p>Communicate transparently, especially to impacted employees or groups historically marginalized or oppressed, about processes and decisions.</p>	<p>Intentionally share leadership and decision-making power with communities.</p> <p>Establish a “Color Brave®” learning space or meeting.</p>
<p>Examples of Competency Demonstration</p> <p><i>What I do.</i></p> <p><i>“Here is what you’ll notice in me.”</i></p>	<p>An employee whose work impacts tribal communities takes a government to government training.</p> <p>An employee refers to a community using language that is offensive to members of the community. After being made aware, the employee acknowledges the negative impact of their words, learns the appropriate language, and uses it from then on.</p>	<p>Through engagement and dialogue with communities, you learn where the most appropriate deployment of agency resources to address a particular health issue is needed.</p> <p>During a difficult conversation, you practice effective and mindful communication skills promoting mutual engagement.</p>	<p>An employee partners with individuals and groups from historically marginalized or oppressed communities to influence a particular agency, program, policy, or service.</p> <p>When starting a new project, you gather a committee of employees or clients to create the project plan and seek feedback and input from employees with diverse backgrounds and skill sets as part of the development process.</p>	<p>Prior to beginning the work of creating a public program, the employee engages with communities to make sense of the data, assess the current state, and establish the goal. The employee partners with community members to co-design the program with measures to assess the program’s progress.</p> <p>An employee opens a meeting by inviting suggestions for agreements and norms on how participants will engage, operate with one another, and lean into discomfort when the conversations get difficult, especially about race.</p>

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4. Inclusive Excellence & Allyship	This competency evaluates the ability of state employees to demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive, and respectful behavior. ²			
Why it is needed	Inclusivity and allyship are important elements in supporting psychological safety in the workplace. Allyship leverages privilege in improving workplace climate and advocating in crucial conversations. This competency is critical to the success of any team or organization.			
Stages of Growth	Emerging (Preparing the Seeds)	Developing (Planting Season)	Performing (Nurturing Growth)	Transforming (Sharing the Bounty)
Standards of Competence	Understand the role of allyship and how it applies to one’s own areas of privilege Recognize your own in-group/out-group biases	See the world through a different cultural perspective and begin to explore opportunities for allyship Be aware of how the dominant culture perpetuates distancing and othering.	Imbed allyship into everyday work through intentional co-creation with those without privilege Use conscious disruption of othering to increase inclusion and belonging.	Teach the principles of allyship and its importance to inclusive excellence. Foster belonging at the structural, systematic, and institutional levels.
Examples of Activities <i>The action to build the competency.</i> “Here is how I get there.”	Identify what areas one holds privilege and can be an ally Expand your exposure to out-group norms and practices to increase inclusion and allyship.	Listen to and elevate the voices of those who have been marginalized and oppressed Engage in reflective practices to reduce your distancing and othering behaviors.	Solicit meaningful stakeholder participation to ensure and intentionally incorporate feedback and recommendations. Engage your team in regular discussions of the Implicit Association Test to disrupt acts of othering.	Encourage others with privilege to speak up and be allies Create opportunities to inform, recommend, and advocate changes to agency policies, programs, and service delivery.

² The competencies are designed to apply to the workforce while in their role as state employees, regardless of location or position.

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<p>Examples of Competency Demonstration</p> <p><i>What I do.</i></p> <p><i>“Here is what you’ll notice in me.”</i></p>	<p>An employee shares their increasing comfort in discussing their areas of privilege and non-privilege and their identity.</p> <p>An employee reads an article about an Asian culture and notices that there is an emphasis on collective identity and applies the knowledge to working with individuals who are a part of a collective culture.</p>	<p>Read a book that is about a person/people who have a lived experience different from your own.</p> <p>An employee invites a person with a lived experience that represents customers and clients served by the work team.</p> <p>An employee helps a coworker to understand and use appropriate terms such as, people who are incarcerated, people with disabilities, people living in poverty, etc.</p> <p>As a member of the dominate culture, an employee respectfully confronts a colleagues bias.</p>	<p>A meeting planner chooses to host the next public town hall regarding graduation requirements in a community experiencing low graduation rates.</p> <p>As a member of a hiring panel, you notice the lack of diversity in the applicants. Before proceeding with interviews, you brainstorm with the other panelists ways to increase diversity as it relates to the position.</p>	<p>You mentor a coworker who identifies with your same privilege identity in the importance of allyship.</p> <p>You create a lunch time club to discuss all inclusive excellence topics as determined by the group.</p>

