

# 2016 Year in Review

## Institute for Sustainable Diversity & Inclusion Northwest Diversity Learning Series

DECEMBER 31, 2016

### First Year Reflections for ISDI!

*“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.”*

*-Margaret Mead*

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As we began planning to take over the management of the NW Diversity Learning Series for 2016, we couldn’t help but reflect on how this collaborative employer venture begun 18 years ago to leverage education and improve organizational performance on diversity and inclusion was now more relevant than ever.

In putting together the 2016 Series, we sought the counsel of our Sponsors and examined information from many sources. In that process, one word came to the fore: disruption. We came to believe that the word “disruption” would characterize the year 2016—in many forms, which raised an important question: how would the values of diversity and inclusion inside organizations fare in such a climate?

We concluded that the 2016 Series should focus on how organizations could sustain their D&I efforts, in spite of a disruptive climate. We found a robust guide for these ideas in the book, “Diversity at Work: The Practice of Inclusion.” Putting forward new thinking and research, the book proposed that focusing on



**ISDI Co-Founders  
Barbara Deane &  
Effenus Henderson**

inclusion as a “practice” was an approach to reap the benefits of diversity in ways that work for everyone. Practicing inclusion involves “doing”—daily actions that promote inclusive values, policies, practices and behaviors so that people feel included and encouraged to contribute to the greater whole.

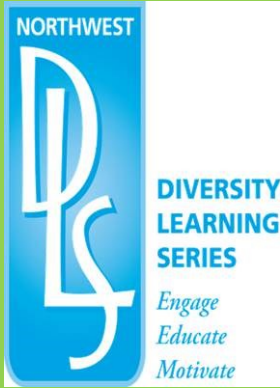
Guided by this book, we settled on the 2016 Series theme, “The Practice of Inclusion in Times of Disruptive Change.” We believe diversity and inclusion are crucial to the Pacific Northwest as we help prepare leaders to become more inclusive and employees more respectful of one another at work, school and in our evolving communities.

Having formed the Institute for Sustainable Diversity and Inclusion (ISDI), with the strong support from our corporate partners and sponsors, as well as the participants in the Northwest Diversity Learning Series

(including those for the executive session), we believe our educational offerings and strategies are building understanding of how diversity and inclusion efforts can enhance recruitment, retention, and professional development for our stakeholders. Our stakeholders bring diverse talents, skills, experiences and cultural backgrounds, which foster meaningful engagement and investment, and make the Pacific Northwest a more vibrant place to work, learn and live.

As co-founders of the institute, we are proud to present our first annual report. This report represents an important milestone in the evolution and accomplishments of ISDI and the Northwest Diversity Learning Series. It documents our progress and our commitment to strengthening connections with the stakeholders we serve.

Co-Founders, ISDI  
Barbara Deane &  
Effenus Henderson



*"Things do not change;  
we change."*

*-Henry David Thoreau*

## 2016 NWDLS - An Overview

**Follow-up Resources:** After each session, we post resources on our website to promote additional learning. To access these resources, go to [www.idadi.org](http://www.idadi.org) and click on the Resources tab.

The 2016 theme, The Practice of Inclusion in Times of Disruptive Change, and each of the six session topics were identified through a dialogue with the Series' sponsor organizations.

The 2016 Series framed the six bi-monthly sessions against the back-drop of "disruptive change." Each session explored a critical issue regarding the Practice of Inclusion, identified important disruptive forces affecting the issue, such as processes, tools, behaviors, action plans.

