

# Diversity, Equity, and Inclusion 101: Creating Cultural Transformation

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# Research Thesis: Racial Diversity in Public Garden Leadership

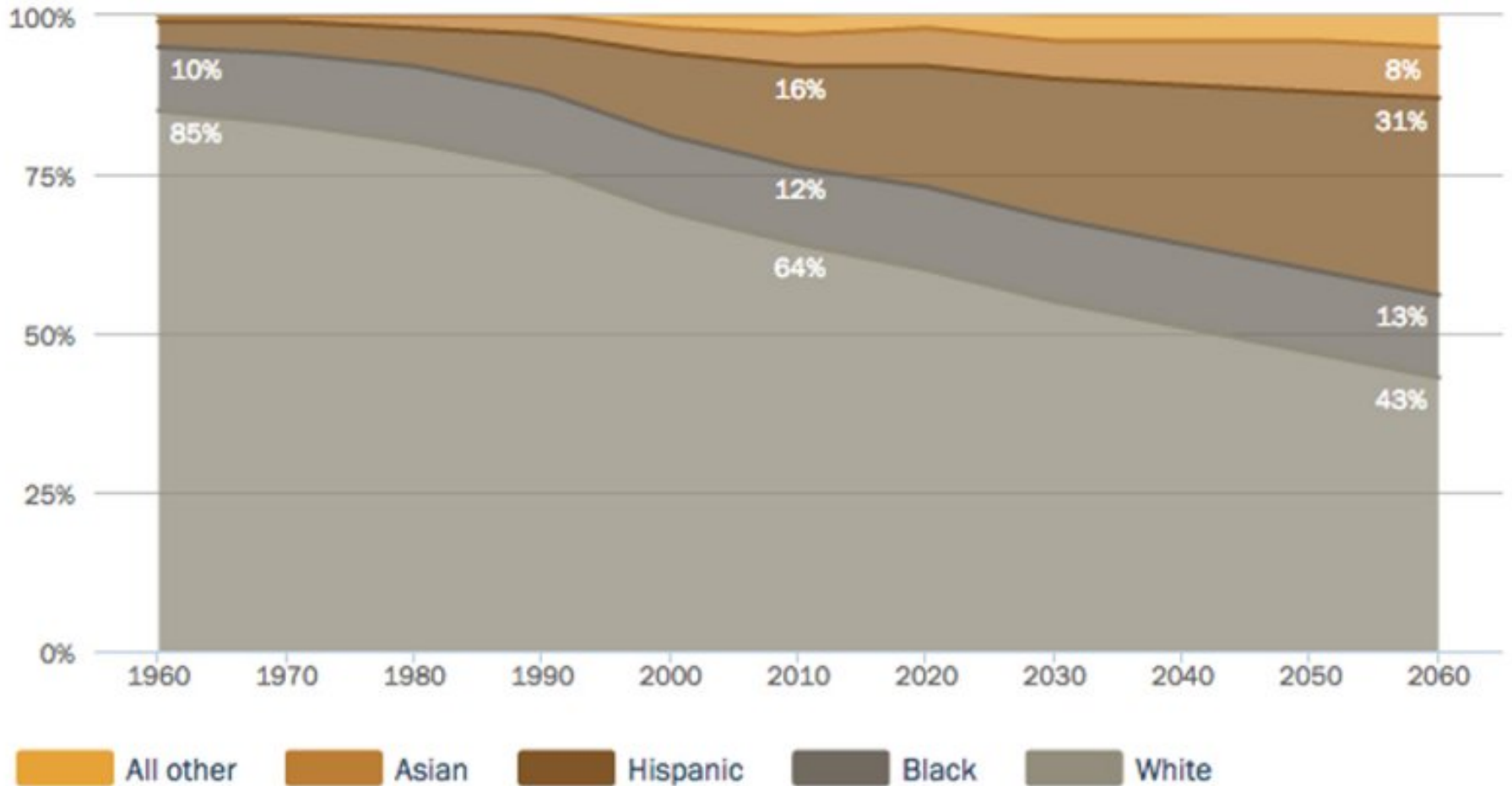
Tracy Qiu

# What is Racial Diversity?

- Race – social construct, based on treatment in society
- Diversity – differences (gender, race, religion, age, orientation, ability, etc.)
- Dominant group - White/White-American
- “Minority” group - People of color

