



Introduction to Diversity, Equity and Inclusion: Moving Rotary Forward Toward Success

Dr. Sim J. Covington, Jr.

Chief Diversity Officer

Finger Lakes Community College

Canandaigua, New York

Thank You

Janet Tenreiro (7120)

Linda Kohl (7120)

Agenda

- About Me
- District 7120 DEI Update
- Defining Diversity, Equity and Inclusion
- Understanding Self
 - Social Identity
 - Intersectionality
 - Privilege and Oppression
 - Isms and Phobias
 - Stereotypes, Prejudice, Discrimination
 - Microaggression
 - Co-optation
 - Positionality



The Four Way Test

of the things we think, say and do

1. Is it the **TRUTH**?
2. Is it **FAIR** to all concerned?
3. Will it build **GOODWILL** and **BETTER FRIENDSHIPS**?
4. Will it be **BENEFICIAL** to all concerned?

- Social Identity Activity
- American Standard
- Psychological Safety
- Value Proposition
- Tips to Move Forward

START

HOW GREAT LEADERS INSPIRE
EVERYONE TO TAKE ACTION

WITH

SIMON SINEK

New York Times bestselling author of *Leaders Eat Last* and *Together Is Better*

WHY

MORE THAN
ONE MILLION
COPIES SOLD

Understanding Self

A responsible individual/club looking to address matters of diversity, equity and inclusion (DEI) takes the time to explore and recognize his/her/their own characteristics of social identity, intersectionality, privilege, oppression, and bias (positionality).

**Inducted
Member 2016 - 2018**

Rotary
Club of Utica

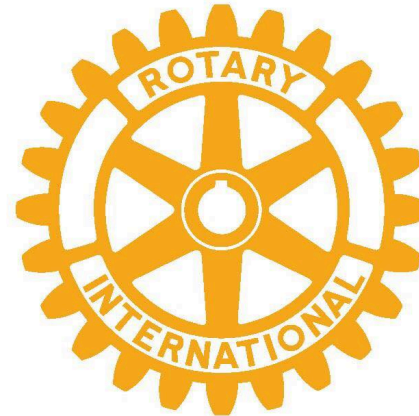


Member 2018 - Present



**2021 – Present
District 7120 DEI Committee Chair**

Rotary
District 7120



District 7120 DEI Update

- Dr. Covington has worked to get approval from the United Way of Greater Rochester to have our district complete the 21-Day Equity Challenge (emails distributed for 21 days for participants to engage and learn about matters pertaining to DEI...Diversity, Equity & Inclusion)
 - Once complete, Dr. Covington will work with committee to establish DEI definitions as a district and share with membership for review and finalization
- DEI committee members will attend RI Director Valarie Wafer's presentation on the Rotary International DEI Task Force on Tuesday, February 23 at noon.
- Dr. Covington Presenting at the District Training Assembly being held on April 10, 2021 via Zoom, 3 breakout sessions on DEI (partnering with Karen Quartaro from Newark).



DEI Training Description

Through a lens of social justice, effective Diversity, Equity, and Inclusion training raises an individual's awareness of the importance of working together with people from different backgrounds, cultures and beliefs. As the world requires the intentional dedication to organizational culture, complexities of human behavior require resources that not only support new skill sets, but also communicate standards that govern expected behavior. Rotarians who understand the rules of etiquette, ethics, and respect for ALL, are more equipped to thrive and positively contribute to the welfare of society at large. DEI training assist everyone in developing a deeper understand of civility and respect, which allows clubs to excel in their duty to serve as well as recruit new members. Rotarians learn how to detect and minimize behaviors that can undermine individuals and groups, along with inclusive actions that reflect a commitment to civil communication.

