At the most fundamental level, who serves on a board impacts how it functions and the decisions it makes. While board composition is not one-size-fits all, a board that is homogeneous in any way risks having blind spots that negatively impact its ability to make the best decisions and plans for the organization. The blind spots created by a lack of racial and ethnic diversity are particularly concerning, as they may result in strategies and plans that ineffectively address societal challenges and inequities, or even reinforce them.

That’s why BoardSource is so troubled by the findings from *Leading with Intent: 2017 National Index of Nonprofit Board Practices*, which revealed the following about the diversity of today’s nonprofit boards:

- **The levels of board diversity have largely remained unchanged since 1994.**
  - In 2017, 90% of chief executives and 84% of board members report as Caucasian.
  - In 2017, 27% of boards identify as all white. This compares to 25% in 2015.
  - Since BoardSource began tracking diversity data through this study in 1994, people of color and ethnic minorities have never represented more than 18% of board membership.

- **Chief executives consider board diversity important to their organization’s work.**
  - 77% to 89% report it important to
    - understanding external context from a broader perspective
    - developing creative new solutions to problems
    - understanding the organization’s client populations
    - enhancing the organization’s public standing
    - planning effectively

- **Chief executives and board chairs are dissatisfied with the level of racial and ethnic diversity on their boards.**
  - 65% of chief executives report they are somewhat or extremely dissatisfied with their board’s racial and ethnic diversity.
  - 41 percent of board chairs express the same levels of dissatisfaction.

Given these findings, one would expect that boards would be hyper-focused on diversity when recruiting new board members. Unfortunately, *Leading with Intent* documents the opposite.

- Only one quarter of boards are placing a high priority on demographics in board recruitment.
- Changing board recruitment practices does not rank as a top three priority for most boards.
- Nearly one in five of all chief executives report that they are both:
  - dissatisfied with their board’s racial or ethnic diversity; and
  - not prioritizing demographics in their board recruitment practices.

Don’t be one of those boards. Take the time to articulate your values regarding the importance of diversity, and then put them into practice throughout your organization and your board.
Here are five questions to get you started:

1. Is our organization’s reputation being negatively (or positively) impacted by our board’s current composition vis-à-vis diversity?

2. If someone were to make assumptions about our organizational values based on our board composition, what would they be likely to think?

3. How well are we cultivating a deeper understanding of the community or communities that we serve and bringing their perspectives, needs, feedback, and priorities into our strategic boardroom discussions?

4. Are we ever at risk of making decisions without fully understanding how these decisions may affect those we serve?

5. If we were to make a deeper commitment to diversity, inclusion, and equity, what would that mean for our mission, our work, and the people we serve?

The next step: Reboot your board recruitment practices

Strategic board composition does not happen on its own. Boards must define what the ideal board composition looks like — not just in terms of diversity, but also in expertise, experience, and networks — and then be vigilant about finding it through focused and disciplined board recruitment.

1. Define your needs: Some organizations find the use of a board matrix to be helpful as a way to document leadership needs and compare those needs to the board’s current composition. But a matrix is not a checklist, and boards should be careful not to reduce their board recruitment strategy to a “shopping list” for board candidates based on any one characteristic. Instead, the matrix should be a guide to helping boards identify the ideal combination of skills, networks, experiences, and background that will help move the organization forward, and which can be clearly articulated to potential candidates.

2. Find the candidates: If your board is lacking the diversity you seek, you may find that relying on the personal networks of current board members to identify new board candidates will only reinforce that challenge. If that’s the reality that you face, you will need to go beyond those networks and get serious about other ways of identifying potential board candidates. That could include deep networking through community organizations, your organization’s volunteer network, or leaders in your current or past client community. It might also include formalized search strategies such as posting your board position on a nonprofit board job board such as LinkedIn or tapping a board search firm. Whatever your candidate identification methods are, it requires discipline and diligence to find the right candidates, and may require that you take more time than you have in the past. Strategic board recruitment isn’t about speed and ease — it’s about taking the time to get it right.

