

Developing Inclusion Practitioners: **A Critical Element for Creating Sustainable Change**

Kathy Obear, Ed.D., Alliance for Change
kathy@drkathyobear.com 413-537-8012
www.drkathyobear.com

John Killings, Case Western Reserve University
jrk160@case.edu

Overview of Inclusion Practitioner Program:

- 24 practitioners with at least one representative from each of the 12 Student Affairs departments
- Coordinated through Office of the Vice President for Student Affairs

Practitioners are able to:

- Use an inclusion lens in various roles on campus such as during meetings, on committees, and as a member of search committees
- Support the application of the 6-stage Multicultural Organizational Development (MCOB) model across Division departments
- Consult with department leadership and develop department staff on infusion of equity and inclusion into daily practices
- Facilitate group discussions and engage in authentic conversations focused on issues of equity and inclusion on campus
- Perform in their professional positions with increased cultural competency due to personal commitment to developing in this area

Self-Assessment: Critical Skills for Inclusion Practitioners

Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently practice these skills:

1= Never 2 = Rarely 3= Occasionally 4= Often 5= Always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.

- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 11. I demonstrate empathy effectively.
- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.

- _____ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 25. I minimize how much I use the "telling" style, and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily "go with the flow" and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 27. I can "meet people where they are" and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as "teachable moments" to facilitate deeper understanding and learning.
- _____ 29. I can "let go of the outcome" and "trust the process" knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

- _____ 30. I talk about the college's commitment to diversity and inclusion.
- _____ 31. I state that it is everyone's responsibility to help create a campus climate that is respectful and inclusive for all community members.
- _____ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.
- _____ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.
- _____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in "difficult dialogues" with an Inclusion Lens

- _____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

- _____ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 38. I acknowledge comments which sound inappropriate or triggering.
- _____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.
- _____ 41. I effectively navigate conflict and disagreement among group members.
- _____ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 43. I can use triggering events as “teachable moments” for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

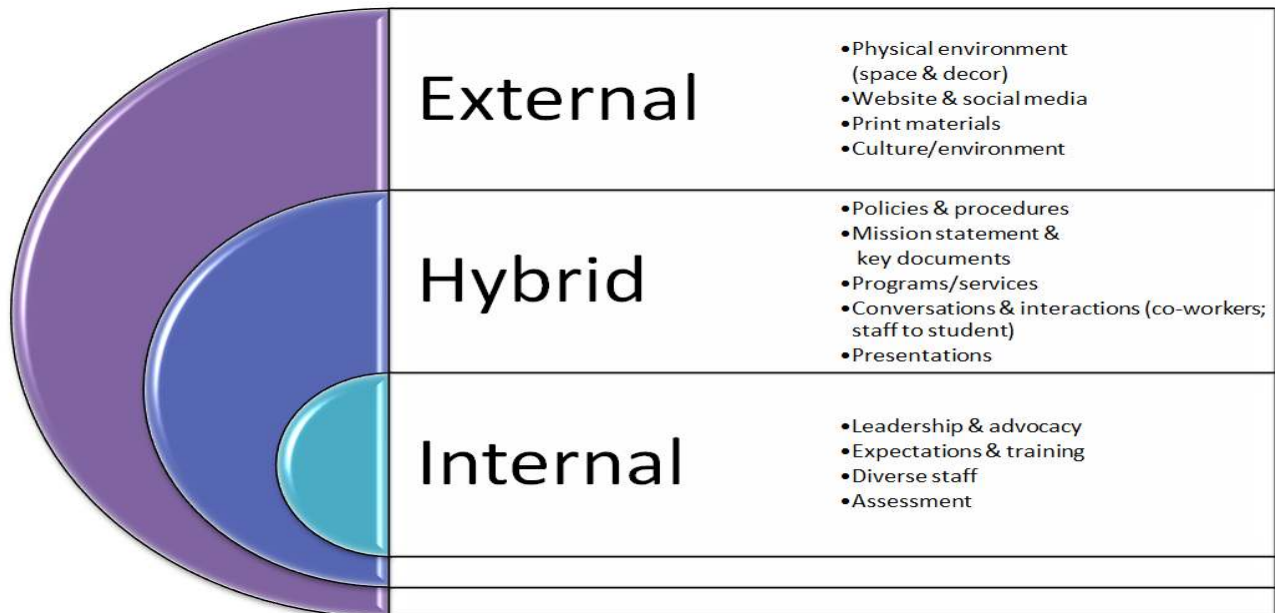
- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.
- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.

- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 62. I am aware of my common triggers and their intrapersonal roots.
- _____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 64. I actively expand my understanding of issues of diversity, equity and inclusion.

Departmental Scan Model:



Illinois State University, Division of Student Affairs
Department Scan

GUIDELINES					
Complete this review using the following scale:	1 = Needs Work 2 = Gets By 3 = Meets Requirements 4 = Exceeds Requirement 5 = Exceptional				
DEPARTMENT/UNIT PHYSICAL ENVIRONMENT					
	5 = Exceptional	4 = Exceeds Requirement	3 = Meets Requirements	2 = Gets By	1 = Needs Work
Individual offices are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offices and public spaces are accessible and welcoming to students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Purpose – The physical environment sends an important message about what it values. It is important to create an affirming and caring environment where individuals of diverse backgrounds feel valued. Creating a setting that has music, artwork, and other visual images that are representative of diverse cultures not only makes those individuals feel welcome, it also educates and expands the awareness of others.

Evidence of accomplished outcomes:

Areas for improvement:

Source: Pope, Reynolds & Mueller (2004) Multicultural Competence in Student Affairs and (2014) Creating Multicultural Change on Campus

MCOD Developmental Stage Model

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members
- Monocultural organization

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
 - a. Must assimilate into organizational culture
 - b. Must not challenge the system or "rock the boat"
 - c. Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization

- In transition
- Actively working towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively inclusive

- Actively working to create environment that “values and capitalizes on diversity”
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all
- forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Sources:

Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.

Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute.

Marchesani, L. S. and Jackson, B. W. (2005), Transforming higher education institutions using Multicultural Organizational Development: A case study at a large northeastern university. In M. L. Ouellett (Ed.), *Teaching inclusively: Resources for course, department and institutional change in higher education* (pp. 241-257). Stillwater, OK: New Forums Press.

Indicators of a Redefining/Multicultural Organization (Stage 5/6)

Goals:

- *To engage the entire department/division/campus in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.*
- *To continually reassess the current state and organizational needs, and implement change as needed to ensure the goals of diversity, equity, and inclusion are achieved in the department/division and on campus.*
- In transition
- Actively working towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively inclusive
- Actively working to create environment that “values and capitalizes on diversity”
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

A. Leadership

1. Leaders regularly discuss and communicate the division’s and the department’s vision and commitment to equity and inclusion for all students and staff to:
 - a. Create and maintain a safe, inclusive, and equitable work environment that:
 - i. actively engages and includes all staff,
 - ii. supports the full participation and success of all staff,
 - iii. is responsive to the needs of the increasingly diverse staff population,
 - iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
 - b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
 - i. support the persistence, success, and graduation of the full breadth of students on campus,
 - ii. are responsive to the needs of the increasingly diverse student population,
 - iii. actively eliminates all forms of exclusion, discrimination, and oppression.
 - c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.

2. Leaders regularly discuss the “business case” ~ compelling reasons why the division’s and the department’s focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.
3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.
4. Leaders regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.
6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.
9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.
10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.
11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.
12. Leaders meet quarterly with other department leaders to:
 - Review the current state of equity and inclusion within the division, and within each department
 - Develop plans for continuous improvement
13. Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
14. Leaders hold their direct reports and staff accountable for meeting the diversity, equity, and inclusion goals.
15. Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
16. Leaders seek honest feedback from colleagues, members of their department, and students about:
 - Their effectiveness as a leader on issues related to diversity, equity and inclusion
 - The effectiveness of their staff on issues related to diversity, equity and inclusion

B. Planning and Decision-making

1. Planning processes intentionally include input from students and staff who are affected by the potential decisions and those who are involved in implementing the decisions.
2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)
3. Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:
 - Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
 - Does our process seriously consider the input and perspectives of a broad range of group memberships?
 - How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
 - What could be the impact of this on students, staff, and faculty from various and intersecting privileged and marginalized groups?
 - How might this inadvertently advantage some and disadvantage others?
 - How can we make this more inclusive for members of various and intersecting social identity groups?

