Cultivating & Supporting Culturally Relevant Leaders

April 20\textsuperscript{th}, 2017
HOW WE GOT TO HERE...

The State of Diversity in Environmental Organizations
Mainstream NGOs  Foundations  Government Agencies

Dorceta E. Taylor, Ph.D.
University of Michigan, School of Natural Resources & Environment
Ann Arbor, Michigan
PREPARED FOR GREEN2O
JULY 2014

Internal: Cultural Change Initiatives

“Hold diversity training and staff meetings?”

- NGOs: 45%
- GOVT AGENCIES: 64%
- FOUNDATIONS: 61%

“Organize a workshop on diversity?”

- NGOs: 53%
- GOVT AGENCIES: 48%
- FOUNDATIONS: 42%

“Include more issues of interest to low-income communities and ethnic minorities on the agenda of organizations like yours?”

- NGOs: 60%
- GOVT AGENCIES: 57%
- FOUNDATIONS: 60% 67%
OUTDOOR EDUCATORS INSTITUTE
The Outdoor Educators Institute develops the next generation of culturally relevant outdoor leaders by building competencies and leadership skills in young adults who have encountered hurdles or lacked the resources to enjoy the outdoors. The Outdoor Educators Institute (at its core) is advocacy for the inclusion and representation of diverse populations, especially those that have had historical and systemic barriers to accessing the outdoors.
Outdoor Educators Institute

Wilderness Expedition:
3-day overnight wilderness backpacking expedition including: expedition planning, backcountry camping, navigation skills, and leadership development

Outdoor Water Skills:
Weekend sea kayaking expedition including: kayaking skills, group management on the water, and a swimming lesson / refresher class.

Environmental Education:
Teaching natural history (plants, animals, earth systems, environmental science) to youth of all ages, as well as history and social justice challenges and initiatives of local parks

Professional Skills:
Curriculum building and block planning, job site skills, program budgeting

Equity, Inclusion & Cultural Relevancy Trainings:
Workshops, discussions and readings regarding power, privilege, and ally ship.
RISING LEADERS FELLOWSHIP
Youth Outside recognizes that within the environmental movement, efforts need to be supported that will attract and retain talented people of color and others who have had historic and systemic barriers to accessing the outdoors. To this end, Youth Outside delivers the Rising Leaders Fellowship. The Rising Leaders Fellowship supports the professional development of individuals in entry to mid-level positions within youth serving outdoor programs. Specifically, Youth Outside targets individuals who are enthusiastic about connecting youth to the outdoors in culturally relevant and inclusive ways by affecting culture change within their organizations.
RISING LEADERS FELLOWSHIP

Social Justice:
Explore related concepts and practices to move toward a just society; examine the historical context of exclusion in the United States and how this impacts youth.

Power & Privilege:
Examine power and privilege dynamics and the impact these can have on youth; explore opportunities to leverage power and privilege.

Strategic Planning:
Analyze organization's strategic plans and if/how equity and inclusion are incorporated into the plan; explore opportunities to ground strategic plans in youth narrative.

Curriculum Development:
Analyze curriculum for implicit bias and explore avenues to incorporate youth voice in curriculum and programs.

Fund Development:
Examine the ways in which youth narrative is being communicated; explore how deficit minded fundraising can harm youth.
Education Outside - DEI Organizational Goals
It began with this question:

How do we create a program model that successfully translates across diverse school sites?
Organizational Change

Programming
Increased Cultural Relevancy

Leadership
Cultivated Organizational Buy-In
Programming: Increased Culturally Relevancy
Indicators of Need

**Instructors:** Feedback & Turnover

**Partner Schools:** Engagement

**Students:** Inconsistent Experiences
Our Programming Strategy

1. Build trusting relationships
2. Establish clear expectations
3. Empower through choice
Build Trusting Relationships

Create regional group as support network

Establish Community Engagement Plans with each site

Adjust teaching schedule to foster student relationships
Leadership: Cultivated Organizational Buy-In
Our Leadership Strategy

1. Build Capacity & Knowledge
2. Collaborate across departments
Build Capacity & Knowledge

- Hosted anti-racism staff retreat

- Implemented study on program success across schools
- Participated in Rising Leaders Fellowship & NAAEE Conference 2015: *Building a Stronger & More Inclusive Movement*
- Updated vision & values to include equity and access
- Launched DEI working group to streamline initiatives
Collaborate across departments

- Established organizational goal, benchmarks, and department milestones
- Participated in NAAEE Conference 2016
- Created DEI track as part of Professional Development
- Hired Impact Manager to oversee all DEI efforts
- Launched affinity groups for corps

- Hosted first staff and corps DEI Retreat
Using our Words: Diversity and Inclusion
Defining Diversity and Inclusion

Diversity:

- the condition of having or being composed of differing elements, especially the inclusion of different types of people (as people of different races or cultures) in a group or organization

Merriam-Webster online at: http://www.merriam-webster.com/dictionary/diversity
Inclusion:
- The act of including: the state of being included
- A relation between two classes that exists when all members of the first are also members of the second

Merriam-Webster online at: https://www.merriam-webster.com/dictionary/inclusion
## Power & Privilege

Power: Refers to the ability to control one’s environment and/or influence decision making. Power establishes privilege.

Privilege: Refers to the myriad of (earned and unearned) social advantages, benefits, and courtesies that come with belonging to a socially constructed and sanctioned dominant group.

<table>
<thead>
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<th>Experience / Identity</th>
<th>I have a. More or b. Less privilege</th>
<th>Who has less privilege as a result?</th>
<th>My privilege manifests (or looks) like:</th>
<th>I can leverage my privilege in support of equity by:</th>
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<td>Gay People Bisexual People</td>
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<td>A Cis Gender</td>
<td>Transgender People Gender non-confirming People</td>
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<td>A 35 year old</td>
<td>Children Elderly</td>
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| “Race” / Ethnicity:   | A Latina                            | Black People Indigenous People    | • My culture is not referenced as solely historic  
• History books do not show people that look like me as slaves, with little reflection of all the other things my people are  
• When I see people like me in books they are not always in regalia or traditional performance clothing. |  |
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                          |                                                 |                                     | • When I see people like me in books they are not always in regalia or traditional performance clothing. | • I can select images & books that give a broader and current representation of underrepresented/misrepresented people  
                          |                                                 |                                     |                                                         | • I can speak about and include images and information that places indigenous people in the present tense. |