

# Diversity Equity & Inclusion Resource Pocket Guide



2022-  
2023



**GREATER  
BINGHAMTON**  
CHAMBER OF COMMERCE



**LEADERSHIP  
ALLIANCE**



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# Introduction

## The Leadership Alliance's Diversity Statement

Truly inclusive economic development begins with a commitment to supporting all voices. The Leadership Alliance between The Agency and the Greater Binghamton Chamber of Commerce is dedicated to cultivating an economic climate that is welcoming, supportive, and empowering. We will do this by providing equitable services and programming to the businesses and residents we serve, regardless of race, sexual orientation, gender identity, age, religion, ability status, immigration, and socioeconomic status.

As the leading economic and business development group in the area, we understand the importance of building an inclusive and diverse community and workforce. Here are some key facts about DEI in businesses:

- Businesses with higher diversity in management earns on average 38% more revenue.
- Diverse teams foster more creativity and innovation.
- Employee turnover decreases in diverse workplaces.

To understand DEI in the workplace, one must first understand the meaning and significance of all three variables: **diversity, equity, and inclusion.**

Each component of DEI is necessary to drive real change at an individual and organizational level.

- **Diversity:** The wide variety of shared and different personal and group characteristics among human beings.
- **Equity:** Takes into consideration the fact that the social identifiers do, in fact, affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Equitable employers create diverse and inclusive workplaces where employees share unique perspectives, respect one another's individual needs, and reach their full potential without barriers. As a result, inclusive workplaces see greater innovation and financial returns, outperform competitors, and improve employee experiences, making your company a better business on the competitor's scale and for your employees. The following pocket guide serves as an introduction to DEI for businesses. Please visit [greaterbinghamtonchamber.com/dei](http://greaterbinghamtonchamber.com/dei) for more information on DEI resources and programming.

# Bias Interrupters

## *Implicit Bias*

The term implicit bias refers to attitudes towards people or associated stereotypes with them without conscious knowledge. Science has proven that most of our actions occur without conscious thoughts, meaning our implicit biases often predict how we will behave more accurately than our conscious values. Implicit bias is a universal phenomenon, not limited by race, gender, sexuality, or even country of origin.



### ***Four Easy to Identify Types of Implicit Bias:***

1. **Prove-It-Again** - Groups facing stereotypes often have to prove themselves over and over.
2. **Tightrope** - A narrower range of workplace behavior is considered acceptable for marginalized groups; for example, an employee being seen as aggressive rather than assertive due to one's race or sex, but otherwise being reprimanded for not being direct or ambitious enough.
3. **Maternal Wall** - Assigning traditional gender roles to parents and preventing opportunity; i.e. the assumption/expectation that fathers will not take paternity leave, withholding high-demand positions from mothers due to stereotypes women are less competent/focused at work due to having children.
4. **Affinity Bias** - Favoring people that one has a connection or similarity to.

\*Note: These common examples are not all-inclusive of the forms implicit bias may take. When making hiring and other HR related decisions, be sure to apply the same standards to each candidate.\*

### ***Eight Powerful Bias Interrupters.***

(Source: **Bias Interrupted** by Joan C Williams)

- Decide in advance what factors are important for the job.
- Give each candidate a separate rating for each factor, then average the ratings to identify the highest ranked candidates.
- Don't just hire friends of friends unless your networks, your org, or both, are diverse. Consider candidates from multi-tier schools, not just elite institutions.
- Make sure to give everyone—or no one—the benefit of the doubt.
- If you waive objective requirements, do so consistently and require an explanation.
- Don't insist on likability, modesty, or deference from some but not others.
- Don't make assumptions about what mothers—or fathers—want or are able to do, and don't count "gaps in a resume" against someone without a good reason for doing so.
- If you comment on "culture fit," "executive presence," or other vague concepts, start with a clear definition and keep track to ensure such concepts are applied consistently

# Screening Resumes: A Checklist



Now with the understanding how implicit bias can impact one's perception of a candidate, standardized procedures should be applied to all aspects of the hiring process. Often times, hiring managers already assume traits, such as race or gender, about a candidate solely based off the name on the resume. Consider a process where resumes are objectively reviewed, removing any identifying information and applying the same standards to each review. Below is a brief checklist with suggested screening questions:

## ***Presentation:***

- ☐ Are there any typos, misspellings, or grammatical errors?
- ☐ Online resumes may not seem reader friendly, remember to focus on content.

