

Applying Shared Equity Leadership to an Insurance Firm

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Author Note

The author wishes to dedicate this Capstone manuscript to the DEI team for being a brave community despite it all.

Abstract

In a messy political and social climate, diversity, equity, and inclusion (DEI) initiatives stand at a precipice. Within this daunting landscape, a large insurance firm in the Midwest continues to educate its employees about race in the United States and racial healing for all bodies in a 6-week, cohort-based program called Inclusion Institute. Despite monthly Inclusion Institute Alumni meetings, there is a strong employee desire to leverage and further DEI at the insurance firm. This paper examines Shared Equity Leadership (SEL) implementation, originally implemented in higher education settings, in a corporate workplace—and devises a curriculum for immediate use in an Inclusion Institute Part II. Part II satisfies the need for additional DEI support while equipping employees with the tools to lead with equity in their spheres of influence.

Keywords: shared equity leadership, inclusion, equity, insurance

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Applying Shared Equity Leadership to an Insurance Firm

For nearing 10 years, the Diversity, Equity, and Inclusion (DEI) department at a large insurance firm in the Midwest has been committed to excellence and education, recently earning the honor of being named one of the best DEI departments globally. At the forefront of the DEI program at the firm are educational opportunities for employees which includes Inclusion Institute: a 6-week, cohort-based educational program created in 2021 which situates employees in American history and teaches racial healing concepts while focusing on financial topics pertinent to this organization and its industry, like redlining, Community Development Financial Institutions (CDFIs) and credit unions.

Inclusion Institute is unlike any other program the author has heard of in a corporate setting. It challenges participants in ways they do not expect. Inclusion Institute primarily utilizes a curriculum including a California Newsreel series called *Race: The Power of an Illusion* which details how race is a social construct and not biological, as well as discussing race in the context of American history (Adelman, 2003). Members of the firm's DEI team serve as facilitators, including the author, and introduce concepts like the four levels of racism from Race Forward—internalized/individual, interpersonal, institutional, and structural (Race Forward, n.d., “What Are The Different Levels of Racism?”). Other concepts include confronting white people's urgency to end racism (Berila, 2020) and what centering Blackness and Black bodies can do for everyone (Price, 2020), much like centering disabled bodies with instituting curb-cuts improved everyone's lives, not just those who are disabled.

Anonymous quotes tell the story of Inclusion Institute: “I learned more about myself than I thought I would. I appreciated the internal focus and reflection as much as learning about the

external factors” (2024), and “It was a deep, authentic experience with much self-reflection” (2024). The most in depth quote provides additional insight:

[Inclusion Institute] was the most profound professional experience for me. Breaking down barriers to foster openness and communication are key to building lasting partnerships and broader understanding of challenges that people of color face with racism as well as other “isms” that we encounter. I feel more aware of being sensitive to other people’s circumstances/influences in ways that I couldn’t even imagine before attending [Inclusion Institute]. It was truly an honor to be part of this learning group! (2024)

Yet, there remains a twofold problem on an enterprise level: DEI remains viewed as a responsibility of the DEI department, and those who graduate from Inclusion Institute and have already begun or continued their personal journey are left wondering how to incorporate DEI into their roles or teams and continue the types of conversations had in Inclusion Institute. Despite ongoing Inclusion Institute Alumni monthly meetings, graduated participants want more, and the DEI team wants to provide more programming that satisfies this need in addition to equipping people with their own tools to ensure they can support equity in their own, individualized ways. Efforts at creating an Inclusion Institute Part II have stopped at the beginning due to workload and concerns about whether the firm would allow additional commitments for such a program that does not tie back to the business in a clear way.

The author therefore considered the following research question: how might roles and teams enhance DEI outcomes through Shared Equity Leadership (SEL) at this large insurance firm? The SEL (American Council on Education [ACE] & University of Southern California [USC], 2021, p. 3) model provides broad accountability and deep problem-solving capabilities

with its shared values and practices distributed amongst all levels of the organization. SEL began as a joint research project between University of Southern California Pullias Center for Higher Education and the American Council on Education (Ueda et al., 2023, pp. 4-5). This joint research project evolved into a model, which appears to have a twofold fit to resolve this problem—it both shares accountability within an organization and invites others to the table through values and practices. This apparent fit requires careful consideration in evaluating SEL and in evaluating how one might successfully launch a program that teaches SEL principles at the organizational level, outside of the higher education context in which SEL was initially created.