Resources
- For more on the board’s leadership role on issues related to diversity, inclusion, and equity, visit boardsource.org/initiatives/diversity-equity-inclusion.
- For more information about board recruitment, visit boardsource.org/fundamental-topics-of-nonprofit-board-service/composition-recruitment/.
TAKING OUR DIVERSITY & INCLUSION EFFORTS TO THE

NEXT LEVEL

ABA BAR LEADERSHIP INSTITUTE

VICKI CLARK
BUILDING THE CAPACITY OF ORGANIZATIONS
MEMPHIS, TN
MARCH, 2020
“Exceptional boards energize themselves through planned turnover, thoughtful recruitment, and inclusiveness. They see the correlations among mission, strategy, and board composition; and they understand the importance of fresh perspectives and the risks of closed groups. They revitalize themselves through diversity of experience and through continuous recruitment.”

-- BoardSource
The Handbook of Nonprofit Governance (p. 25)
What if Bar Associations Looked at Diversity in a New Way?

Diverse organizations are more likely to attract more diverse donors.

Best boards harness variety of skills, perspectives, backgrounds and resources to meet challenges.

Heterogeneity promotes creativity and innovation.
DIVERSITY ADVOCATES CREATE
A JUST & CARING WORLD

AND...
HEALTHY
EFFECTIVE
THRIVING
BAR ASSOCIATIONS
“WHAT LOOKS LIKE RESISTANCE IS OFTEN A LACK OF CLARITY.”
Chip and Dan Heath

WHAT DOES DIVERSITY MEAN TO YOU?

What’s the 1st word you think of when you hear the word diversity?

What’s the 1st word you think of when you hear the word inclusion?
INCLUSION
A STRATEGY TO LEVERAGE DIVERSITY. LEVERAGING DIVERSITY REQUIRES AN ENVIRONMENT WHERE PEOPLE FEEL HEARD AND SUPPORTED TO DO THEIR PERSONAL BEST. DIVERSITY ALWAYS EXISTS IN SOCIAL SYSTEMS. INCLUSION, ON THE OTHER HAND, MUST BE CREATED.

DIVERSITY
THE QUALITY OF BEING DIFFERENT OR UNIQUE AT THE INDIVIDUAL OR GROUP LEVEL. THIS INCLUDES WORK STYLE, PARENTAL STATUS, SEXUAL ORIENTATION, GENDER, GENDER IDENTITY, SKIN COLOR, LANGUAGE, AGE, MENTAL AND PHYSICAL ABILITIES — AND MORE. EVEN PEOPLE WHO APPEAR THE SAME ON THE OUTSIDE ARE DIFFERENT!
# INCLUSION...

The Value and Practice of Ensuring That People Feel They Belong.

Together We’re Better

ALL Means ALL

Inclusion Means **WITH**

Not Just **IN**

---

## Inclusion Is and Is Not

<table>
<thead>
<tr>
<th>Inclusion is…</th>
<th>Inclusion is not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Asking for input from the people affected, and having the right people doing the right work at the right time.</td>
<td>Involving everyone in everything.</td>
</tr>
<tr>
<td>2 A way to accomplish the mission, strategies, and goals of the organization.</td>
<td>An end in itself, with no mission-related direction.</td>
</tr>
<tr>
<td>3 A way of hearing, valuing, and leveraging people’s differences to create breakthroughs.</td>
<td>Working with people who are different for the sake of it—“diversity for diversity’s sake.”</td>
</tr>
<tr>
<td>4 Supporting all people to do their best work and to continuously improve on it.</td>
<td>Sacrificing productivity or overlooking underperformance.</td>
</tr>
<tr>
<td>5 Building partnerships focused on work outcomes.</td>
<td>Focusing on the relationship at the expense of the task.</td>
</tr>
<tr>
<td>6 A two-way street.</td>
<td>Individuals not taking accountability for including themselves.</td>
</tr>
</tbody>
</table>
Basic Definitions

Equity: providing opportunities and access to all so that every person can achieve his/her full potential. Equitable treatment involves acknowledging diversity, recognizing and celebrating our differences, and eliminating the barriers that prevent the full participation of all peoples.

