

*International Association of Fire Fighters*

ERNEST A. "BUDDY" MASS HUMAN RELATIONS CONFERENCE

**LEADERSHIP: DIVERSITY & INCLUSION**

**UNDERSTANDING POWER & PRIVILEGE**

**CAPTURING A BROADER SENSE OF "WE"**



**"Injustice anywhere is a threat to justice everywhere."**

Dr. Martin Luther King, Jr. (*Letter from Birmingham Jail*, April 16, 1963)

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INTERNATIONAL ASSOCIATION OF  
**FIRE FIGHTERS**

**ERNEST A. BUDDY MASS HUMAN RELATIONS CONFERENCE**

MONDAY, JANUARY 25, 2010, LAKE BUENA VISTA, FLORIDA

10:15 a.m. – 3:30 p.m. (lunch break 12:15 – 1:30 p.m.)

**DIVERSITY & INCLUSION AGENDA**

- I. Welcome, Goals & Ground Rules..... (10 minutes)
- II. Introductions: A Diversity/Inclusion “HOPE” or “CONCERN” .....(15 minutes)
- III. Stereotypes: The OUCH Factor.....(30 minutes)
- IV. “Carefully Taught” ..... (5 minutes)
- V. The Oppression Pyramid.....(5 minutes)
- VI. Diversity Overview: Definitions & Paradigms.....(15 minutes)
- VII. Diversity: Return on Inclusion.....(5 minutes)
- VIII. Diversity Leadership.....(10 minutes)
- IX. White Privilege.....(25 minutes)

**LUNCH BREAK (12:15 – 1:30 P.M.)**

- X. Diversity Moments.....(40 minutes)
- XI. The Privilege Walk.....(40 minutes)
- XII. Diversity In Motion [breakouts].....(30 minutes)
- XIII. Closure & Evaluation.....(10 minutes)

**We must develop “a new, broader sense of ‘we’”  
in order to take full advantage of our diversity.**

*Robert Putnam, Ph.D., of Harvard University*

# *A Learning Objectives*

Promote Mutual Respect; Create Awareness; Stimulate Strategic Planning; & Provoke Critical Thinking

## **MUTUAL RESPECT**

- Encourage participants to treat one another in ways that recognize the dignity and worth of all human beings.
- Fundamental Philosophy: Each individual is entitled to respect.

## **AWARENESS**

- Familiarize participants with the issues surrounding diversity & inclusion, including changing demographics, stereotypes & discrimination, and ranges of perspectives borne of human differences.
- Fundamental Philosophy: Celebrate difference while recognizing core commonalities shared by people across all lines of difference.

## **STRATEGIC THINKING**

- Stimulate participants to focus on core values around diversity & inclusion and to set measurable, concrete goals, objectives, timelines, and incentives for enhancing same.
- Fundamental Philosophy: Empty rhetoric around diversity & inclusion does more harm than good. Addressing ongoing diversity & inclusion issues requires planning and monitoring.

## **CRITICAL THINKING**

- Focus participants on addressing ways to foster supportive, non-judgmental forums in which to: (1) air diversity & inclusion issues; and (2) draw upon the collective wisdom of others to move toward resolution. Devices employed may include hypotheticals, role playing, and “speak outs.”
- Fundamental philosophy: Successful diversity & inclusion initiatives require top-to-bottom commitment, continuity, and open lines of communication. Open hearts, indeed—but open minds, curious and intellectually vigorous, are likewise required.

**“EACH OF US MUST BE THE CHANGE WE WANT TO SEE IN THE WORLD.”**

*Mahatma Gandhi*

SHOW ME THE  
**ROPES**

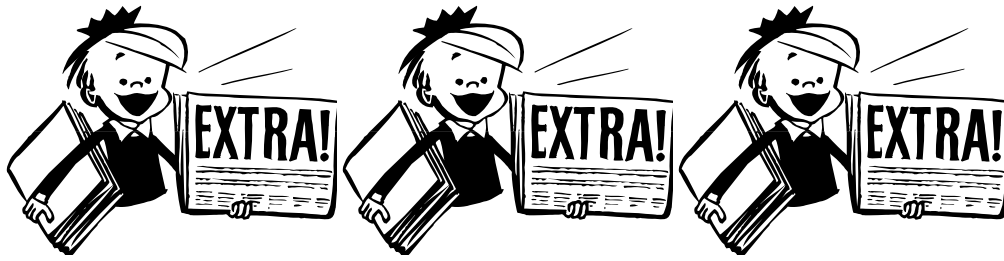
**R** – respect

**O** – openness, opportunity for sharing/learning

**P** – participation

**E** – education, enthusiasm, energy

**S** – sensitivity to other backgrounds/experiences/perspectives



## INTRODUCTIONS

- Please tell us your name and where you're from; &
- Please share **EITHER** a **hope** for or a **concern** about diversity & inclusion in your fire department or in your community.

**hope** *n.* a feeling that what is wanted will happen; desire accompanied by expectation

**concern** *n.* worry; anxiety

# **OUCH...** *That Stereotype Hurts*

1. How did you feel watching this film?
  2. Have you ever been confronted with a stereotypical comment to which you felt unable to respond? Please briefly describe the situation.
  3. After viewing the film, do you feel more inclined to intervene when you hear stereotypical comments or observe stereotypical behavior?
- 
- 

## **STEREOTYPES: Changing The Record** **SOME THINGS YOU CAN DO**

**Give the other person the benefit of the doubt.**

*"I assume that you mean...."*

**Try to understand where the other person's point of view.**

*"Help me to understand your point...."*

**Negate the stereotype with your own personal experiences.**

*"Well, that hasn't been my experience with \_\_\_\_\_. Quite the contrary...."*

**Explain how the stereotype affects you personally.**

*"I find what you've just said hurtful because...."*

**Redirect the conversation; offer a counter-narrative.**

*"Let's move on to another topic. How about \_\_\_\_\_...."*

**Remove yourself from the situation.**

*"Sorry, but I cannot be a part of this conversation because...."*

# THE OPPRESSION PYRAMID

SUBTLE BIAS & BIGOTRY, LEFT UNCHECKED, CAN SPIRAL INTO GRUESOME ACTS.

FIVE STAGES OF

## *Prejudice*

### LIFE-THREATENING ACTS

Genocide  
Assassination  
Arson  
Lynching

### ACTS OF VIOLENCE

Vandalism  
Assault  
Terrorism

### ACTS OF DISCRIMINATION

Harassment  
Conscious Exclusion

### DIRECT EXPRESSIVE CONDUCT TO A TARGET GROUP

Slurs  
Jokes  
Avoidance of Target Group

### VERBAL EXPRESSION TO LIKE-MINDED INDIVIDUALS

Stereotypes  
Rejection

(Note: "Internalized oppression," a form of self-hatred, might occur anywhere on the pyramid.)

# DEFINING DIVERSITY

## Impacting Inclusion

“Diversity” may be generally described as the many and varied ways in which we as individuals differ from one another. Diversity & inclusion leadership demands that we understand and appreciate such differences, yet acknowledge the overarching commonalities people have, one with another (*i.e.*, our “shared humanity”).

Some of these differences may constitute integral parts of whom we are. They are major identity markers (“MIMs”). They are among the “core dimensions” or primary aspects of diversity:

- **Race**
- **Ethnicity**
- **Color**
- **National origin**
- **Gender**
- **Age/Generation**
- **Disability**
- **Sexual orientation**
- **Socioeconomic status**
- **Physical characteristics**

Other differences may constitute secondary aspects of our diversity:

**Religion; Educational background; Family configuration; Political Affiliation; Marital Status; Language proficiency; Job/Profession/Career; Learning Style; Military experience; Geographic background; Lifestyles; Work history; Organizational culture; Level/function**

For historical, sociological, and economic reasons, some of these differences are accorded more significance than others. Race, religion, ethnicity, gender, age, physical ability and, in limited jurisdictions, sexual orientation, are recognized by law as historical bases for prohibited discrimination. Other differences, unrecognized by law, may remain largely hidden.

# ROI: *Return on Inclusion*

## Embracing diversity & inclusion results in:

- ✓ Enhanced learning opportunities
- ✓ Better products/services
- ✓ Sharpened competitive advantage in a world economy
- ✓ Broader creativity
- ✓ Expanded perspectives
- ✓ Heightened self-image among all employees

**“Diversity” refers to the ways in which we as individuals differ from one another. More importantly, it refers to how we should celebrate not just those differences but, fundamentally, all that we have in common. Our commonalities outnumber and outweigh our differences, and provide a strong basis for inclusion.**

### **It’s about:**

- *Celebrating who you are and where you come from not just geographically, but culturally;*
- *Celebrating the humanity and origins of others, including those who are different from yourself;*
- *Working together to create unity and a better world;*
- *Being on the lookout for those who would artificially separate and divide us; and*
- *Treating everyone fairly and with respect.*

## Key Components of

# *Diversity Leadership*

- ✓ **Self-awareness:** Understand your own background; be conscious of your values; recognize and challenge the perceptions, assumptions, and biases that affect your thinking and your judgment; recognize your own insecurities and how they may impact your thinking; examine your communication style and have others offer constructive criticism.
- ✓ **Listening:** Frequently check the accuracy of your perceptions; use paraphrasing and summarization; reduce any obstacles to effective listening; listen with a view toward learning about others – seek understanding.
- ✓ **Empathy:** Walk a mile in someone else’s shoes – seek to see things from another person’s point of view; reflect on the times you’ve been a member of the non-dominant group and how that felt; respect and appreciate differences in communication styles, backgrounds, and values.
- ✓ **Communication:**
  - **Non-verbal:** Most communication is nonverbal. Remember that gestures and other body language, preferences for distance (*e.g.*, “personal space”), and conceptions of time vary among cultural groups; watch for indications that someone is confused or embarrassed; understand nonverbal communication before responding to it.
  - **Variety of styles:** Be aware that communication styles vary, sometimes greatly, among cultural groups; learn as much as you can about your own communication style, history, and culture and about the communication style, history, and culture of the group(s) with which you seek to communicate.

- **Mastering verbal communication:** Be open; listen proactively; communicate with empathy; use inclusive language; speak with a sense of equality; be supportive; exhibit confidence; be other-oriented; be flexible; maintain a sense of humor.
- ✓ **Responsibility:** Take responsibility; empower others to take on leadership roles; find the emerging stories and tell them in ways that build understanding; become skilled at delivering constructive criticism; develop problem-solving (*i.e.*, critical thinking), conflict management, and mediation skills; understand and use rhetoric.
- ✓ **Civility:**
- **Be authentic. Say what you mean, and mean what you say.**
  - **Be less inclined to give advice and more inclined to seek it.**
  - **Give people the benefit of the doubt.**
  - **Identify a positive quality in your adversary or nemesis. No one is one-dimensional.**
  - **Remember to say “please” and “thank you.”**
  - **Share the compliments and credit you receive. No one does it alone.**
  - **Keep your promises.**
  - **When things go wrong, resist the blame game. Fix the system, not the people.**
  - **Show interest in the interests of others.**
  - **Acknowledge your mistakes.**
  - **Expand your circle (socially and in decision-making).**
  - **Go low-tech, high-touch sometimes (*e.g.*, personal visits and phone calls instead of e-mails).**

Adapted in part from William Sonnenschien, *The Diversity Toolkit* (Chicago, IL: Contemporary Books, 1997).

# White Privilege

For historical, sociological, and economic reasons, race is for many the preeminent diversity & inclusion issue. In actuality, race is simply a social construct with little biological significance.

The dynamic of race remains particularly pronounced in the area of black/white relations, though as America becomes more diverse, relationships between and among other racial and ethnic groups will undoubtedly become more prominent.

How does our race—an accident of birth—help or hobble us? We often speak of the latter, but seldom the former. Mark A. Chesler, Ph.D., a professor of sociology at the University of Michigan, describes the benefits of being white in America.

[I am] aware of my privileges as a white person in this society. There are many such privileges: whites generally have greater life expectancy, more money, more education, better housing conditions, more social freedom in general, and better standing before the law.

Other privileges are less obvious: Partly because of my gender as well as my race, I can walk into a room of academics and know that no one thinks I am there as a token; partly because of my class as well as my race, I can expect police to treat me fairly if I am stopped for a traffic violation. I never have to worry about being tailed by store detectives; I can easily purchase 'flesh-colored' bandages; I can anticipate being shown to a desirable table in a restaurant; and I can expect that my opinions will be responded to on their individual merit, rather than on the basis of my race.\* [footnote omitted]

\*Excerpted from Elsie Y. Cross & Margaret Blackburn White, *The Diversity Factor, Capturing the Competitive Advantage of a Changing Workforce*, Irwin Professional Publishing (1996), p. 175.

# *White Privilege*

As a white person, I realized that I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage....I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Excerpted from Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," *Peace and Freedom* (July/August 1989).

## **25 WHITE PRIVILEGES: BECAUSE I AM WHITE, I CAN...**

1. Arrange, if I wish, to be in the company of people of my race most of the time.
2. Be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live and be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
3. Go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
4. Turn on the television or open to the front page of the paper and see people of my race widely represented.
5. Be shown that people of my color made a difference when I am told about our national heritage or about "civilization."
6. Be sure that my children will be given curricular materials that testify to the existence of their race.
7. Be pretty sure, if I so desire, of finding a publisher for a "controversial" topic like white privilege.
8. Go into a music store and count on finding the music of my race represented, into a supermarket and find the simple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
9. Count on my skin color not to work against the appearance of financial responsibility when I use checks, credit cards, or cash.
10. Arrange to protect my children most of the time from people who might not like them.

11. Swear, or dress in second-hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
12. Speak in public to a powerful male group without putting my race on trial.
13. Do well in a challenging situation without being called a “credit to my race.”
14. Be assured that I will not be asked to speak for my racial group.
15. Remain oblivious to the language and customs of persons of color who constitute the world’s majority without feeling in my culture any penalty for such oblivion.
16. Criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
17. Be pretty sure that if I ask to talk to “the person in charge,” I will be facing a person of my race.
18. Be sure that if a traffic cop pulls me over or if the IRS audits my tax return, I haven’t been singled out because of my race.
19. Buy items such as posters, postcards, picture books, greeting cards, dolls, toys, and children’s magazines featuring people of my race with ease.
20. Go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
21. Take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.
22. Choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
23. Be sure that if I need legal or medical help, my race will not work against me.
24. Be comfortable in not asking whether there are racial overtones in every situation or episode when my day, week, or year is going badly.
25. Choose blemish cover or bandages in “flesh” color and have them more or less match my skin.

NOTE: This list illustrates some daily effects of “white privilege” that attach somewhat more to skin color privilege than to other factors such as class, religion, ethnicity, geographical locale, though all these factors are to some extent intertwined.

Adapted from Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack,” *Peace and Freedom* (July/August 1989).

**SPECIAL NOTE: Substitute sexual orientation, gender, or age for race in the foregoing examples. Are there analogous privileges that flow to heterosexual, male, and young people, respectively?**

# *Defining Diversity:* THREE PARADIGMS

(From Judith D. Palmer, Ph.D., *Three Paradigms for Diversity Change Leaders*, OD Practitioner, March 1989)

## PARADIGM I – *The Golden Rule*

- ☑ People are individuals who are more similar than they are different. Oppression and prejudice occur in isolated incidents and are perpetuated by few “bad” or prejudiced people.
- ☑ Managers treat everyone in the same manner; they see themselves as fair people who are “colorblind” and “gender blind.”
- ☑ Diversity means that everyone is appreciated regardless of his or her differences. “Awareness training” is generally resisted due to the assumption that it only serves to increase bad feelings.

## PARADIGM II – *Right the Wrongs*

- ☑ There are specific groups (Target Groups) in the organization, as reflected in society, who have been systematically disadvantaged. These injustices must be rectified.
- ☑ When the injustices toward one group have been rectified, another Target Group becomes the focus of attention.
- ☑ Diversity means the establishment of equality and justice for specific Target Groups. Groups who were discriminated against in the past are respected and participate equitably in the rewards of the organization.

## PARADIGM III – *Value the Differences*

- ☑ Groups and individuals are appreciated for their differences. People learn to work synergistically so that the whole becomes greater than the sum of its parts.
- ☑ Managers encourage people to be conscious of what makes them different.
- ☑ Diversity means consciously and sensitively using all the “types” in the organization. Importance is placed on all kinds of differences (*e.g.*, race, gender, ethnicity, problem-solving and creative styles, professional discipline, native land, language).

# A FOURTH DIVERSITY PARADIGM

Hannibal B. Johnson

## TAKATOKA

“Takatoka” is a Cherokee word meaning “standing together.”

- ✓ Fundamental to individual and group development is the recognition that we are all human beings entitled to respect and dignity. If we take the time to reflect, we will find that, even with our differences, we share basic goals and aspirations.
- ✓ Managers find ways to identify common goals the achievement of which elevates both the unique individuals within the group and the group itself.
- ✓ **Diversity means treating others with respect and dignity, ferreting out injustice, celebrating differences, and simultaneously seeking common ground. To paraphrase Dr. Martin Luther King, Jr.:**

*We are tied together in a single garment of destiny; trapped in a web of mutuality. I cannot be all that I ought to be until you are all that you ought to be. And you cannot be all that you ought to be until I am all that I ought to be.*

# Diversity Moments

Most of us can all recall at least one incident that reminded us that we were somehow “different,” whether by virtue of gender, race, religion, age, sexual orientation, or some other criterion. These “diversity moments” may have been events we experienced firsthand or occurrences we simply witnessed. Columnist William Raspberry recounts one such incident.

## THE POWERFUL STEREOTYPES: WILLIAM RASPBERRY

Washington – Robert Mallett, former city administrator for the District of Columbia, was a boy of 11 or 12, when he went to a restaurant with his parents. He went to use the restroom, and, as he was leaving, passed a white man and his son entering the facility. The man spotted an unflushed urinal (Mallett had flushed his) and proceeded to lecture his son on the nasty habits of “niggers.”

“Tears welled up in my eyes,” Mallett, now a D.C. lawyer, recalled. “My parents sensed that something was wrong when I returned to the table, but I insisted everything was all right. But after that, every time I left a restroom, if I was alone, I flushed all the toilets. I was determined that no one would ever come behind me and find an unflushed toilet.” He stopped the practice only a half-dozen years ago, at age 33, when a friend caught him at it and wondered what on Earth he was doing.

## A “DIVERSITY MOMENT” WITH ANN CURRY

Even successful television personalities like the Today Show’s news anchor, Ann Curry, experience racism. Curry, whose mother emigrated from Japan, is bi-racial. (Her father is white.) One of Ann’s diversity moments occurred when she received an anonymous post card that she still keeps in her office. The post card criticized one of her news reports and added: “P.S. What kind of mulatto mongrel are you? Can’t NBC hire someone white?”

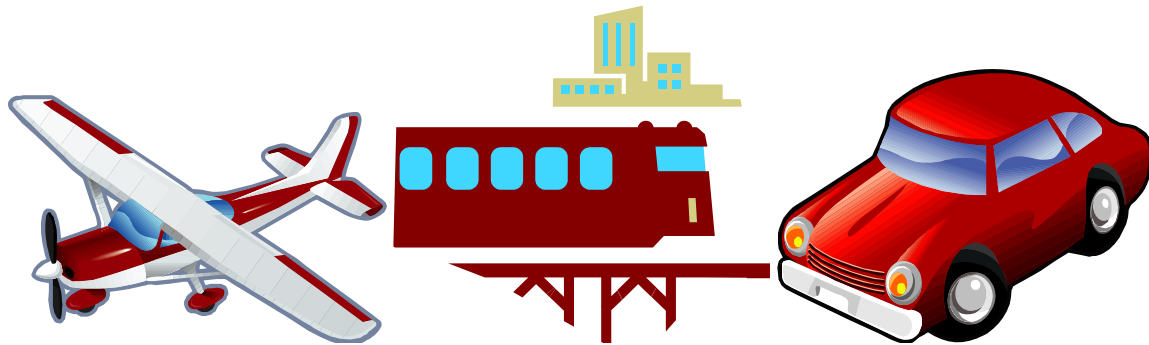
**INSTRUCTIONS:** Take a moment to reflect on a diversity moment you have had in connection with your work as a fire fighter. It may be positive or negative, but it should be some profound diversity-related experience that remains with you even today. Jot down a concise summary of the experience on your index card. You need not sign your name to the card. The facilitator will collect cards, reshuffle them, then distribute them to participants. Time permitting, each participant will read the card he/she has been given and offer a comment or insight. The facilitator will then ask if the person who wrote the card wishes to explain or expound. The author of the card may remain silent if he/she so chooses.

# *Diversity & Inclusion in Motion*

## **Planes, Trains & Automobiles**

(And Other Assorted Modes of Transport)

**A Diversity/Inclusion Experience**



Your team is comprised of diversity & inclusion leaders who represent a community. Your task is to make the community you represent the best that it can be by leveraging its diversity. Please undertake with your team the following tasks:

- (1) Choose a motorized mode of transportation (e.g., plane, train, automobile, ship, etc.) to represent the community.
- (2) What are the significant considerations from the vantage point of that mode of transportation? Following are some items that you might think about: **Passengers; Safety; Security; Destination; Environment; Fuel; Parts; Maintenance; Navigation; Speed; Rules of the Road; Tolls; & Comfort/Amenities.** This is not an exhaustive list, so please come up with other items.

By way of example, suppose you have chosen a train as your metaphor. *Who are your train's passengers? What qualities are important for your train's conductor to possess? Where is your train heading? What fuels your train? What rules, regulations, and standards apply to your train's movement?* These are but a few of the things that you should consider both in real world terms (i.e., what presently exists) and in aspirational terms (i.e., what you would like to see).

- (3) Use your collective artistic skill and visually depict your mode of transport and the considerations you have identified on a piece of paper.

**You have 20 minutes.** Please select someone from your team to report out when the entire group reconvenes.

# What you can do

## TEN WAYS TO PROMOTE DIVERSITY & INCLUSION\*

1. **BE HONEST:** Recognize your own biases through open discussion with others. Examine your own prejudices, biases, and values. Discuss your own experiences of being hurt by prejudice as well as the ways you have benefited from discrimination.
2. **BE SECURE:** Explore and find realistic pride in your own group identity. Having a sense of your own background and group identity will help reduce anxiety and defensiveness in relation to others. Knowing your own strengths will also help you to see strengths in others.
3. **BE A PARTNER:** Work on projects with members of groups different from your own. Working as an equal alongside others from different groups on a common project is one of the best ways to undo prejudice and increase familiarity with others.
4. **BE AN INCLUSIVE PARENT:** Expose your children to diversity at a young age. Children can benefit from knowing other children from different groups at very early ages, before prejudices and biases get in the way of their making contact.
5. **BE A ROLE MODEL:** Be vocal in opposing exclusion and discrimination. Help educate others about the issues and about your own experiences.
6. **BE AN ALLY:** Support people from historically excluded and marginalized groups. For example, offer yourself as a mentor for someone in your field.
7. **BE AN ACTIVIST:** Challenge systemic or institutional racism. Work to for parity in government, corporations, the media, and other institutions.
8. **BE A MEMBER:** Support organizations that promote diversity & inclusion.
9. **BE A TEACHER:** Fight prejudice and racism by proactively teaching understanding, openness, and conflict resolution skills.
10. **BE A STUDENT:** Educate yourself, then others. Reading books, seeing movies, and attending lectures are enjoyable way to learn about diversity & inclusion, and thereby increase understanding and empathy.

\*(Adapted from Mark Feinberg, Ph.D., "Racism...and psychology....Why we dislike, stereotype, and hate other groups and what to do about it..." (American Psychological Association, 1999))

# THE COLD WITHIN

James Patrick Kinney\*

Six humans trapped by happenstance  
In the black and bitter cold.  
Each one possessed a stick of wood,  
Or so the story's told.

The rich man just sat back and thought  
Of the wealth he had in store  
And how to keep what he had earned  
From the lazy, shiftless poor.

Their dying fire in need of logs,  
The first woman held hers back  
For on the faces around the fire  
She noticed one was black.

The black man's face bespoke revenge  
As the fire passed from his sight,  
For all he saw in his stick of wood  
Was a chance to spite the white.

The next man looking across the way  
Saw one not of his church,  
And couldn't bring himself to give  
The fire, his stick of birch.

And the last man of this forlorn group  
Did naught except for gain.  
Giving only to those who gave  
Was how he played the game.

The third one sat in tattered clothes  
He gave his coat a hitch.  
Why should his log be put to use  
To warm the idle rich?

The logs held tight in death's still hands  
Was proof of human sin.  
They didn't die from the cold without.  
They died from the cold within.

\*James Patrick Kinney wrote this poem in the 1960s. He submitted it to *The Saturday Evening Post*. Thought to be "too controversial for the times," it was rejected. It was first published (according to Kinney's widow) in *Liguoran*, a Catholic magazine.

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### *Biographical Sketch*

Hannibal B. Johnson is a graduate of Harvard Law School. He did his undergraduate work at The University of Arkansas, where he completed a double major in economics and sociology. Johnson is an attorney, author, and independent consultant. Johnson has also served as an adjunct professor at The University of Tulsa College of Law (legal writing; legal ethics), Oklahoma State University (leadership and group dynamics; business law [MBA Program]), and the University of Oklahoma (ethics; cultural diversity in the world; race & reason; The 1921 Tulsa Race Riot).

Johnson is past president of Leadership Tulsa, past president of the Metropolitan Tulsa Urban League and past president of the Northeast Oklahoma Black Lawyers Association. He served as Chairman of the board of directors of The Community Leadership Association, an international leadership organization, during 2001 – 2002, and is a founding director of the Oklahoma Appleseed Center for Law and Justice. He currently serves on the Oklahoma Advisory Committee for the United States Commission on Civil Rights, and as a member of the board of directors of the Oklahoma Department of Libraries. Johnson directed Anytown, Oklahoma, a statewide human relations camp for teens, for more than a decade. He serves on the board of Planned Parenthood of Arkansas and Eastern Oklahoma, and on the Advisory Board of the Mayborn Literary Nonfiction Writers Conference of the Southwest. Johnson, a member of The Rotary Club of Tulsa, serves on the Institutional Review Board for Oklahoma State University Center for Health Sciences, on the Tulsa Public Schools Fine Arts Advisory Board, and on the Programs Committee for the John Hope Franklin Center for Reconciliation. In 2004, Mr. Johnson graduated with the inaugural class of the national “Connecting Community Fellowship Program” based in Richmond, Virginia.

Johnson’s books include: ***Black Wall Street—From Riot to Renaissance in Tulsa’s Historic Greenwood District***, ***Up From the Ashes—A Story About Community***; ***Acres of Aspiration—The All-Black Towns in Oklahoma***; ***Mama Used To Say—Wit & Wisdom From The Heart & Soul***; ***No Place Like Home—A Story About an All-Black, All-American Town***; and ***IncogNegro—Poetic Reflections on Race & Diversity in America***. Johnson’s play, ***Big Mama Speaks—A Tulsa Race Riot Survivor’s Story***, has been performed at the Tulsa Performing Arts Center.

Johnson’s honors include: the “Don Newby/Ben Hill” award from Tulsa Metropolitan Ministry; the “Keeping The Dream Alive” award from the Dr. Martin Luther King, Jr. Commemoration Society; the “Outstanding Service to the Public Award” from the Oklahoma Bar Association; the “Ten Outstanding Young Tulsans” award from the Tulsa Jaycees; the “Distinguished Leadership Award” from the National Association for Community Leadership; the 2005 “Ralph Ellison Literary Award” from the Black Liberated Arts Center; the 2006 Oklahoma Human Rights Award from the Oklahoma Human Rights Commission; induction into the 100 Black Men of Tulsa, Inc. “Hall of Honor” in 2007; and the “Goodwill Appreciation Award” from the Islamic Society of Tulsa in 2008.

# DIVERSITY LEADERSHIP WORKSHOP EVALUATION

⊙ Overall, how would you rate this workshop?

*Excellent*

*Good*

*Fair*

*Poor*

⊙ How helpful to your overall understanding of diversity was this session?

*Very much*

*Some*

*Not much*

*Not at all*

⊙ How much did this session enhance your comfort level with respect to dealing with issues of diversity by providing insights, helpful materials, or other useful information?

*Very much*

*Some*

*Not much*

*Not at all*

⊙ How would you rate the workshop presenter?

*Excellent*

*Good*

*Fair*

*Poor*

⊙ What did you like most about the workshop?

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⊙ What did you like least about the workshop?

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⊙ Comments

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