# Changing Face of America

Percent of total U.S. population by race and ethnicity, 1960-2060





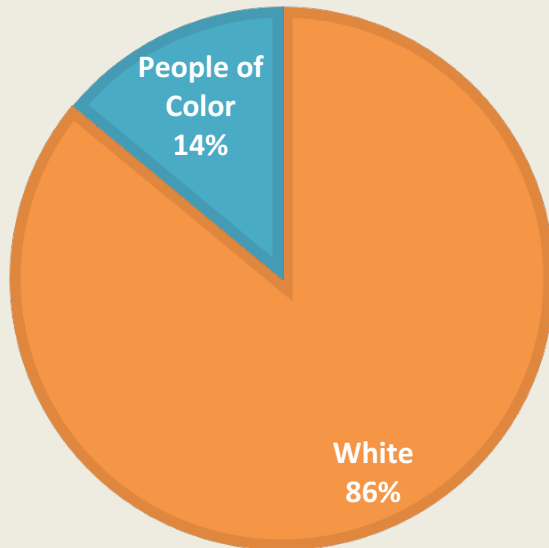


- Leaders: decision-making power
- Public gardens: nonprofit, paid full-time staff, programming

# Racial Diversity in Environmental and Cultural Nonprofit Leadership

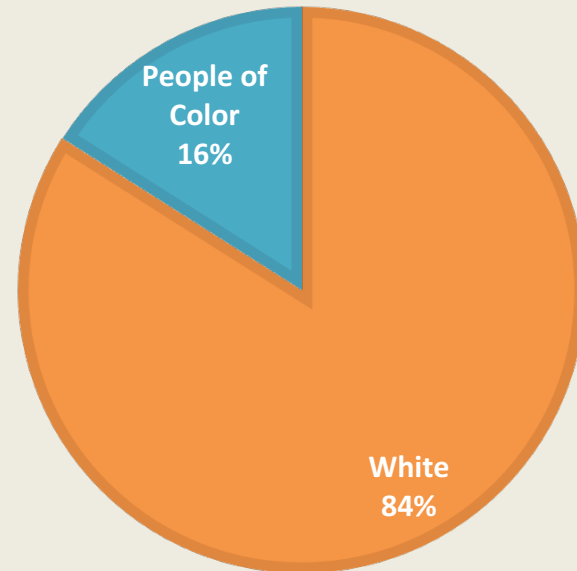
## Environmental (Taylor)

White People of Color



## Cultural (Mellon)

White People of Color



Average of 14 – 18% people of color in nonprofit leadership roles

# Research Goals



- **Explore the experiences** of people of color in public garden leadership
- **Identify barriers** and challenges towards racial diversity in public garden leadership
- **Discuss best practices** in the recruitment, retention and promotion of public garden leaders of color

# Research Methodology

- Narrative interviews
- Thirteen leaders in the public garden field that identify as people of color
- Three rounds of qualitative coding



<b>Research Question</b>	<b>Themes</b>	<b>Categories</b>
What is the experience of being a person of color in a public garden leadership position (career pipeline, barriers, opportunities)?	Early Exposure to Nature	Educational Programming
		Familial Connection
		Early Jobs and Experience
		Preconceptions of Horticultural Careers
	Horticultural as a Second Career	Reasons for Transitioning
		Educational Transition
		Prior Skills and Experience
	Barriers and Challenges	Micro-aggressions and Discrimination
		Volunteers
		Isolation and Fatigue
		Non-Racial Barriers and Challenges
	Successes and Opportunities	Job Satisfaction
		Mentorship
Mentorship – Career		
Mentorship – Emotional Support		
What is the perception of diversity in public horticulture from the perspective of leaders who are people of color?	Perception of Racial Diversity in Public Horticulture	Perceived Lack of Racial Diversity in Field
		Recruitment Challenges
		Recommendations for Change
What are the institutional effects of having a person of color in a leadership position?	Effects of Racial Diversity in Leadership Role	Institutional Effects
		Personal Identity

# Key Narratives



# Pipeline





# Early Exposure and Career Awareness

## ALWAYS

- *Something that I sort of always did for work*
- *I was always tending my parents landscape*
- *I've always been interested in plants*
- *I was always climbing trees, in the dirt*
- *I was always interested in growing stuff*
- *I've always had a knack for plants*

