



# How we define Diversity & Inclusion

Nov 12, 2019

# The goal of this exercise

- The task was to review our outward facing and internal materials to summarize how we are defining diversity & inclusion at CDS
- This is supposed to summarize what we are currently doing and not supposed to be what we *intend to be doing* (current) nor what our *ultimate goal* (future) is

# I reviewed the following materials...

## External Materials

- [Diversity page on CDS website](#)
- [CDS at a Glance Metrics](#)
- [Mission, Values, Beliefs](#)
- [Learning Beliefs](#)
- List of Affinity Groups
- [Diversity & Inclusion Toolkit](#)
- [Diversity Newsletters](#)
- [Sliding Scale Description](#)

## Internal Materials

- [New Hire Diversity Training](#)
- [DEI All Community Mtg 3/6/19](#)
- [Proposed Diversity Mission Statement](#)
- [CDS Language Agreements](#)
- [Social Justice Standards](#)

# For reference, here are our Affinity Groups

Students - Lower School	Students - Middle School	Families
Girls of African Heritage	Black African Heritage	African American / Black
Asian Heritage	Asian Pacific Islander / South Asian Heritage	Asian
South Asian Heritage		South Asian / Indian
Latina / o / x Heritage		
Multiracial Heritages		
LGBTQ Headed Families	Queer Alliance (LGBTQ)	Rainbow Families
Kids of Multiple Households and Single Parent	Multiple Households / Divorced / Single Parent-Guardian	Single Parent / Guardian
Neurodiverse Learning Styles	<i>Neurodiverse learning styles (past)</i>	Neurodiversity Task Force
Students of Color		
	White / European Heritage	
	Jewish	
	Girls	
	Boys	
	<i>International (past)</i>	Families Built Through Adoption
		One Love (families with a single child)

# How we define Diversity Today

01

## Who We Are

(innate characteristics  
that are not chosen)

- **Race / Ethnicity**
- **Sexual Orientation**
- **Gender / Gender Identity and Expression**
- **Socioeconomic Status**
- **Learning Style**
- Age (listed on mission statement, but unclear what this means)
- Physical ability / disability
- Nationality
- Immigration status

02

## What We Choose

(characteristics we  
may choose)

- **Family Structure**
- **Families built through Adoption**
- Religion
- Belief Systems
- Language

# Examples of diversity not found or tangentially mentioned

- **Viewpoints / interests**
  - Political views
  - What we choose to do in our free time
- **Profession / Education**
  - What we do for a living
  - Stay at home parents
  - Educational Background
- **Other**
  - Body Image / physical appearance
  -

# How we reference Inclusion, Equity & Justice

*Our emphasis on Inclusion, Equity & Justice is more prominent in internally facing vs. externally facing materials*

Inclusion	Equity & Justice
<ul style="list-style-type: none"><li>• The language we use</li><li>• The events we have (e.g. physical, socioeconomic, cultural access)</li><li>• The concept of people feeling 'safe to be themselves'</li></ul>	<ul style="list-style-type: none"><li>• Difference between Equity and Equality</li><li>• Social Justice standards</li><li>• Privilege</li></ul>

# Is 'Diversity of Thought and Experience' the ultimate goal?

From: HR Certification Institute (corporate perspective)

"Human resource managers understand the value of diversity, especially around gender, race and ethnicity. Diversity's next frontier — and perhaps where HR can make even greater impact on organizational performance— is uniting people to appreciate and accept **diversity of thought.**"

- I found myself asking why we care about all these aspects of diversity & inclusion?
- My personal conclusion was that ultimately our community values being enriched by a range of different thoughts and experiences
- I am left with an open question of how else we can bring in different thoughts and experiences into our community