

WORKING TOWARD DIVERSITY, EQUITY, AND INCLUSION

A TOOLKIT FOR ROTARY DISTRICT 5360 CLUBS



Image courtesy of Wellesley College Alumni Association



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DISTRICT 5360'S COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

The purpose of this toolkit is to provide some resources for District 5360 Rotary clubs as they take on the challenge put forward by Rotary International to “cultivate a diverse, equitable, and inclusive culture” which “is essential to realizing our vision of a world where people unite and take action to create lasting change”. In its commitment to this work, Rotary International goes on to ask clubs and members around the world to be “honest and transparent about where we are in our DEI journey as an organization”, and to continue “to learn and do better”.

It is important to note that every club will have its own journey toward better understanding what a diverse, equitable and inclusive culture would look like and what the steps are that can be taken to continually “learn and do better”. The hope is, however, that the ideas and resources in this toolkit will support learning and action.

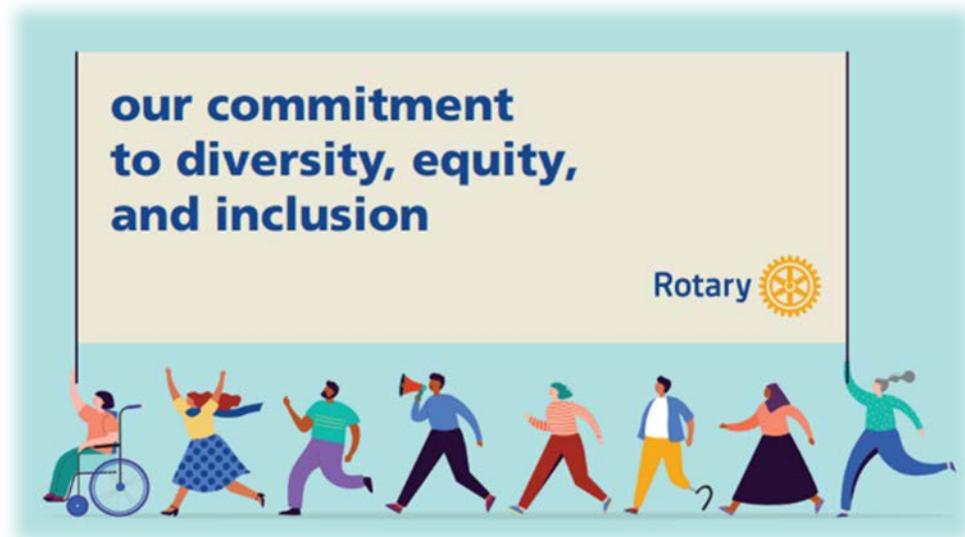
Our District has made DEI a priority in its Strategic Plan and the DEI Committee has developed a strategic plan to support the District's first goal, which is to **encourage and support the development of vibrant clubs through educational resources, leadership development, and learning opportunities.**

Four Strategic Priorities are identified in the District's DEI Strategic Plan:

- Club DEI Development
- Diversity of Membership and Leadership
- Support of Diverse Needs in the Community
- Maintenance of a Strong District DEI Committee

Rotary District 5360 has established a Diversity, Equity, and Inclusion (DEI) Committee which works to support clubs in becoming more welcoming and inclusive. This work is tied directly to Rotary International's commitment to DEI.

This Toolkit has been designed to help your club move the needle forward with these priorities.



OUTLINE OF THE TOOLKIT

This resource book is divided into eight parts as follows.

Part One: Rotary International's Diversity, Equity and Inclusion Commitment Statement

Part One includes RI's DEI Commitment statement and the RI DEI Code of Conduct and expectations.

Part Two: Definitions, Key Concepts and Engaging in Dialogue

Part Two includes short definitions of the terms "diversity", "equity", "inclusion", and "intersectionality"; examples of unconscious biases; and 4 steps that can help people gain awareness about their own unconscious biases and lessen the impact of these biases on their attitudes and behaviour.

Part Three: Moving to Action – Starting the Conversation

Part Three explores the concept of allyship and the impact of power and privilege on relationships.

Part Four: Moving to Action - Beginning Steps

Part Four provides a set of questions that can be used by clubs to stimulate their awareness of DEI issues and begin to take action.

Part Five: Moving to Action – Starting the Conversation

Part Five offers a broader set of questions for clubs and explores what it can mean to undertake challenging dialogue about issues by creating a "brave space" and encouraging members to be upstanders.

Part Six: Moving to Action – Incorporating an Indigenous Land Acknowledgment.

Part Six looks at why it can be an important step for clubs to develop the practice of using a land acknowledgment statement and provides examples of how such statements might be worded.

Part Seven: Moving to Action – Identifying a Club DEI Champion

Part Seven explains the value of identifying a club champion who will help the club recognize opportunities to enhance its diversity, equity and inclusion practices and provides a sample description of the role such an individual can play.

Part Eight: Additional Resources.

Part Eight offers a starting list of resources that clubs and members can draw on as they explore what it can mean for them to increase their diversity, promote equity, and ensure that the way they operate is inclusive.

PART ONE: ROTARY INTERNATIONAL'S DIVERSITY, EQUITY, AND INCLUSION COMMITMENT STATEMENT

The following statement is taken from the Rotary International website (See [Rotary's Commitment to Diversity, Equity, and Inclusion | Rotary International](#)).

We believe that exemplifying and embracing diversity, equity, and inclusion (DEI) should be a part of everything we do at Rotary.

At Rotary, we understand that cultivating a diverse, equitable, and inclusive culture is essential to realizing our vision of a world where people unite and take action to create lasting change. We value diversity and celebrate the contributions of people of all backgrounds.