Rosetta Eun Ryong Lee (http://tiny.cc/rosettalee)
IT’S COMPLICATED

YOU CAN’T CHANGE WHAT YOU REFUSE TO CONFRONT
“LET’S GO”...
OUR PATHS ARE DIFFERENT
GENERATIONAL DIVERSITY IN THE WORKPLACE

SO WHO ARE THE DIFFERENT GENERATIONS?

Here is how they are often grouped:

TRADS 1928 – 1944

TRADITIONALISTS:
Value authority and a top-down management approach; hard working; 'make do or do without'.

BABY BOOMERS 1945 – 1964

BABY BOOMERS:
Expect some degree of deference to their opinions; workaholics.

GENERATION X 1965 – 1979

GENERATION X:
Comfortable with authority; will work as hard as is needed; importance of work life balance.

GENERATION Y 1980 – 1994

GENERATION Y:
Respect must be earned. Technologically savvy; goal and achievement oriented.

GENERATION Z 1995+

GENERATION Z:
Many traits still to emerge. Digital natives, fast decision makers, highly connected.
“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

-Maya Angelou
DIVERSITY ADVOCATES DON’T SHY AWAY FROM REALITY
Don’t just tell a different version of the same story. Change The Story!
Individual Cultural Competence

At the Individual Level

Cultural Competence IS:

an examination of one’s own attitude and values, and the acquisition of the values, knowledge, skills and attributes that will allow an individual to work/function appropriately in cross cultural situations.
Cultural Competence Model™

1. **Cultural Awareness**
   - "Me-Centered" Analysis
     - What are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors? (Who am I?)
   - "Other-Centered" Analysis
     - What are other’s values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors

2. **Cultural Knowledge**
   - Knowledge Analysis
     - How are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors the same or different from others?
     - What additional cultural knowledge, awareness, and understanding do I need?

3. **Cultural Sensitivity**
   - Sensitivity Analysis
     - Am I open to accepting and respecting differences? Why or why not? What are the benefits? What are the challenges for me?
     - Can I avoid assigning judgments, be better or worse, right or wrong, to cultural differences? Why or why not?

4. **Cultural Competence**
   - Competence Analysis
     - What adjustments both in the way I think and behave do I need to make in order to effectively operate in a different cultural context?

This four-part cycle is a continuous developmental process.

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• The understanding of diverse attitudes, beliefs, behaviors, practices, and communication patterns attributable to a variety of factors (such as race, ethnicity, religion, SES, historical and social context, physical or mental ability, age, gender, sexual orientation, or generational and acculturation...)

• CULTURAL COMPETENCE
“INCLUSION IS NOT A STRATEGY TO HELP PEOPLE FIT INTO THE SYSTEMS AND STRUCTURES WHICH EXIST IN OUR SOCIETIES; IT IS ABOUT TRANSFORMING THOSE SYSTEMS AND STRUCTURES TO MAKE IT BETTER FOR EVERYONE. INCLUSION IS ABOUT CREATING A BETTER WORLD FOR EVERYONE.”

-DIANE RICHLER, PAST PRESIDENT, INCLUSION INTERNATIONAL
Continuum of Cultural Competency in Organizations

- **Cultural Destructiveness**: Forced assimilation, subjugation, rights and privileges for dominant groups only.
- **Cultural Incapacity**: Racism, maintain stereotypes, unfair hiring practices.
- **Cultural Blindness**: Differences ignored, “treat everyone the same,” only meet needs of dominant groups.
- **Cultural Pre-Competence**: Explore cultural issues, are committed, assess needs of organization and individuals.
- **Cultural Competence**: Recognize individual & cultural differences, seek advice from diverse groups, hire culturally unbiased staff.
- **Cultural Proficiency**: Implement changes to improve services based upon cultural needs.

The continuum represents a range from destructive cultural practices to proficient cultural competence, with stages in between that illustrate various levels of cultural awareness and competence in organizations.
Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)
People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other.