## ***Employment History:***

- ☐ Are there any gaps (not always bad if candidate can explain)?
- ☐ How much time is spent in each job?
- ☐ Is there any career progression?
- ☐ Are there any accomplishments?

## ***Relevant experience and skills as outlined in posting:***

- ☐ Number of years in relevant job function.
- ☐ Similar environment or related industry.
- ☐ Transferable skills that would be relevant to this job.
- ☐ Don't rule out someone who seems "over qualified" ; candidates often have good reasons for wanting to "downsize".

## ***Required skills as outlined in posting:***

- ☐ Software packages.
- ☐ Languages/Operating systems.
- ☐ Industry Certifications
- ☐ Leadership/Supervisory Experience

# ADA Compliant Language for Job Description

Employers should be mindful of the language chosen when writing job descriptions. It is important that the language in job descriptions is not prejudicial to a qualified individual with a disability. When writing job descriptions, focus on the essential functions of the job, not the ways they are currently or customarily performed. For example, an employee does not necessarily have to walk in order to move about the office; an individual in a wheelchair can accomplish the task even if unable to walk.

Below are a few ways you can express physical demands/essential functions in an ADA compliant way. Also, if a physical demand is not essential in performing the job, you should omit it from your descriptions.

Physical Demand of Position	ADA-Compliant Terms	Example ADA Compliant Posting
Stand/Sit	Stationary position	Candidate must be able to remain in stationary position for up to 3 hours at a time while greeting.
Walk	Move; Traverse	Candidate must be able to move across factory floor.
Use hands or fingers to handle or feel	Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position	Candidate must be able to operate office machinery including laptop, calculator, copy machine, etc.
Climb (stairs/ladder); Balance	Ascend/Descend, Work atop, Traverse	Candidate will be expected to ascend and descend ladder to perform equipment repairs
Stoop; Kneel; Crouch; Crawl	Position self (to), Move	Constantly positions self to maintain computers in the office, including under the desks and in the server room
Talk/Hear	Communicate, Detect, Converse, Discern, Convey, Express oneself, Exchange info.	The person in this position frequently communicates with clients who have inquiries about insurance policies and claims. Must be able to exchange accurate information in these situations.
See	Detect, Determine, Perceive, Identify, Recognize, Observe, Inspect, Assess	The person in this position must be able to inspect product quality and identify any abnormalities
Taste/Smell	Detect, Distinguish, Determine	Candidate must be able to distinguish between flavors when preparing food
Carry/Lift	Move, Transport, Position, Put, Install, Remove	Frequently moves packages weighing up to 50 pounds onto truck for shipment

# Interviewing People with Disabilities

Hiring laws were enacted to give every candidate a fair chance in the interview and selection process. Despite the American with Disabilities Act, however, recruiters and managers often still find themselves uncertain about what they can and cannot ask in an interview session. Below are some simple guidelines on the Do's and Don'ts of interviewing individuals with disabilities.

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## DO

### **Do ask job-related questions, such as:**

- These are the essential functions of the job as explained in the job description.
- Tell me more about how you would perform these functions with or without an accommodation.

### **Do state the organization's attendance requirements and ask if the applicant can meet them.**

### **Do focus on the candidate's skills, abilities, and qualifications to do the job.** Ask yourself - are the interview questions relevant to the job

### **Do wait until the candidate requests or mentions an accommodation before discussing this topic** (it is the candidate's responsibility to make the request for accommodation). Ask them to describe how the accommodation they've requested will assist them in accomplishing tasks.

### **Do conduct the interview:**

- In a manner that emphasizes abilities, achievements and individual qualities.
- So that the individual with the disability can explain how the person would perform the job with or without a reasonable accommodation.
- As you would with any other candidate applying for the open position.