### Learning approach for these sessions:

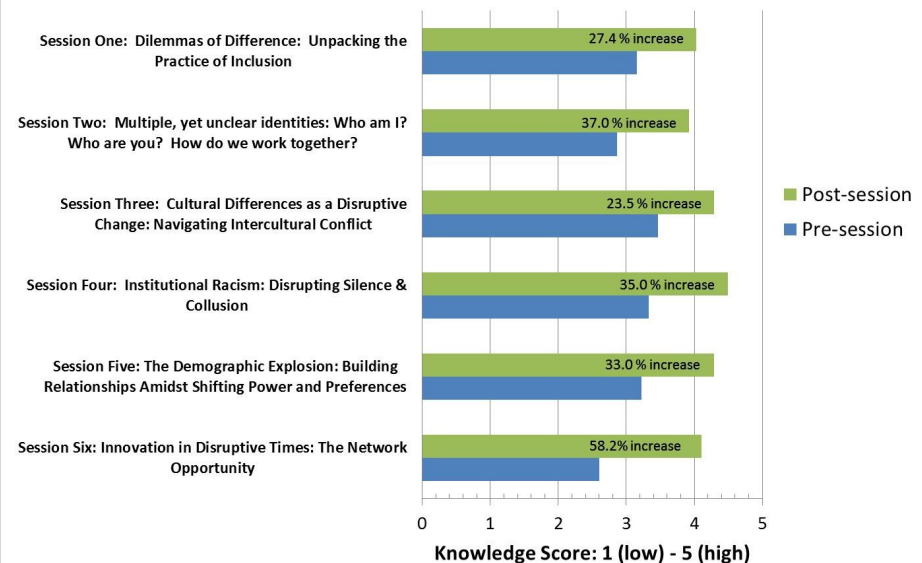
Participants engaged the topics through interactive and experiential learning where they explored practical examples and case studies, identified appropriate approaches and behaviors, and practiced using them.

### How did we measure the effectiveness of sessions?

We used a Kirkpatrick level 2 assessment measurement tool by asking participants to complete a pre and post session

self-knowledge assessment at each of the six Series sessions. The data we collected was tabulated and the results are displayed in the graph below. The average increase in self knowledge for 2016 was 35.7% with the highest increase in knowledge gained of 58.2% for Session 6 presented by Dr. Brian Uzzi.

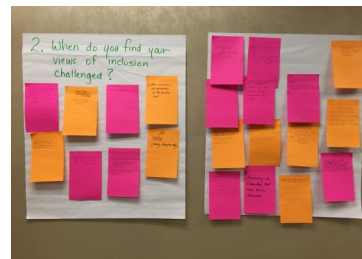
**2016 NWDLS Assessment Summary - Pre and Post Session Results**



# 2016 NWDLS - An Overview (continued)

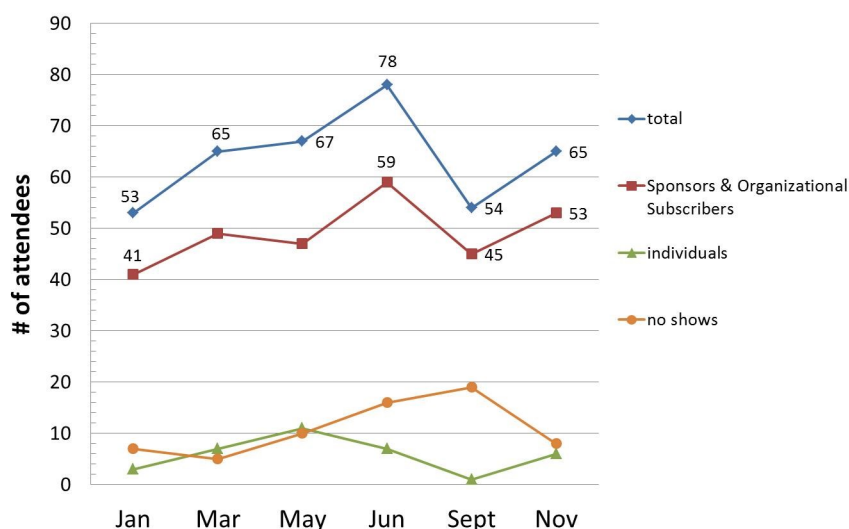


Overall, we are very pleased with the number of attendees who joined us throughout the year. Our highest total attendance was observed at Session 4 in June. There was a drop off in participation in September which can be attributed to the higher than normal “no-shows”. The combined total number of attendees for 2016 was 382.