## NEVER

- *(Horticulture) was never an option*
- *I never academically pursued horticulture at all*
- *I never saw myself getting into that field*
- *I never considered it as a career path*
- *I never thought I would grow up to study it*
- *I never thought of it as a career, even though I liked it so much*



*“well the only career choice my kid could possibly have is to be a gardener, and that's not okay.” You know? “My family worked in fields, and struggled, to get us to a better place.”*

(In a discussion about parental perceptions of horticulture)

# Organizational Culture



Image: David Bonazzi, Scientific American

# Micro-Aggressions

- *“I was definitely called “that little Mexican girl.” I'm not (even) Mexican...”*
- *“People used to ask me “What am I? What are you? Are you (American) Indian?””*
- *“They think that it's funny and it's not, comparing my name to like a terrorist or something like that...”*

# Leadership and Volunteers

- *“It takes leadership from the top to actually change that culture, and it's not my responsibility as a person of color to change that culture.”*
- *“And I told my boss, and nothing happened. And he's also a white man and I'm the only person of color on staff.”*
- *“Nobody on staff has done that in a way I feel is inappropriate, but I've had at least one volunteer say something like that to me.”*

# Emotional Labor

- *“They pay me to be nice, so I had to be nice about it.”*
- *“I mean I know who the racists are. I know who the people are that have already pre-judged me before I've even opened my mouth.”*
- *“Is this an opportunity to educate, or take them down? And you have to make those kinds of decisions, hundreds of times a day. And it's exhausting.”*

# Isolation

- *“I could look around, there was nobody looked like me. Nobody at all.”*
- *“I don't feel ostracized or anything like that, but I just feel like an anomaly.”*
- *“At one time, I was walking around, I was like-- am I the only Black person?”*

*“I get the sense that oftentimes, that they want you have that struggle, like they're really curious in hearing it, and when you don't it's kind of a downer.”*

(On identifying as a person of color)

# Successes and Opportunities

**People enjoy their careers and find them to be meaningful!**

- *“It's exciting, it's charging, it feels like I'm doing something that's worthwhile.”*
- *“...In my experience, in my opinion, there's more intellectual satisfaction in a public garden.”*

**PoC leaders try to support more emerging professionals of color!**

- *“I feel like-- I am willing to leave the position open longer in order to leave no stone unturned. Because I don't profess to know everywhere to look either. But I want to be sure that I have given this every consideration.”*



# Conclusion

## Ultimately...

- Topic of racial diversity is complex, emotional, difficult, and uncomfortable
- Goal is to have a professional culture that invites people of color to develop their careers in the public horticulture field





# Key Concepts for Dialogue on Race

Allie Byrd Skaer



**Allie Byrd Skaer**

Internship Engagement  
Coordinator

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BS Horticulture  
MS Education  
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**Diversity** refers to the variety of personal experiences, values and worldviews that arise from differences in culture and circumstance. It includes but is not limited to the influence of different cultural, ethnic, and religious heritages and the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.

**Equity** refers to the guarantee of fair treatment, access, and opportunity for advancement for all individuals. Equity also aims to identify and eliminate barriers that have prevented the full participation of marginalized groups. The principle of equity acknowledges that there are historically marginalized populations and that fairness regarding these unbalanced conditions is needed in order to provide effective opportunities for all. The key to understanding equity is the idea that individuals and groups need different kinds of policies, programs and practices in order to succeed.

**Inclusion** indicates an environment in which a diversity of identities are not only represented, but are also supported and embraced through consistent institutional behaviors, practices and policies. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all members.