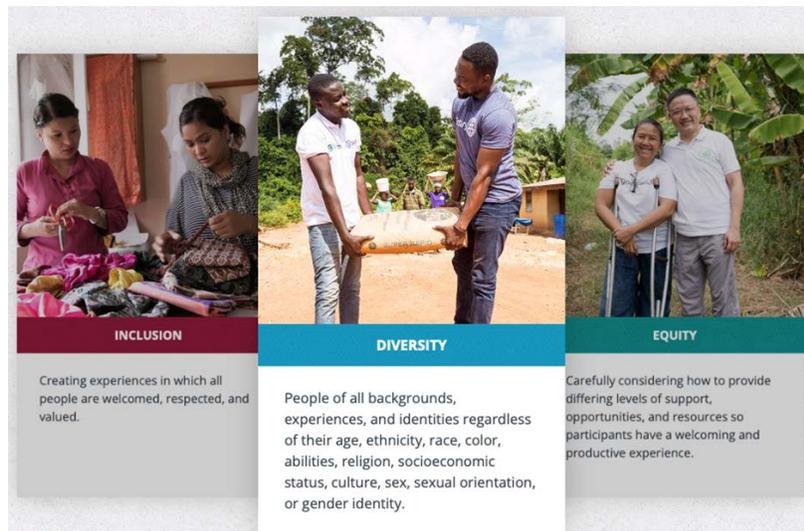
This can include age, ethnicity, race, color, ability, faith, socioeconomic status, culture, marital status, languages, sex, sexual orientation, and gender identity as well as differences in ways of learning, ideas, thoughts, values, and beliefs.

The Rotary International statement goes on to say the following:

Recognizing that individuals from certain groups have historically experienced barriers to membership, participation, and leadership, we commit to advancing equity in all aspects of Rotary, including in our community partnerships, so that each person has the necessary access to resources, opportunities, networks, and support to thrive.

We believe that all people hold visible and invisible qualities that inherently make them unique, and we strive to create an inclusive culture where each person knows they are valued and belong.

In line with our value of integrity, we are committed to being honest and transparent about where we are in our DEI journey as an organization, and to continuing to learn and do better.



Rotary International Diversity, Equity and Inclusion Code of Conduct

Rotary International has prepared a **Diversity, Equity, and Inclusion Code of Conduct** to accompany its statement of commitment. This Code is an extension of Rotary's core values, cited on RI's website:

- Fellowship
- Integrity
- Diversity
- Service
- Leadership

Our Code of Conduct was created to articulate our core values and reinforce the responsibility that comes with being a member of the Rotary family, which includes members and participants from over 200 countries and geographical areas, speaking over 100 different languages. We are committed to implementing and evolving this Code as our organization grows.

We expect our Rotary and Rotaract club members to apply Code of Conduct as you interact and engage with one another, with Rotary program participants, alumni, project partners, and members of the community.

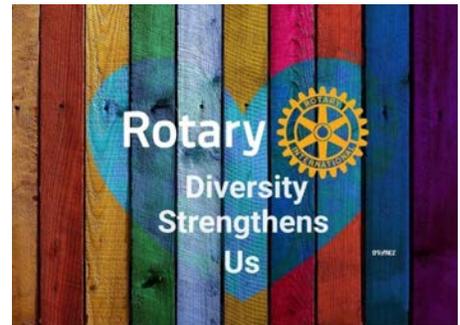
Specifically, the Code of Conduct applies to all club, district, zone, and Rotary International meetings, trainings, events, shared online spaces (My Rotary, email, etc.), social media, and other avenues where you represent Rotary.

Expectations

All club members, Rotary program participants, alumni, project partners, and representatives of Rotary are expected to be considerate and contribute to a collaborative, positive, and healthy environment in which all are respected and valued.

Remember to:

- Use respectful language
- Be supportive
- Foster a welcoming and inclusive environment
- Celebrate diversity
- Honour the duty to report¹.



Questions for Reflection

1. Does your club have a diversity, equity, and inclusion commitment statement or policy? If yes, how familiar are you with this statement/policy?

¹ That is, the duty to speak up about any issues/situation that arise that we feel violate Rotary's principles and policies in a respectful way to the appropriate body or individual.

2. If your club has such a statement/policy, how effective do you feel it is in helping to shape club decisions and service programs? If not, do you feel that this is a step that your club is ready to take and how might you be able to facilitate this work?

3. Do you feel that the code of conduct cited above can be helpful in bringing diversity, equity and inclusion issues forward in the club?

4. Please feel free to jot down any additional thoughts/ideas that this section has stimulated for you.

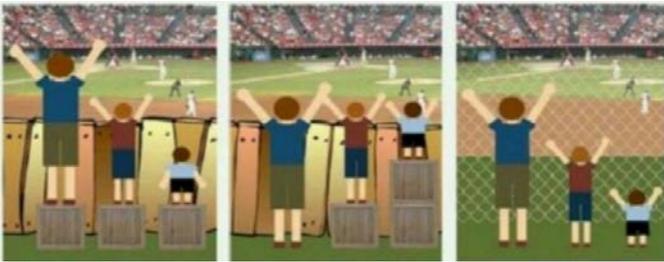
PART TWO: DEFINITIONS AND KEY CONCEPTS

Definitions

These definitions introduce DEI to Club boards and membership and may be used to create Club DEI commitment statements, policies, and practices.

Diversity

- All the similarities and differences that define us as human beings.
- The ways in which people are diverse, encompassing the characteristics that make one individual or group different from another.
- Diversity is less about what makes people different and more about understanding, accepting and valuing those differences.