Post-it activity in Session One

## 2016 NWDLS Attendance



Session Four - Robin DiAngelo

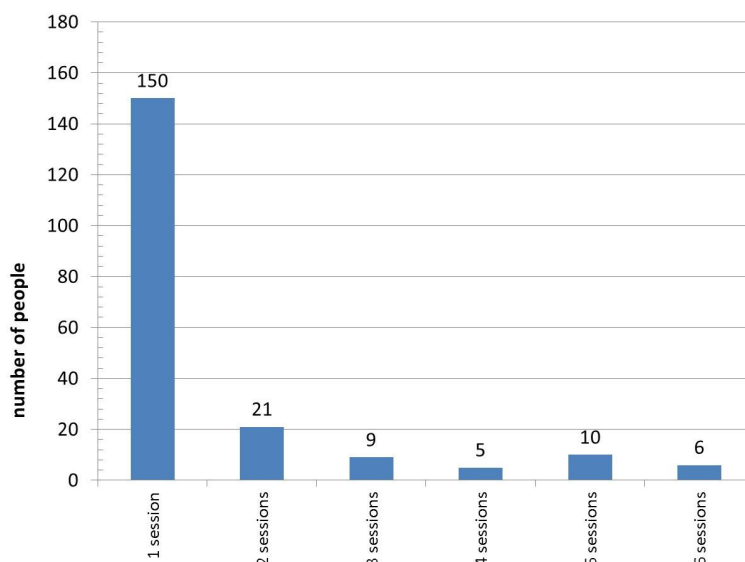


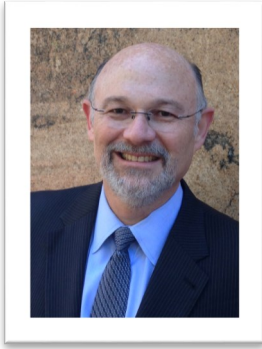
Session Six - Dr. Brian Uzzi

An interesting note about the attendance is that the vast majority of participants attended only one of the six sessions. Only a small number of people (6) had the privilege of attending all of six the sessions.

This data aligns with how sponsors use the Series—they provide the opportunity for employees and managers within their organizations to sign up and attend a session of specific interest to them. We know that many of these employees return to their workplaces and share their learnings and insights with their co-workers. In this way they spread the knowledge gained at each session through many meaningful conversations with their co-workers.

## Distribution on the number of times an individual attended a session





Co-Presenter  
Bernardo Ferdman



Co-Presenter  
Barbara Deane

### Learning Objectives:

- Distinguish how the concept of inclusion differs from the concept of diversity
- Understand what it means to bring one's whole self to work
- Visualize how inclusion operates systemically
- Identify inclusive behaviors & practices to apply on the job
- Recognize & begin to learn how to manage the dilemmas of inclusion

## Session 1: January 19, 2016

### Dilemmas of Difference: Unpacking the Practice of Inclusion

#### Session Description:

If diversity is good for us, why is it so difficult? The practice of inclusion can help us answer this question and gain diversity's promise. In this session, we explored the various facets and nuances of inclusion and addressed the inherent dilemma of working with and across differences.

Session #1 of 2016 laid a solid foundation for the discussions in the other sessions throughout the year. To learn how to "Practice Inclusion", one must first understand the difference between diversity and inclusion. That is exactly what Bernardo and Barbara provided early in the session. Participants learned that diversity is more than the numbers. It is "the varied perspectives and approaches to work that members of different identity groups bring" (D. Thomas & R. Ely, 1996). Inclusion is **how we are** with each other—it's **what we do** with our diversity. Inclusion helps us to reap the benefits of diversity.

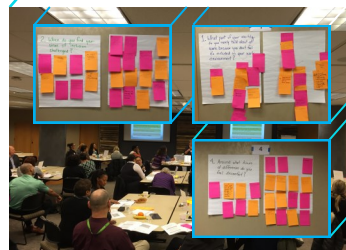
Throughout the session, Barbara and Bernardo's excellent facilitation provided participants several opportunities to share their experiences of inclusion and success. Participants explored and reflected on what it was that helped them feel included and offered insights into new ways of practicing inclusive behaviors. Table groups worked collaboratively to discuss ideas and strategies on how to handle the situations described in the case studies. A key component of the group discussion was paying attention

#### Practice Inclusive Behaviors

- ✓ Say "hello" (greet & recognize people)
- ✓ Lean into discomfort when you feel it
- ✓ Remain open & willing to learn & be influenced by others
- ✓ Openly share information & seek transparency
- ✓ Acknowledge, connect, & engage with others
- ✓ Be respectful & demonstrate fairness
- ✓ Listen deeply & carefully to others, keep your biases & assumptions at bay
- ✓ Be curious!

to the process itself! Did they experience inclusion during the discussion? How did they manage their participation, especially in light of varying styles and views in the group? What dilemmas did they experience or notice in their group? All of these questions reinforced the learning of what it means to "practice inclusion".

