

# **Making Waves**

A documentary  
by Frances McElroy

Online Viewing Guide

# Making Waves: Viewing Guide

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Written by Jenny Lind Withycombe (PhD, a professor at Pacific University and CEO of Withycombe Consulting: “Creating Culturally Conscious Leaders in Athletics and in Life”).

A Companion to the film, filled with background information, activities, discussion strategies, information on diversity and inclusion in sport as well as valuable resources.

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## Introduction

Philadelphia's historic Boathouse Row, where great rowers and Olympic champions have trained for over 150 years, is the setting for *Making Waves*, a documentary that looks at the elite world of rowing and how it perpetuates exclusion in subtle ways. Beautifully shot in HD, the documentary focuses on several passionate rowers from diverse backgrounds. Recounting their own experiences with exclusion and change as class and gender barriers have gradually worn down, their stories also reveal the sport's failure to truly reflect today's diverse society. *Making Waves* examines the nuances of race and ethnic relations, makes us think about the complexities of change, provides a lesson in basic fairness and encourages dialogue about inclusion and equal access to opportunity.

This viewing guide is designed to deepen the impact of *Making Waves* and can be used with educational, community, and athletic organizations. Like the film, this guide is appropriate for a wide range of audiences—from pre-adolescents to adults. The guide describes the film's background and offers a synopsis, activities, discussion strategies, and information on diversity and inclusion. A best practices section, particularly designed for sport and/or organizational leaders, provides actionable steps towards creating and enhancing diversity and inclusion within every culture (Mazzio, 2000).



## The Creation of “Making Waves”

### Frances McElroy – Producer & Director, MAKING WAVES

Frances McElroy, an award-winning independent documentary filmmaker, is founder of Shirley Road Productions, a 501(c)(3) organization. ([www.shirleyroadproductions.org](http://www.shirleyroadproductions.org)) For 25 years she has produced public television and independent documentaries, as well as videos for non-profit cultural, educational and advocacy organizations. She has a special interest in films about the link between the arts, community development and social justice. MAKING WAVES (53:00)), her latest documentary is being distributed nationally on PBS. As a Philadelphian, she has always been captivated by the tranquil sight of rowers on the Schuylkill River and the Victorian-era architecture on Boathouse Row. Prior to working on this project, however, she had never been inside any of the boathouses. The film began as a “history of Boathouse Row.” However, after visiting the clubs for early research and after attending USRowing’s “Changing the Tide” conference, it soon became apparent that the lack of diversity in the rowing community was a more interesting, relevant and driving subject. The end result looks at the complexities of change and inclusion through the sport of rowing. My hope is that the documentary will be used to open dialogue about the issues involved and to encourage action among various stakeholders – not just in Philadelphia, but around the country as well.

Frances received a 2009 Pew Fellowship in the Arts, a 2010 Transformation Award and a 1998 Window of Opportunity Award from the Leeway Foundation and numerous professional development grants from the PA Council on the Arts. Prior to becoming independent in 1991, Frances was Director of Program Development and a producer/director at WHY-TV (PBS/Philadelphia). Her B.A. in history/political science is from Rosemont College.



### **Jenny Lind Withycombe, PhD**

*Making Waves* is about empowering men and women to create and enhance equity in all sports. As a competitive rower (college and master's levels), diversity and inclusion consultant, as well as an active feminist, Dr. Jenny Lind Withycombe wanted to help create more diverse and inclusive spaces within the sport that changed her life. She wanted positive, confident, and diverse images for people to see. Dr. Withycombe discovered a strength she never knew she possessed through rowing and she wanted to ensure that it was

something that was available to all regardless of gender, race, sexual orientation, culture, ability status, class, etc. Having won one of her favorite races of all time on the Schuylkill River, Dr. Withycombe knows the enchanting power of the river that runs through Philadelphia and through the lives of its patrons.

Dr. Withycombe, CEO of Withycombe Consulting and Assistant Professor of Exercise Science at Pacific University, is one of USRowing's key diversity consultants. A product of the University of Tennessee's sport psychology doctoral program, she also holds graduate degrees in women's studies, teaching, and psychology. A recipient of numerous awards and an active researcher in the sport experiences of minority women and urban youth, Dr. Withycombe has brought a unique perspective to this guide and to the world of rowing.