In imagining a solution, the author created a proposal recommendation: an Inclusion Institute Part II where participants in the cohort would be grounded in SEL and offered examples of how SEL can fit into the enterprise with opportunities to brainstorm new ideas for new ways to incorporate the SEL values and practices. Each participant could then choose their top two values and at least one practice that they could immediately implement as individual contributors or as people leaders. The cohort experience would then culminate in an imagination exercise including how these practices and values would be implemented for each participant, allowing participants to work through potential issues without risk.

This proposal recommendation requires insight into SEL and the successful DEI practices that the firm has already employed. Additionally, the firm does not exist in a vacuum—the political landscape is charged and is one in which DEI is fighting to survive as a discipline. Therefore, the author situates the firm in its political context, detailing how Inclusion Institute could even be the reason DEI could fail at the firm, and then explores how SEL can easily fit into the corporate setting with a single adjustment to the practices. Finally, the author details the

complete curriculum and facilitation outline for each of the four recommended sessions and the pre-work required of participants in the cohort. All of this—Inclusion Institute Parts I and II and even the ability to bring SEL to the corporate setting of this Midwestern insurance firm—is made possible by the hard work of the DEI team, particularly the Chief Diversity Officer and the Director of DEI, who have been serving the firm for the nearly the last 10 years.

Literature Review

What is SEL, and what are the various strategies of successful implementation which would support a SEL framework? This literature review provides an in-depth look into SEL, while weaving in successful strategies of implementation which support the proposal recommendation. At a high level, SEL is a framework which supports accountability broadly across an organization. SEL accomplishes this by imbuing the individual with values and practices in accordance with their own personal DEI journey. Within this personal journey, the values and practices of SEL become the basis of accountability for each individual. This accountability builds upon itself in numerous individuals and among them, creating lasting change. Two overarching themes support implementing SEL successfully in the insurance firm: broad accountability and creating emotional processing spaces.

As previously stated, SEL began as a joint research project between University of Southern California Pullias Center for Higher Education and the American Council on Education (Ueda et al., 2023, pp. 4-5). The SEL model brings to the table as many individuals as possible to share in the common purpose of advancing equity, from individual contributors to mid-level people leaders to the Executive Team. Under such a model, Ueda et al. (2023) write that “[a] shared leadership approach taps into the collective capacity latent within an organization and maximizes the breadth and depth of its impact to advance equity” (p. 5). The model comprises

“eight values and 15 practices [which] can seem overwhelming” (ACE & USC, 2021, p. 3), but the SEL model emphasizes that “the values and practices are meant to be enacted *collectively* rather than by a single leader” (ACE & USC, 2021, p. 3). Using SEL, collective action becomes a powerful method for advancing equity in the workplace and the values and practices become additional tools individuals can utilize.

Broad accountability thus becomes one of the key reasons for implementing such a framework. It is important to understand the definition of accountability under the SEL model. “*Accountability* means taking ownership of the results that have been produced, whereas *responsibility* focuses on the expectations for the defined roles of each team member and what value they can bring to the table because of their specific position. While accountability is results- or outcomes-focused, responsibility is task- or project-focused” (Kezar et al., 2022, p. 6). This view of accountability places equity in the hands of individual contributors up through people leadership into the Executive Team of the firm—everyone can participate. When everyone can participate and be accountable in their own ways and to themselves and within their own cohort, the weight of the responsibility and accountability on the DEI team to advance equity at the enterprise level alone lessens.

Though the accountability and responsibility may lessen to an extent, it does not disappear. The secondary theme of creating emotional processing spaces becomes both more prominent and more urgent due to *emotional labor*—a term created by Arlie Russell Hochschild in 1983 to describe the emotional weight on a person by offering emotional processing space to people as a member of a caring profession. Hochschild (1983) further elaborates that such emotional processing space is meant to ensure the recipient feels “emotionally affirmed and supported” (Anderson, 2021, p. 361, as cited in Vigil et al., 2023, p. 4). Vigil et al. (2023)

provide a thorough examination of creating emotionally supportive spaces within the SEL framework and particularly what it means within the shared accountability context (p. 10), which become more salient with the inclusion of the actual successful practices DEI professionals put in place in their own workplaces.