# EQUALITY

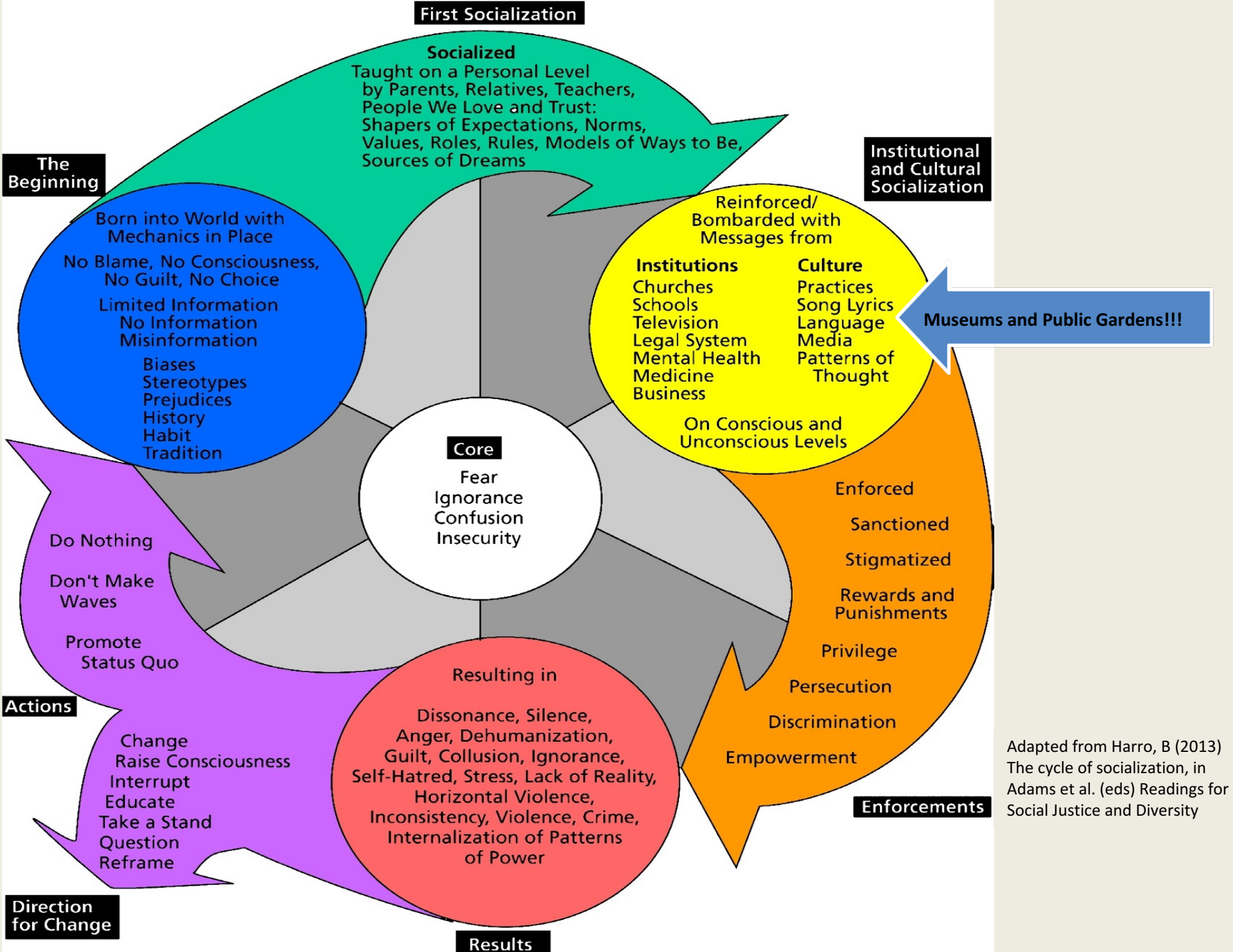


# EQUITY



# Social Justice is about Equity





Adapted from Harro, B (2013)  
 The cycle of socialization, in  
 Adams et al. (eds) Readings for  
 Social Justice and Diversity



power

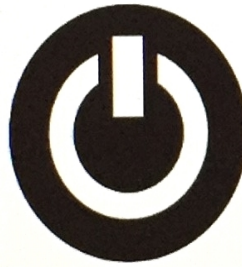
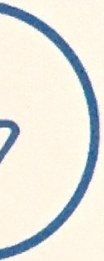
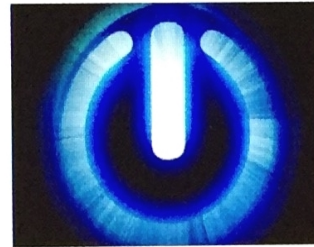
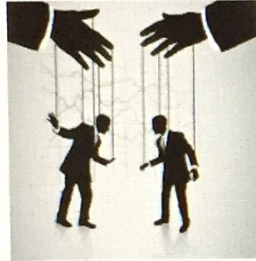
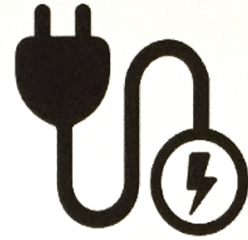
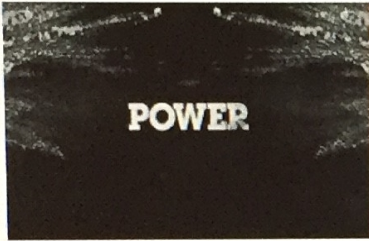