## Before Viewing the Video

Conversations about diversity and inclusion in athletics, and particularly in rowing, can be difficult. In its 150-year history USRowing has been predominantly a White, middle- to upper class, able-bodied, male sport. In 2010, USRowing hired Richard Butler as its first Inclusion Manager. Over the last 2 years Richard Butler has worked tirelessly to create more diverse and inclusive spaces within the world of rowing, and this film will help in that process.

Keep in mind that how we think about gender, race, sexual orientation, able-bodiedness, and culture is largely socially constructed and implemented. Meaning that we learn through experience what the various aspects of our identities signify to the world around us. It is important to critically reflect on these social constructions and ask ourselves which of them are important and necessary to creating diverse and inclusive spaces within athletics and within rowing and which we need to release. But equally important is our reflection of those constructions that hold us back, histories that have oppressed for far too long and have kept us from achieving equality (Mazzio, 2000).

I encourage facilitators to preview the video and the discussion guide. The more informed you are as a facilitator the better you can create a respectful and open environment, provide knowledgeable answers, and guide meaningful discussion (Mazzio, 2000). Be prepared to answer questions regarding your institution's/program's policies and practices regarding enhancing diversity and inclusion. Remember that meaningful discussion occurs when we push our own comfort boundaries. Facilitators should encourage participants to move beyond "blindness" (e.g., I don't see color, I just see athletes—I'm "colorblind"). Blindness to difference does not create equality. It is okay to recognize and celebrate differences. Differences are what make us better, stronger, faster, smarter, and more innovative.

Before watching *Making Waves* you may want to have viewers discuss the questions below in small groups. This allows participants time to reflect on both conscious and unconscious biases related to diversity and athletics.

## Why we Resist Change

Why do we resist change?

### ○ Individual Resistance

- Prejudice – We all have biases
- Habit – We like things the way they are..."if it ain't broke don't fix it"
- Security – I know my place as long as things stay the same
- Economic Factors – The day will still be 24 hours long and my budget will not change but I will have to do more
- Fear of the Unknown – What is this change going to look like?

- Selective Information Processing – Having the mindset: “I already know this is stupid. There aren’t any problems here.”
  - Selective Information Processing is the most dangerous form of resistance because it means that even if someone had the answer to all humankind, you would not hear it because you’ve already made up your mind regarding the value of the topic.
- Organizational Resistance
  - Limited Focus of Change – Increasing diversity and inclusion only within selected areas of an organization means progress is severely limited
  - Inertia – Organizations are just as likely to get “stuck in a rut” as an individual
  - Threats to:
    - Expertise
    - Power
    - Resources

### Benefits of Creating Diverse and Inclusive Environments in Sport<sup>1</sup>

What are the benefits of creating a more diverse and inclusive environment in sports?

- Increased Sense of Community
- Opportunity
  - College, Employment
  - Health
  - Education
  - Fun
- Increased Creativity
- Added Value to the Team and Organization
- More Harmonious Environment
- Access to Varied Perspectives, Life Experiences, and Viewpoints
- Creates Respectful and Collaborative Relationships
- Increased Capacity to Promote Positive Outcomes
- Ability to Navigate a Variety of Issues Related to Topics of Diversity
- Increased Contributions
- Higher Levels of Morale
- Increased Sport, Team, and Organizational Satisfaction
- Higher Rates of Success

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<sup>1</sup> Cunningham, (2009); NCAA, Withycombe, (2009-2012)





## Focus Questions

### General Discussions

- How have you experienced bias (gender, racial, cultural, ability, sexual orientation, etc.) at work, school, and/or athletics?
- How would your experiences be different if you were a part of the majority gender, race, culture, ability, or sexual orientation?
- What is Diversity? What is Inclusion? What is the different between those two terms?
- What role does diversity play within athletics? Within your experiences in athletics?
- When you think about rowing what comes to mind?
- Describe the stereotypical rower.
- What helped you develop these descriptions?

### Race Discussions

- “Race isn’t biological. But that doesn’t mean it isn’t real” (The Difference Between Us). What does this mean? What is the significance of this statement? What does this idea have to do with athletics and race issues?

- Should athletes, coaches, and administrators take biological race into account when getting to know their athletes, coaches, etc.? Why? Can you think of a situation where thinking about race as biological might be misleading or have a negative effect? How would considering social race be different?
- Athletics is one arena where talking about ideas of inborn racial differences remains common. Why do you think some populations or groups seem to dominate certain sports but not others?
- How can you change the way racial stereotypes are used within your team, sport, department and/or university?
- Can engaging in what has been termed “colorblindness” end racism and racial oppression? Why/why not?
- Is sport colorblind? Give some examples of how athletics in the US are and are not colorblind.