Equality

Equity

Inclusion

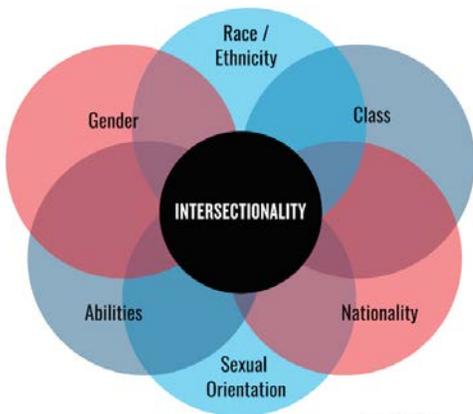
Equity

- The fair treatment, access, opportunity, and advancement for all people, while striving to identify and eliminate barriers that have prevented the full participation of some groups.
- Learning about and giving people what they need to enjoy full, healthy lives.
- In contrast, equality aims to ensure that everyone gets the same things to enjoy full, healthy lives, but it can only work if everyone starts from the same place and needs the same things, which we know is not usually the case for diverse populations.

Inclusion

- The act of creating environments where any individual or group can be themselves and feel welcomed, respected, supported, and valued to fully participate.
- The climate we create to help organizations and individuals benefit from a diversity of ideas, knowledge, and experience.
- The involvement of diverse communities in anything that impacts them—policy creation, programs, services, etc.





Intersectionality

- Multiple overlapping identities such as religion, language, gender, ability, sexuality, race, ethnicity or occupation that can oppress a person or group.
- A more in-depth way of looking at social interactions and discrimination.
- Recognizes that each of us belongs to many different social groups and has many different identities, all at the same time.
- Some of these identities are in the margins and some are in the mainstream of society and the organizations we're part of.
- Intersectionality recognizes that we're not just one thing; for example, an Indigenous man is not just Indigenous, nor just a man.

Key Concepts

Unconscious Bias

Unconscious biases are assumptions and beliefs that we hold about others. These biases can shape the many ways we relate to others. Biases are not bad. We all have them. It's normal. What we do with them is what makes the difference.

Recognizing our unconscious biases is an important step toward increasing the diversity of our club membership and those with whom we work to bring positive change in our communities.

Acknowledging our unconscious biases can also help us recognize ways that we can work toward equity within our clubs and for the diverse people that make up our communities to feel included and recognized.

This section is designed to stimulate reflection about our own unconscious biases and deeper conversations within our clubs about how members' unconscious biases impact the services and support we offer in our communities.



Examples of unconscious biases are:

- **Ableism** The intentional or unintentional discrimination or oppression of individuals who are differently abled or neurodivergent.
- **Affinity Bias** Occurs when we see someone with whom we feel we have an affinity (e.g., they went to the same college, they think similarly to us, etc.).
- **Ageism** Prejudice or discrimination based on a person's age.
- **Attribution Bias** If someone else has done something well we consider them lucky, and if they've done something badly, we tend to think it's due to their personality or bad behaviour.

- **Beauty Bias** We tend to think that the most handsome/pretty individual will be the most successful. In some cases a person's attractiveness may be held against them.
- **Confirmation Bias** When we make a judgement about another person, we subconsciously look for evidence to back up our own opinions of that person. We do this because we want to believe we're right and that we've made the right assessment of a person.
- **Conformity Bias** The tendency to change one's beliefs and/or behavior to fit in with others instead of using their own judgment to determine what is right or appropriate.
- **Contrast Effect** We judge whether the person in front of us did as well as the person that came before them
- **Gender Identity Bias** Treating someone unequally (or disadvantageously) based on their gender identification.
- **Halo Effect** When we see one great thing about a person, and we let the halo glow of that significant thing affect our opinions of everything else about that person
- **Horns Effect** When we see one bad thing about a person, and we let it cloud our opinions of their other attributes
- **Racism** Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
- **Sexism** Prejudice, stereotyping, or discrimination based on a person's sex or gender.

Steps for Gaining Awareness about our Unconscious Biases and Lessening their Impact

Some steps we can take to lessen the harmful impact of unconscious biases on our relationships with others and on the way our clubs work in our communities.



Focus within:

- Tune into your emotions
- Recognize how your experience has shaped your perspective
- Stick to facts and don't make assumptions
- Turn frustration into curiosity

Learn about others:

- Recognize how their experiences have shaped their perspectives
- Consider how they might see the situation and what is important to them
- Think about how your actions may have impacted them

Engage in dialogue

- Ask open-ended questions
- Listen to understand, not to debate
- Offer your views without defensiveness or combativeness
- Discern the difference between someone's intention and the impact of his or her behaviour
- Avoid blame, think contribution

Expand the options:

- Brainstorm possible solutions
- Be flexible about different ways to reach a common goal
- Experiment and evaluate
- Seek out diverse perspectives

Steps for Addressing Personal Unconscious Biases

Know your biases. Take the Harvard Implicit Association Test to learn about your own biases. Do 3 – 5 of the sections. <https://implicit.harvard.edu/implicit/takeatest.html>

Reflect on your results. Were you surprised or did you already know you had a bias against or towards certain populations?

Unlearning Biases

We can change structures of the brain and form new habits by shifting perspectives, changing thinking. Knowing about biases is not enough.

- Take an honest look at yourself and model professional behaviour.
- Notice what is happening around you, be present, engage thinking, reflective mind.
- Notice what influences your reactions to different people
- Catch yourself in the act. Exercise self-reflection. Name it, face it, analyze it and work to unlearn. Your privilege may lead to someone else's disadvantage, individually and societal. Use your privilege to hear other voices, perspectives
- Consider whether or not the bias is justified. Discuss and reflect on how they may be useful or counterproductive depending on context. Practice tangible changes to our explicit behaviours.
- Pay conscious attention to personal "in groups". Step out of personal comfort zones. Expose yourself to people from diverse backgrounds.
- Use counter stereotypes, positive associations. This builds new neural pathways and associations and can be done anywhere!