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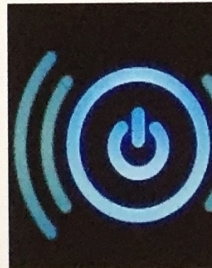
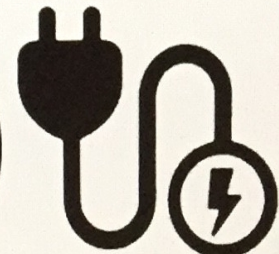
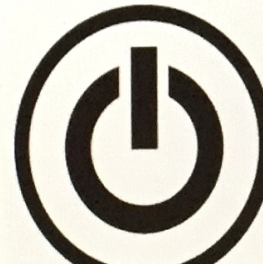
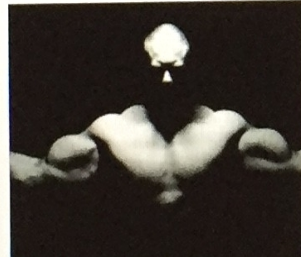
Settings Tools

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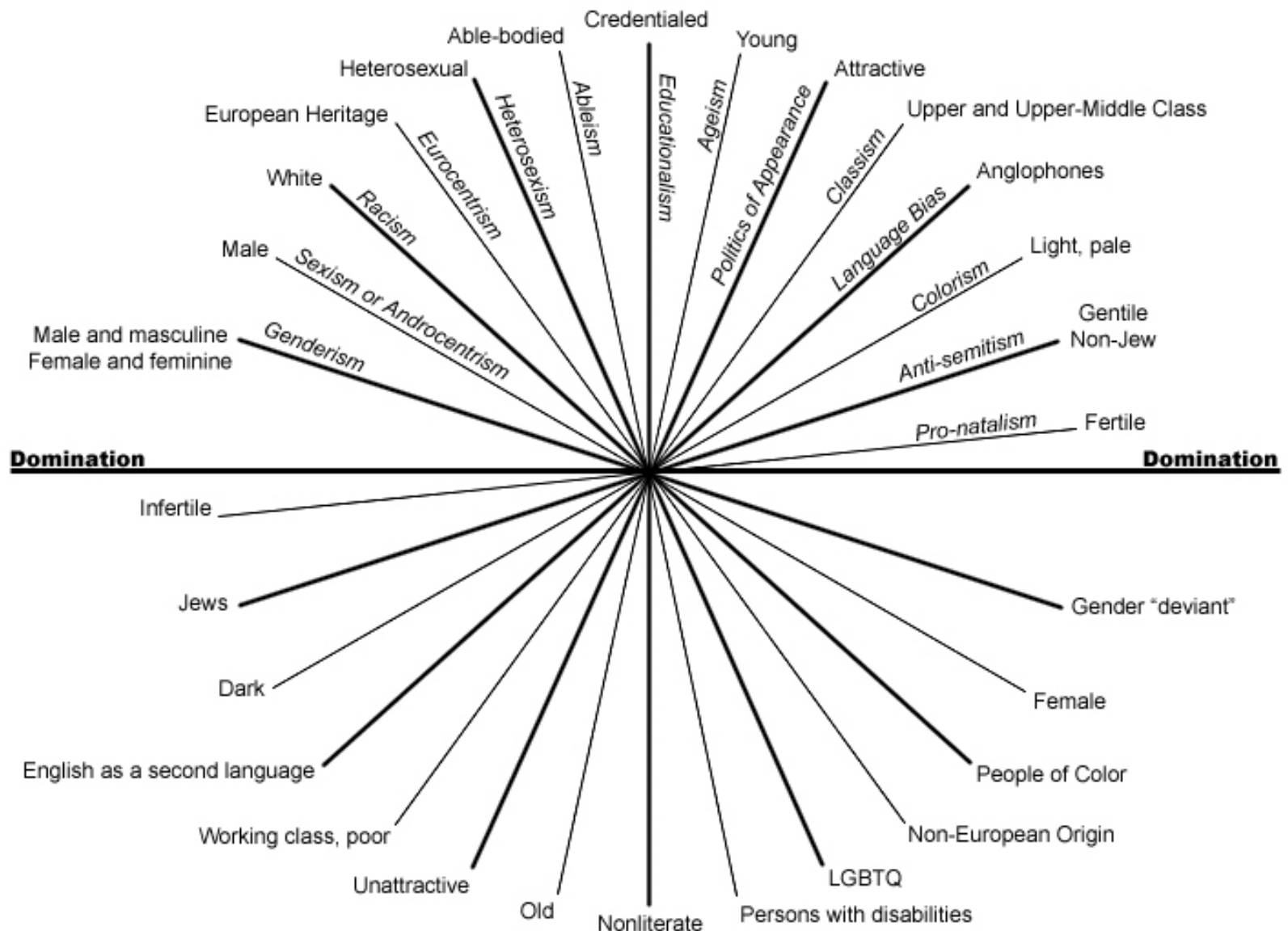
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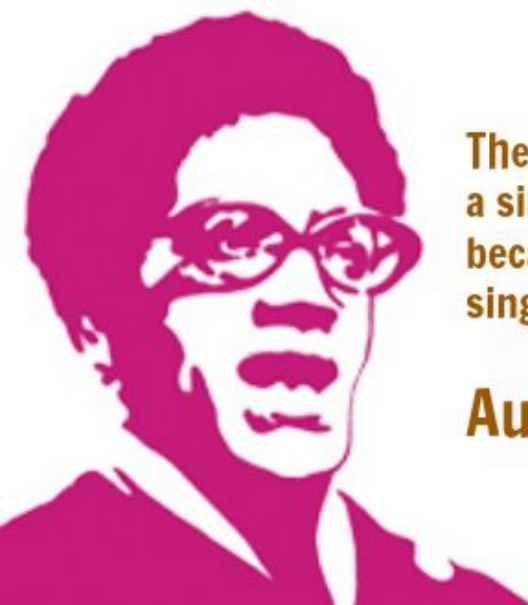
# Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality."  
The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1996.