Diversity of Experience

- Changed a Tire
- Visited a Six Flags Theme Park
- Played Sports Growing Up
- Have a Pt. Time Job
- Community Volunteer on my own time
- Read Harry Potter Books
- Saw the Twilight Movies
- Milked a Cow
- Hunting
- NFL Football Game
- Been on the West Coast (California, Oregon, Washington)
- Sing
- Aspiring Actor/Actress
- Artistic
- Decorate
- Opera
- Broadway Play (in NYC)
- Swim
- Cook
- Braid Hair
- Dance
- Own a Pet
- Disney World
- Camping
- Speak another language
- Sew, Crochet, Knit, Cross Stich
- Comic Books
- Star Wars/Star Trek
- Parent
- Play an instrument

DEI Definitions

- **Diversity** can be broadly defined to include all aspects of human difference. We at FLCC emphasize those differences arising from systemic social injustices. This would include, but not be limited to *age, ethnicity and race, gender, gender expression and identity, language, learning preference, mental and physical ability, national origin, religion, sexual orientation, socio-economic status, and status as a veteran.*
- FLCC defines **Equity** as institutional efforts to *ensure equal opportunity and access to resources essential for the full involvement and development of all stakeholders.* Addressing equity necessitates identifying inequalities and deliberately supporting marginalized groups by removing any affiliated obstacles.
- FLCC defines **Inclusion** as the creation of a *welcoming environment that supports the full contribution all stakeholders.* Sincere inclusion provides an opportunity for genuine participation and an accurate sense of belonging that fosters discourse and networks among individuals and groups.

Terminology Review

Term	AKA
Diversity	Different, Variety, Assortment, Mixture
Equity	Justice, Evenhandedness, Fairness
Inclusion	Valued Input, Intentional Support

Important Points to Consider:

Whose story are we telling?, Who's telling the story?, Who's missing from the story?

The Forgotten Picture of Diversity



Interesting Fact

- Historically in the United States, there has been intentional and strategic efforts to discriminate against those from marginalized groups. To keep individuals **OUT...(colonization, slavery, Jim Crow laws, homophobia, age discrimination, ability discrimination, sexism, etc.)**
- Diversity, Equity, and Inclusion supports intentional and strategic efforts to bring individuals from marginalized groups **IN....**

Social Identity and Intersectionality

- **Social identity** is a person's sense of who they are based on their group membership(s). Tajfel (1979) proposed that the groups (e.g. **social** class, family, football team etc.) which people belonged to were an important source of pride and self-esteem; the process by which we define ourselves in terms and categories that we share with other people.
- **Intersectionality** is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; identifies how different aspects of social and political discrimination overlap with gender (Kimberle Crenshaw).

Social Identity Categories....

(Differences that ignite people's triggers globally)

- **Race (Typically Physical)**
- **Ethnicity (Typically Cultural)**
- **Sex (Biological)**
- **Religious Affiliation**
- **Gender Identity**
- **Socioeconomic Status**
- **Age**
- **Political Affiliation (Democrat, Republican, Libertarian, Green, and Constitutional)**
- **Physical Ability**
- **Mental Health Diagnosis**
- **Veteran Status**
- **Sexual Orientation**

Privilege and Oppression

(also impact our lived experience)

Privilege

- As found, there is basic agreement among authors (Lucal, 1996; McIntosh, 1992; Robinson, 1999) regarding the definition of privilege.
- Drawing on the work of these authors, it seems that five core components provide the defining boundaries of this concept (Black & Stone, 2005).
 - First, privilege is a special advantage; it is neither common nor universal.
 - Second, it is granted, not earned or brought into being by one's individual effort or talent.
 - Third, privilege is a right or entitlement that is related to a preferred status or rank.
 - Fourth, privilege is exercised for the benefit of the recipient and to the exclusion or detriment of others.
 - Finally, a privileged status is often outside of the awareness of the person possessing it (McIntosh, 1992; Robinson & Howard-Hamilton, 2000).