To learn more about the framework of inclusion presented at this session read "[Diversity at Work: The Practice of Inclusion](#)" edited by our presenters Bernardo and Barbara. And check out the [Global Diversity & Inclusion Benchmarks: Standards for Organizations Around the World \(GDIB\)](#) by 95 Expert Panelists, Julie O'Mara, and Alan Richter, Ph.D. sponsored by The Diversity Collegium. The GDIB helps organizations determine strategy and measure progress in managing diversity and fostering inclusion. It is a free downloadable 80-page booklet that can be used by submitting the Permission Agreement.



#### The "Post-it Activity"

"What part of your identity do you rarely talk about at work because you don't feel it's included in your work environment?"

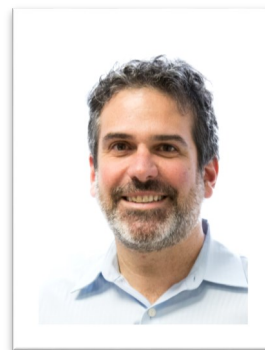


## Session 2: March 10, 2016

### Multiple and Complex Identities: Who am I? Who are you? How do we work together?

#### Session Description:

Global diversity is transforming identity. Younger generations claim identities differently than past generations. These identity shifts involve gender, race and mixed race, invisible dimensions, national origin, and religious and cultural expressions. How do we figure out who we are, who others are, among these multiple and complex identities? In this session, we learned about how we humans categorize each other, the disruptive changes affecting categorization, how categorizing connects to unconscious bias, and what you can do about it as you continue to build your Practice of Inclusion in your workplace.



Presenter  
Michael Baran

Dr. Michael Baran, creator of the [“Don’t Guess My Race”](#) interactive tool, provided a thought provoking session on his research and its application to the practice of inclusion. Using anthropological, historical and cognitive science research, Michael engaged participants in a variety of exercises that raised awareness and built skills relating to others across difference. He focused on the consequence of these perceptions on our behavior and how they may bias our actions (implicit bias) in the workplace.

How do people learn to categorize and form bias? The outdated view of psychologists is that children learn by noticing the physical variation in the world and inductively form categories of color. Newer theories are that children hear racial categories and only later begin to understand who fits into which category.

Continue your learning by trying the free demo of the [“\(Don’t\) Guess My Race”](#) game!

Here are some guiding principles that can help reduce bias:

- ◆ *Setting people up to have a learning mindset increases the likelihood they will engage with the material.*
- ◆ *Multicultural experiences reduce bias and stereotypes.*
- ◆ *De-essentializing categories of race chips away at the foundation of implicit bias.*
- ◆ *Speaking up reduces bias for many people all at once.*
- ◆ *Having conversations increases exposure to the learning.*

#### Learning Objectives:

- Understand why & how human beings categorize
- Recognize how new demographic changes are impacting categorization in the U.S.
- Map out how that categorization leads to unconscious bias
- Identify strategies for reducing bias in the workplace
- Identify tools & strategies for having conversations about changing identities & creating inclusive workplaces.

# What race are you?

## Why do you identify as that race?

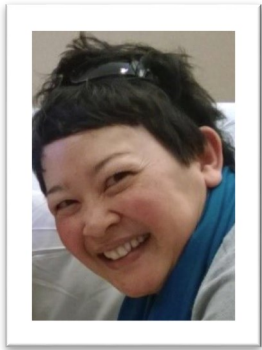


## How else do you think about your identity?

## Have you ever been discriminated against?



Co-Presenter  
Donna Stringer, PhD



Co-Presenter  
Cindy Ogasawara

### Learning Objectives:

- Understand how your feelings about conflict & your responses to it have been shaped by your background & history.
- Recognize the influences of ethnic, national & gender communication & conflict style norms.
- Identify your own personal conflict and communication style preferences.
- Recognize how your preferred conflict & communication style can affect both personal & work relationships.
- Apply tools to more effectively avoid or resolve conflicts when they occur.