# Intersectionality

Introduced by legal scholar Kimberlé Crenshaw, intersectionality is a framework for understanding the ways that the multiple aspects of our identities intersect, influence one another, and compound to create unique experiences. The concept is regularly used to describe the ways that societal privilege and oppression is complicated by the different parts of our identity that are marginalized or privileged in society.



**There is no such thing as a single-issue struggle because we do not live single-issue lives.**

**Audre Lorde**



Each and every one of us has the capacity to be an oppressor. I want to encourage each and everyone of us to interrogate how we might be an oppressor and how we might be able to become liberators for ourselves and for each other.

— Laverne Cox —

AZ QUOTES

## Explaining White Privilege To A Broke White Person

By Gina Crosley-Corcoran



Years ago some feminist on the Internet told me I was "privileged."

"THE F&CK!?" I said.

I came from the kind of poor that people don't want to believe still exists in this country. Have you ever spent a frigid northern-Illinois winter without heat or running water? I have. At 12 years old were you making ramen noodles in a coffee maker with water you fetched from a public bathroom? I was. Have you ever lived in a camper year-round and used a random relative's apartment as your mailing address? We did. Did you attend so many different elementary schools that you can only remember a quarter of their names? Welcome to my childhood.

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**TRENDING**

Oh, Lovely: The Tick Gives People Meat Spreading

This Mom's Response: Daughter Calling Her Pitch Perfect

Marco Rubio 'Hugs Trump Is So Painful' Covered By Obama





<--- Things we say and do.

<--- Our Socialization:  
Values, Beliefs, What  
is “Normal”,  
Expectations, Bias,  
and Stereotypes.

<https://implicit.harvard.edu/implicit/takeatest.html>

# RACIAL MICROAGGRESSIONS

Where are you from? Where are you really from? No, where are you really really from?

What are you?

You speak English so well.

You're not like other Muslim people.

**RACIAL**  
MICROAGGRESSIONS

What do your people think about that?

You don't act like a normal Black person.

You're really pretty, for someone so dark.

Why do you sound so White?

Your name is too hard to pronounce, can I call you Mary?