Oppression

- Unjust or cruel exercise of authority or power

Isims/Phobias

...isms:

- broadly speaking, the use of “ism” as a suffix (word ending) denotes action or practice, state or condition, principles, doctrines, devotion or adherence, etc. such as impressionism, Buddhism etc.
- However, **when we talk about “isms” in terms of social justice, this usually relates to prejudice, discrimination or antagonism directed at someone based on their membership in a group which typically holds less social influence and power than the dominant group. For example:**
 - *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, typically against women, on the basis of sex.
 - *Ageism*: Prejudice or discrimination on the grounds of a person's age.
 - *Ableism*: Discrimination in favor of able-bodied people.
 - *Classism*: Prejudice against or in favor of people belonging to a particular social class.

Phobias:

- **Homophobia:** Fear or hatred of those assumed to be LGBTQ and anything connected to their culture. It is a fear of homosexuality, either in other people or within themselves. This term represents a most extreme set of negative attitudes and beliefs and can include overt threats or expressions of hostility/violence. It occurs on personal, institutional, and societal levels.
- **Transphobia:** The fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles. Transphobia can prevent transgender and gender nonconforming people from living full lives free from harm. Transphobia can take many different forms, including negative attitudes and beliefs, aversion to and prejudice against transgender people, irrational fear and misunderstanding, disbelief or discounting preferred pronouns or gender identity, derogatory language and name-calling, bullying, abuse, and even violence. Transphobia can create both subtle and overt forms of discrimination. For example, people who are transgender (or even just thought to be transgender) may be denied jobs, housing, or health care, just because they're transgender. People may hold transphobic beliefs if they were taught them by other people, including parents and families who encourage negative ideas about trans people and who hold strict beliefs about traditional gender roles.

- **Institutionalized or systemic racism** is the long history of racially distributed resources and opportunities that advantage one group to the exclusion of another.
 - **Systemic racism** is evidenced by the disparate outcomes on communities of color (Housing, Healthcare, Education, Criminal Justice)
- **Stereotypes**: a generalization about a group in which indistinguishable characteristics are assigned to ALL members of the group, regardless of actual variation among the members (e.g., gender, elderly, cops)
- **Prejudice**: a pre-judgment that involves *liking or disliking* an individual based upon group affiliation or personal traits
- **Discrimination**: Unequal *treatment* of others based on group membership

White Fragility

White people in North America live in a social environment that protects and insulates them from race-based stress. This insulated environment of racial protection builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress, leading to what I refer to as White Fragility. White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the **outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation.** These behaviors, in turn, function to reinstate white racial equilibrium (Robin DiAngelo)

Interesting Fact

Willful Ignorance

Every year people testify to seeing UFOs, Bigfoot, and the Loch Ness Monster. Nevertheless, people fail to see racism, sexism, ageism, homophobia, and political discrimination.



Discrimination FOG

Discrimination is very often perceived as viewed from the periphery, and many are occasionally unclear about their contribution to the oppressing of others!



Implicit Bias

- **Implicit bias is “a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level”.**
- We are either unaware of, or mistaken about, the source of the thoughts or feelings (Zajonc, 1980).
- Implicit bias manifests in expectations or assumptions about physical or social characteristics dictated by stereotypes that are based on a person's race, gender, age, or ethnicity. People who intend to be fair, and believe they are egalitarian, apply biases unintentionally.
- Some behaviors that result from implicit bias manifest in actions, and others are embodied in the absence of action; either can reduce the quality of the workforce and create an unfair and destructive environment.

Halo Effect (Search Committees, Jury Duty, Dating, Title, Occupation, Props)

Explicit Bias

- Explicit bias is conscious. **The individual is fully aware of their belief, intention, and motivation, to discriminate or deliver harm.** *Explicit* bias involves consciously held, self-reported attitudes that shape how people evaluate or behave toward members of a particular group.
- Explicit bias is accessible – it can be measured with straightforward questions in surveys, such as “do you agree or disagree with the statement that boys are better than girls at math. It can also be combated with logic and discussion because it is acknowledged by the person expressing the bias.