Intent vs. Outcome

When we're working towards being more inclusive, we must consider **intent vs. outcome**. Often there is a desire to be more inclusive but without education about what that means, well-meaning folks can make grave mistakes and create problems unintentionally. Most people don't live their lives with malicious intent. Saying these types of things denies the fact that some people experience life very differently than others because of their identities. They make people feel "less than" or "othered" and do not build more welcoming and inclusive environments for diverse populations.

- "I'm not racist but..." (almost always, whatever comes after this is racist)
- "I don't see colour."
- "I treat everyone the same way"/"I'm nice to everyone."
- "I have Indigenous friends."

It may be helpful to look at a hypothetical example to illustrate intent vs. outcome. Let's say that a charitable organization in Canada wants to donate an advanced x-ray machine to a hospital in a rural community in Guatemala. The intentions behind the donation may be good – after all, a functional x-ray machine could be another useful tool for the doctors of the hospital in that community. However, what good would that x-ray machine be if there were frequent power outages in this rural community? Furthermore, what if a more pressing matter for this hospital was having clean running water and proper sanitation? The only way to know this information would have been if the charitable organization had a conversation with the hospital staff and members of this rural Guatemalan community to determine what their biggest priorities and needs were. Instead of the paternalistic approach taken by the charitable organization (i.e., “We know what is best for you”), a more collaborative approach would have likely allowed the charitable organization to provide the support that this rural hospital needed to improve.

Questions for Reflection

1. How useful are the definitions shared here for your club? What would you change or add?

Diversity: _____

Equity: _____

Inclusion: _____

Intersectionality: _____

2. How might these definitions be used by your club's members to reflect on how they can work toward deeper levels of diversity, equity and inclusion? How could your club apply this understanding to aspects of how your club operates such as membership, community outreach, and the types of service that is undertaken?

3. What are some of the possible impacts of unconscious bias on Rotary clubs (e.g. related to membership, community partners, the choice and implementation of service projects, etc.)?

4. What are some steps that your Rotary Club and its members could take to become more aware of the impact of unconscious biases and build in processes such as those listed above (focus within, learn about others, engage in dialogue and expand the options)?

PART THREE: ACTION - STARTING THE CONVERSATION

Club readiness for discussions and work on equity, diversity, and inclusion will vary. Understanding where people are on a spectrum can be helpful but remember that it is everyone's own journey.

Likewise, some people will be ready to jump into conversations about DEI, and others will be resistant to it.

Allyship

An ally is a person who, with an understating of their positioning of privilege and power (see next section), acts against racism and discrimination because they believe that eliminating it will benefit people in both the margin (the targets of discrimination) and the mainstream.

Roles and Responsibilities – Power and Privilege

We can't be a good ally to diverse communities if we don't first examine our own identities to understand the privilege, we have in comparison to those with less privilege. There's an activity in the next section to see where you land. Power and privilege go hand in hand. The person with the most privilege is usually the person with the most power. Generally, if you don't have to think about it, it's a privilege.²

Look through the Wheel of Privilege and Power on page 14. Where would you find yourself on this wheel? The closer we are to the centre, the more power and privilege we have. Take a highlighter and colour in the sections of each pie piece to discover your own privilege.

Spending time with people who are different from you

This can help to facilitate (or foster, promote, etc.) your ability to get along with them.

- Spend time with those who are different from you, especially those who you have biases against. This will help to dispel myths, assumptions, and stereotypes you have.
- Seek out role models who are different from you. Foster and maintain intergroup contact and friendships
- Explore media, books, movies offering other perspectives

Questions for Reflection

1. How useful did you find this section? (Being aware of power and privilege; unlearning unconscious biases.) How did it make you feel? Do you think you learned anything about yourself that you may not have been aware of?

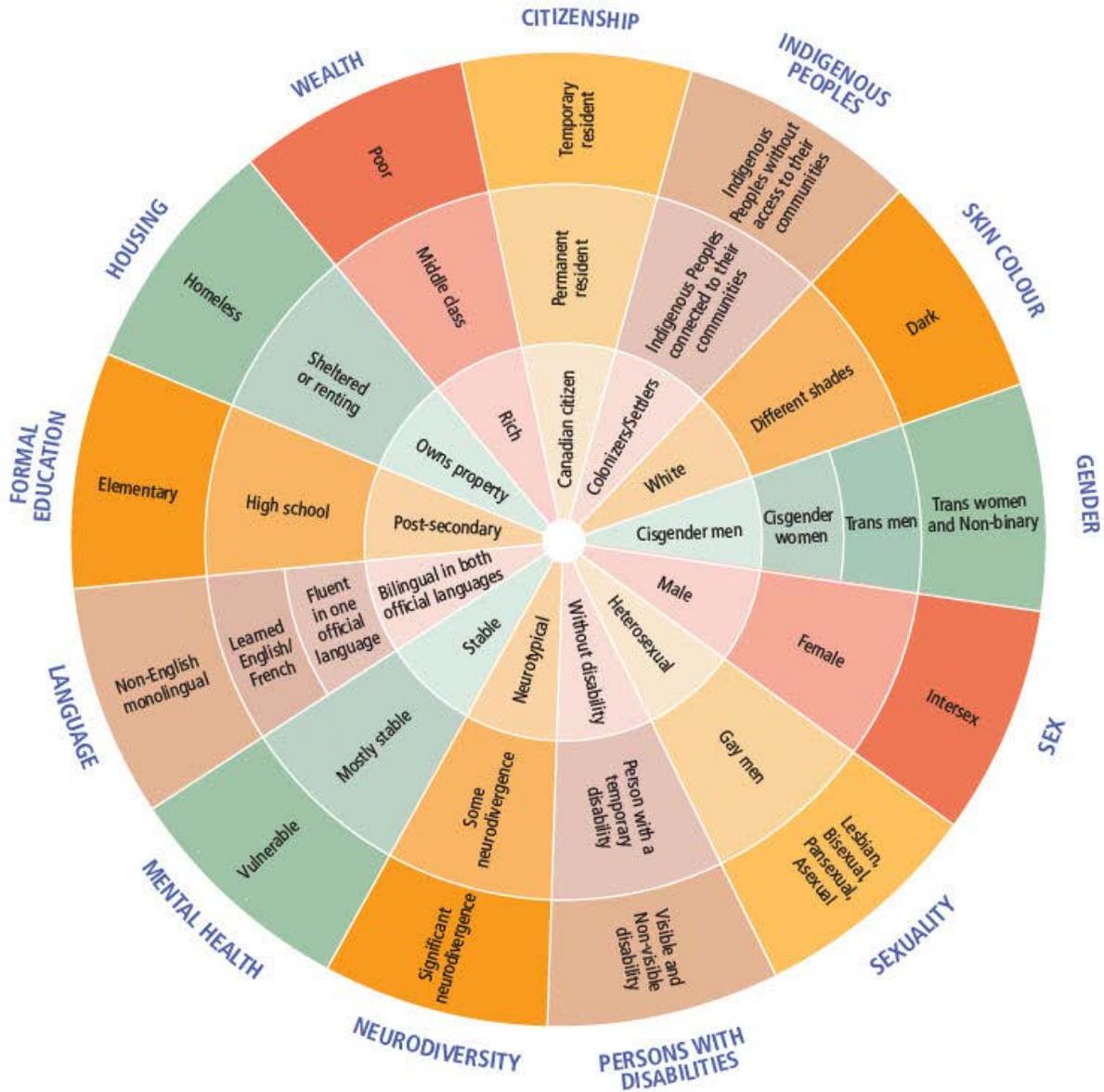
²Recommended video to illustrate the concept of privilege: "The Privilege Walk"
<https://youtu.be/hD5f8GuNuGQ>