Hogan et al.'s 2023 study is a wealth of information of successful practices to further employ. Within this study, Hogan et al. (2023) found employee learning (p. 8), engaging top-level leaders (p. 13), and listening sessions (p. 14) as powerful and successful practices employed by DEI leaders to advance equity in their organizations. These practices directly correlate to activities currently in place or which can easily be put into place at the insurance firm. For employee learning, Hogan et al. (2023) note “cross-cultural communication...as well as...implicit bias training” (p. 8). These practices are in place in various forms for the insurance firm as DEI team offerings and even through the Learning Management department due to federal and state regulations. Going a step further into the SEL framework, the proposal recommendation seeks to educate employees in the SEL methodology to spread DEI accountability enterprise-wide. To do so successfully, SEL must be brought to the top-level leaders like Hogan et al. (2023) discuss in their article—specifically speaking to leader comfort in discussing DEI topics (p. 13). The proposal recommendation accounts for this aspect by incorporating education into its core, building on the personal DEI journey from Inclusion Institute Part I and the topics listed above that are covered in its curriculum, and incorporating SEL values and practices in Inclusion Institute Part II.

Lastly, listening sessions take many forms in Hogan et al.'s (2023) study—a mix of individual contributors to top-level leaders discussing pertinent topics (p. 14). The insurance firm's Employee Resource Groups host such spaces, and there are company-sponsored spaces as

well which the DEI team facilitates, but the proposal recommendation goes a step deeper into this subject. The proposal recommendation seeks to ensure that, building upon the highly personal and vulnerable conversations which occur in Inclusion Institute Part I, that Part II has spaces to be vulnerable and also imagine a better future. This imagination space serves to bring others into the individual participant's own vulnerable space, thus broadening the participant's ability to perform emotional labor. This in turn allows others—not just the DEI team—to perform emotional labor. It also allows the DEI team facilitators to serve as consultants within the SEL realm, offering assistance, advice, and simply offering emotionally supportive space (Vigil et al., 2023, p. 16) to accommodate participants' needs as necessary.

The ultimate goal for the proposal recommendation is to have the DEI team serve as consultants for the insurance firm's SEL proponents. This is a salient point of the work Hogan et al. (2023) performed in examining the successful work practices of DEI professionals (p. 15). One participant in Hogan et al.'s (2023) study spoke to becoming a consultant for the wider organization (p. 15), which served both the participant and the organization well, for the participant had emotional labor at a reduced depth while maintaining broader reach across the organization and perhaps even the ability to create a community of practice for employees reaching similar roadblocks.

Within this literature review, there is now a better understanding of SEL as a framework, successful implementation practices in place and those that can easily be put into place at the firm, and a better understanding of how both fit the proposal recommendation. However, there must be a discussion of the political factors which will cause the landscape of DEI to shift. The insurance firm's Executive Team fully supports DEI as the way forward to reach the changing demographics of the United States. Though the current presidential administration is supportive

of DEI, with the new presidential administration, it will be difficult to continue, even in the private sector. The firm will do its best by perhaps changing what DEI is called in the event that private sector DEI is banned—but the Chief Diversity Officer remains unyielding in the face of other companies preemptively changing what DEI is called and has told the Executive Team that such an action is not recommended. Within this tumultuous climate for DEI, Inclusion Institute Part I stands as a reason for concern due to its potential to be viewed as provocative. The author has detailed some information below which serve as complications in this climate.

Political Landscape

There is a fear hanging over the corporate space in the current political landscape—his name is Robby Starbuck, and he considers himself a conservative activist. He has successfully aimed his large social media following which includes insiders who inform on “woke” policies (Telford, 2024) at Lowe’s, causing that corporation to remove DEI offerings altogether, including Employee Resource Groups, and stop submitting results to the Human Rights Campaign’s Corporate Equality Index, which measures a company’s commitment to LGBTQIA+ employees (Telford, 2024).

For a risk-averse industry like insurance, and an even more risk-averse company like this Midwestern organization, a focus from Mr. Starbuck on the firm’s DEI initiatives could very well result in the demise of the DEI department, despite reassurances from the Executive Team that DEI is here to stay. It is Inclusion Institute Part I that the author fears could potentially be the cause of any negative feedback, should any slide or element be taken out of context. Perhaps when reviewing social identities and privilege in the Inclusion Institute Part I curriculum, or perhaps when discussing racialization as a social construct (Adelman, 2003). Perhaps in unguarded, vulnerable conversation and within reflection spaces. It is precisely this fear which

drives the author to create an Inclusion Institute Part II to rally those employees invested in DEI and provide a purpose and a framework to leverage in the coming political landscape with the new presidential administration.