Microaggression

- the everyday subtle and often automatic 'put downs' and insult directed toward others
- **a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority**
- Microaggression is a term used for brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.

Co-optation

- Co-optation involves **selective leadership practices in response to diversity that often benefits those in position of power rather than the intended beneficiaries** (Aguirre & Martinez, 2006). The goal of co-optation “is to change diversity to fit the dominant groups interest” (p. 57). Rather than fundamental change, co-optation absorbs people from underrepresented groups into the existing leadership and power structure.
- True organizational change fails because the underrepresented members obtain token leadership positions or nominal programs and services. These initiatives often appear, particularly to dominant group organizational participants, to benefit the underrepresented group but instead perpetuate the power dynamics in the organizational structure.
- This approach may result in changes to the social structure, but rarely are they the type of change that enact more equitable distributions of power or privilege.
- This approach is an example of what Freire (1997) called false generosity.

Media Influence

Control of the Narrative



What is Positionality?

- As highlighted in the literature, positionality is a concept that acknowledges the complex and relational roles of race, class, gender, and other socially constructed identifiers of being (Parsons, 2008)
- **Positionality is an individual's awareness of his/her/their personal identities and how these identities influence one's life and world view**
- As faculty/staff, clarifying and understanding your own bias is imperative to understand the “stuff” you bring to the classroom and the overall institution
- Overall, individuals should note past experiences, biases, prejudices, and orientations that may influence their contribution to the workplace

Exploring Your Social Identity

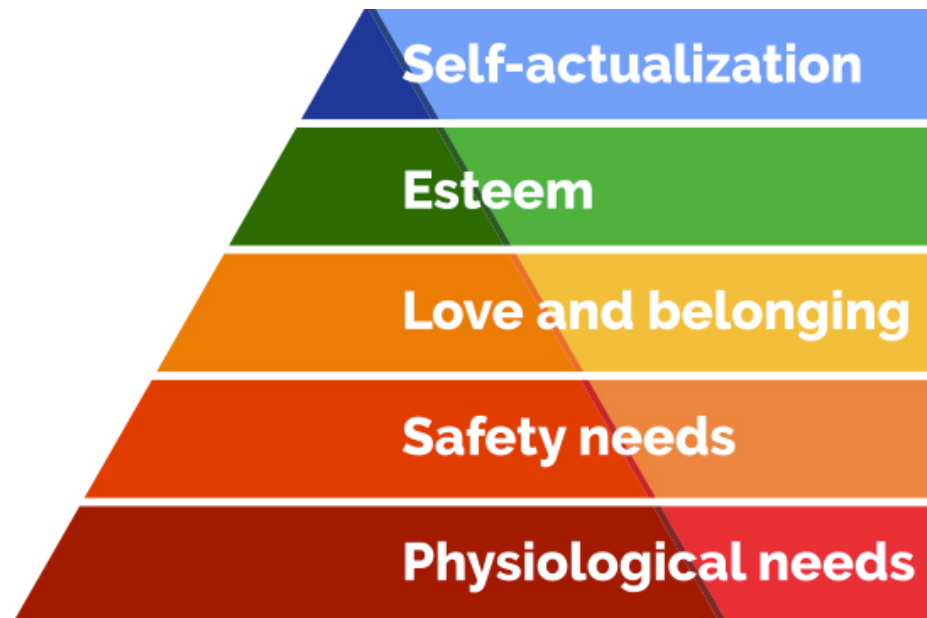
(As an exercise, feel free to insert your social identities, and select if you are part of the privilege or oppressed group based on the history of the United States)

Social Identity Category	Your Identity	Privileged	Oppressed
Race (Typically Physical)			
Ethnicity (Typically Cultural)			
Sex/Gender at Birth (Biological)			
Religious Affiliation			
Gender Identity			
Socioeconomic Status			
Age			
Political Affiliation			
Physical Ability			
Mental Health Diagnosis			
Veteran Status			
Sexual Orientation			

Psychological Safety

...(not us, not here, not our neighborhood).....