## DON'T

### **Don't ask questions about the disability, such as:**

- Can you tell me about your disability?
- How will you get to work?
- What sort of treatment do you need?
- Do you have a mental or physical condition that would preclude you from qualifying for this position?

### **Don't ask about the amount or type of leave they expect to take to get treatment for their condition.**

### **Don't focus on the candidate's disability.**

### **Don't ask questions about accommodations, such as:**

- Will you need accommodations?
- What kind of accommodations will you need?
- How much will that accommodation cost?

### **Don't try to imagine how you would perform the job with the disability.** People with disabilities make adjustments to perform tasks that others may imagine to be difficult or impossible.

# Recognizing White Privilege & Workplace Guidance

**White Privilege:** The spillover effect of racial prejudice and White institutional power. White privilege is the ability to grow up thinking that race doesn't matter. As a member of the dominant group a White person has greater access or availability to resources because of being White. Privilege may be less recognizable to some White people because of gender, age, sexual orientation, economic class or physical or mental ability, but it remains a reality because of one's membership in the White dominant group.

**White Supremacy:** The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. White most people associated white supremacy with extremist groups like the Ku Klux Klan and the Neo-Nazis, white supremacy is ever present in our institutional and cultural assumptions that assign values, morality, goodness, and humanity to the white group while casting people and communities of color as worthless, immoral, bad, inhuman, and "undeserving".

## What Can I Do?

### As an individual:

- Educate yourself on privilege and the ways to recognize it.
- Be aware of your language-when you refer to an "average" or "normal" person, are you referring to someone not in the majority?
- Use your privilege to share your power. When you see privilege in action, call attention to it.
- Listen. Be supportive of colleagues bringing different perspectives.

### As a manager:

- Educate yourself on privilege and the ways to recognize it.
- Be careful about assumptions you might make- especially about what is normal, and about the ways your staff might experience phenomena differently.
- When making hiring or assignment decisions, be aware of the ways that privilege operates. Seek out diverse candidates.
- Make sure that your office communications are inclusive of all- that your images are diverse, that you alternate use of he and she when writing, etc.
- Create a safe environment for discussion of difficult topics making sure each employee has the opportunity to engage how they feel most comfortable addressing issues.





# Facilitating Difficult Race Discussions

Productive conversations can also often times feel difficult or uncomfortable, however, it is important to embrace that discomfort in a safe setting in order to learn and grow as individuals and organizations. Often times, when discussing race, individuals may attempt to sidetrack the conversation, even if they are unaware of it, to a topic that is easier for them to address or relate to; facilitators in turn may get defensive or try to appease participants by changing the topic, however, when employers allow these discussions to be sidetracked, progress will be not be made. At the same time, however, employers should not try to control the content discussed, but instead control the process. Employers must ensure that all participants feel able to express their feelings without fear of retaliation or prejudice; this looks like educating yourself and participants on different cultural identities, being aware of one's own biases, acknowledging a participant's discomfort and feelings, not getting defensive & challenging prejudiced statements, and expressing appreciation for those who participate despite potentially feeling unsafe. The following are two examples of an unsuccessful and a successful racial dialogue:



## ***Unsuccessful Racial Dialogue:***

The Context: An Educator-Training Workshop

The Topic: Past Discrimination and Oppression Against People of Color

**Female Trainee (stating her thoughts angrily):** Why aren't we also addressing issues like sexism? We women are an oppressed minority group as well ! I always feel training like this make women invisible and that our needs are ignored. Women are paid less than men, we are treated as sex objects...I mean, everything is about race and racism, but what about us...what about our situation?

**Instructor:** Yes, I can understand that, but I can't cover every single group that has been oppressed, and this training is about the oppression of people of color and the harm they experience from oppression.

**Trainee (raising voice):** Women are harmed too...why does it have to be like that anyway? Why use an arbitrary decision in deciding which group to address? I just don't believe you can relate to my situation as a woman!

**Instructor (becoming slightly defensive, attempting to appease the trainee):** Okay, let's talk about the plight of women as an oppressed group. It's not my intent to ignore discrimination against women, In fact, many of our studies on discrimination have dealt with gender micro-aggressions like sexual objectification.