## Session 3: May 24, 2016

### Cultural Differences as a Disruptive Change: Navigating Intercultural Conflict

#### Session Description:

Do you ever lose your cool, your patience—or want to—because of someone else's behaviors? Are you aware of how your culture affects your responses to others—and to conflicts that may arise? Indeed, the more diverse groups become, the more opportunities there are to mis-understand each other's cultural values and behaviors. These mis-understandings can lead to conflict and, if people also have different conflict styles, the clashes can be further exacerbated. What might appear to be quiet sabotage, stone-walling, reluctance to work together, or passive-aggressiveness, is often a form of cultural conflict. When you encounter any of these behaviors, how do you respond? Do you see them as an irritation or as cultural conflicts that you can effectively manage? Each of us has the opportunity to more effectively recognize and manage these conflicts before they result in loss of productivity, lost of engagement, or decreased morale, for either ourselves or those around us. This session identified ethnic, national, and gender-based conflict style norms, and helped participants identify their individual conflict style preferences. We examined where conflict style preferences are learned and reinforced and how those differences can affect both personal and workplace relationships. And, finally, we explored tools for minimizing conflicts and/or resolving them when they do occur.

The session began with a thought-provoking activity. As each person arrived for the session, they were asked to choose a [photo card](#) that symbolized their feeling about conflict. In groups of three, participants discussed the card selection with others in their group. Why did they select that card? What experiences in their life might help others understand their feelings about intercultural conflict? The “a-ha’s” and take-a-ways from the exercise were shared with the larger group and set the stage for learning how to navigate cultural conflict.



*"Conflict for me is like standing on a ledge! Very frightening."* - attendee

*"In order to have a conversation with someone, you must reveal yourself."*

- James Baldwin

Most people instinctively avoid conflict, but as Margaret Hefernan showed us in this [TED Talk, "Dare to Disagree"](#), good disagreement is central to progress. She illustrates (sometimes counterintuitively) how the best partners aren't echo chambers -- and how great research teams, relationships and businesses allow people to deeply disagree.

As the session progressed, participants engaged in several

interactive exercises that assisted them in learning the four conflict styles: 1) Discussion style; 2) Engagement style; 3) Accommodation style; and 4) Dynamic style. There are strengths and weaknesses of the four styles as perceived by both yourself and others, respectively. In understanding their own style, participants were able to practice applying the tools using a conflict resolution planning worksheet.

To further your learning consider purchasing and completing the ["Intercultural Conflict Style Assessment"](#) to validate your own assumption about your preferred style. Practice by talking with those closest to you about how your communication and conflict styles impact your relationships.

## Session 4: June 27, 2016

### Institutional Racism: Disrupting Silence and Collusion

#### Session Description:

Why is it so hard to talk about race and racism? Why don't diversity efforts assure equity in upward mobility? What do we need to understand in order to cultivate authentic racial inclusion? This session provided an orientation to institutional racism and was facilitated by an interracial team, Robin DiAngelo and Darlene Flynn. The session was designed to be relevant for both those who were new to the discussion and those already involved. Through lecture, discussion and exercises, we explored: basic anti-racism theory; how white racial identity is formed; dynamic of internalized racial oppression for people of color; what makes racism so hard for whites to see; and building cross-racial alliances. Weaving information, analysis, stories, images, and familiar examples, the facilitators provided the framework needed to begin developing cross-racial skills.

Session 4 brought together Dr. Robin DiAngelo and Darlene Flynn as co-presenters for a very thought provoking session. It aimed at providing participants a deeper understanding of prejudice, discrimination, institutional oppression and racism through introspective, reflective questions and dialogue from the perspectives of a White woman and a woman of Color.

The group learned that racism encompasses economic, political, social and cultural structures, actions, and beliefs that systematize and perpetuate an unequal distribution of privileges, resources and power between

White people and people of Color, with Whites as the beneficiaries of that unequal distribution. The deeply internalized framework through which whites make racial meaning includes images, interpretations, perceptions, evaluations, emotions, and actions that position whites as superior and that are passed down and reinforced throughout society.

Throughout the session the participants watched videos to demonstrate the deeply rooted history of inequities that exist, such as the video focused on understanding systemic inequity titled "[the School to Prison Pipeline, explained](#)"

Want to learn more? Here are three resources Robin and Darlene shared:

[Why Can't We all just be individuals?: Countering the Discourse of Individualism in Anti-Racist Education.](#) – Author Robin DiAngelo

[5 Tips for Being an Ally](#) – Chesca Leigh

[Dismantling Racism: A Resource Book for Social Change Groups](#)

*How racially diverse was your neighborhood(s) growing up? What messages did you receive about race from your family, friends, schools and neighborhood(s)? In other words, how has your race(s) shaped your life?*

*Any white person living in the United States will develop opinions about race simply by swimming in the water of our culture. But mainstream sources — schools, textbooks, media — don't provide us with the multiple perspectives we need."*

—Robin DiAngelo



Co-Presenters: Darlene Flynn & Robin DiAngelo, PhD

#### Learning Objectives:

- Define & distinguish between the following terms: Prejudice; Discrimination; Institutionalized Oppression; Racism
- Identify & articulate some of the ways in which you have been socialized to participate in relations of racism
- Understand what the Good/Bad Binary is and how it functions to protect racism.
- Identify & articulate at least 3 ways in which you can work to challenge racism, both within one-self & your organization
- Feel motivated to continue to learn more about institutionalized racism & your role in it



Presenter  
Dr. Shirley Davis

## Session 5: September 20, 2016

### The Demographic Explosion: Building Relationships Amidst Shifting Power & Preferences

#### Session Description:

Dramatic disruptions continue to share the future for workers, the workplace and the work. Research suggests that by 2030 workers will be older and younger at the same time, more ethnically and culturally diverse, more educated and less skilled, more hyper-connected through new technologies, and more vulnerable to automation, to name a few. With such demographic and technological explosions, how will individuals form the relationships necessary to get the work done so that they and their organizations are successful? In this session participants examined the new relational landscape where power, privilege and preferences of the past are being redefined or even scuttled. Participants identified the new leadership and collaborative models necessary for leaders, managers, and employees to better navigate these differences and cultivate relationships effectively.

#### Learning Objectives:

- Describe key demographic & technological disruptors expected for the global workforce by 2030
- Identify significant ways increasing diversity is changing power, preferences & privilege in workplace relationships
- Increase knowledge of one's own personal power, privilege & preferences
- Apply selected skills for building collaborative relationships & inclusive team functioning

Participants loved “The Diversity Egg” exercise used for introductions. Each table group created a list of things that everyone had in common. Each person also listed one thing that was unique to them. It demonstrated that we all bring uniqueness to the workplace and no matter how different we look, we have much more in common!

Shirley focused on how dramatic disruptions continue to shape the future for workers, the workplace and the work.

Shirley guided participants through engaging and provocative group discussions and skill-building activities such as the Demographic Explosion quiz, which helped participants understand some of the specific demographic changes.

One of the highlights of the session was the group activity where participants played different roles in trying to solve a relationship issue. For example, a manager calls together a group of employees to begin to discuss how to navigate the process of a fellow employee's gender transition. The debrief addressed how power, preference and privilege showed up in the discussions and how to practice collaborative relationship building.

We live in a V.U.C.A World. Shirley introduced new competencies and skills necessary for navigating differences and provided tools and exercises which helped participants understand how to use them in their work environments.

What will you do differently in response to the demographic explosion?

What steps will you take to minimize the impact of power, preferences, and privilege in the workplace?

What skills and behaviors will you apply from the collaborative relationship model to better prepare you to navigate across differences?

86% CEOs say technology advances will transform their business over the next 5 years



AN ERA OF DISRUPTION — V.U.C.A. World

Volatility. Uncertainty. Complexity. Ambiguity.



## Session 6: November 3, 2016

### Innovation in Disruptive Times: The Network Opportunity

#### Session Description:

Every effective employee of an organization today exercises leadership! One of the most important of these leadership exercises is using and building a dynamic professional network. Why? Because networks open up the paths to growth, productivity and success! New science about networks is emerging—successful leaders can be distinguished by their social capital—particularly this means they have powerful personal networks that allow them to mobilize resources, foster collaboration, and win the commitment and followership of their colleagues and customers. However, research shows that many leaders build networks low in social capital, thus hampering their potential to succeed. In this workshop, participants learned what kind of network they have, and what they could do from one meet and greet to another to enhance strategies for building a powerful network that will propel them to new levels of success! Innovative businesses and organizations that support leaders who understand the incredible power of invisible personal networks will be a step ahead of all others. The most successful networks will connect people across demographic differences, geography and skills. Those who know how to create connections and relationships with networked expertise will excel in innovation, creativity and bottom-line results.



Presenter  
Dr. Brian Uzzi

#### Learning Objectives:

- Understand networked organizations & why they are important to leaders & employees in 21st century organizations
- Understand the properties of powerful networks & why they are increasingly linked to achievement & innovation
- Be able to apply practice tools for assessing my personal network (structure, strengths, weaknesses)
- Gain strategies for expanding & using my personal network so that it is diverse, inclusive & productive

We have all heard the story of Paul Revere but who was William Dawes? And how does the story of Revere and Dawes relate to building your network? In this session, Brian brilliantly demonstrated the “Network Opportunity” through the telling of this history of Revere and Dawes and the com-

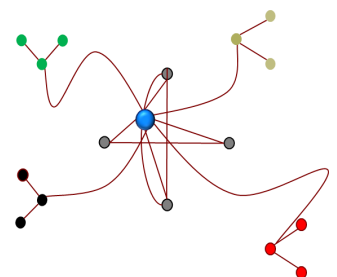
parison of the differing types of networks each of them had. In a Dawes network, over time, people tend to introduce their contacts to one another so that everyone becomes friends, the similarity of thought and skill reverberates, creating what Brian calls an “echo chamber”. In contrast, a Revere network is characterized by three properties: 1) Diversity; 2) Trust; and 3) Brokerage. A Revere network connects echo chambers through the utilization of “brokers”.

Most corporate networks are made up of several clusters of echo chambers but with few links between them. Brokers are especially powerful because they connect the separate clusters, thus stimulating collaboration and ex-

ploiting arbitrage among otherwise independent specialists.

The session gave participants the opportunity to learn strategies for effective networking by mapping out their personal networks using Brian’s “6 degrees of separation” diagnostic worksheet, learning how to locate their brokers, and building their contacts based on shared activities that forge ties between diverse individuals.

To continue your learning, start here by reading these two articles by Brian Uzzi and Shannon Dunlap: [“How to Build Your Network”](#) and [“Make your Enemies Your Allies”](#). Both provide greater depth of what was discussed during this final session of 2016.



*“To build a network rich in social capital, cultivate powerful brokers who aren’t in positions of formal authority—the places where everyone else looks.”*

*-Dr. Brian Uzzi*



Presenter  
Dr. Brian Uzzi



## Executive Briefing & Reception: November 2, 2016

### Innovation in Disruptive Times: Remaking Leadership Networks

#### Briefing Description:

The new science of networks reveals that what distinguishes top executives is their social capital—namely the powerful personal networks through which thriving leaders mobilize resources, enhance collaboration, and gain the commitment and devotion of their colleagues and clients. Yet, research shows that many executives inadvertently build networks low in social capital, reducing their potential to succeed. In this special briefing, learn what kind of network you have, what you do hand-shake-to-handshake that leads you to have one kind of a network vs. another kind, and the effective strategies for building a powerful network that is a vehicle for achieving new heights of success. Leaders with the most successful networks will connect people across demographic differences, geography and skills. Leaders who understand and embrace the growing diversity of global stakeholders and those who know how to create connections and relationships with network expertise will excel in innovation, creativity and bottom-line results.

This evening event was designed for senior leaders of businesses and organizations and provided an overview of effective leadership in emerging networked organizations and markets with practical tools for enhancing personal effectiveness.

In an engaging presentation, Brian shared many leadership tips. For example, as a leader you are trying to minimize your blind spots – you do that through other people. You cannot solve complex problems by yourself. You must rely on the brokers in your network.

We were very grateful to the event Signature Sponsor, The Boeing Company, and especially want to thank Traci Fuller, for orchestrating such a wonderful venue for this reception. The Boeing Customer Experience Center (CEC) was a perfect location for the event and Boeing's gracious hospitality and the wonderfully scrumptious appetizers, created a warm, inviting and exceptional networking experience.

To learn more about the concepts Brian spoke about during his presentation, please read the information for Session 6 on page 9 of this report.

*"A small well designed Revere network is more powerful than a Dawes network. When you form relationships with super connectors or brokers, your value goes up."*  
- Dr. Brian Uzzi



Julie, Barbara, Traci, Effenus

We want to say Thank You to our Organizational Sponsors and Subscribers  
for helping us make 2016 such a great year!

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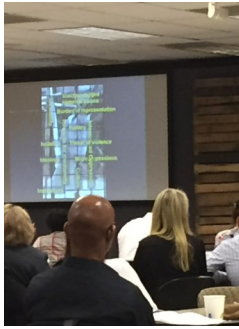
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# 2017 Northwest Diversity Learning Series

## Theme

### Seizing the Courage to Have Disruptive Conversations— An Inclusion Imperative

#### Rationale:

Recent national events and discourse have exposed an undercurrent of diversity tensions putting an “elephant” in the workplace. The elephant? — Uncertainty, questions and conflicts about the implications of diversity and inclusion.

For example,

- Pushback by white working-class men feeling shut out of opportunity and blaming African Americans, Latinos, immigrants and women;
- Outcries of fear and disgust as transgender individuals seek equity and inclusion;
- Mistrust and stereotyping among Boomers, GenXers, Millennials as they negotiate how to work together;
- Eruption of the #Black Lives Matter Movement as one result of racial inequality;
- Outbursts of sexism, misogyny and charges of sexual harassment in the public arena generating sharp calls to stop it;
- Immigrants portrayed as a threat endangering our safety and economic well-being

**2017 Series Purpose:** To learn to create safe spaces where people can tell their truths and listen to each other respectfully in order to foster more inclusive and productive work environments.

## Topics: and Dates

#### Session One: January 17th

Master the Courage to Drive Fierce Conversations

#### Session Two: March 7th

Seize the Courage to Address Gender Bias at Work

#### Session Three: May 9th

Seize the Courage to Deconstruct White Male Privilege

#### Session Four: June 20th

Seize the Courage to Respect Gender Identities in the Workplace

#### Session Five: September 19th

Seize the Courage to Unpack Power Dynamics Among Boomers, GenX & Millennials

#### Session Six: October 30th

Seize the Courage to Respond to the Context of Racial Inequality

#### Session Logistics

**Time:** 8:30 a.m. to 12:00 p.m. (continental breakfast served at 7:45 am)

#### Location:

Nordstrom Flagship Store,  
Seattle  
1617 6th Avenue  
5th Floor, J.W. Nordstrom  
Meeting Room



# History of NWDLS and ISDI

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In 1997, the founders, Barbara Deane, Carlos Gil and Susan Funk, were dissatisfied with the quality and quantity of information made available at national diversity conferences. Also, it was not clear to them how companies were getting a good ROI on their national conference investment.

This team thought they could provide better diversity education at a local level. At the same time, they thought a local educational opportunity would be much more beneficial to the area's employers because more of their managers and employees, in addition to the diversity and HR leaders and specialists, could attend. In other words, the development of diversity competency could be expanded. And that's exactly what happened!

The first session of the NW Diversity Learning Series took place in July of 1998 in collaboration with a progressive group of employers in the Greater Seattle Area (also known as the Puget Sound Region). The Series was offered as six bi-monthly morning workshops over a year's time. The NW Series also spawned a professional development network for the area's diversity leaders as well as an annual diversity education session for executives.

Barbara Deane became the primary organizer and manager of the Series in 1999 and continued for 10 successful years. In 2009, The GilDeane Group, Inc. licensed the NW Diversity Learning Series to Bill Hertan of Tri-Partners, Inc., in preparation and planning for the 2009 NW Diversity Learning Series.

In 2012, Archbright took over the license until the fall of 2015 when it was transferred to Barbara Deane and Effenus Henderson, Co-Founders of the Institute for Sustainable Diversity and Inclusion.

## Contact Information

**[www.i4sdi.org](http://www.i4sdi.org)**

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