It is in SEL that the firm's DEI team has an opportunity to influence without authority and distribute an equity mindset among the up to 250 people who have taken Inclusion Institute Part I since its inception in 2021. In utilizing SEL, the DEI team can achieve the outcome of educating as many people as possible about the realities of race and racism in the United States—crafting a holistic curriculum that stretches comfort zones without causing panic, in addition to providing those participants with equity tools they can utilize wherever they are in the hierarchy of the firm. Where SEL shines is its creation of a culture of equity, and that can be enacted at any organization.

The author views the values and practices of SEL as easily deployed in a corporate setting. This is especially pertinent given recent changes in the company's aspirations where the Chief Executive Officer has informed the DEI team of the intent to cultivate a culture in which pushing back and questioning actions respectfully must be enacted for the wellbeing of the firm—as with any company. As seen below, that practice is one of the SEL practices, and the author believes that Inclusion Institute Part II is critical to shaping enterprise culture the way that the Executive Team and the DEI team are wanting to accomplish.

The SEL Model Applied to a Corporate Setting

SEL as a model is approachable and, though initially tailored toward a higher education system, easily applies to a corporate setting with the minor adjustment of replacing the word “students” with “employees” (ACE & USC, 2021, p. 3). The essential concepts of SEL—though not typically seen in a corporate environment—are introduced in Day One of Inclusion Institute

Part I in the first week, where participants are taught about courageous conversation, a concept introduced by Glenn Singleton (2022). Singleton coined “the four agreements of courageous conversation” (2022, p. 50), where participants agree to:

1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure (2022, p. 50)

Gaining this experience enhances the quality of the dialogue, as seen in the participant quotes about Inclusion Institute Part I above. It also serves as an excellent segue into SEL, building on that solid foundation.

The SEL values are as follows: love and care, vulnerability, humility, courage, transparency, comfort with being uncomfortable, self-accountability, and creativity and innovation (ACE & USC, 2021, p. 2). Additionally, the SEL practices are below, with that minor adjustment to accommodate a corporate environment: centering [employees’] needs, setting expectations for the long term, building trust, cultivating positive relationships, diminishing hierarchy, welcoming disagreements and tensions and unpacking them respectfully, questioning, disrupting, using language intentionally and communicating openly, learning and helping others learn, making decisions with a systemic lens, hiring diverse leaders, creating rewards and incentives, implementing new approaches to accountability, and modeling (ACE & USC, 2021, p. 3).

The eight values and 15 practices offer tangible methods of engaging in DEI work as an employee, without needing to be on the DEI team, and within an existing framework that complements and builds upon the values, skills, and vulnerability learned in Inclusion Institute

Part I. A carefully crafted proposal recommendation takes into consideration the above values and practices and embraces the above DEI practices Hogan et al. (2023) identified in their study, weaving the two together to create a curriculum that builds on Inclusion Institute Part I while introducing new content, skills, and tools to equip the graduates of Inclusion Institute Part I with an equity mindset and practices that directly correlate to ensuring equity spreads throughout the firm.

Recommendations

First and foremost, the DEI team facilitators must read the various publications created by SEL proponents to become familiarized with the material. The author strongly recommends reading the emotional processing space PDF published by Vigil et al. (2023) in addition to the materials that participants would be exploring. The facilitators must be equipped to answer questions about SEL and offer resources to participants who may wish to do additional exploration. This work would prepare the DEI team facilitators to become consultants in SEL, which would both alleviate the pressure on the DEI team facilitators to do all things DEI while further entrenching them into being large drivers of the enterprise culture.

For the graduates of Inclusion Institute Part I, the author recommends a robust offering from the DEI team facilitators: a Part II which encompasses building on Inclusion Institute Part I with SEL and proven DEI practices and takes place over four weeks at two hours per session. These three parts of the recommendation build on each other to create a new DEI team offering in which only the graduates of Inclusion Institute Part I can participate, having satisfied the first step of SEL in developing a “critical consciousness” (Ueda et al., 2023, p. 6) in their personal journey, as noted above. Deeply personalized journeys do not only begin in Inclusion Institute Part I—rather, participants often use Part I as a way of enhancing or furthering their own DEI

journeys. However, SEL requires that an individual undergo a self-reflective journey and Inclusion Institute Part I satisfies that requirement.