# Facilitating Difficult Race Discussions

## *Successful Racial Dialogue:*

The Context: An Educator-Training Workshop

The Topic: Past Discrimination and Oppression Against People of Color

**Female Trainee (stating her thoughts angrily):** Why aren't we also addressing issues like sexism? We women are an oppressed minority group as well ! I always feel trainings like this make women invisible and that our needs are ignored. Women are paid less than men, we are treated as sex objects...I mean, everything is about race and racism, but what about us...what about our situation?

**Instructor:** I'm glad you brought that up. You make excellent points. Yes, women are definitely an oppressed group, and we can talk about that as well. Before we do that, however, I'm picking up on lots of strong feelings behind your statement and wonder where they are coming from. (The instructor controls the process by refocusing exploration on the trainee).

**Trainee:** What do you mean?

**Instructor:** You seem angry at something I've said or done.

**Trainee:** No, I'm not...just upset that women get short-changed.

**Instructor:** I can understand that, but the intensity with which you expressed yourself made me feel that my points on racism were being dismissed and that issues of racism were unimportant to you. Being a woman, you clearly understand prejudice and discrimination. Can you use the experience of having been oppressed to better understand the experience of people of color?

**Trainee:** I guess so...I...I guess racism is important.

**Instructor:** You don't seem too sure to me...you still seem upset. What is happening now? Can you get into those feelings and share with us what's going on?

**Trainee:** Nothing is going on...It's just that, you know, it's a hot topic. I guess talking about racism, it seems like you are blaming me. And, I don't like to feel wrong or at fault or responsible.

**Instructor:** Tell me about feeling blamed. In what ways do you feel blamed?

**Trainee:** Well, maybe there are feeling of guilt, although I'm not to blame for slavery or things of the past.

**Instructor:** Good, let's all (referring to entire workshop group) talk about that. Now we are getting somewhere. (Turning to entire group of instructors who have been transfixed by the interaction) I wonder if some of you can tell me what you see happening here. Do any of you feel the same way? What sense do you make of the dialogue we just had here?

# LGBTQIA+ : How to be an Ally

**Ally:** A term typically used to describe someone who does not identify as LGBTQIA+ but who is supportive of LGBTQIA+ equality in its many forms and through a wide variety of different expressions, both personal and private. This term also can be used by LGBTQIA+ people when they demonstrate support for different members of the community (e.g., a lesbian being an ally to a person who is transgender).

Becoming an ally doesn't happen overnight but there are steps anyone can take to become one. Here are some tips for anyone looking to be an ally or how to be a better ally:

- **Get Educated.** One of the best ways to demonstrate your interest in moving equality forward and in being an ally is to get and keep getting educated. Find the answers when you don't understand something. Go online. Ask questions. Do some research. Reach out to other allies who might have grappled with the same challenge. Have LGBTQIA+ friends? You can also ask for their help. Just be aware that not everyone is comfortable speaking about some issues, their personal experiences, or being your go-to resource. So be willing to accept "no" as an answer, and have a backup plan for finding what you need
- **Take advantage of the power of language.** The terms associated with the LGBTQIA+ community are vast, important, and evolve rapidly. Notably they are a great way to keep educated and offer lots of ways to start moving what you learn into action. As simple as it may be sometimes, using the correct language makes a big difference. A simple way to start is by finding out a person's pronoun before engaging in a conversation so you can refer to the person correctly.
- **Speak up.** When it comes advocating for the LGBTQIA+ community, allies have more power than those in the community. Using your voice and platform to uplift or advocate for others can be of tremendous help.
- **Don't assume.** We constantly make assumptions about people, whether unconsciously or consciously. Put your assumptions in check about who is and is not supportive of LGBTQIA+ equality, or even about their willingness to engage in a conversation about LGBTQIA+ inclusion. As you put those assumptions in check, you'll start to see that people will often surprise you. They may not always be where you want them to be on their ally journey but you'll never know or know how you can support them until you give them a chance. You should never assume a person's gender or sexuality.
- **Listen and offer support.** Listen to other people to hear what they've got to say. Maybe they'll say something that can be helpful to you and your journey. You won't know unless you're really listening.