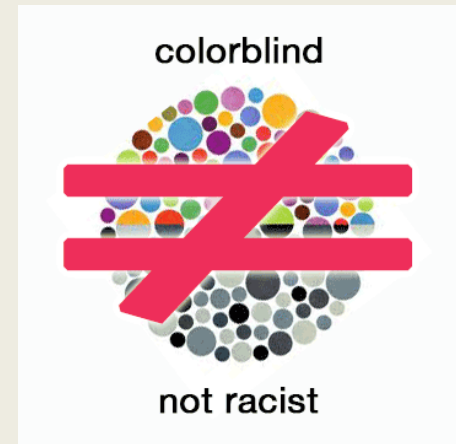




Colorblind racism is the new racial music most people dance to, the 'new racism' is subtle, institutionalized and seemingly nonracial.

— Eduardo Bonilla-Silva —

AZ QUOTES



**be  
color  
BRAVE  
not  
color  
blind**



**TRANSLATION:**  
I'm going to use my place of privilege to refute and deny the sufferings of those who do not have white privilege while at the same time erasing their personal and cultural history.

## Links to lists of readings on Diversity, Equity and Inclusion:

Social Justice Primer Part 1:

<https://docs.google.com/document/d/1fJiNPvzPxygKeDd0j5F8NfOzC7Pk2tI8iM9DIWleqqk/edit?usp=sharing>

Social Justice Primer Part 2:

[https://docs.google.com/document/d/1ccxakG5aJSNJKTGI6cRE4lvk\\_iALAXte6NYKZEwM0uk/edit?usp=sharing](https://docs.google.com/document/d/1ccxakG5aJSNJKTGI6cRE4lvk_iALAXte6NYKZEwM0uk/edit?usp=sharing)

Science, Science and Society, Race, Gender, and Justice by Dr. Chanda Hsu Prescod-Weinstein

<https://medium.com/@chanda/a-guide-to-my-writing-for-the-public-a5c27f7a011e>





MaryLynn Mack

# Case Study: Desert Botanical Garden

# The Beginning and the Buy-in

- ▶ **Board Commitment to Visitor Diversity**



# Monarch Council & Monarch Society



# Monarch Council & Monarch Society

## ▶ Monarch Society

- ▶ A membership level that can be opted into

## ▶ Monarch Council

- ▶ A competitive application process for a 12 - 15 member council that includes board development, committee work and a financial obligation

# Outcomes

# The Surprise

# “The Best Places to Work” Survey

PHOENIX BUSINESS JOURNAL



20

BEST PLACES TO WORK

# Problem in Our Own Backyard

- ▶ Staff felt there was an elitist attitude
- ▶ Lack of trust with Senior Staff
- ▶ Lack of staff diversity
- ▶ Equity / professional development opportunities

# The Work

- ▶ Town Hall Meetings
- ▶ Department Meetings
- ▶ 360's

# A Call to Accountability

## ▶ Diversity and Inclusion Plan



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# Implementation Overview

# Phase One: Set the Vision

- ▶ Small Group Discussions
- ▶ Survey & Data
- ▶ Candid Conversations on “Why?”

# Phase Two: Education

- ▶ Clear Roles / Responsibilities
- ▶ Board and Senior Staff 1<sup>st</sup>
- ▶ Trainings and Orientations

# Phase Three: Accountability

- ▶ Job Descriptions
- ▶ Financial Impact
- ▶ Ongoing Communications
- ▶ Celebration

# Outcomes

# Advancing Excellence

- ▶ A comprehensive pay-for-performance system that includes grades on positions and managerial empowerment to reward & retain



# Legacy Leadership Academy

- ▶ A competitive one-year program open to all employees
- ▶ Leadership - tactical and strategic

# Professional Development Inclusion

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# Succession Planning

- ▶ Short-term / Emergency
- ▶ Long-term / Strategic

# Cultivating Excellence

- ▶ Three R's
  - ▶ Recruit
  - ▶ Retain
  - ▶ Recognize

# The Journey Continues...

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MaryLynn Mack: [mlmack@dbg.org](mailto:mlmack@dbg.org)

Carmia Feldman: [csfeldman@ucdavis.edu](mailto:csfeldman@ucdavis.edu)

Friday June 23<sup>rd</sup> - 8:30 am - Room 314

Diversity & Inclusion Open Forum

We want to hear your thoughts!

Please take the **Diversity & Inclusion survey** in the APGA 2017 Conference App

Thank you!