In keeping with Inclusion Institute Part I, the cohort can expect a syllabus (see Appendix) in which the sessions' pre-work is clearly defined. For Session One's prework, the author introduces the concept of SEL by utilizing the short primer PDF published by the American Council on Education (ACE) and the University of Southern California (USC), Pullias Center in 2021. The six-page PDF introduces the three concepts inherent in SEL: the personal journey, the values, and the practices, underscoring that these all are meant to be enacted collectively rather than by one individual person (ACE & USC, 2021). Additionally for Session One's pre-work, the author has identified an approximately 28-minute YouTube video published by University of Colorado – Boulder's (CU Boulder) Arts and Sciences (A&S) Office for Justice, Equity, Diversity, and Inclusion (JEDI) in 2024. In the video, two members of the CU Boulder A&S JEDI Office discuss the history of SEL and its framework, as well as offering examples in a higher education context, underscoring the need for collective action and individual agency within the SEL framework (CU Boulder A&S Office for JEDI, 2024). The author believes both sources of information will provide background to understand the overarching SEL concepts in an introductory fashion without overwhelming participants. Both the PDF and the video allow participants to ease into the concepts at their own pace, repeat information if necessary, and most importantly, both materials are approachable without needing to read scientific studies.

For the first session's outline, the author recommends that the DEI team facilitators spend time creating the container for the session by outlining community values at the very beginning of this and subsequent sessions, as participants are acquainted with this procedure in the Inclusion Institute Part I curriculum. After gathering community values, facilitators should also

lay groundwork for SEL within the insurance firm—articulating how SEL advances equity and equips participants with tools to do so, while allowing the DEI team facilitators to serve as consultants for any situations which may arise. Facilitators should also devote a section of time to answering questions about the content before the facilitators open breakout rooms for participants to discuss the content they read as pre-work. Once breakout rooms close after approximately 15-20 minutes, a large group discussion to debrief the small group discussions would be beneficial for participants.

The author highly recommends then introducing the eight SEL values above briefly at the end of the session, which will underscore the need for participants to engage with their Session Two pre-work which involves reading part of Kezar et al. (2021), as participants dive into the three types of ways equity work typically begins for an individual and read about the examples of the values in a higher education context on pages 6-19. Participants are also asked for one way in which an individual value could appear in the corporate setting.

For the second session outline, the author recommends that the facilitators dive deeply into the myriad ways the eight values can be applied to the corporate work setting by discussing each value with the group for approximately 10 minutes each, incorporating the pre-work from each participant—an example of how certain values can appear in the corporate setting—and offering their own ideas if necessary. This is critical to ensure that each participant has a solid grounding in SEL values before proceeding to SEL practices. The author believes that equipping the participants of Part II with a thorough understanding of the SEL values will allow them to later choose their top two values for the final session. Identifying their top two values will ensure the participant has a solid foundation in SEL, though facilitators should underscore that the top two values may change over time and the process is not linear.

Similarly for Session Three's pre-work, the facilitators should spend time explaining the importance of reading part of Kezar et al.'s (2021) work which details the way practices can appear in a higher education context on pages 20-29. Participants are also asked to ideate on ways that at least two practices could appear in a corporate context. During Session Three, facilitators should engage small group breakout rooms for approximately 15 minutes with a large group debrief for 15 minutes on the practices the cohort finds are most applicable to their specific situations and roles. The second half of Session Three should largely be devoted to a discussion of the corporate context for different SEL practices. This is critical to ensure participants understand the different situations they can encounter in which SEL practices are applicable. Simply overviewing the practices for an hour of the session will not allow for participants to imagine solutions and work through potential problems before their imagination exercise for Session Four's pre-work, and the author recommends against merely overviewing SEL practices.

In introducing the pre-work for Session Four, the facilitators should elaborate how it is an extension of Session Three's processing space and meant to challenge participants to apply SEL values and practices to their work lives immediately at their level and within their sphere of influence. Perhaps an individual contributor leads with courage and self-accountability as their values and is in a position to learn and help others learn as a practice, because this individual contributor works in the Learning and Knowledge Management department. Perhaps a director-level employee is able to lead with transparency and creativity and innovation and can not only work with DEI and Talent Management to ensure more robust talent pipelines to hire more diverse leaders but could also welcome disagreements and tensions and unpack them respectfully with their direct reports. Not only can this imagination session solve for potential issues, but it

can serve as a way to further the culture that the Executive Team wants for the firm by ensuring facilitators transparently express that aspiration. In engaging top-level leaders and deploying listening spaces, facilitators are adhering to Hogan et al.'s (2023) best practices.

