



# USA Swimming Western Zone/Southern Zone Workshop

5/9/2019 – 5/11/2019

Kent Yoshiwara – Pacific Swimming D&I Chair

Denver – Marriott Tech Center

5/10/2019 9:30 – 5:00

**Keynote** led by Bridget Dwyer

Western & Southern Zone Workshop – Keynote Speaker  
**Brighid Dwyer, Ph. D**



Brighid Dwyer, Ph.D. is Associate Dean for Diversity and Inclusion at Princeton University where she is responsible for developing curricula and implementing training programs to enhance student staff, and faculty learning on issues of diversity, inclusion and identity.

Prior to her position at Princeton, Brighid served as the Director for the Program on Intergroup Relations and an Assistant Professor in the Department of Education and Counseling and the Department of Communication at Villanova University.

For more than fifteen years Brighid has worked extensively in the areas of diversity, equity, and inclusion. She is considered a national expert on intergroup dialogue and consults with corporations, higher education institutions, K-12 schools, and non-profit organizations about how to incorporate intergroup dialogue into their diversity, equity, and inclusion efforts. She has published numerous articles and book chapters on the topics of intergroup dialogue, diversity and inclusion, leadership, and organizational identity at Minority-Serving Institutions.

Before entering higher education, Brighid had a career in athletics where she worked at UCLA, University of Michigan, the Amateur Athletic Foundation of Los Angeles, and the National Collegiate Athletic Association as an academic advisor, swim coach, and athletic administrator.

Originally from Oakland, California, Brighid began swimming competitively on the Montclair Swim Team at the age of six. She was a member of one of the early Outreach select swim camps in Colorado Springs in the early-1990's. She was All-American and team Captain at UCLA, and a 2000 Trials Qualifier. In addition to receiving her B.A. from UCLA, she also received her M.A. and Ph.D. from the University of Michigan.

Presently her three children swim for the Dolphin Community Aquatics Association in suburban Philadelphia.

## Test of Uncritical Inferences

**DIRECTIONS:** Read the following story that contains only true statements. Afterwards read the statements about the story and determine if each is...

**T**—Meaning: On the basis of the information presented in the story the statement is DEFINITELY TRUE.

**F**—Meaning: On the basis of the information presented in the story the statement is DEFINITELY FALSE.

**?**—Meaning: The statement MAY be true (or false) but on the basis of the information presented in the story you cannot be definitely certain. (If any part of the statement is doubtful, mark the statement "?".)

A couple decided to go boating on a sunny summer's day. He packed the fishing rods in the speed boat, then asked his wife if the petrol tank was full. She said, "Yes, the petrol tank is full." They drove down to the jetty and launched the boat. The couple then sped out onto the sea in the speed boat. After going for about ten minutes the speed boat's motor spluttered then stopped. They arrived back at the shore several hours later.

### Statements about the story

- |   |   |   |   |
|---|---|---|---|
| T | F | ? | 1. The couple went boating.   |
| T | F | ? | 2. The couple intended to go fishing.   |
| T | F | ? | 3. They didn't catch any fish, because the motor stopped.   |
| T | F | ? | 4. The motor stopped because they ran out of petrol.  |
| T | F | ? | 5. They couldn't have run out of petrol because she had looked in the petrol tanks and saw that they were full. |
| T | F | ? | 6. She said that the petrol tank was full.  |
| T | F | ? | 7. He believed what she said about the petrol was true.   |
| T | F | ? | 8. The boat sped out onto the lake on a sunny summer's day.   |
| T | F | ? | 9. Because the motor broke down they had to row back to shore.  |
| T | F | ? | 10. The water was calm.   |

## D&I Session led by Bridget Dwyer

### Social Identity and Social Power

#### SOCIAL IDENTITY AND SOCIAL POWER

The following terms have been used to acknowledge that some social groups are afforded more or less power in society<sup>1</sup>:

**Oppressed/Marginalized/Target Group/Group that faces oppression and has less social power:** social identity groups that are disenfranchised and exploited

**Privileged/Dominant/Advantaged/Agent Group/Group that has privilege and more social power:** social identity groups that hold unearned privilege in society

#### INTERSECTIONALITY OF IDENTITIES<sup>2</sup>

The ways in which each person's social characteristics or identities interconnect and contribute to unique, multiplicative, and layered experiences of oppression and privilege. Everyone holds multiple social identities (i.e., gay man; white woman; upper-class person of color). Social identity power can also be contextual, depending on the environment in which one is located.

#### LEVELS OF OPPRESSION AND DISCRIMINATION<sup>3</sup>

**Prejudice:** Negative and biased attitudes and beliefs

**Discrimination:** Making a biased distinction in favor or against a person.

**Oppression:** A system that perpetuates an imbalance of advantages and resources based on perceived social group memberships.

**Individual:** One person's actions that reflect prejudice against a target social group.

- Examples: Interpersonal bullying. Sexist or racist microaggressions, bias and stereotyping, racial profiling.

**Institutional:** Policies, laws, or rules enacted by organizations and institutions that disadvantage marginalized groups and advantage privileged groups. These institutions include religions, government, education, law, the media, and health care system.

- Examples: Higher health insurance premiums in poor communities. Voting exclusion or discrimination against poor and immigrant communities. Religious public school calendar. Neighborhood or private organization club membership policies based on race, ethnicity, and class. Abortion laws. Airline seats and size.

**Societal/Cultural:** Social norms and customs that have a differential and/or harmful impact on more marginalized groups, whether or not they are so intended. These norms almost always have a historical significance.

- Examples: Inequality of pay and professional representation for women. High costs for sports participation and academic preparation. Clothing, personal products, and health research based on dominant social groups. Racial representation in police forces, government agencies. Gender representation in science and math. Unpaid vs paid internships. Inequitable public school funding and taxes.

#### HOW CAN SOCIAL POWER BE ANALYZED AND UNDERSTOOD?<sup>4</sup>

Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society. Power takes many forms: economic, political, social, cultural.

#### Sources and expressions of power:

**Power over:** those who control resources and decision-making have power over those without, and exclude others from access and participation.

#### Collaborative ways of exercising, using, sharing, and balancing power:

**Power with:** finding common ground among different interests in order to build collective strength.

**Power within:** a person's sense of self-worth, and self-knowledge, human rights, hope, and fulfillment.

**Power to:** the unique potential of every person to shape his or her life and world, to have skills and confidence to make a difference.

<sup>1</sup> Adams, Bell, & Griffin, 2008; The Program on Intergroup Relations, 2015

<sup>2</sup> Adams, Bell, & Griffin, 2007; Case, 2013; Cole, 2009; Crenshaw, 1994; The Program on Intergroup Relations, 2015

<sup>3</sup> Adams, Bell, & Griffin, 2007

<sup>4</sup> Just Associates, 2006; Srilatha Batliwala, 1995



## SOCIAL IDENTITY

Social identities reflect how we see ourselves and how others see us with respect to major social categories. Their meanings are not fixed but take shape in particular social contexts. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others. For example, gender and racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or gender, or they ascribe one based on visual perception. Other social identities—such as sexual orientation, religion, class, or disability status—might be personally claimed but may or may not be announced or easily visually ascribed. Some identities are fluid and change over time.

