DIVERSITY, EQUITY & INCLUSION: Moving from Ideas to Action

THURSDAY, OCT. 18, 2018
8:30am to 12:30pm
LYMAN ALLYN ART MUSEUM
625 Williams Street, New London
NONPROFIT BOARDS & DEI Pt. II
“MOVING FROM IDEAS TO ACTIONS”

October 18, 2018
Lyman Allyn Art Museum
New London, CT
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Minority Inclusion Project Incorporated
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www.ctmip.org
Executive Director, Jamal Jimerson

Founder & Executive Director, MIP

Managing Partner, Thought Partner Solutions

About 20 years experience in social service, community education, program development, fundraising, operations management, and social justice advocacy

Jamal’s recent honors include Hartford Business Journal’s 2017 40 under Forty and Connecticut’s 100 Men of Color 2017

Board Service includes: The Connecticut Association for Human Services; Five Frogs Inc; Sustainable CT
Minority Inclusion Project (MIP) works within a peer-learning network of nonprofit, private, and public partners to close the nonprofit racial leadership gap by creating pathways to leadership for people of color.

**OUR IMPACT**
We lead efforts in partnership with our peer-learning network to combat racism, advance equity, and develop inclusive organizational cultures.

**800+ LEADERS**
Provided training, coaching, and community conversations for a growing network of over 800 current and emerging leaders.

**100+ ORGANIZATIONS**
Provided capacity-building, coaching, and/or conversations for over 100 nonprofits and public agencies across New England.

**90% TRAINING**
Over 90% of participants (board members, nonprofit leaders, professionals) rate MIP workshops and training as excellent.
SESSION I RECAP (CALL TO ACTION)

- ESTABLISH a business and mission case for Diversity, Equity, and Inclusion
- AVOID tokenism
- CHANGE the culture of the organization (from the board down)
- LISTEN and LEARN through powerful conversations
- BUILD new and diverse pipelines
- CHALLENGE our own systems of inequity
- PRACTICE our values
- BUILD an organizational community
SUCCESES & CHALLENGES
Group Activity 1: Who Am I? (20 Mins.)

Individually:

1. Complete the SOCIAL IDENTITY WHEEL (Handout)
2. On paper provided, please write:
   1. Name
   2. Who Am I?

Group:

1. Introductions – What is my identity? (DO NOT USE ANY SOCIAL IDENTIFIERS)
2. Discuss the answers in the SOCIAL IDENTITY WHEEL
Group Reflections (10 Minutes)

- Share your reflections of the activity.
- What was it like not being able to use social identifiers to introduce yourself?
- Discuss how you fit into a group when your social identity is different from the majority?
- People have **Personal Identities** and **Social Identities**

- **Culture** is a predominant force that shapes our identity

- **Diversity** within culture is vast and significant

- People are served in varying degrees by **Dominant Cultures**

- **Cultural groups** often have needs that are not, or cannot, be met within the dominant culture.
Key Definitions

- **Diversity** – Describes the differences among people – including race, religion, gender, sexual orientation, disability, socio-economic status, etc.

- **Equity** – Describes fairness – including recognition, promotions, participation, and grievance processes.

- **Inclusion**: The extent to which all members of the board are included in important decision-making processes and social interactions
### DEMOGRAPHIC PROFILE OF BOARDS AND EXECUTIVES

<table>
<thead>
<tr>
<th>Race &amp; Ethnicity</th>
<th>Chief Executive</th>
<th>Board Chair</th>
<th>Board Member</th>
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<tr>
<td>Caucasian</td>
<td>90%</td>
<td>90%</td>
<td>84%</td>
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<td>8%</td>
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<td>2%</td>
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<td>1%</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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<td>1%</td>
<td>1%</td>
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<tr>
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<td>1%</td>
<td>3%</td>
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<td>Hispanic or Latino of any race</td>
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<td>3%</td>
<td>5%</td>
</tr>
<tr>
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<table>
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<tr>
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<td>28%</td>
<td>58%</td>
<td>52%</td>
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<td>Female</td>
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<td>42%</td>
<td>48%</td>
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<table>
<thead>
<tr>
<th>Age</th>
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<th>Board Chair</th>
<th>Board Member</th>
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<td>16%</td>
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<td>43%</td>
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<tr>
<td>40 to 49</td>
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<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Under 40</td>
<td>11%</td>
<td>11%</td>
<td>17%</td>
</tr>
</tbody>
</table>

*FIGURE 7: DEMOGRAPHIC PROFILE OF BOARDS & EXECUTIVES*
The levels of board diversity have largely remained unchanged since 1994.

2017 - 90% of chief executives and 84% of board members report as Caucasian.

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.

65% of chief executives & 45% of board chairs report they are somewhat or extremely dissatisfied with their board’s racial and ethnic diversity.

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.
THE SELF REINFORCING CYCLE OF MAJORITY WHITE BOARDS

Lack of cultural proficiency results in poor recruitment & retention of diverse candidates

Board that is not diverse

Homogenous Candidate Pool

Recruit via Board member networks
BREAK
10 Minutes
What’s OUR Problem?
Developing cultural competency is an on-going process

- Begins with an analysis of the strengths, weaknesses, opportunities, and challenges of advancing DEI (Assessment)
- Starts with recognition of the need and value of incorporating DEI (Stage 1: Awareness)
- Continues to developing an actionable plan for advancing DEI (Stage 2: Intentionality)
- progresses to implementation of policies and practices (Stage 3: Action)
- Continues with further refinement and understanding of the benefits of DEI (Stage 4: Sustainability)
Group Discussions: Valuing Diversity, Equity, & Inclusion (DEI)

1. How do we define diversity?

2. Why is diversity important to us?

3. Have we had an open discussion about changing demographics in our community and how it impacts our services, programs, and mission?