C. Supervision

1. Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team.
2. Supervisors regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
3. Supervisors demonstrate the divisional/departmental core multicultural competencies in all aspects of their work activities.
4. Supervisors communicate these multicultural competencies to their team members and work with each individual staff member to develop a comprehensive professional development plan to demonstrate continuous progress towards demonstrating these competencies.
5. Supervisors require direct reports to set clear, measurable and realistic inclusion and equity goals for their areas of responsibility.
6. Supervisors regularly assess the progress of direct reports on their inclusion and equity professional development goals, individual performance goals, and departmental goals.
7. Supervisors regularly discuss departmental progress towards equity and inclusion goals with direct reports and departmental staff.
8. Supervisors require their staff to participate in the cultural audits (snapshot) at the division and department level.
9. Supervisors work collaboratively with members of the department to review the results of the cultural audits (snapshot) and develop plans to:
 - Improve the work environment.
 - Align all policies, procedures, programs, and services with equity and inclusion goals.

10. Supervisors immediately respond to reports of inappropriate and/or offensive behaviors from staff in their department(s).

D. Recruitment/Hiring

1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.
2. Staff continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.
3. Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.
4. All stated “minimum requirements” are essential to the position.
5. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
6. Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.
7. All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the divisional and department goals for diversity, equity and inclusion.
8. All Search Committees are diverse by race and other categories of diversity.
9. Hiring Manager and/or department leader meet with the Search Committee to discuss their commitment to hiring a racially diverse, culturally competent staff.
10. Search Committee members receive training to minimize the potential that their biases will impact the selection process.
11. Search Committee members use position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity equity and inclusion.
13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a “Transition Team;” develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

E. Professional development

1. All staff are required to annually assess their current level of multicultural competence and discuss goals for their professional development with supervisor.
2. All staff are required to participate in regular professional development activities to deepen multicultural competencies (trainings, workshops, courses, conferences, reading group, etc.)

3. Staff meet annually with supervisor to discuss their progress and revise development plans.
4. The division and departments sponsor regular professional development sessions for all staff to deepen their multicultural competencies across the full breadth of differences.

F. Performance management

1. All staff are required to continually assess and increase their level of multicultural competence.
2. All staff are required to demonstrate multicultural competencies in their daily work activities.
3. Supervisors conduct a formal performance session annually with each direct report, as well as informal discussions about performance at least every 3 months.
4. Leaders conduct an annual division-level analysis of performance ratings to assess if there are disparities across race, gender, rank, etc.

G. Orientation and transition of new employees

1. Supervisors conduct orientation and on-going transition meetings with all new employees to:
 - o Review the division/department inclusion and equity goals
 - o State their expectations for infusing inclusion into daily work practices
 - o Identify current level of multicultural competence and plan professional development activities for the next 6-9 months
2. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:
 - a. How the employee is adjusting and integrating into the department/division
 - b. The employee's need for additional training, support and coaching
 - c. Any conflicts, misunderstandings or barriers they are encountering
 - d. Any needs for additional resources or information

H. Promotions, Interim Appointments, and Re-appointments

1. A candidate's ability to consistently demonstrate an advanced level of multicultural competence is a central criteria for all promotions, interim appointments, re-appointments.
2. All processes for promotions/interim appointments are transparent, aligned with equity and inclusion goals, and developed in consultation with the divisional leader or her/his designee.

I. Research/Data Collection/M Measurement

1. Departments regularly collect and analyze data (disaggregated by race, gender, year in school, etc.) on the effectiveness of their programs and services, including:
 - o Satisfaction data from students
 - o Utilization data by students
2. Departments annually collect/analyze disaggregated data about the work environment for staff. Assessment formats: focus groups, employee surveys, interviews, "skip level" meetings
3. Departments build a shared understanding of the practices that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.

Kathy Obear, Alliance for Change Consulting, www.drkathyobear.com

Next Steps for ISU Departments: The Top Ten List for Fall 2014 and Spring 2015

1. At a staff meeting in the next 2 weeks, talk about:

- Insights from the Retreat
- The role of the Leader and Inclusion Practitioner(s) working with all staff to move the department forward
- The types of activities and discussions that staff will engage in over the next few months

2. Engage most, if not all, members in the department in an Environmental Scan

- a. Assign each staff member 2+ categories of difference to use as lenses as they scan:
 - **The department's physical environment**, including office decorations, pamphlets, flyers, posters, marketing materials, office set-up, descriptions of programs and services, staff interactions, etc.
 - By group membership, who would "see themselves" in the people or physical aspects of this department?
 - How accessible is the office space for people with disabilities (mobility, visual, hearing, learning) and people for whom English is a 2nd language?
 - What might be experienced as **microaggressions** by students from different identity groups?
 - The **virtual presence** of the department: web site (graphics, text), Twitter, Facebook, Instagram, etc.
 - By group membership, who would "see themselves" in the virtual aspects of this department?
 - How accessible is the web site and social media for people with disabilities (mobility, visual, hearing, learning) and people for whom English is a 2nd language?
 - What might be experienced as **microaggressions** by students from different identity groups?
 - Have them imagine they are coming into contact with the office (physical and virtual) for the first time. What impression do you have about the **area's commitment to creating a welcoming, inclusive environment for all?**
 - Are all office areas, public spaces, and virtual spaces free of any offensive or insensitive images or materials?
- b. Start to **share people's insights and reflections** at staff meetings.
- c. **Engage in discussions about how to shift** the virtual and physical environment so all students, staff and faculty would "see themselves" reflected and recognize that staff in this area have a strong commitment to equity and inclusion.

3. **Leader and Inclusion Practitioner: Ask other staff to complete a “scan” of you** using the following questions:

- **If people observed you for several days** (in meetings, as you interacted with colleagues and students, scanned your office area, followed you on Facebook/Pinterest/Twitter, etc.):
 - What might they assume about your commitment to equity & inclusion?
 - What issues of diversity, equity, and inclusion would they assume you care about?
 - How do you model inclusion tools and coach others to develop greater competency and capacity to create inclusive campus programs, services, and environments?
- Have staff members share their observation of you directly or in staff meetings.
- Then invite staff to volunteer to have others scan them in the near future; or require this

4. **Begin to review/analyze policies, programs, and services with an Inclusion Lens**

- Give everyone a set of the “Identity Cards” to use in their daily practice to be constantly asking:
 - Who are we serving? (intentionally or unintentionally)
 - What groups might not be getting all they need from our area?
- In a staff meeting, show staff how to analyze a program or practice.
 - Have them practice in small groups on different programs and practices.
- Assign staff to work individually or in pairs to analyze and review 1 program and 1 practice (service, procedure, policy) with an Inclusion Lens. Have them use the following questions as they review the cards:
 - ✓ For which identity group(s) does this program or practice seemed to have **been intentionally designed** for?
 - ✓ What other identity groups will probably have their needs and issues addressed by this program or practice?
 - ✓ Which identity groups might NOT have their needs and issues fully addressed in the current program or practice? Why not?
 - ✓ How can we revise and shift this program or practice to better serve the full breadth of students on campus?
- Have staff share their insights and ideas for shifting programs/practices during staff meetings.

5. **Inclusion Practitioners and Leaders: Engage in 1-1 conversations with individual staff members.**

Prompts for dialogues include:

- What do you notice we do well around equity and inclusion in this department?
 - Share your observations as well
- Given our commitment to Inclusion, what are some ways you have shifted your ways of engaging and serving students, staff, faculty, and guests?

- Relate in and share your shifts as well
- What, if any, questions do you have about what else you could be doing? Or doing differently?
 - Share some you are thinking about
- What ideas do you have for the department: How can we continually improve and shift out policies, programs and services to best support the personal and academic success of all students and staff?
 - Share some you have been considering
 - Ask for their feedback about your ideas
- What, if any, coaching or advice do you have for me as an Inclusion Practitioner or Leader?
- What additional knowledge or tools do you want so you can give the best service to all our students?
 - If applicable, you can offer the self-assessment, “Multicultural Competencies” for the staff to review

6. Conduct a **department-wide training on the MCOD Model** so all staff have a common language and deepen their capacity to discuss the current climate and practices of department with an Inclusion Lens.

7. Partner with the Director of Assessment and Engagement to **develop a more robust understanding of the current state in the department:**

- Utilization of programs and services by group membership
- Satisfaction of programs, services, and office culture/climate by group membership
- Success at recruiting, retaining, and developing a culturally competent, diverse staff

8. Engage all staff in **researching promising practices** from across campus and other campuses. Share these regularly at staff meetings and during team or supervisory meetings.

9. Plan and conduct 2 **professional development programs** for staff related to equity and inclusion each semester.

10. In three (3) months, **engage all staff in conversation to evaluate the progress** in the last few months, and identify next steps for continued growth: as individual and a department.

- Each supervisor is required to have this same conversation with each of their direct reports.

Developed by: Kathy Obear, Alliance for Change Consulting and Coaching

www.drkathyobear.com kathy@drkathyobear.com

What Could You Do?

1. Over time you have noticed that most students do not greet or interact with a student who is using a wheelchair like they do to other students walking by.
2. You observe a student asking a person you think might be multiracial or biracial, "What are you?"
3. You notice new students getting talked over or ignored in classroom discussions.
4. A professor talks louder and more slowly when addressing a student from Korea.
5. You hear some students making fun of an "overweight" student.
6. You notice when your small group meets to work on a class project, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the end of the fall semester, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8. You hear a student asking someone who they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. After class you notice a male student standing really close to a female student. As she backs away, the male student moves closer.
11. After class you overhear a student discussing what accommodations that they will need in the class, and the professor seems distracted and frustrated.
12. You notice that some students seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. In class a student talks about being LGBTQ and a student says, "I'll pray for you."
14. You notice that the activities the group plans to do always require individuals to pay between \$20.00-30.00 each.
15. At a party you see a group of U.S. born students approach an international student in the corner and ask him to teach them swear words in his native language.

16. The professor continues to call two students by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A professor refuses to use the preferred gender pronouns/PGPs and preferred name of a transgender student.
18. You notice some of your friends regularly looking women up and down, staring at their breasts.
19. A professor doesn't agree with a student and seems to raise their voice to silence them and end the conversation.
20. You notice a student wearing a baseball cap with a team "mascot" that is Native American.
21. A student tells you that their academic adviser told them, "Someone with your type of learning disability will probably not be successful in law school."
22. You overhear someone saying to an African American woman, "You're very articulate!"
23. In a group meeting a woman confronts a male student and he turns and says, "What a B_____!"
24. A Latina friend of yours is talking to some of the white students in the hall about a racist situation that happened on campus. One of the other students says, "Why do you have to make everything about race? They were probably just having a bad day..."
25. Students who are Black or Latino having to show 1-2 forms of ID to use a computer lab, while white students do not.
26. You notice that some students repeatedly mispronounce an international student's name.
27. As the class starts to discuss the death of Michael Brown and the subsequent events in Ferguson, Missouri, all of the students and the professor turn to the only African American in the class and ask, "What do you think about what is going on?"
28. While hanging out in the lounge you overhear a few other students making disparaging comments about Islam and Muslims.
29. A professor shows a video in class that includes a scene of two men kissing, and a few students laugh and make derogatory comments under their breaths.
30. Students are forming into project teams, and no one has asked the two international students to join their group.

31. You see a couple of students treating a custodial staff member with disrespect.
32. As some students are talking about how a female student was sexually assaulted at a party over the weekend, you hear one of them say, "Given me a break! Did you see what she wore to that party?!?"
33. Someone at your table leaves their tray as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after us."
34. When someone points out the racist comment a student just made, their 1 st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a class discussion about sexism you notice that while a female student is talking about her experiences on campus that a couple of men are talking to each other and smiling.
36. As a 1 st generation student is talking about some of their struggles on campus, someone says, "That happens to me, too, and it has nothing to do with being 1 st generation to college."
37. You overhear a student saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You notice that a student doesn't bring the textbooks to class. Before one class session you overhear a student saying to that student, "No you can't borrow my textbook. What, are you too cheap to buy your own?"
39. When a student gets confused during a class discussion, someone says, "She's having a blonde moment!"
40. A supervisor who listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female dean or supervisor is assumed to be the secretary of the department.
42. People shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A student sees two men holding hands and say, "I don't care what you do in your bedroom, just don't flaunt it in public."
44. A comment to a person of color: "You got this job because of your race!"
45. Standing talking to a colleague at the desk of the administrative assistant while s/he is there trying to get work done.
46. Assigning extra credit opportunities that require students paying a significant entrance fee.
47. Managers or professors who chastise publically employees/students if they are a few minutes late but then will casually walk in 10 minutes late and not apologize for keeping others waiting.

48. A manager or faculty of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. You observe a professor talking to an “average looking” student who seems to get distracted when a “very attractive” student approaches; and quickly stops talking to the original student and turns their attention to the more attractive one.
50. Asking someone who presents male what his wife does.
51. Asking someone who presents female if they have children.
52. If more than 3 men of color are standing around, people may assume they are “in a gang.”
53. Using certain terms to describe situations or people, “That’s so gay!” “She’s such a retard!” “He’s such a pussy!”
54. Search committee comments about only members of privileged groups: “He seems like he’d fit in to the group;” “She’d be a team player.”
55. A 6-foot person patting the head of someone who is 5’2”, someone they hardly know.
56. Introducing the male leader as Dr. __, and the female leader with a doctorate as Ms. ____ or by her first name.
57. A professor who says, “You all will understand when you have a wife or a husband!” ~ assuming all the students in the class are heterosexual.
58. A team member who often raises and issues is not invited to lunch when the manager organizes an informal gathering among most staff.
59.
60.

Using the ADDRESS© Model to Intervene

- **A = Acknowledge** (that something occurred)
- **D = Dialogue** (in the moment or with someone else at a later time)
- **D = “Document”** (tell someone; use the Bias Reporting System or another reporting structure)
- **R = Redirect** (the conversation)
- **E = Educate** (the person)
- **S = Stop** (the exclusionary behavior)
- **S = Support** (the people impacted and make space to support yourself)

Debrief Questions:

1. How can you use the **ADDRESS model** to intervene during a bias incident or exclusionary behavior?

2. What is the probable impact if **no one speaks up** in this situation?

3. How does that change if someone steps up? What could be the **positive outcomes if someone does intervene** and speak up?

PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when...What were you feeling when...

I: INTERRUPT the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I...I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week I...I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

Kathy Obear, Ed.D., www.drkathyobear.com kathy@drkathyobear.com

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • Can you tell me more... • Can you give me an example... • Can you give me some background on this situation... • What do you mean when you say... • Help me understand what you disagree with... • Help me understand how you came to that conclusion? • What were you feeling when...? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	<ul style="list-style-type: none"> • So you're saying that... • So you feel that... • So you think that... • Are you saying that... • So from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • Help me understand your intent when you... • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	<ul style="list-style-type: none"> • I notice you had a reaction to what I just said... • I don't believe she was finished with her comment... • I notice you just got very quiet...looked away... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • It seems my behavior had an impact on you... • How did that impact you? • What were you feeling when...
Acknowledge and validate their points as much as possible	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel ____, too...
Explore possible solutions	<ul style="list-style-type: none"> • What do you think we can do? • What do you see as the next steps? • One thought could be to...what do you think? • Might it be possible to...
State your desired outcome	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed...we agreed to...

Call for Facilitators DIVERSITY 360 STUDENT MODULE



Role of Facilitators Diversity 360 Lead Facilitators will assist in the implementation of both the undergraduate and graduate student modules throughout the academic year. Facilitators will work closely with staff from the Office of Multicultural Affairs to schedule potential workshops, facilitated during orientation, in student group retreat settings, as well as in classrooms when made possible through collaboration with faculty members. All participants will undergo additional facilitation training with Diversity and Inclusion Consultant, Dr. Kathy Obear and will be given resources to further familiarize themselves with the Diversity 360 curriculum.

Preferred Experience & Qualifications

- Passion for creating inclusive campus environments for the full breadth of students we serve
- Have experience talking in front of people – presenting, facilitating, training, and/or leading; preferred experience: facilitating workshops and trainings
- Experience and/or willingness to provide coaching and peer mentoring to colleagues
- Foundational understanding of issues of diversity, equity, and inclusion on college campuses
- Experience developing programs and services to meet the increasingly diverse student populations we serve
- Prior approval from supervisor to participate in the program

Time Commitment

Becoming a Diversity 360 Facilitator is an excellent investment in personal professional development as well as a unique opportunity to provide service to the university community. We ask that, at a minimum, facilitators attend the workshop with Kathy Obear, participate in one Facilitator Deep Dive, and commit to facilitating 6 hours of training per academic year. We encourage all facilitators to attend as many Deep Dives as possible as they are extremely helpful in further familiarizing facilitators with the curriculum and allow the opportunity for practice and feedback. Deep Dives will cover a variety of topics and allow facilitators to voice any other concerns or questions.

Timeline

January 25		Facilitator Applications Due
February 3	9:00am-4:00pm	Facilitator workshop with Kathy Obear
February 24	12:00-1:30pm	Facilitator Deep Dive I
March 24	12:00-1:30pm	Facilitator Deep Dive II
April 20	12:00-1:30pm	Facilitator Deep Dive III
May 23	12:00-1:30pm	Facilitator Deep Dive IV
July (TBD)		Final Practice Sessions
August		First Year Orientation Sessions

Diversity 360 - Deep Dive - Agenda

1. Welcome & Introductions –

Opportunity for facilitating this weekend with Orientation Leaders (OLs)
Sunday, April 24 ~ 10am-2pm (lunch included)

2. Opening quote –

*Facilitating dialogues about issues of diversity, inclusion and equity can be challenging and stressful work. It involves exploring areas that are not typically addressed in traditional learning environments. Whether conscious of it or not, facilitators and participants bring most, if not all, of who they are to the learning environment, including their fears, biases, stereotypes, memories of past traumas and current life experiences.*¹ ~ Kathy Obear

3. Picture Activity – illustrating bias we all have

Transition

Biases shape our **Perceptions**

& our **Perceptions** shape our **Behavior** leading at minimum to microaggressions.

But where do these biases come from?

4. Group Memberships / Privileged & Marginalized Group Patterns *D360 handout

- Go through and mark identities in “Privileged” and “Marginalized” columns
- Review back “Privileged & Marginalized Group Patterns” – relating back to opening quote – what baggage we bring in as facilitators – need to understand and be aware

5. Campus Example –Discuss recent campus bias incident

- hand out Microaggressions *D360 handout
- Examples of Micro-assaults, Micro-insults, Micro-invalidations
- “Potential Impact & Emotional Toll on Members of Marginalized Groups” part of worksheet

6. Personal Examples

- To bring curriculum to life, To build trust & credibility, To help them practice sharing personal content
- Come up with examples of Microaggressions they’ve seen, heard, or done
- Share in small groups
- Small groups report out and share in larger group – time permitting

7. Looking Forward

- Next Deep Dive – May?
- Focus on familiarity with content, sharing personal stories

¹ Obear, K. H., 2001, Exploring the Phenomenon of Triggering Events for Social Justice Educators. Dissertation Abstracts International, 61 (07), 2563A. (UMI No. 9978535).