How we see ourselves (and how others see us) can vary depending on particular contexts and who the others are in a given situation. Even with such contingencies and contexts, we nonetheless can have a general sense about our identities. For the purpose of this exercise, please identify the memberships you claim or those that are ascribed to you in this general sense. Some examples of social identities include:

*Below are social categories that have widespread salience and a few examples of ways people identify within them. It's NOT a full list. Please use your own language to describe how you identify.*

Gender	Woman, Man, Transgender, Boi, Boy, Girl, Femme, Genderqueer
Sex	Intersex, Female, Male
Race	Asian/Pacific American, Native American, Arab American, Latinx, Black, White, Bi/Multiracial
Ethnicity	Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
Sexual Orientation	Lesbian, Gay, Bisexual, Heterosexual, Queer, Pansexual, Asexual
Religion	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist
Socioeconomic Class	Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class, Newly Independent
Age	Child, Young Adult, Middle-Age Adult, Elderly
Ability	People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily Disabled
National Origin and Citizenship	United States, Nigeria, Korea, Turkey, Argentina, etc.
Tribal or Indigenous Affiliation	Mohawk, Aboriginal, Navajo, Santal
Body Size/ Type	Fat, Person of Size, Naturally Thin
What else?	What other social identities are important in your communities?

Juan/MJ

## Equity v. Equality

### Equity v. Equality

(If someone during the sharing portion already brought up equity and equality, then you can say this: **“As John pointed out earlier, these pictures depict the difference between Equity and Equality. As a definition...”**)

- **Equity: Giving everyone what they need to be successful.**
- **Equality: Treating everyone the same.**

From here ask or confirm

**“So where in the pictures is equity represented? Equality?”** Response to that answer: **“Yes, exactly right.”**

Continue with saying: **“This often brings up the question:**

**What is fair and what is right? Ask the group: How does fairness come into play with our activity?”** Or you can ask it like this: **“Looking back, how do equity and equality relate to what we saw?”** Wait and listen to answers (affirm, summarize, or soundbite) then, explain the following:

- **Equality aims to promote fairness.**
  - However, this can only happen if everyone starts at the same point and needs the same amount of help.
- **Equity is recognizing differences and coming up with solutions to help everyone reach success.**
  - It can appear unfair at times, but it actively tries to level the playing field for everyone.
  - It is the **“right fit”, “right height”, and “aid in stepping forward”** to succeed.

Lesson Wrap Up: Think for the Future

**In summary, something for you to think about is:**

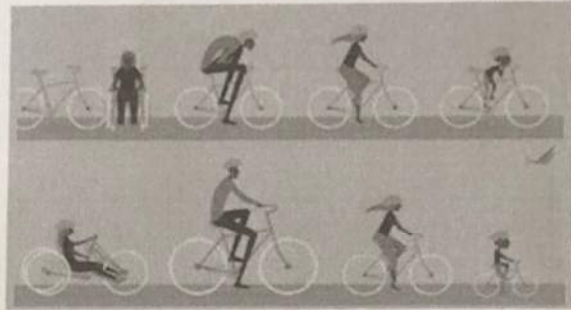
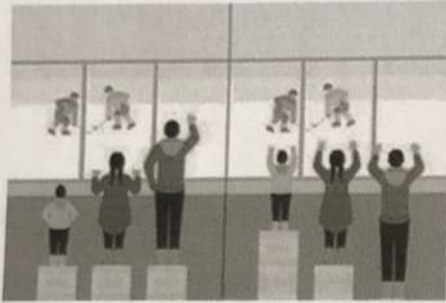
**Different people need different things to succeed. Instead of focusing on making or having things be fair, try to focus on what you, your teammates, friends, or family members need to succeed.**

**Think about:**

- **What are some things you need to succeed?** How might that differ or be the same from a teammate, friend, sibling, etc.?

## Equity v. Equality

### ACTIVITY: What Do You See?



#### Activity Type: Think Pair-Share

Note: **Bold** items are meant to be used as a script. *As much as possible, use the words provided verbatim.*

Remember that your role is a facilitator, not the expert. Pull answers and information from the audience. Keep it simple. Remember this is an introduction to concepts and terms, not a deep dive.