### Gender Discussions

- Why are female administrators, coaches, and/or athletes sometimes seen as threatening?
- What effect do you think stereotypes have on women? Men?
- How can we challenge gender stereotypes?
- Why are women underrepresented in sport?
- In the media, female athletes are often featured off the court and out of uniform. When they are present they are almost exclusively referred to by their first names. Does this matter? Why/why not?
- What does it take to create social change through sport? What can you do personally?

### Sexual Orientation Discussions

- Do you talk about sexual orientation as a team and/or organization?
- How do you handle the use of homophobic language and behaviors?
- How do you handle same-sex relationships?
- Does your organization have policies protecting LGBTQi persons?
  - What are they?
- How can you demonstrate that you are a LGBTQi friendly environment?
- How can you support someone who comes out as LGBTQi?

## Culture Discussions

- Though the proportion of racial minorities in various countries is increasing, they continue to be disadvantaged in several areas. What are some of the reasons for this differential treatment?
- Is the influence of religion on organizational practices stronger or weaker in sport than other contexts?
- Which is more likely to influence the career success one has in life: social class or personal attributes such as motivation?
- Why is it important to understand diversity and the influence of diversity in the sporting context?
- Consider the various ways in which people differ. Are some forms of diversity more important than others? Would you expect some forms of diversity to have a stronger impact on attitudes and beliefs, or others to have a stronger impact on job performance? Why or why not?







### **Making Waves: Overview**

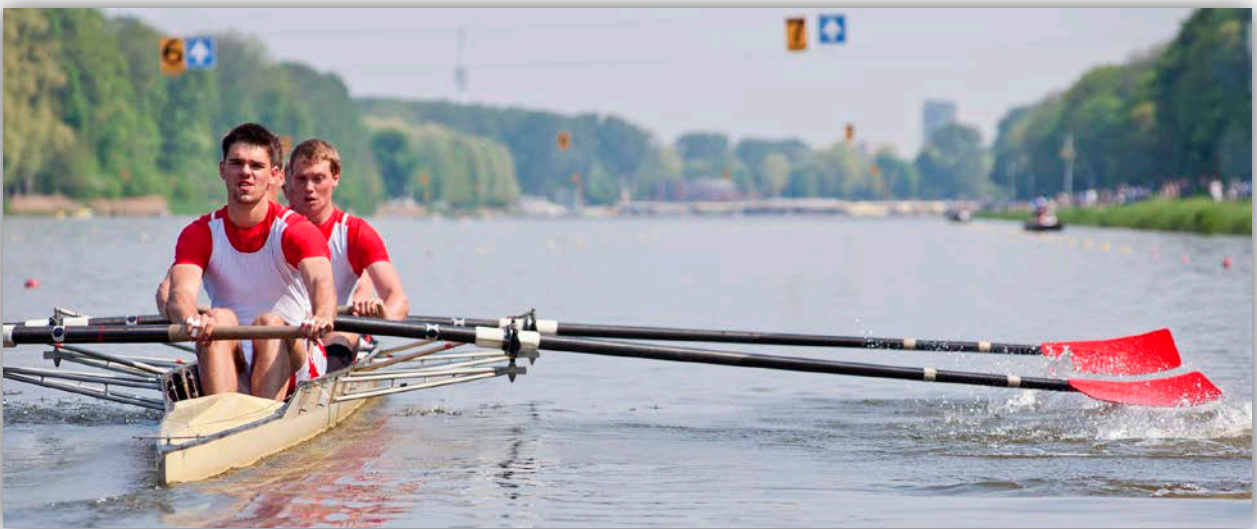
MAKING WAVES is a documentary (53:00) about the universal issues of justice, equality and change, as experienced through the lens of the historic sport of rowing. Viewers explore the topic through the personal stories of several rowers from diverse backgrounds whose own experiences in the sport provide commentary on exclusion and change. They include JB Kelly III – son and grandson of Olympians who helped break the class barrier; Anita DeFrantz – member of the first Olympic women’s crew in 1976; Richard Butler – USRowing’s Inclusion Manager; Marty Mirabal – former Vice Commodore of the Schuylkill Navy; DJ Jasper – African American high school rowing champion; Dwayne Adams – adaptive rower and founder of Breaking Barriers, a minority youth rowing program.

The story takes place in Philadelphia primarily on Boathouse Row, a timeless place in the grip of change. It consists of a dozen Victorian-era private rowing clubs that are clustered on public land along the Schuylkill River, where great rowers and Olympic champions have trained for 150 years. Often seen as an elite, male-dominated activity, class and gender barriers have gradually worn down over the decades. Nationally, the last twenty years have seen an influx of women and recreational rowers of all ages and physical abilities. Yet, the sport does not yet reflect our increasingly diverse society in terms of race and ethnicity. Young people from disadvantaged urban neighborhoods – many of which are located minutes from the river – lack

access to this sport. While many suburban and city private schools offer rowing programs to their students, the overwhelmingly minority School District of Philadelphia does not. Other barriers to participation include the high cost of equipment and club membership, as well as access to information about how to participate in the sport. While a handful of “learn to row” programs exist on Boathouse Row, there is very little community outreach as clubs wait for applicants to come to them. There is no public or community boathouse to provide information and affordable lessons.

Through a multi-layered story about the rowing community, MAKING WAVES provides commentary on the subtleties of race relations and makes us think about the complexities of change. By providing a lesson in basic fairness, the documentary encourages dialogue about inclusion and equal access to opportunity.

MAKING WAVES was shot in High Definition over the course of several years. Scenes are built around various rowing regattas and events, including the 150<sup>th</sup> Anniversary of the Schuylkill Navy – when, for the first time in memory, Boathouse Row was open to the public. MAKING WAVES is a production of Shirley Road Productions, a non-profit organization, and was produced and directed by Frances McElroy. Funders include the William Penn Foundation, The Independence Foundation, Pennsylvania Humanities Council and Pennsylvania Partners in the Arts.





### Engagement and Discussion Tasks: After Viewing the Video

- In the beginning John B. Kelly III says that a lot of people do not think they would be welcome in rowing. Why? Is that true? How do we change that image in rowing and in other sports?
- Anita DeFranz talks about how rowing helped her deal with law school. What other benefits (physical, emotional, spiritual) does sport participation offer youth and adults?
- DJ Jasper talks about how intimidating it was to come down to Boathouse Row. But that once he got into rowing he liked it. How is DJ's experience possibly unique to other young minority high school students?
- What were your initial reactions to Dwayne Adams and his participation in adaptive rowing?
- Dwayne Adams talks about the importance of increasing racial minorities in the sport of rowing. In his mind this will lead to far greater things than just increased numbers. What does he mean? Is that possible? If not, how can we make it so?
- The eleven boathouses located on Boathouse Row are on "public land" yet they are not inhabited by a representative sample of Philadelphia's "public." Discuss.
- Clete Graham, Commodore of the Schuylkill Navy talks about how the boathouses have never been open to the public until 2008 for the 150<sup>th</sup> Anniversary of the Schuylkill Navy. However, obtaining membership to any of the boathouse is difficult in the extreme. Is there value to showing the public something they cannot readily access?
- Richard Butler says that boathouses and rowing clubs all over the US modeled their programs after those on Boathouse Row. How critical is the role of the



Philadelphia rowing community in promoting change within the sport? By the end of the video do you feel like they are up to the challenge? Why? Why not?

- What are your thoughts regarding Michael Fountain's college rowing experience? Do you think a coach today would get death threats for starting an African American rower? If not, does that mean racism is no longer an issue in rowing?
- You notice that the pictures in the boathouse are all White and able-bodied. Does that matter?
- What other sports offer adaptive options like rowing? Is this important?
- When the Schuylkill Navy asked, "What are each of your boathouses doing to be more inclusive?" People were excited. They think it is about time. The commentator says, "It's not about racism on Boathouse Row...that's not the issue." Is that true?
- Cost is a major barrier to accessing rowing. What types of things could be done to change this?
- When the commentator says that the majority of their funding for youth programs comes from the kids' families and the kids' fundraising...what implications does that have for diversifying the sport?
- Rowing offers more scholarships than any other sport. 1 out of every 2 female high school rowers receive a scholarship to row in college. That number is 1 in 6 for men. Both male and female rowers are 4 times more likely to get a college scholarship than athletes in any other sport. How can this information be used to increase participation?
- Richard Butler says, "If you are trying to do community outreach...just bringing people to your front door...you are not going to keep them if it does not feel like home." Reflect on this.
- DJ Jasper had an impressive list of accomplishments and yet, he is no longer rowing and the coach does not know why. This seems like a significant point since so much of the film is focused on him. Where is he now? Why might he have quit?
  - Frances McElroy does not know where DJ is. DJ called after the broadcast saying he thought it was "great" and that he would like to purchase a copy. Frances sent him one as a thank you. She asked in an e-mail what he was doing but has not heard anything back.
- Why does diversity in rowing matter?
- Do you talk about diversity within your program? Why? Why not?
- What would an inclusive rowing experience look like? How would it feel?

## What is Diversity and Inclusion?

### Culture

- “Culture is the way of life of a given society, passed down from generation to the next through learning and experience” (Kohls & Knight, 1994).
- Culture is many-layered and complex.
- Culture is taught...that means that we have far more control over the culture of our programs and our teams than we realize. We therefore must be more purposeful about the cultures we create. We have to ask ourselves: “What are our values? What are we going to stand for?”

### Diversity

- Diversity is any way in which people differ. Of course we differ in thousands of different ways. However, the type of diversity that we are focusing on here is linked to those characteristics among people that have been made more salient and symbolically meaningful than others. Issues that have historical significance and connections to the denial of power, and political voice.
- Often when people hear the word “diversity” they think of two things: 1) Racial Diversity and 2) Numbers and Percentages. This is problematic since racial diversity is only one of the many types of diversity linked to a history of oppression. Further, even if the number or percentage of minorities (whether by gender, race, sexual orientation, class, culture, religion, or ability-status) was equal to that of the majority population there is no guarantee that their experiences are equal in any way. By believing that quantity is the same thing as quality we fall victim to the classic problem when striving for equity.

### Inclusion

- Inclusion is the process of ensuring that people feel included and valued in an organization or a community.
- If “Diversity” stands for quantity, then “Inclusion” stands for quality. We want to ensure that our participants have a quality experience. Diversity in terms of numbers may seem promising, but the only way to retain the numbers and sustain change is to focus first and foremost on the quality of the experience. We need to make sure that everyone feels valued, included and heard. People know when they are thought of as nothing more than a “check box” for an organization (e.g., 12% of my athletes are African American, check). If we are truly going to sustain change we have to make sure we are focused on BOTH diversity AND inclusion, particularly in sports that have not had much minority presence.

## Diversity and Inclusion in Water: Then and Now

According to Jeff Wiltse's book, *Contested Waters: A Social History of Swimming Pools in America* (2010) racial minorities lacked access to safe waterways and pools. Particularly within the African American community there has been a history of exclusion from water. In today's culture many have bought into the stereotypes that African Americans cannot swim noting a wide range of explanations for this fact, all largely biological and without any basis in fact.

For example, consider this excerpt from the website "*Race. Are We So Different?*" published by the American Anthropological Association:

The theory that blacks can't swim because they have "heavier" bones is a long-held myth; bone density is related to body size, height and age, not race. To the extent that an individual is taller, heavier, physically active or older is reflected in their bone density. Another theory that blacks have less body fat than whites and therefore are less buoyant is unsubstantiated. No studies have found a difference in body fat based on race; most attribute body fat for a given population to cultural and economic influences, such as diet and exercise.

The slavery-era myth that blacks cannot swim grew out of a long history of social and physical barriers. Although studies indicate that Africans were swimmers when they arrived in the U.S. as slaves, once here, they were prohibited from learning to swim since it was seen as a means of escape. Generations of black non-swimmers—one of the legacies of slavery—and Jim Crow-era segregation, which effectively limited black access to swimming pools and recreational facilities in the North and South made it especially difficult for blacks to learn to swim.

The Chicago race riots of 1919 grew out of an incident in which a young black boy swimming at a segregated beach drowned in Lake Michigan after being pelted with rocks by a white man. When the police refused to arrest the man, blacks became incensed and tried to integrate the whites-only section of the beach. In the Deep South, public swimming pools were almost exclusively for whites. And in the mid-1960s and early 70s when southern cities and towns were forced to integrate public facilities, nearly all chose to close rather than allow blacks and whites to swim together in integrated public pools.

Not surprisingly, with limited opportunities to learn to swim and limited access to supervised facilities, deaths from drowning in black communities are particularly high. Consequently, there is a greater fear of drowning among African-Americans going



back generations and a significant racial gap in swimming ability. In 2006, a study released by the Centers for Disease Control found that black children are five times more likely to drown than white children. However, programs like Asphalt Green and USA Swimming, the national Olympic organization for the sport, have recently fostered initiatives to address the racial divide in swimming.

(<http://www.understandingrace.org/lived/index.html>)

Actual percentages of children in the US who cannot swim (Wiltse, 2010):

White children 44%, Hispanic children 44%, and African American children 62%

Fact: In 2000, the first African American, Anthony Ervin made the U.S. Olympic swim team and won a gold medal in the 50-meter freestyle. Before that, the only other black Olympic swimming medalist was Anthony Nestor, who won the gold in the 100-meter butterfly for Surinam in 1988 (*American Anthropological Association*).

Wiltse (2010) reached similar conclusions as those noted by the *American Anthropological Association*. And while swimming and rowing are two vastly different sports, they are intricately linked. Every rowing program requires participants to pass a “swim test” before they can get on the water. This stipulation in-and-of-itself is limiting. It is a necessary requirement, of course, but that means that in order to attract and retain minority populations, rowing programs need to take this into account. Programs such as Row to the Future (Seattle, WA) and Amphibious Achievement (Boston, MA) are critical. Amphibious Achievement is a dual athletic and academic program for urban youth in the Boston area. The goal of the program “is to promote **success in and out of the water** through a combination of aquatic instruction and college preparatory tutoring” (<http://amphibious.mit.edu/>). Through this program urban youth learn both how to swim AND how to row all while being tutored by students from some of the top universities in the US. It is one of the first programs of its kind providing an in-depth and structured curriculum. It is critical to realize that a history of social exclusion that masquerades as a biological lack of ability or a lack of interest is highly damaging to diversifying sport and it is only through programs such as this that true advancements will be made.

Despite the numerous programs and advancements working to increase minority participation in rowing and others sports historically lacking diversity, much remains to be done. Below is a table from the 2009-10 NCAA Student-Athlete Race/Ethnicity Report. In it is a sampling of NCAA sports and student-athlete race representations.

## 2009-10 NCAA Student-Athlete Race/Ethnicity Report<sup>2</sup>

Sport	Asian		Black/African American		Hispanic/Latino		White	
	Men	Women	Men	Women	Men	Women	Men	Women
Basketball	0.6	1	45.6	32.8	2.5	2.5	46.7	58.9
Lacrosse	0.8	1.1	2.2	2.4	1.6	1.8	91.4	90.6
Rowing	4.3	3.8	1.5	2.8	3.4	4.2	80.8	80.6
Soccer	2	1.5	8	3.8	9.5	5	74.6	84.9
Swimming/Diving	3.4	2.9	2.1	1.3	3.9	3.2	84.4	86.6
Tennis	5.7	4.9	4.8	7	7.8	5.5	70.8	73.6
Track	1.6	1.4	22	21.8	4.2	3.9	67.5	67.9

One of the first things that must happen in order to enhance diversity and inclusion within water sports and particularly within rowing is to begin to dispel the stereotypes and myths regarding minority participation.

- Real Reasons for Lack of Participation in Water Sports<sup>3</sup>
  - Availability of safe spaces to engage in water sports
    - Lack of adequate public facilities
  - Limited access to transportation
  - Lack of sufficient funds/disposable income
  - Lack of discretionary time (parental and youth)
  - Cultural issues
  - Stereotypes
  - Hair issues
  - Peer pressure
  - Inherited fear of water
  - Non-traditional sports not seen as a priority
  - Lack of encouragement and support from parents

<sup>2</sup> NCAA. (n.d.). Diversity Research. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Diversity+Research>

<sup>3</sup> Swimming. (n.d.) *USA Swimming Outreach Manual*. Retrieved from [http://www.usaswimming.org/\\_Rainbow/Documents/75d58187-5847-40bc-b64a-2d8f0bc6908c/Outreach%20Manual.pdf](http://www.usaswimming.org/_Rainbow/Documents/75d58187-5847-40bc-b64a-2d8f0bc6908c/Outreach%20Manual.pdf).



## Activities to Reflect on and Promote Equity in Sports Participation

### Engage

- Attend a sporting event that you would not normally go to. Bring a friend or family member along.
- Volunteer at a local urban youth sport program
- Learn about minority athletes' contributions to sport in the United States
- Re-watch your favorite sporting films. Reflect on the various ways race, gender, class, culture, sexual orientation, and/or ability are (or are not) present.
- Support National Learn to (Row, Swim, etc.) Days.
- Mentor at a local sport club.
- Come up with a local outreach day and/or program and help organize it.

### My Own Program

- Evaluate your own organization, team, classroom, etc. diversity and inclusion efforts.
  - What are the demographics of your club? (Gender, race, class, etc.)
  - Does your organization's demographics match the demographics of your sport, city, etc.



- Does your organization have a non-discrimination policy? Do you know what it is? Does your organization have a mission statement reflective of a commitment to increasing diversity and inclusion? How effective are they at implementing such a policy?
- What is the quality of each participant's athletic experience?
- Do you provide equitable resources? (Facilities, equipment, coaches)

## Privilege

- Reflect on the following statements regarding race and privilege in sport which were written based on an article by Peggy McIntosh (1988):
  - I can be fairly sure that wherever I go to play sport people will be neutral or pleasant to me where 'race' is concerned.
  - I can go to any college/university and find myself represented in its administration and management.
  - I do not have to educate my teammates on the existence of institutional racism.
  - I am never asked to speak for all the people of my racial group.
  - I can worry about racism without being seen as self-interested or self-seeking.
  - "It wasn't just the big things like being able to walk around campus at night and not receiving suspicious looks. For me, the little examples had the most profound impact such as 'No one ever asks me what to call the people of my race,' or 'As a White person I can attend a prestigious school and no one will wonder what sport I play.' It's a simple example, but it is true, a White person has the privilege of living without having their opportunities questioned."
    - Bradley, P. (2008)
  - "People don't automatically assume I am from Detroit. No one questions if I was admitted to the University because of Affirmative Action. I can be in a group with peers of my own race and no one thinks we are a gang, and perhaps most importantly, I have the privilege of not thinking about my privilege."
    - Bradley, P. (2008)
- Take some time to list the ways that you are privileged. Broaden your list by including ways that you are privileged not just by your race but also your gender, sexual orientation, class, culture, language, ability status, etc.

- Privilege is not about guilt or about blame. It is about recognizing and putting a name to cultural phenomena. How can you use your list to make a difference in sport?

### Recruiting and Retaining

- Richard Butler, USRowing: “I benchmarked hundreds of successful community rowing programs and here are 10 no cost tips that will help you recruit and retain the traditionally underrepresented in our sport, including:”
  1. Hang your summer rowing camp or learn to row poster not only in the boathouse, but also in the local black barbershop, ethnic hair salons or the Hispanic Chamber of Commerce.
  2. Personally invite the target group. Not by email or website, but face-to-face.
  3. Recognize that camp fees can be barriers to participation.
  4. Become a rower in the community not a rower at the boathouse. Partner or volunteer with minority-led and minority serving nonprofit organizations.
  5. Culturally competent coaches, staff and board members are the difference between a sustainable or disappointing rowing experience.
  6. Develop cultural competency or cultural specific expertise goals for the coaches, program managers and volunteers.
  7. Evaluate if diversity is reflective of your surrounding community. If not why not?
  8. Create an external diversity council made up of the minority community influencers.
  9. 70% of African American children and nearly 60% of Hispanic children have low or no swim ability, unless addressed upfront this will be the your predominate barrier to participation.
  10. Go beyond race and gender and research other dimensions of diversity and inclusion.



## Best Practices for Promoting Diversity and Inclusion<sup>4</sup>

### Value Diversity

- Believe in the moral obligation to provide equality for all persons
- Appreciate the learning to be gained from working with people who are different
- Appreciate people for who they are and all they bring to the table
- Move beyond “compliance” and develop an ethos or culture of valuing diversity

### Honest and Open Communication

- Practice and support open and honest communication about the topic of diversity
  - This must begin at the TOP
- Realize that the leaders in an organization play a vital role in setting the tone for the creation and sustention of a culture which values diversity

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<sup>4</sup> Cunningham, (2009); NCAA, Withycombe, (2009-2012)