2. How could a better understanding of allyship and the power and privilege imbalance have a positive impact on Rotary Club membership and service projects, as well as our partnerships with community agencies?

3. What are some steps your Rotary Club could take to build processes such as those listed in this section for unlearning biases? (e.g., focus within, learn about others, engage in dialogue, expand on other perspectives by accessing additional resource material, etc.)

WHEEL OF PRIVILEGE AND POWER

(the closer you are to the centre, the more privilege you have)



Note: the categories within this wheel are only examples in the Canadian context, and we should not limit ourselves to them. Intersectionality is a broad concept, and this tool is only a beginning point.

Source: Immigration, Refugees, and Citizenship Canada (IRCC). IRCC Anti-Racism Strategy 2.0 (2021-2024) – Change Management. 2022 [cited Oct 23, 2023]. Available from: <https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf>

PART FOUR: MOVING FROM TALK TO ACTION – BEGINNING STEPS

Here are three starting steps for getting your club to think about diversity, equity, and inclusion as a part of its ongoing learning and development.

1. Ensure that there is a climate of inclusivity within your Club.

- Hold a conversation that gives everyone the opportunity to talk about their experiences in the Club.
- Listen empathetically and with curiosity.
- Think carefully about the way that we do things that might create barriers. How are decisions made in the Club? How are leaders chosen? Are membership dues and other costs a barrier? Are all members given the chance to pursue a path of service that suits their interests, abilities, etc.?

2. Educate yourselves about diversity, equity and inclusion.

- Become very aware about your own biases and preconceived ideas about groups that are not well represented.
- Learn about the importance of the language we use.

3. Learn more about your community.

- Which parts of our communities are feeling left out? Who are the most marginalized and excluded members of our community?
- This often means forming trusting relationships with people who are outside our current networks.
- Examine our programs and priorities in light of what we learn about our community and find ways to work collaboratively with others not currently part of our Rotary circle.

Questions for Reflection

1. Are issues related to diversity, equity and inclusion a regular part of decision-making processes within your club?

2. Has the club membership ever been given the opportunity to speak frankly about any diversity, equity and inclusion challenges they have experienced within the club or within Rotary more generally?

3. Does your club have regular opportunities to learn more about diversity, equity and inclusion (e.g. through guest speakers, updates from the club's DEI champion, etc.)?

4. Does your club have a good knowledge of the community of which it is a part? Is it working with community partners who have strong service commitments to parts of the community that the club is not currently serving?

5. Can you provide any examples of successes that you club has had in enhancing its policies, ways of doing things within the club and in its service work because of its awareness of and commitment to embracing the principles of diversity, equity and inclusion? How can these successes help identify existing strengths and areas that could still use improvement?

PART FIVE: MOVING TO ACTION - STARTING THE CONVERSATION

Diversity, equity and inclusion work involves being willing to take the time to have conversations about almost every aspect of the way that we operate as Rotary clubs. Sample questions to start these conversations are below. These conversations can focus on membership: how we attract and retain members that represent the diversity of our communities. They can also focus on the partnerships that we build in the community to make a difference. Do we take the time to learn about our community—its demographics, the needs in the community, the resources in the community dedicated to enriching the quality of life for all, opportunities for Rotarians to make a meaningful contribution, etc.

Sample Questions to Start a Conversation

Diversity Questions

1. Do you target:
 - Women
 - Young professionals
 - Different ethnic groups
 - Non-traditional professions
 - 2SLGBTQIA+
2. Do the demographics of your club match the demographics of the community?
 - Age
 - Race
 - Gender
 - Religion
 - Sexuality
 - Economic status
 - Career
 - Different abilities
3. Is there a bias in seeking new members?
4. Is there an active plan to increase diversity?

Equity Questions

1. Is your meeting accessible to all?
 - Place
 - Accessibility
 - Time
 - Cost
 - Alternative meetings/times
2. Is there an ethnic bias to your meetings/menus?
3. Has a sliding fee scale for membership dues been discussed as a possible option?
3. Do you offer hybrid meetings?
4. Does everyone have the technology capabilities to join your on-line meetings?
5. Are all your meetings and speakers non-political?