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Shared, Enterprise Competency	Competency Description			
5. Measuring for Success and Improvement	This competency evaluates the ability of state employees to develop, implement, evaluate, and continually improve strategies that promote equity and inclusion in their organization and with the communities they serve.			
Why it is needed	Measuring success and improvement ensures we have the ability to determine our impact by assessing what is working, what is not, and where we need to improve. By measuring our progress, we can continually adjust and improve upon the strategies we use to achieve our desired outcomes. Using data, we can ensure accountability is imbedded with our actions and use of public resources.			
Stages of Growth	Emerging (Preparing the Seeds)	Developing (Planting Season)	Performing (Nurturing Growth)	Transforming (Sharing the Bounty)
Standards of Competence	<p>Recognize that there is DEI related data relevant to your program and practices.</p> <p>Recognize importance of collecting DEI data.</p> <p>Understand the importance of setting DEI goals and initiatives within your program and practices.</p>	<p>Learn the story data is telling about your program and practices.</p> <p>Aware of what DEI related data is available and what opportunities and limitations exist with regard to the data</p> <p>Connecting the data story with the DEI related goals and initiatives to your agency and other statewide goals and initiatives (i.e., Results WA).</p>	<p>Use DEI data to inform and influence your organization's programs and services.</p> <p>Be able to identify missing data and consult with a data specialist to explore feasibility of collection and use.</p> <p>Use data, set a DEI related goal, measure, and evaluate progress.</p>	<p>Be current on global, national, local trends and changes and how they may inform and influence your organizational programs and services and DEI.</p> <p>Help others to understand, evaluate, and expand their own DEI related data to improve their programs and practices.</p> <p>Advance DEI-related goals through continuous improvement and innovation to achieve the desired outcomes.</p>

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Shared, Enterprise Competency	Competency Description			
<p>Examples of Activities</p> <p><i>The action to build the competency.</i></p> <p><i>“Here is how I get there.”</i></p>	<p>Identify what data is available on client/customer feedback</p> <p>Use and/or consider using DEI data in discussions</p> <p>Familiarize yourself with your agency’s DEI goals</p>	<p>Based on data, describe what the customer/client experience is related to your program or practice.</p> <p>Identify the marginalized or oppressed groups who have been included and perhaps, left out of program or practice data collection.</p> <p>Become knowledgeable regarding enterprise level DEI goals.</p>	<p>Identify how the agency DEI data can improve your agencies program or practice.</p> <p>Review agency data with identified employees and customers to gain additional insights into the collected data.</p> <p>Develop and implement DEI related metrics.</p>	<p>Research trends and changes, share with others how the data may influence agency programs and practices</p> <p>Mentor or coach another employee in the review of agency data and processes for evaluation and improvement.</p> <p>Using DEI data and insights, co-create DEI strategic objectives or statewide level DEI goals with other employees and customers.</p>
<p>Examples of Competency Demonstration</p> <p><i>What I do.</i></p> <p><i>“Here is what you’ll notice in me.”</i></p>	<p>An employee reviews the annual client/customer survey report and participates in a facilitated discussion with team.</p> <p>During a discussion on client/customer service delivery, an employee raises a question</p>	<p>Meet with agency or other experts who understand the use of data, to include DEI data.</p> <p>Based on published scientific data, an employee identifies that people of color have a twenty percent less likelihood of receiving services from the program.</p>	<p>Share your analysis and identified areas of improvement with your team.</p> <p>Facilitate a focus group.</p> <p>Assist in development of a SMART (Specific, Measurable, Attainable, Relevant, Timely) DEI strategic goal for your agency.</p>	<p>Incorporate data trends and changes into the agency DEI business case.</p> <p>Mentor or coach other teams in your agency in methods to use DEI data to improve processes.</p> <p>Lead employee and customer focus groups on the “Future of DEI” to create a shared and improved vision.</p>