### Program Analysis

- Investigate diversity and inclusion in all areas of your organization
- Go beyond proportionality
- Focus on Qualitative versus Quantitative Equality
- Examine the deeper structures of the organization
- Explore how and why the organization acts in certain ways and explore the taken-for-granted power and political structure within it

### Bold Leadership

- “Leaders must understand the implications of diversity, ask tough questions in performance reviews, and provide ongoing communication about the priority of the work” (Cox).
  - Make diversity and inclusion a visible priority to YOU and the organization
  - Attend diversity trainings and hold others accountable to attending AND participating

### Mentoring

- Allow more experienced persons to model, guide, and support developing novices
- It is critical to provide mentors from both similar and diverse backgrounds
- Support mentorship relationships

### Training/Professional Development

- Engage in educational processes whereby people acquire skills, knowledge, and attitudes about diversity-related issues
- Employers of all professions need to invest in their own employees and allow them to develop their skills and talents

### Integration of Athletics

- Recognize diversity and inclusion as contributing to the overall success of an organization and/or community
- Create and sustain a community that values diversity and inclusion
- Come to see all issues through a diversity and inclusion lens
  - E.g., timing of athletic functions: how the scheduling of events can impact one’s observation of religious holidays

### **Institutional and Community Resources**

- Broaden your definition of the athletics working community
- Form alliances with other organizations and community partners
- Break down and challenge stereotypes
- Encourage athletes to support and volunteer at urban youth organizations

### **Marketing:**

- Work to attract a more diverse fan base
  - Connect to the community
  - Make small adjustments (e.g., bilingual game announcements and marketing)
  - Efforts to develop relationships with communities must be forged over time, “one-hit wonders” are doomed to fail
- The more diverse the organization, the more diverse the fans
- The more supportive of diversity the organization, the more connected diverse groups within the surrounding communities will be

### **Recruiting Directors, Coaches, Staff, and Participants**

- Focus on the entry point
- Look to increase under-represented groups in ALL areas of athletics (e.g., academic services, coaching, life skills, compliance, development, marketing, financing, facilities, etc.)
- Make your hiring process purposeful
  - Go out and find or create strong pools of applicants
  - Widen the net
  - Meet more people
  - Groom promising athletes and organizational participants
  - Bring alums home
  - Look to organizations working to promote diversity
  - Make a goal to always interview at least one minority candidate
- Go out and find and/or create strong pools of applicants

### **Retaining Diversity**

- Pay attention to the unique needs of culturally diverse students and staff
  - Adjust leave time, etc. to accommodate cultural differences in holidays or important community events
- Adapt the physical environment to include cultural artwork, pictures, artifacts to demonstrate concern and commitment to diversity

- Build a relationship between the organization and the community
- Provide information to culturally diverse athletes and staff on the formal and informal politics and communication styles of the organization
- Mentor and develop opportunities for upward mobility, skill enhancement, and promotions
- Create a community and encourage and support the development of support/issue groups of culturally diverse populations
- Make it Social
- Host luncheons, celebrations to acknowledge cultural holidays or events







### **Action Planning for Change**

Choose 1-2 goals for change and outline a plan of implementation.

What will be done? (Action Steps):

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Who will do it? (Responsibilities):

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By When? (Timeline):

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Resources available and/or needed? (Resources):

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What individuals or organizations might you enlist to help? (Potential Allies):

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Who might resist? (Potential Barriers):

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Who is going to be involved? Methods? (Communication Plans):

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Evaluation Processes

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Evidence of Success

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## Resources

- America Rows
  - <http://www.usrowing.org/DomesticRowing/AmericaRows.aspx>
- Amphibious Achievement (Massachusetts Institute of Technology)
  - <http://amphibious.mit.edu/>
- Cross-Currents Minority Rowing
  - <http://www.ccminorityrowing.com/>
- Pacific Crew Deep Water Rowing
  - <http://www.pacificdeepwater.com/>
- Finding Leaders Among Minorities Everywhere (FLAME) – USOC
  - <http://www.teamusa.org/About-the-USOC/Resources/Programs/FLAME.aspx>
- Philadelphia Community Boathouse Initiative
  - <http://www.parowing.com/boathouse.html>
- PCBI Youth Development Program
  - <http://www.parowing.com/pcbi.html>
- Row New York
  - <http://www.rownewyork.org/>
- Row to the Future
  - <http://rowtothefuture.wordpress.com/>
- Three Rivers Rowing
  - <http://www.threeriversrowing.org/>



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