6. Do you use non-denomination reflections/Rotary moments rather than practices associated with specific religions?

Inclusion Questions

1. Are all members involved on at least two committees or activities?
2. Are new members assigned a mentor?
3. Is every member considered for leadership positions?
4. Are members invited to participate, not just making an announcement from the podium?
5. Are activities accessible so all can join?
 - Day/time/location
 - Physically accessible
 - Not conflicting with work or family
 - Cost accessible
 - Are alternatives possible?

Creating a “Brave Space” for Sharing

Sometimes these conversations such as the ones suggested above are general in nature and focused on developing policies, making plans, and working with others to implement those plans. At other times these conversations become necessary because something has occurred that raises tough questions and requires deep empathy and respect on the part of Rotarians to understand everyone’s point of view and find a constructive way forward.

One way to think about what is required for this part of DEI work can be called using “brave spaces” for sharing.³

Brave spaces can look, sound and feel different from one another, but the general idea is to cultivate a productive dialogue where participants are encouraged to speak honestly and critically from their own experiences toward the end of mutual learning and constructive action.

This process can include:

- Creating an opportunity for people to take part courageously in a difficult conversation
- Ensuring that the conversation is carried out through respectful engagement
- Encouraging a diversity of thought
- Entering into the conversation with full awareness and acceptance of possible consequences



³ The use of the term “brave space” originated in the work of educators and educational institutions to create classroom “etiquette” that makes it possible for everyone, from all social identity groups to meet their needs and to participate actively in a space that is safe and respectful. The following resource, and many others like it on the Internet provide more background: Arao, Brian and Kristi Clemens, (2013). From Safe Spaces to Brave Space A New Way to Frame Dialogue Around Diversity and Social Justice, available for download from <https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf>

Principles of Brave Space



Bystander vs. Upstander

When difficult situations arise within Rotary, it can be helpful to think about the difference between a “bystander” and an “upstander”. To think about what this means we can start by identifying some of the types of difficult situations we might encounter. Here are a few examples:

- Someone in the club makes a joke that is prejudicial about certain groups of people (e.g. because of their ethnicity, their gender, their sexuality, their age, their socio-economic class, etc.).
- Club meeting practices include the recitation of a prayer from a particular religious background (e.g. the Lord's Prayer).
- Women are overlooked when it comes to leadership positions in the club.
- A speaker is invited to address the club who is blatantly partisan in his or her views and who takes the opportunity to seek political office.
- Some members of the club would like to incorporate a land acknowledgement statement into meetings and other events, but other members of the club are deeply opposed.
- The contribution of a club member to a club project is openly criticized by other members.

Clearly, there can be many other kinds of situations that can cause offense, hard feelings, and/or conflict. An important question is what an individual who witnesses/experiences such an event should do. In a very broad way, we can think of two possible responses—that of a bystander or that of an upstander.

What is a bystander?

- an individual who observes a conflict or unacceptable behaviour
- an individual who observes a situation or potential situation in which someone may experience harmful or hurtful acts
- an individual who is less likely to offer help or intervene in a situation when others are present because they assume someone else will do it

What is an upstander?

- an individual who recognizes injustice and speaks out or otherwise acts in defense of those being harmed and with the intent to correct the situation
- an individual who takes action when he or she witnesses or hears about something that is harmful to others or that violates Rotary principles and policies
- an upstander can intervene directly to protect someone
- an upstander can also intervene more indirectly through facilitating constructive dialogue, providing information, or reporting the situation to someone in a better position to intervene or who has been authorized within an organization to handle such situations

Rotary International's Tips for Handling Breaches of Rotary's Code of Conduct

Although free expression is important, what we say and how we behave matter. Rotary does not tolerate speech or behavior that promotes bias, discrimination, prejudice, or hatred because of age, ethnicity, race, color, abilities, religion, socioeconomic status, culture, sexuality, or gender identity.

All Rotary leaders, from club presidents and district governors to directors and trustees, are expected to apply the DEI code of conduct uniformly by taking responsibility for how their words and actions may affect others.

If you hear something or observe behavior that doesn't align with the DEI code of conduct, you have several options for addressing it:

- If the situation can be resolved through discussion, encourage the member or participant to talk to the person directly. Very often, a person who said something or acted in a way that made others feel excluded, marginalized, or targeted did not do so intentionally. Although there might be mistakes, missteps, and uncomfortable conversations along the way, the end result is a better, stronger Rotary.
- If a discussion is not possible or the situation involves someone in a leadership role or another club, contact Club and District Support staff, who will review the information and follow up appropriately.
- If anyone is in danger or their safety is in doubt, contact local law enforcement and notify Rotary's Club and District Support staff.

Questions for Reflection

1. Has your club had any of the kinds of conversations that arise from questions such as those listed at the beginning of Part Five? If so, what was the process used and what was the outcome?

2. Are there issues within your club and its service work that might require the creation of a “brave space” to facilitate better understanding and constructive action?

3. Have you had any experience with being an upstander within your club or the district? What steps did you take and what were the outcomes?

4. Does your club have a policy or protocol for dealing with issues that arise that are hurtful to others or to the work of the club? If not, is the creation of such a policy or protocol something that would be helpful at this time?

PART SIX: MOVING TO ACTION - INCORPORATING INDIGENOUS LAND ACKNOWLEDGEMENTS

Many Rotary clubs across Canada are adopting a land acknowledgement statement as part of their regular way of opening a meeting. For example, the Rotary District 7090 HIP (Honouring Indigenous Peoples) Committee explains why they have chosen this step as follows.

What is a land acknowledgement?