- Martin Luther King Jr.
Bias Prejudice & Stereotyping

Bias: preference that inhibits impartial judgment.

Prejudice: strong feelings or beliefs about a person or subject; pre-judging others without reviewing facts or information; often based on fear.

Stereotyping: making the assumption that everyone in a group is the same.
We have preferences towards:

- People who sound like us
- People who look/dress similar
- People who have similar hobbies to us
- People who appear physically fit and well prepared
- People from the same college, university or city of birth
- People of the same sex, race, religious conviction, nationality

We tend to have bias against:

◦ People who seem weak or unhealthy
◦ People who look or sound different to us
◦ People with different values or principles
◦ People with very different backgrounds than our own
◦ People who we may find it hard to relate to, because of a lack of similar interests or hobbies
Explicit bias

- Expressed directly
- Aware of bias
- Operates consciously
- Example -- “I like whites more than Latinos.”

Implicit bias

- Expressed indirectly
- Unaware of bias
- Operates sub-consciously
- Example -- sitting further away from a Latino than a white individual.

Source: Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here?
“CONFIRMATIONAL” BIAS

We make decisions largely in a way that is designed to confirm beliefs that we already have. This phenomenon of “confirmational behavior” occurs unconsciously in both positive and negative ways.
NOT HIDDEN FOR LONG...

HIDDEN BIASES CAN REVEAL THEMSELVES IN ACTION, ESPECIALLY WHEN WE’RE STRESSED, DISTRACTED, IN COMPETITION OR VERY RELAXED
Change vs. Transformation

*CHANGE* FIXES THE PAST

TRANSFORMATION CREATES THE FUTURE

---

Transformation is often more about unlearning then learning.

Richard Rohr
7 STEPS TO IDENTIFY & ADDRESS UNCONSCIOUS BIAS

1. Recognize that we all have biases.
2. Identify what those biases are.
3. Dissect your biases.
4. Decide which of your biases you will address first.
5. Look for common interest groups.
7. Be mindful of bias kick back.
What is privilege and how does it work?

- In dominant systems – folks that benefit are privileged
- This might mean more power, access, resources, education and opportunity, financial security, freedom of social and structural discrimination.

- UNEARNED & AUTOMATIC BENEFITS
- SOCIAL MEMBERSHIP (DOMIANT)
- NORMATIVE GROUP – DEFINING NORMALITY
- “PASSING”
So basically...

Individuals benefitting from dominant systems are often unaware of most privileges/prejudiced mindsets
  - They are currently benefitting from it.
  - Privilege can be and unconscious socialization - built into our brain from the day we’re born

Dominant Systems (based on historical, systemic and cultural development) can be explained by a pattern of behaviors
  - Examples include ease, comfort, entitlement, violence, ignorance, fear of others.
“Privilege is when you think something is not a problem because it’s not a problem to you personally.”
GOT PRIVILEGE

“When you're accustomed to privilege, equality feels like oppression.”

feministastic.com • privilege 101

PRIVILEGE HAS ITS OWN WAY OF SEEING THE WORLD

HARRY SHEARER

PICTUREQUOTES.com
Just a thought...

There is some justice in the world.

There is no justice in the world.

The world is just.
University of San Francisco
Check Your Privilege Campaign

“We live in a society that is often oppressive to certain groups of people. However, we all carry particular types of privilege(s) that allow us to advocate for social justice and change in various situations.”

This campaign was designed to begin the discussion around privilege and social inequalities in an effort to raise critical awareness of the institutional oppression often seen in the United States of America. Goals included:

◦ To increase knowledge and improve beliefs about privilege.
◦ To heighten awareness of privilege among the USF community.
◦ To encourage the use of privilege to advocate for others.
If you don’t have to worry about how to get up Lone Mountain, you have able-bodied privilege.

CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN

If you can expect time off from work to celebrate your religious holidays, you have Christian privilege.