#### Activity Instructions:

1. Ask the audience to find a partner, preferably someone they don't know or don't know very well.
2. Show the unlabeled images. Get creative - you can, provide a hand out (available on the last page) or project it onto a screen.
3. Once in pairs, ask them to discuss the images and what they see. Give them 2 minutes for this.
4. Facilitate a group discussion. Begin with asking/saying:
  - **"Any thoughts about the images? What came up for you?"** (Allow people to sit in silence for a bit. Don't jump in to rescue them. If given enough time, someone will pipe up. If after a minute (no sooner!) you still get no responses, you can prompt them with **"What did you notice about the pictures?"** Or **"Anything strike you about the two photos?"** Pick anywhere from 3-5 people to share.

Listen to the answers, you will get a lot of the key points of the lesson from them. You are looking for answers like:

- "Boxes are the same size on this side and different on the other", and "Bikes are all of the same here and different depending on the person on the bottom." Appropriate responses to their responses should be affirming. **"Yes, good observation!"** (*Then simply repeat, summarize, or use a small soundbite of what they just said before moving on to someone else's response.*)
- Other answers will be: "If you give everyone the same thing, it may or may not fit their needs or be what they need", or "Everyone needs something a little different to be successful or to accomplish the same end goal." Again, other good facilitation words: **"That's a great point!"** (*Then simply repeat, summarize, or use a small soundbite of what they just said before moving on to someone else's response.*) Other good responses: **"Exactly!"**, **"You're right on with that!"**, **"That's an interesting spin. Thanks for sharing that."**
- You might EVEN get someone to use the terms equity and equality. If so, that's great! Again, affirm, repeat/summarize, or use a soundbite and move to the next person unless that was the last group to share.

Once you have asked for the audience to participate, begin your wrap up.

Say: **"Those were all great answers! Thank you for those who shared. A lot of what I heard described the basis of this session and that's the difference between Equity and Equality. As a definition..."**

## CHAMPIONSHIP BEHAVIORS

### Above the line behaviors

- "Bias" re:Think



Jerry Kang TED Talk - san diego2013

- Implicit bias

Develop Diversity, Equity and Inclusion Plan

Worked on plans:

- Training assistance Program
- Donor Sponsorship Plan
- Swim Lesson Plan

Review Pacific Swimming Diversity Program with another LSC D&I Chair

**Where are the opportunities for DEI initiatives?**

<p>Within your Team</p> <ul style="list-style-type: none"><li>• PROMOTE PROGRAMS OFFERED BY THE LSC</li><li>• ENCOURAGE PARTICIPATION W/LSC DEI COMMITTEE</li></ul>	<p>Within your LSC</p> <ul style="list-style-type: none"><li>• REFINE EXISTING PROGRAMS</li><li>• DEVELOP NEW PROGRAMS</li></ul>
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**Assessment of Need**  
What needs does your plan fulfill?  
How does it enhance your DEI efforts?

<p>FINANCIAL ASSISTANCE FOR LOW INCOME SWIMMERS</p> <ul style="list-style-type: none"><li>• FUNDING FROM OUTSIDE SOURCES</li><li>• FUNDING FOR ATHLETES IN NEED</li></ul>	<p>Goals/Outcomes (Anticipated or Achieved):</p> <ol style="list-style-type: none"><li>1. DEVELOP APPROACH FOR SECURING OUTSIDE FUNDING</li><li>2. DEVELOP PROGRAM FOR DISTRIBUTION OF FUNDING / MANAGEMENT</li><li>3. CONTINUED TRAINING SUPPORT FUNDING</li></ol>
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How does your plan meet the need articulated above?