Being able to show and employ oneself without fear of negative consequences of self-image, status or career. It can be defined as a shared belief that the environment is safe for risk taking, individuals feel accepted and respected!



Value Proposition

Given the genuine history of the United States and as national and local climates continue to escalate around matters of social justice, engagement in **Crucial Conversations** provide a rich opportunity to learn about how to incorporate new strategies to improve community relations on both, a personal and professional level. By adding Crucial Conversations to one's background, it opens the door to meaningful dialogue, self-reflection, and empathy toward others genuinely interested in addressing change pertaining to diversity, equity and inclusion in a collaborative and meaningful matter!

Identify and Address Implicit Bias

- Accept that EVERYONE has biases, including me/you!
- Take steps to identify what your biases are
 - (why are you uncomfortable, and how does your discomfort play itself out interacting with others)
- Intentionally work to combat your own implicit bias

Individual Efforts

In considering those most vulnerable to systemic disparities:

- Learn about individual as well as systemic racism (and other forms of discrimination)
- Learning about your own biases (IAT Harvard University)
- Slow down and operate with intentionality versus snap judgements: In order to reduce reflexive reactions, take time to reflect on potential biases and replace them with positive examples
- Explore strategies to support those who are the least likely to seek and/or receive treatment
 - Anti-stigma campaigns in minority communities
- Continued cultural competency training as a club
- Questions to consider:
 - What can I do to support and foster greater understanding of the lived experience of others?
 - How can I use anti-discrimination work to change and progress conversations with friends, family, colleagues, and peers?

- Try seeing things from another person's point of view.
 - How would you respond if you were in the same position?
 - What factors might contribute to how a person acts in a particular setting or situation?
- Focus on seeing people as individuals: Rather than focusing on stereotypes to define people, spend time considering them on a more personal, individual level.
- Work on consciously changing your stereotypes: If you do recognize that your response to a person might be rooted in biases or stereotypes, make an effort to consciously adjust your response.
- Increase your exposure: Spend more time with people of different backgrounds. Learn about their culture by attending community events or exhibits (humanization).

Tips To Move Rotary Clubs Forward

Step 1: Discuss the benefits of having a diverse membership

- Discuss the benefits of diversity with your club. Recognize and celebrate past successes, if appropriate. For example, highlight a service project or other club accomplishment that has been achieved through having members with diverse professional skills. Discuss your club's representation of professional field or classification, gender, age, ethnicity, and culture, and set goals.

Step 2: Collect information

- Recap the diversity discussion from step 1 and reiterate the positive effects of having a more diverse membership.
- Distribute the Member Diversity Worksheet. Split club members into four groups and instruct each group that they are to gather information from one of the following sources on their own time between this meeting and the next, completing what they can of the worksheet:
 - Group 1: Get data on the demographics of the community from a local business association, such as the chamber of commerce
 - Group 2: Gather information about the community's cultural and demographic composition from the local tourism bureau
 - Group 3: Get socioeconomic statistics from local economic development experts or city government departments
 - Group 4: Get the most recent census results, which may include information on the age, gender, and ethnic makeup of the area's residents and review them

Step 3: Discuss the findings within the groups

- The following week, ask groups to meet to discuss their assignments, share what they completed on their worksheets, and compile their findings. Then have each group choose a spokesperson who will present its findings to the club at a future meeting.

Step 4: Report the results and discuss their implications

Have each group spend about five minutes presenting its findings at a club meeting. Facilitate a discussion about the reports and their relevance. Does your Rotary club's membership reflect:

- The ages of the professional population in the community?
- The gender composition of the working professionals in the community?
- The ethnic and cultural diversity of the community?

Step 5: Develop a member diversity action plan

- Find strategies to reach out to specific groups that were found to be underrepresented in your club. Document your plan and assign tasks to those on the membership committee, or ask other club members to help. Monitor progress toward your diversity goals and continually update club members.