CHECK YOUR PRIVILEGE:

- CHURCH
- CHRISTIAN
- ABLE-BODIED
- HETEROSEXUAL

If you’re confident that the police exist to protect you, you have white male privilege.

CHECK YOUR PRIVILEGE:

- MALE
- WHITE
- ABLE-BODIED
- HETEROSEXUAL
If you can use public bathrooms without stares, fear or anxiety, you have cisgender privilege.

CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN
- GENDER
- MALE-RODED
- HETEROSEXUAL

If while growing up, college was an expectation of you, not a lofty dream, you have class privilege.

CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN
- GENDER
- MALE-RODED
- HETEROSEXUAL
Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a more just and inclusive world.

CHECK YOUR PRIVILEGE:

☐ WHITE
☐ MALE
☐ CLASS
☐ CHRISTIAN

☑ CISGENDER
☐ ABLE-BODIED
☐ HETEROSEXUAL

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align

privilege: unearned access to social power based on membership in a dominant social group

Presented by Dr. Walker (Psychology Dept.), Dr. Poole (School of Management, Marketing Dept.), Professor Murray (Design Program), and Student Life. Poster designs by Camille Esposito, Ray Choi, Veronica Cabanayan and Cat Bagg.
Managing Privilege

Privilege refers to the **uneven distribution** of power within a society. Privilege exists when that aspect of your life is seamlessly accepted into the world without scrutiny or suspicion. Personal privilege is the possession of these unearned attributes that dictate the ease and influence one will have within society.

Privilege is a **fact**, not an insult! You can’t help it if you have it, and you don’t have to feel guilty about it.

Privilege is **not absolute**. Most people occupy multiple social positions with multiple levels of privilege or disadvantage.

10 Tips for Effective Cross Cultural Communication

- Be Honest
- Be Flexible
- Listen Actively
- Respect Differences
- Ask Questions
- Build Self Awareness
- Avoid Stereotyping
- Distinguish Perspectives
- Think Twice
- Recognize the Complexity
THE MORE WE KNOW
THE GREATER IMPACT WE CAN MAKE

Charity
provides direct service: food, clothing, shelter
directed at the effects of injustice (symptoms)
short-term relief

Justice
promotes social change in institutions
directed at the root causes of injustice
long-term solutions
Now That **YOU** Know...
What Will **YOU** Do?

« Those who have the privilege to know have the duty to act. »

~ Albert Einstein (1879-1955)
DEFINING ROADBLOCKS TO DIVERSITY OPENS A PATH TO SUCCESS
THE MASTER SAYS...

1. STAY ENGAGED
2. SPEAKING YOUR TRUTH
3. NO FIXING
4. EXPERIENCE DISCOMFORT
5. TAKE RISKS
6. LISTEN FOR UNDERSTANDING
7. EXPECT & ACCEPT NONCLOSURE

I am only ONE,
BUT I am one.
I cannot do everything,
but I can do SOMETHING.
And I will not let what
I cannot do interfere
with what I can do.

-Edward Everett Hale

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YODA
DO OR DO NOT. THERE IS NO TRY.
A PLAN TO A.C.T.

All worthwhile men (and women) have good thoughts, good ideas and good intentions—but precious few of them ever translate those into action.

John Hancock Field
ADVOCATES FOR SOCIAL & CULTURAL INCLUSION...

• Demonstrate that people of different cultures, background, experiences, ages, interests and viewpoints bring value to discussion;

• Are committed to learning about & learning from various segments of the community, including those who are impacted directly by our actions

• Are committed to creating shared solutions

• Engage in reflection and inquiry to become aware of and sensitive to the history and context that impact a situation; and

• Uphold principles and practices that reflect and support diversity and inclusion throughout the profession, & culture that is transparent, receptive, respectful and responsive
COMMIT TO BECOME AN ADVOCATE FOR DIVERSITY, INCLUSION, CULTURAL COMPETENCE

advocacy to change “what is” into “what should be”
EFFECTIVE ADVOCATES
Ready to A.C.T.

ACKNOWLEDGE

COMMIT

TARGET