# Creating an Inclusive Workplace

Here are some things that you can do as a manager to foster a more supportive environment:

–**Foster a sense of belonging.** Managers play an important role in helping employees feel connected to an organization. Encourage employees to participate in team building, recreational, and/or volunteer opportunities.

–**Ensure that you are providing a safe, trusting, and productive work environment.**

–**Emphasize work-life offerings.** It is important for managers to be aware of what is available to assist employees. Point employees in the right direction when they need assistance.

–**Attend leadership and diversity training.** Managers should know the benefits and rewards of a diverse workforce. Also encourage managers who report to you to attend training. Helping managers understand the benefits of diversity can create a supportive environment.

–**Develop internal candidates for promotion:** Make sure that overt barriers to promotion of internal candidates are removed. Ask questions if employees from diverse backgrounds are not receiving good performance reviews or are not part of any talent management review



# Glossary

## A

- **Accessibility:** the extend to which a facility is readily approachable and usable by individuals with disabilities.
- **Ally:** a person of one social identity group who stands up in support of another of members of another group.
- **Anti-Racism:** being critically aware of the existence of racism and understanding how it is systemic and the policy or practice of opposing racism and promoting racial tolerance.

## B

- **Bias:** a form of prejudice that results from the tendency and need to classify individuals into categories.
- **Bigotry:** an unreasonable or irrational attachment to negative stereotypes and prejudices.
- **BIPOC:** an acronym used to refer to black, indigenous, and people of colour based on the recognition of collective experiences of systemic racism.

## C

- **Cis-Gender:** a person who identifies as the gender they were assigned at birth.
- **Colour Blind:** the belief in treating everyone "equally" by treating everyone the same; (i.e., "I don't see race, gender, etc.").
- **Conscious Bias:** refers to the attitudes and beliefs we have about a person or group on a conscious level; explicit bias.
- **Culture:** culture is the pattern of daily life learned consciously and unconsciously by a group of people.
- **Cultural Appropriation:** the adoption or theft of icons, rituals, asethetic standards, and behavior from one culture or subculture by another.

## D

- **Decolonize:** the active and intentional process of unlearning values, beliefs and conceptions that have caused harm to people through colonization.
- **Disability:** an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these.



# Glossary

- **Discrimination:** the denial fair treatment by both individuals and institutions in many areas, including employment, education, housing, banking, and political rights.

## E

- **Ethnicity:** a social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.
- **Equality:** all people within a society or isolated group have the same status and rights regardless of their social identities.

## G

- **Gender Expression:** external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics.
- **Gender Identity:** your internal sense of self; how you relate to your gender.

## H

- **Harassment:** unwanted conduct with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating, or offensive environment based on their race, color, sex, sexual orientation, religion, national origin, disability, age, etc.
- **Hate Crime:** a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of the victim.
- **Homophobia:** the fear or hatred of homosexuality (and other non-heterosexual identities) and persons perceived to be gay or lesbian.

## I

- **Indigenous People:** ethnic groups who are the original inhabitants of a given region, in contrast to groups that have settled, occupied, or colonized the area.
- **-Isms:** a way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group. For example, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.

## L

- **LGBTQIA+:** an inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual.



# Glossary

## M

- *Micro-Aggression*: the verbal, nonverbal, and environmental slights, snubs, insults, or belittlement, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon discriminatory belief systems.

## N

- *Non-Binary*: people who experience their gender identity and/or gender expression as falling outside the categories of man and woman.

## O

- *Oppression*: results from the use of institutional power and privilege where one person or group benefits at the expense of another.

## P

- *Privilege*: unearned access to resources (social power) only readily available to some individuals as a result of their social group.

## R

- *Race*: a social construct that artificially divides individuals into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time.
- *Racism*: prejudiced thoughts and discriminatory actions based on a difference in race/ethnicity.