4. If we were to make a deeper commitment to diversity, equity, and inclusion, what would that mean for our mission, our work, and the people we serve?
Group Discussions: DEI Risk Assessment

5. Is our organization’s reputation being negatively (or positively) impacted by our board’s current composition regarding diversity?

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

7. 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?

8. Are we ever at risk of making decisions without fully understanding how these decisions may affect those we serve?
Board Self Assessment

- Engages board members and executive leaders in thinking about and discussing how the board can be more effective in advancing DEI
- Assesses current state and readiness for organizational change
- Helps identify where the current gaps lie within the governance structure in terms of cultural competency and how the board should proceed in order to put racial DEI on the agenda
- May also help to secure resources from funders to engage in this work
- Use the results as springboards to develop goals and take further action steps
Board Self Assessment

**Individually:**
1. Complete the board self assessment providing your responses to each of the questions

**Pairs/Trios/Small Groups:**
1. Discuss the responses you provided in the board self-assessment
Group Reflections

- Share your reflections of the activity.
- Have you started doing work on any of these areas? What were your challenges? What were your successes?
- Discuss how you fit into a group when your social identity is different from the majority?
5 Practical Strategies for the Assessment Phase

1. Gather info to learn more about the board, organization, service community, etc.
   A. Socio-demographic composition of the board and community
   B. Competencies of the current board members
2. Engage in probing conversations with board members
3. Determine if the problem is demographic diversity, functional diversity, or inequity?
4. Define what diversity, equity, and inclusion means for your organization. Determine which communities you need to focus on for the action plan.
5. Develop a value proposition articulating the benefits of diversity, equity, and inclusion – mission, morals, equity, socio-demographic
BREAK
10 Minutes
Can We Recognize The Barriers?
Developing cultural competency is an on-going process

- Begins with an analysis of the strengths, weaknesses, opportunities, and challenges of advancing DEI (Assessment)
- Starts with recognition of the need and value of incorporating DEI (Stage 1: Awareness)
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Continuum of Cultural Competency

- **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 and cultural differences, seek advice from diverse groups, hire culturally unbiased staff.
- **Cultural Proficiency**: Implement changes to improve services based upon cultural needs.
Dominate Culture Norms & Nonprofit Boards

- Compels cultural subgroups to “cover” or downplay their authentic identities
- Access to larger resources leads to a greater amount of influence on the board
- Processes for recruitment and onboarding devalue cultural differences
- Top-down hierarchical cultures that do not value the voices and experiences of other cultures in the boardroom
- Policies in the by-laws that keep sub-groups excluded from participation on the board
- Communication during meetings that is judgmental and exclusive
CASE 1: An arts organization board, currently all white, would like to recruit people of color -- especially African Americans -- to increase minority attendance. Although everyone on the board likes the idea of a more demographically diverse board, several board members are skeptical that an African American professional would be interested, has the competency, or the networks to raise money (which is one of the primary activity of this board). But a funder is pressuring them to be more racially diverse.

CASE 2: A social service agency board in a “majority-minority” area has been challenged by its community members, staff, and funders to recruit racial & ethnic minorities and young professionals to the board. 75% of the community they’re servicing classify as “people of color” and many of their clients are middle age and senior residents. The board wants to be more diverse, they just can’t seem to find any good candidates in that community.
**CASE 3:** A faith-based organization’s board, currently all men, would like more gender diversity on the board after recently being rejected for several grants. The organization has a female CEO and a strong diversity statement but says that women seem to lack an attraction to the majority-male board room. Still, the board is determined to change the optics.

**CASE 4:** A youth development organization, started by a group of friends several years ago realizes that their board leadership poorly reflects the values, perspectives, or views of the youth and families in their programs. Recently they lost substantial funding for a long-running program after it was determined that their services were designed without any community input. No one on the existing board has relationships in the community and the members feel that this might be a great time work on a diversity strategy for the board.
Group Activity 3: Case Studies

Groups:

1. Discuss the case study provided at your table
   A. What is the problem?
   B. What are the specific openings for action?
   C. What role does dominant cultural norms play in the problem?
5 Practical Strategies to Increase Awareness

1. Review the board assessment and highlight gaps in the culture section
2. Raise awareness, create understanding, and encourage reflection
3. Ask about the experiences of board members, particularly those who are members of cultural sub-groups
4. Foster a culture of open communication and transparency, and enable forums for discussion of DEI in the boardroom
5. Test and model new inclusive practices and smooth the transition by emphasizing the continuities between old and new behavior.
QUESTIONS?
Final Recommendations

1. Make regular public statements of the organization’s vision and philosophy of inclusiveness
2. Make DEI a top objective for the entire organization
3. Help create a pipeline of diverse, skilled individuals to fill vacancies on the board
4. Encourage ongoing education to foster inclusiveness and cultural proficiency
5. Monitor retention rates
6. Conduct exit interviews of board member to further assess progress related to DEI
7. Administer board self-assessments that include questions related to diversity strategies and goals
8. Create shared experiences with informal social time together
Board Diversity Initiative
Pathway to Cultural Proficiency for Boards

APPLY FOR THE SOUTHEASTERN CT BDI COHORT – STARTING 2019

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- Continues with further refinement and understanding of the benefits of DEI (Stage 4: Sustainability)
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