<p>PROVIDE FUNDING ASSISTANCE FOR SWIMMERS IN NEED</p>	<p>Important Infrastructure:</p> <p>Staffing: DONOR LEADER / PROGRAM LEADER</p> <p>Person(s) Responsible:</p> <p>Stakeholders: DEI COMMITTEE / LSC BOARD /</p> <p>Other Strategic Partners:</p> <p>Space:</p> <p>Cost (Financial, Institutional, Personal):</p> <p>Available Resources:</p> <p>Milestones to Celebrate: PROGRAM DEVELOPMENT / BOARD APPROVAL /</p> <p>• Timeline:</p>
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What influences you? List: constituencies, titles, or individuals. \_\_\_\_\_

Who is influenced by you? List: constituencies, titles, or individuals. \_\_\_\_\_

Anticipated or encountered obstacles: \_\_\_\_\_

Other Institutional considerations: \_\_\_\_\_

Adapted from Developing Group Dialogue, Villanova University Office of Diversity and Inclusion

# Diversity, Equity, & Inclusion Planning Worksheet

## Quick Assessment of Your Starting or Current Position

### Proposed Plan

DEVELOP NEW PROGRAMS TO ADDRESS FINANCIAL NEED

- SWIMMER TRAINING ASSISTANCE PROGRAM
- DONOR SPONSORSHIP PROGRAM
- SWIMMING LESSON ASSISTANCE PROGRAM

Your Title in the Organization Diversity Chair

Your Role or Position in your Organization D&I Committee Chair

To whom do you report? Where are you within the structure of your LSC/team?  
ADMINISTRATIVE VICE CHAIR

Describe the compositional diversity of your LSC/team (could be race, religion, sexual orientation, etc., whatever is most salient to your LSC/team):

	Gender	Race	Religion	Sexual Orientation	Not born in U.S. or children of immigrants	Low Income	Other	Notes
Swimmers								
Coaches								
Board								

On a scale from 1 to 10 (1 is never 10 is always), how often do you engage in conversations about identity on your team?

1      2      3      4      5      6      7      8      9      10

What Diversity, Equity, & Inclusion initiatives presently exist on your <sup>LSC</sup> team?

- GRANT PROGRAM
- ALL STAR TEAM SCHOLARSHIP PROGRAM
- MEET REIMBURSEMENT PROGRAM
- DIVERSITY CAMP
- DIVERSITY SUMMIT
- TRANSLATION OF D&I MATERIAL
- MARKETING PROGRAM

Wrap up session with Q&A

Asked USA Swimming about D&I Funding from USA Swimming Commercial group. Can Diversity and Inclusion have a corporate sponsor for D&I programs?

Saturday 5/11/2019

## **Step up Training (Maggie)**

Strategies – bystander interventions

Bias incidents, language leading to incident. Noticed an uncomfortable situation, but didn't speak up

Problematic behaviors

Videos – TED Talk (clint smith)

[https://www.ted.com/talks/clint\\_smith\\_the\\_danger\\_of\\_silence?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/clint_smith_the_danger_of_silence?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

how to speak up when others cant..

Snow ball survey....

Taking responsibility

Individual Leadership / Shared Responsibility

Individual (what you permit/you promote)

3 variables

- Individual
- Situational
- Victim

The Bystander Effect (Barriers to stepping up)

- Diffusion of responsibility
- Conformity
- Ambiguity
- Obedience to Authority
- Willful neglect

Step up –

1. Notice the event
2. Interpret it as a problem
3. Assume personal responsibility
4. Know how to help
5. Implement the help

The 5 D's

- Direct action
- Distract

- Delegate
- Delay
- Document

Cost of intervening?

Friends helping friends

- I care
- I see
- I feel
- I wonder
- I will

Teams

- Emphasize strength in numbers
- Create shared behaviors standards
- Create plans to avoid high-risk situations
- Have an expectation to intervene

Be Proactive:

- Help kids make friends
- Provide opportunities to matter
- Follow a strict behavior code
- Have positive traditions

**By Laws** (Jane Grosser)

By-Laws Task force

Discussion

Influence the other LSC during the Zone Calls

**Updates** (MJ)

Education

Diversity coach mentorship

Work with Parks/Rec (Shawn)

Need to understand the principals of D&I

New Staff member

D&I Structure from National to Local

**END**