A land acknowledgement is an expression of gratitude for the land and those on whose traditional territory we reside and honouring indigenous people who have been living and working on the land since time immemorial. Land acknowledgements remind us of our responsibility to the land, water, air and all creation, and our responsibilities to each other. They acknowledge the caretakers before us, who have a deep connection to the land and our collective responsibility to steward the land for generations to come. Acknowledging and expressing gratitude to the land and all creation is part of Indigenous protocol.

Why do a land acknowledgement?

When a land acknowledgement is said at the beginning of a meeting, it reminds us of our responsibilities to the land and to each other and keeps them front of mind for the meeting. It is a reminder of our collective history and all who came before us. It reminds us that the decisions we make have an impact on the land and all those who live on it. The sharing of a land acknowledgement supports one of Rotary's cornerstones, as a humanitarian organization, of building sustainable peace in communities throughout the world. When people take responsibility for relationships in their community, that change can have a global effect.

How should land acknowledgements be used

The University of Alberta explains why land acknowledgement statements should never simply follow a script, but should rather speak from the heart and be adapted to the context in which they are used in the following YouTube video: <https://www.youtube.com/watch?v=yXYhBml2c2I>

Examples of land acknowledgements

The Calgary Foundation offers the following resources for offering a land acknowledgement in Alberta (see <https://calgaryfoundation.org/about-us/reconciliation/land-acknowledgement/>).

Example #1:

In the spirit of respect and truth, we honor and acknowledge Moh'kinsstis and the traditional Treaty 7 territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Métis community and specifically, the Métis Nation Region Three. Finally, in the spirit of reconciliation and because we are all treaty people, we also acknowledge all Calgarians who make our homes in the traditional Treaty 7 territory of southern Alberta.

Example #2:

We recognize and acknowledge that, for many centuries long before the European settlers

arrived, thousands of Indigenous people lived full, rich and imaginative lives on and near the very lands upon which we are situated. These people had hopes and dreams, loved their children, protected and served their communities, prayed to their Creator, and held deep knowledge about and respect for the natural world upon which they depended for their livelihood. We recognize and acknowledge that when European settlers came to these lands, they were welcomed and supported to establish themselves. Eventually, a peace and friendship treaty was signed, which we now know as Treaty 7, between Canada and the people known as the Stoney Nakoda peoples of the Chiniki, Bearspaw and Goodstoney Bands, the Tsuut'ina, the Niitsitapi (Blackfoot) peoples of Siksika, Piikani and Kainai Bands, and now also home to Métis, Inuit and other Indigenous peoples living within this territory. We gratefully acknowledge that where we live and work is within Treaty 7 territory, and we are thankful to our hosts for the many contributions Indigenous people of these lands have made and continue to make to the wellbeing and prosperity of our community and our country.

Example #3:

I would like to acknowledge that we are living in the traditional territories of the peoples of the Treaty 7 Region of Southern Alberta. This includes the Blackfoot Confederacy consisting of the Siksika, Piikani (Be-ga-nee), Kainai (Gahn-nah) peoples and the Nakoda Wicastabi Nation consisting of the Chiniki, Bearspaw and Goodstoney peoples, the Tsuutina (Sute-tea-nah) Nation and the Métis Nation Region 3. I offer my deepest respect of their cultural heritage, their wisdom and beliefs, and for being guardians of this land. I am grateful to be able to make contributions towards reconciliation for the many forms of institutional and social oppression still endured.

District 5360 Indigenous Relations Committee

This Committee is ready to support clubs that are interested in building relationships with Indigenous communities and peoples and to contributing to reconciliation and finding ways to work together for the benefit of communities in respectful ways. The Committee can be reached by contacting the Chair Cam Stewart at cam.stewart@hotmail.com

Questions for Reflection

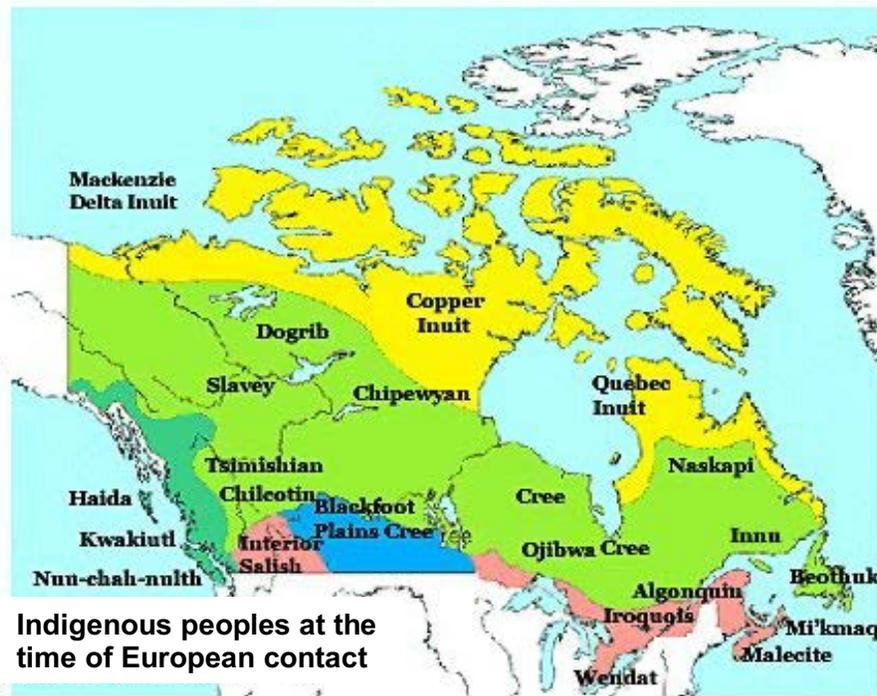
- 1. Does your club use a land acknowledgement statement at its meetings?

- 2. Does your club have any programs underway to educate its membership about Indigenous history, culture, issues, current developments, etc.?

