


# What's the difference?





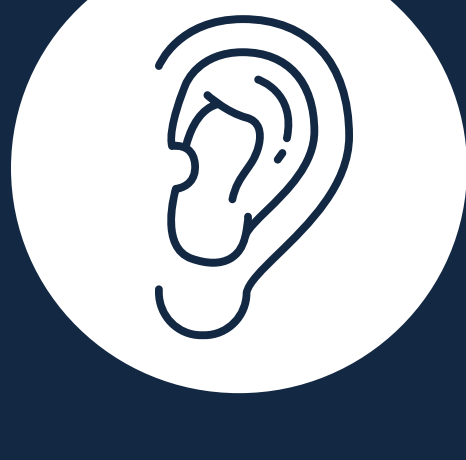




## DEI

(diversity, equity, inclusion)



## Ethnic Studies

<p>A form of training and set of policies aimed at improving interpersonal awareness, attitudes, efficiency, and productivity within increasingly gender diverse, multiethnic, neurodiverse, multiply abled workplace and institutional settings</p>	 <h3 style="margin: 0;">What is it?</h3>	<p>A multidisciplinary field of study, pedagogical approaches, and methodologies that centers the lived experiences, histories, and epistemologies of Indigenous peoples and people of color</p>
<p>Emerges in the late 1970s/80s as a reaction to the civil rights movement and following the introduction of equal employment laws and affirmative action; first used in top-down fashion by organizations (government, military, and corporations), later expanded to schools and other sectors</p>	 <h3 style="margin: 0;">Origins</h3>	<p>Emerges from the grassroots activism and organizing of principally students of color and community activists and is formalized as a university-level academic discipline starting in the late 1960s</p>
<p>Management of tensions, conflicts, biases, language, and inequities in workplace and institutional settings</p>	 <h3 style="margin: 0;">Purpose</h3>	<p>Understanding the histories, pedagogical, and methodological practices of Indigenous people and people of color in a US-based context.</p>
<p>Multiculturalism, bias, prejudice, equality, tolerance, affirmation, celebration</p>	 <h3 style="margin: 0;">Key concepts</h3>	<p>Race as a social construct, racism as a structure, oppression, comparativity and relationality, racial justice movements, self-determination, decolonization, indigeneity, healing and hope, solidarity, social justice, anti-racism</p>
<p>Workforce/institutional management issues arising from interactions among different populations and changes in law and federal and state policy</p>	 <h3 style="margin: 0;">Driving context</h3>	<p>The marginalization of Indigenous people and people of color in traditional academic disciplines and K-12 curricula</p>
<p>General workplace (including K-12 teachers and administration), professional networks, higher education student affairs, government and military, college students</p>	 <h3 style="margin: 0;">Focal populations/ settings</h3>	<p>Education of all people from the perspectives of Indigenous people and people of color</p>
<p>Greene, J. P., &amp; Paul, J. D. (2021). Equity Elementary: "Diversity, Equity, and Inclusion" Staff in Public Schools. Heritage Foundation Backgrounder, (3666). ***Not peer reviewed***</p>	 <h3 style="margin: 0;">Research base for K-12 academic achievement</h3>	<p>Sleeter, C. E., &amp; Zavala, M. (2020). Transformative ethnic studies in schools: Curriculum, pedagogy, and research. Teachers College Press.</p> <p>Dee, T. S., &amp; Penner, E. K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. American Educational Research Journal, 54(1), 127-166.</p> <p>Sleeter, C. E. (2011). The academic and social value of ethnic studies: A Research Review. National Education Association.</p> <p>O'Leary, A. O., Romero, A. J., Cabrera, N. L., &amp; Rascón, M. (2012). Assault on ethnic studies. Arizona firestorm: Global realities, national media and provincial politics, 97-120.</p> <p>Cabrera, N.L., Milem, J.F., Marx, R.W. (2012). An empirical analysis of the effects of Mexican American Studies achievement within Tucson Unified School District. University of Arizona College of Education.</p> <p>Bonilla, S., Dee, T. S., &amp; Penner, E. K. (2021). Ethnic studies increases longer-run academic engagement and attainment. Proceedings of the National Academy of Sciences, 118(37).</p>