## S

- *Sex*: biological classification of male or female (based on genetic or physiological features); as opposed to gender.
- *Sexual Orientation*: one's natural (not chosen) preference in sexual partners.
- *Stereotype*: a form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, uncritical judgment, and intentional or unintentional discrimination.
- *Systemic Racism*: complex interactions of culture, policy, and institutions that create and maintain racial inequality in nearly every facet of life for people of colour.

## T

- *Token-ism*: hiring or seeking just to have representation such as a few women and/or racial or ethnic minority persons so as to appear inclusive while remaining mono-cultural.



# Glossary

- Transgender/Trans: an umbrella term for people whose gender identity differs from the sex they were assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.

- Transphobia: fear or hatred of transgender people; can exist in LGB and straight communities

## U

- Unconscious Bias: social stereotypes about certain groups of people that individuals form outside their own conscious awareness; Implicit bias

## W

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

## X

- Xenophobia: hatred or fear of foreigners/strangers or of their politics or culture





# Resources

Here is a list of local organizations that can provide information on specific topics.

**General Diversity:**

- Citizen Action
- United Way
- Broome-Tioga NAACP

**Health & Wellness:**

- Crime Victims Assistance Center
- MHASt Mental Health Association of the Southern Tier
- EQ Solutions You 2.0
- Southern Tier Aids Program (STAP)

**Disability:**

- ACHIEVE
- AVRE
- Helping Celebrate Abilities (HCA)
- Southern Tier Connect
- Southern Tier Independence Center

**Immigration:**

- American Civic Association

**LGBTQIA+:**

- Binghamton Pride Coalition
- Identity Youth
- PFLAG Binghamton
- Pride & Joy Families

**Religion:**

- Broome County Council of Churches

**Veterans:**

- Binghamton Veteran's Center



# Conclusion

This guide is a resource meant for businesses across all industries to better understand and improve diversity, equity, and inclusion programs and policies within their organizations. DEI brings together people, perspectives and ideas to help create stronger bonds among individuals, stronger organizations, and as a result, a better Greater Binghamton for all.  
We are truly stronger together.

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*For more information on DEI resources and programs visit:  
[www.greaterbinghamtonchamber.com/dei](http://www.greaterbinghamtonchamber.com/dei)*

*A full length DEI Resource Guide is in development & scheduled to be published by the Greater Binghamton Chamber in 2023*



# Works Cited

## **Introduction:**

- <https://online.sbu.edu/news/why-dei-matters>
- <https://fitsmallbusiness.com/dei-in-the-workplace/>

## **Bias Interrupters:**

- MIT Human Resources
  - <https://hr.mit.edu/managers/hiring>
- The Perception Institute:
  - <https://perception.org/research/implicit-bias/>
- Biased Interrupted by Joan C. Williams

## **Screening Resumes:**

- MIT Human Resources
  - <https://hr.mit.edu/diversity-equity-inclusion/resources>
  - <https://hr.mit.edu/managers/hiring>

## **ADA Compliant Language:**

- MIT Human Resources
  - <https://hr.mit.edu/diversity-equity-inclusion/resources>
  - <https://hr.mit.edu/managers/hiring>

## **Interviewing People with Disabilities:**

- MIT Human Resources
  - <https://hr.mit.edu/diversity-equity-inclusion/resources>
  - <https://hr.mit.edu/managers/hiring>

## **Recognizing White Privilege and Workplace Guidance:**

- MIT Human Resources
  - <https://hr.mit.edu/diversity-equity-inclusion/resources>
  - <https://hr.mit.edu/managers/hiring>

## **Facilitating Difficult Race Discussion:**

- Facilitating Difficult Race Discussions: *Five Ineffective Strategies and Five Successful Strategies* by Derald Wing Sue, PhD

## **LGBTQIA+:**

- PFLAG
  - <https://pflag.org/sites/default/files/2020-Straight%20Ally%20Guide%20Revised.pdf>

## **Creating an Inclusive Workplace:**

- MIT Human Resources
  - <https://hr.mit.edu/diversity-equity-inclusion/resources>
  - <https://hr.mit.edu/managers/hiring>



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