3. Does your club identify itself as an organization that is contributing to Canada's reconciliation journey?

3. Is your club nurturing relationships with Indigenous governments/organizations/communities in your area? Does it have any joint projects as part of its service outreach?

A Quick Look at Canada's Indigenous Peoples at the time of Contact with Europeans



PART SEVEN: MOVING TO ACTION – IDENTIFY A CLUB DEI CHAMPION

The District 5360 Diversity, Equity and Inclusion Committee is calling on all clubs in the district to identify a DEI Champion. Here is a brief explanation of our rationale for this action as well as of the expectations we would have for these individuals.

Why diversity, equity and inclusion are important for your club and for the district:

- Diversity, equity and inclusion (DEI) are part of the core values of Rotary. The four-way test reminds us to be both fair and beneficial to all concerned and to build goodwill and better friendships.
- Rotary International has called on clubs everywhere to engage in deep conversations about how well they are responding to its call for enhancing diversity, equity and inclusion.
- A vibrant club pays special attention to diversity, equity and inclusion related to its own membership and its service relationships with the community around it and in the wider world.

What a diversity, equity and inclusion club champion would do:

- Be a voice for opportunities to enhance diversity, equity and inclusion within the club.
- Share opportunities for club members to learn about issues and action opportunities related to diversity, equity and inclusion.
- Help the District DEI Committee understand the challenges that clubs are facing and the responses that they are making.
- Contribute to DEI activities such as the production of learning materials about DEI issues and the creation of a district DEI Club Challenge and support the District's service focus on empowering women and girls.

Anyone who would like more information or who would like to volunteer for this role should feel free to contact: Judie Bopp, Chair, DEI Committee, DEI@Rotary5360.ca.

Questions for Reflection

1. Does your club have a diversity, equity and inclusion champion?

2. If so, how is the club benefiting from his/her commitment to this issue?

3. If not, what steps could be taken to make this happen?

PART EIGHT: ADDITIONAL RESOURCES

1. Rotary International

RI Diversity, Equity, and Inclusion Statement

<https://www.rotary.org/en/about-rotary/diversity-equity-and-inclusion>

Rotary Learning Center: Committing to Diversity, Equity, and Inclusion

<https://learn.rotary.org/members/learn/course/679/committing-to-diversity-equity-and-inclusion>

Message from 2022-2023 RI President Jennifer Jones, *Expanding Our Reach: Diversity, Equity, and Inclusion*

<https://clubrunner.blob.core.windows.net/00000050205/en-ca/files/page/diversity-equity-and-inclusion/imagine-dei-brochure/imagine-dei-brochure-2022-2023-presidential-initiative-en.pdf>

DEI in Rotary Youth Exchange

http://msgfocus.rotary.org/files/amf_highroad_solution/project_190/Youth_Exchange/LGBTQ_Resource/2020_LGBT_Q_RYE_FINAL.pdf

Rotary 2020: Moving from Diversity to Inclusive Actions

<https://www.youtube.com/watch?v=WxIbRNag3WE>

2. Videos/films

BuzzFeed, *The Privilege Walk*, <https://youtu.be/hD5f8GuNuGQ>

LinkedIn Learning, *Diversity, Inclusion, and Belonging for All*,

<https://www.linkedin.com/learning/paths/diversity-inclusion-and-belonging-for-all>

LinkedIn Learning, *Inclusive Leadership*, <https://www.linkedin.com/learning/inclusive-leadership/welcome>

Proctor and Gamble, *The Look: A Story About Bias in America*, <https://us.pg.com/talkaboutbias/>

Ongig, Best Diversity Videos, <https://blog.ongig.com/diversity-and-inclusion/top-diversity-videos/>

3. Courses

BoardSource – Nonprofit Board Diversity, Inclusion & Equity, <https://boardsource.org/diversity-equity-inclusion>

Coursera: University of Alberta - Indigenous Canada Course (2023).

<https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>

4. Articles

Arao, Brian and Kristi Clemens (2013). *From Safe Spaces to Brave Space A New Way to Frame Dialogue Around Diversity and Social Justice*, available for download from <https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf>

Communities Choosewell, *EDI – An Indigenous Context*, <https://communitieschoosewell.ca>

Communities Choosewell (2023). Indigenous Definition, Synonym, Knowledge, Culture for Inclusivity, <https://diversity.social/indigenous>

Community Foundations, *New Study of Equity, Diversity and Inclusion. Shifting power dynamics. Equity, diversity and inclusion in the nonprofit sector*, <https://communityfoundations.ca>

Philanthropic Foundations Canada, *Approaches to achieve greater diversity, equity and inclusion. A Toolkit for Canadian Philanthropic Foundations*, https://pfc.ca/wp-content/uploads/2019/12/pfc_dei_toolkit_en_2019.pdf

5. Books

Bach, Michael (2020). *Birds of a Feather*, Page Two Books, Inc.

Davis, Shirley (2022). *Diversity Equity & Inclusion for Dummies, For Dummies*.

Good, Michelle (2023). *Truth Telling. Seven Conversations about Indigenous Life In Canada*, Harper Collins

Guzman, Monica (2022). *I Never Thought Of It That Way. How to have fearlessly curious conversations in dangerously divided times*, BenBella Books.

Krawec, Patty (2022). *Becoming Kin. An Indigenous Call to Unforgetting the past and Reimagining Our Future*, Broadleaf Books

Louie, Clarence (2023). *Rez Rules*, McClelland & Stewart

Malone, Tony (2021). *Equality, Diversity and Inclusion*, self published

6. Library Collections

Louisiana State University, Diversity, Equity, Inclusion & Accessibility (DEIA) Resources, <https://guides.lib.lsu.edu>

UNTHSC Gordon Lewis Library. What is Intersectionality? Diversity, Equity & Inclusion, <https://libguides.unthsc.edu>