For the outline for Session Four, facilitators should spend most of the first hour in review and answering questions from participants. The author also recommends time spent to ideate over solutions to potential problems the participants may have raised in Session Three if applicable. For the second hour, the author wants the facilitators to focus primarily on the imagination exercise and any conversation generated from participants' pieces. This is a departure from Inclusion Institute Part I, where participants are asked to remain silent to allow space for non-closure and comfort with being uncomfortable (Singleton, 2022). On the contrary, with Part II—the author wants participants to jump into the conversation with ideas and assistance, and for the tone to remain relatively upbeat and positive. Any remaining time can be spent offering support and reiterating the DEI team facilitators' roles as consultants for graduates of Inclusion Institute Part II.

Overall, the proposal recommendation contains several parts: facilitator preparation, a syllabus, step-by-step outlines for each session including incorporating pre-work, and consistent reminders to facilitators to promote their role as consultants for all graduates of Inclusion Institute Part II. The author believes this proposal recommendation will resolve the issues experienced by the DEI team and graduates of Inclusion Institute Part I.

Closing

Inclusion Institute Part I is an unusual, evocative program meant to challenge its participants to grow and stretch themselves in new ways. Inclusion Institute Part II equips participants to build upon that foundation and gives them autonomy to become DEI leaders in

their own ways, with the DEI team facilitators taking a consultative role for these individuals. Given the complexities of the current political climate and the shifting needs of the insurance firm's culture, the proposal recommendation outlines several points that fulfill the current needs of the participants of Inclusion Institute Part I and the enterprise while allowing for growth.

There are limitations within this proposal recommendation. This is but one person's outline, and it is sure to evolve and change over time and with additional input from other facilitators. The author believes in growth, change, and collaboration to make this program the best it can be for each successive cohort. There are other challenges—Executive Team buy-in as well as commitment from the firm to allow a cohort of participants to devote time and resources to Inclusion Institute Part II. That said, the author remains optimistic about the potential for this program to grow given the information conveyed above.

SEL is the way forward. Within the SEL framework, the values and practices shift and change over time and over many people working collectively for the greater good. It is within SEL that the author believes the insurance firm's DEI team will continue to thrive and do the work in the coming years.

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Appendix

Inclusion Institute Part II Syllabus

The [insurance company] Inclusion Institute Part II is a cohort-based, 4-week deep dive into the topics of inclusion and equity with a special emphasis on Shared Equity Leadership (SEL)—a framework utilizing 8 values and 15 practices to advance equity in the enterprise. Part II offers graduates of Inclusion Institute the unique opportunity to expand their DEI practice and leverage [the insurance company] resources to enhance [the insurance company's] culture, DEI efforts, and the participant's personal sphere of influence.

The course is 2 hours per week for 4 weeks, with pre-work between each session which should take participants approximately an hour to complete. Pre-work for each session contains important articles and videos which are hyperlinked below. The overall objectives of Inclusion Institute Part II are below:

- Reinvigorate one's practice of self-reflective analysis
- Gain insight into Shared Equity Leadership
- Leverage Shared Equity Leadership in a personalized way
- Collectively envision a shared future in the workplace

Session	Topic	Pework
Session 1	Grounding Ourselves in Shared Equity Leadership (SEL)	<ul style="list-style-type: none"> • Read: Shared Equity Leadership: A Primer • Watch: A presentation on SEL from CU Boulder A&S Office for JEDI (28 mins)
Session 2	Going Deeper into SEL Values in the Workplace	<ul style="list-style-type: none"> • Read: Shared Equity Leadership: Making Equity Everyone's Work pp. 6-19 • Exercise: Bring one way a value could appear in a corporate setting.
Session 3	Going Deeper into SEL Practices in the Workplace	<ul style="list-style-type: none"> • Read: Shared Equity Leadership: Making Equity Everyone's Work pp. 20-29 • Exercise: Bring ways two practices could appear in a corporate setting.
Session 4	Imagining A Better Workplace	<ul style="list-style-type: none"> • Exercise: Choose your top two SEL values and one practice that you can implement immediately. What do you envision happening in your sphere of influence?