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Shared, Enterprise Competency	Competency Description			
	<p>regarding where the data comes from.</p> <p>An employee asks how a proposal relates to agency DEI goals during a staff meeting.</p>	<p>An employee raises a concern that one client/customer group was left out of their program's or practice's recent data collection efforts.</p> <p>An employee researches the Results WA DEI related goals and performance measures and is able to connect them with their agency or program/practice DEI goals.</p>		

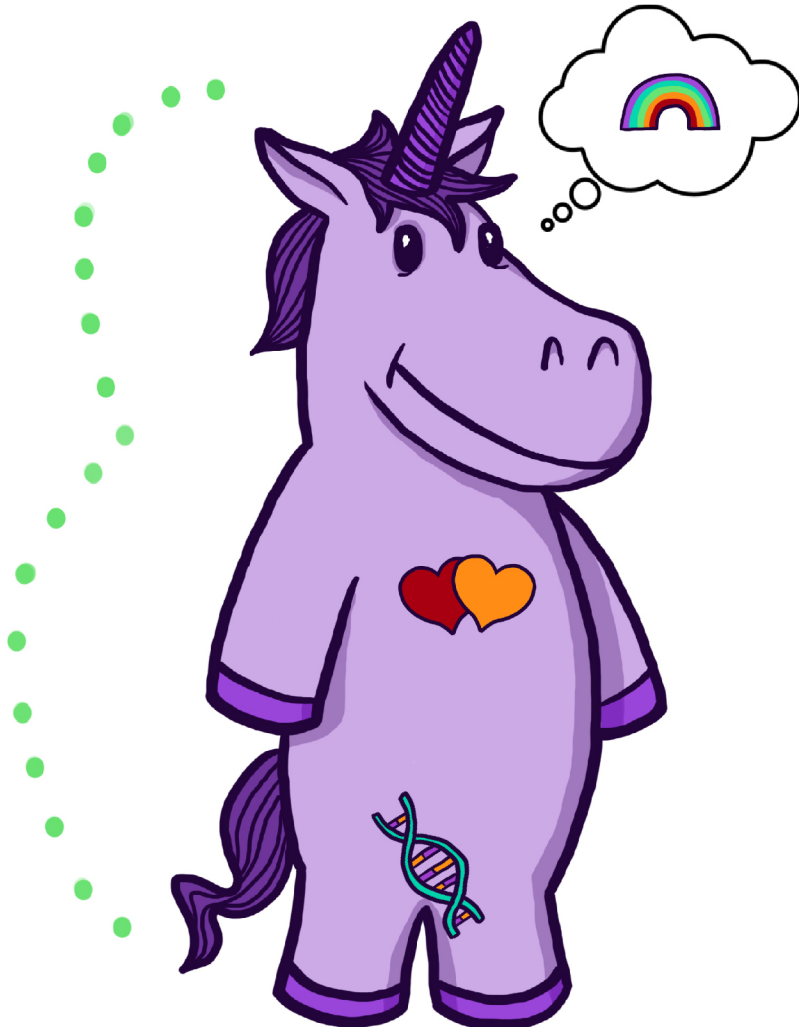
*Modeling empathy for employees at different stages of growth in DEI work (meeting them where they are; no shaming)

Workgroup Members included:




<p>Mark Adreon – DSB, DEI Council, DEI Committees Laura Bradley – BIIA, DEI Committees Ayanna Colman – OFM, DEI Council, BRGs, and Committees Christy Curwick Hoff – DOH/HSC, DEI Council, DEI Committees Evette Jasper – DCYF, DEI Council, DEI Committees Karen Johnson, DOC, DEI Council, DEI Committees</p>	<p>Scott Nicholson, OFM SHR, DEI Policy Committee Theresa Powell, DSHS, DEI Council Denise Ross, PSP, DEI Council, DEI Committees Jessica Zinda, DEI Council, DEI Committees Cheryl Sullivan-Colglazier, Facilitator</p>
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The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources




Gender Identity

-  Female / Woman / Girl
-  Male / Man / Boy
-  Other Gender(s)

Gender Expression

-  Feminine
-  Masculine
-  Other

Sex Assigned at Birth

-  Female
-  Male
-  Other / Intersex

Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore