

# ***Creating Inclusive, Socially Just Campus Environments***

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## **Overall Purpose of Session ~ Deepen our capacity to:**

- **Engage in authentic dialogue** about the current campus climate, culture, and organizational dynamics through an Inclusion Lens.
- **Create more inclusive campus environments that enhance the student success and graduation of the full range of students we serve.**

## **Learning Activities, include:**

- Review the “business case” for creating inclusive campus environments.
- Explore the full breadth of differences on the campuses.
- Use an “Inclusion Lens” to engage in authentic dialogue about the dynamics of privilege and marginalization on the campuses.
- Use a 6-stage model to begin to analyze the current organizational cultures and climates.
- Review specific strategic activities that support organizational movement towards becoming more inclusive and socially just campuses.
- Identify Leadership Activities that create inclusive campus environments.
- (Begin to) Use an Inclusion Lens to analyze and revise current policies and practices.
- Identify next steps for change.

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## Selected Research ~ The Case for Inclusion

1. Evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students.  
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)
2. Faculty and staff diversity correlates with success of historically marginalized students.  
(Williams, R. (2000). Faculty diversity: It's all about experience. Community College Week, 13(1), 5.)
3. "...institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is *distinctively different* from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development."  
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)
4. "By contrast, institutions that have a homogeneous community and replicate the social life and expectations of their students' home communities are *more likely to impede personal and intellectual development* because students are not as challenged in these ways."  
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)
5. "Nearly all employers (96 percent) agree that 'all college students should have experiences that teach them how to **solve problems with people whose views are different from their own.**'"  
(Falling Short? College Learning and Career Success (2015). National Surveys of Business and Nonprofit Leaders and Current College Students. Washington, DC: AAC&U <http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)
6. More than three-quarters (78 percent) agree that "all college students should **gain intercultural skills and an understanding of societies and countries outside the United States.**"  
(Falling Short? College Learning and Career Success (2015). National Surveys of Business and Nonprofit Leaders and Current College Students. Washington, DC: AAC&U <http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)
7. In 2011, people of color made up 36.2% of the US population (13.1% black, 5.0% Asian, 16.7% Hispanic or Latino Origin, 1.2% American Indian and Alaska Native Persons, and .2% Native Hawaiian and Other Pacific Islander Persons).  
(U.S. Census Bureau, "State and County Quickfacts, USA", 2012)
8. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latino/a population.  
(Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez, "Overview of Race and Hispanic Origin: 2010," *2010 Census Briefs*, March 2011).
9. The number of high school graduates peaked in 2008-09 and will decline through 2014-15, still not recovering its peak through 2020-21.  
(National Center for Education Statistics <http://www.thelawlorgroup.com/trends-2013-2>)

10. From 2012 to 2019, the number of white college students is expected to increase 5%, while the number of Hispanic students will increase 27%.  
(College Board <http://www.thelawlorgroup.com/trends-2013-2>)
11. As any admissions officer could tell you, the number of high-school graduates in several Midwestern and Northeastern states will drop sharply over the next decade, according to the Western Interstate Commission for Higher Education. Nationally, the number of black and white students will decline, and the number of Hispanic and Asian-American graduates will increase significantly. The nation's already seeing a sharp rise in first-generation and low-income graduates—the very students whom selective four-year institutions have long struggled to serve. January 19, 2014,  
(Bracing for Demographic Shifts, Colleges Face Tough Trade-Offs, By Eric Hoover <http://chronicle.com/article/Bracing-for-Demographic/144085/>)
12. Less than 60% of college students currently are age 18-24. The proportion of students 25 and older will continue to grow.  
(<http://blog.noellewitz.com/2011/10/11/government-projections-forecast-dramatic-growth-college-students-25-older/>)
13. Compared to a decade ago, 31% more international students were studying at U.S. colleges and universities in 2011-12.  
(Institute of International Education) <http://www.thelawlorgroup.com/trends-2013-2>
14. Several findings from <http://heri.ucla.edu/briefs/urmbriefreport.pdf> “The Climate for Underrepresented Groups and Diversity on Campus,” Sylvia Hurtado & Adriana Ruiz, June 2012.
  - a. Underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus.
  - b. Across the country, most incidents of stereotyping or harassment are not reported. Only about 13% of all students report racial incidents to a campus authority.
  - c. 55.4% of Black students reported feeling some level of exclusion at low-diversity institutions.
  - d. 60.4% of students of color on low-diversity campuses reported being the target of negative racial verbal comments. For Black students, the percentage was 67.2%.
15. Research continues to show that women, across race, experience a chilly climate on campuses, including sexual objectification, assumptions of inferiority, use of sexist language, and second-class citizenship.  
(Capodilupo, Christina M., Kevin L. Nadal, Lindsay Corman, Sahran Hamit, Oliver B. Lyons, and Alexa Weinberg (2010). “The Manifestation of Gender Microaggressions.” In *Microaggressions and Marginality: Manifestations, Dynamics, and Impact*, Derald Wing Sue, (Ed.), 193–216. Hoboken, NJ: Wiley and Sons, Inc.  
[http://www.aacu.org/ocww/volume39\\_2/feature.cfm?section=1](http://www.aacu.org/ocww/volume39_2/feature.cfm?section=1))
16. Several findings from The 2010 State of Higher Education for LGBT People, a research study conducted by Campus Pride  
(for a copy of the Executive Summary ~ <http://www.campuspride.org/research/projects-publications:>
  - a. LGBT students, faculty and staff feel that they face a lack of inclusiveness, more heightened safety concerns, and an abundance of harassment and discrimination on campus.
  - b. Lesbian, gay, bisexual and queer (LGBQ) respondents experienced significantly greater harassment and discrimination than their heterosexual allies, and those who identified as transmasculine, transfeminine or gender non-conforming experienced significantly higher rates of harassment than men and women.
  - c. LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.

## **Learning Guidelines**

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (@ COMFORT LEVEL +1)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. ASSUME GOOD INTENT; EXPLORE THE UNINTENDED IMPACT OF COMMENTS AND BEHAVIORS
9. TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
10. RESPECT AND MAINTAIN CONFIDENTIALITY
11. NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU
12. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
13. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
14. ENGAGE THIS OPPORTUNITY!

## **Classroom Guidelines ~ Your Intentions & Guidelines**

- To create a classroom environment where all students feel heard, involved, supported, and respected
- To create a productive and engaging classroom environment for the open and respectful exchange of ideas, perspectives, and opinions
- To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations
  - Engage in respectful discourse
  - Create a positive, collegial atmosphere
  - Demonstrate mutual respect for the comments and views of all
  - Speak and act in ways that do not disrupt or interfere with the learning or work of others.
  - Explore controversial issues through open dialogue and respectful deliberation.
  - Consider and explore new ideas and perspectives
  - Express opposing ideas in a respectful manner
  - Consider the potential impact of your comments and actions
  - Accept responsibility for the overall welfare of the entire group
  - Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity
  - Respectfully address unproductive and exclusionary behaviors from other students

Increase your awareness of what is happening inside of you and around you by using the skill:

## **PANNING**

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of **PANNING**:

**PAN**:

**PAY**

**ATTENTION**

**Now**

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

**\*\*\*AVOID** falling into the trap of making a **SNAP JUDGMENT** ~ creating a “story” about what you see.

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships ***if this information is useful to the discussion...***

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. Tracking™

## Observing/Panning Group Dynamics with an Inclusion Lens

**Observers ~ Use the following prompts as you use an Inclusion Lens to observe and track/pan group dynamics:**

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who initiates the topics?
4. Whose ideas get discussed in-depth? Whose ideas don't get much discussion and/or are discounted?
5. Who is quiet? Doesn't speak as often as others?
6. Who interrupts others? Who gets interrupted?
7. How much air-time do people take?
8. Who do people look at when they are talking?
9. Who has eye contact with whom while others are talking?
10. Who engages in side conversations?
11. How do decisions get made?
12. Who brings up issues of inclusion and diversity?
13. How do people respond when different issues of inclusion are raised?
14. As you notice interpersonal dynamics that are not inclusive, wonder: Is this an isolated incident or a possible pattern of experience?
15. What issues of inclusion are not being discussed?
- 16.
- 17.

## **Privileged and Marginalized Group Patterns**

### **Privileged Groups**

- Greater access to power and resources
- Make the Rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive and discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

### **Marginalized Groups**

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

### **Key Concepts of Privileged/Marginalized Group Dynamics**

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back



<b>PRIVILEGED GROUP</b>		<b>MARGINALIZED GROUP</b>
Late 30's to 50's	<b>1. Age</b>	Younger; Older
White	<b>2. Race</b>	Person of Color; People who identify as Biracial/Multiracial
Male	<b>3. Sex Assigned at Birth</b>	Female; Intersex
Cisgender; Appearance and behaviors are congruent with the Gender Binary System ~ either masculine OR feminine	<b>4. Gender Identity and Gender Expression</b>	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	<b>5. Hierarchical Level</b>	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	<b>6. Sexual Orientation</b>	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	<b>7. Social Class</b>	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	<b>8. Educational Level; Credential; Certificate</b>	High school degree; 1 <sup>st</sup> generation to college; less valued school; public school
Christian (Protestant; Catholic)	<b>9. Religion/Spirituality</b>	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	<b>10. National Origin</b>	"Foreign born;" Born in a country other than the U.S.
Currently "able-bodied"	<b>11. Disability Status</b>	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	<b>12. Ethnicity/Culture</b>	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	<b>13. Size, Appearance, Athleticism</b>	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	<b>14. English Literacy</b>	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	<b>15. Marital Status</b>	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	<b>16. Parental Status</b>	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	<b>17. Years of experience</b>	New; little experience on campus
U.S. citizen	<b>18. Immigration Status</b>	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	<b>19. Geographic region</b>	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	<b>20. Skin color; phenotype</b>	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	<b>21. Family Status</b>	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	<b>22. Work Style</b>	Introvert; process-oriented; creative; circular thinker

**“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”**

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010

<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

### **Microaggressions: Characteristics**

- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others
- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

### **Potential impact and emotional toll on members of marginalized groups**

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as colluding; feel guilty for not stepping up

## 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 small groups 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 students are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few students 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. In the hallway 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. As an adviser, you notice that the activities the group plans to do always require individuals to pay between \$20.00-50.00 each.
15. At a break 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. A 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 students and faculty 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 project group discussion you overhear a woman confronting a male student and see him turn to a friend and say, "What a B_____!"
24. A Latina student 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 have 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 Black Lives Matter movement, all of the students and turn to the only African American in the class and ask, "What do you think about what is going on?"
28. 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. After finishing eating, someone leaves their tray on the table 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 dean or chair listens intently and considers new ideas when a more experienced, tenured faculty member raises them, but quickly shuts down new or younger faculty

who ask questions or offer innovative ideas.
41. A female dean or supervisor is assumed to be the secretary of the department.
42. You see 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. Professors who chastise publically 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 male 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 candidates from privileged groups: "He seems like he'd fit into 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 professor as Dr. __, and the female professor with a doctorate as Ms. ____ or by their 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 faculty member who often raises issues is not invited to lunch when the chair organizes an informal gathering among most faculty.
59.
60.

## **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...

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

## A Multicultural Organization

Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all employees**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Employees reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

## Steps to Strategic, Sustainable Organizational Change

1. Gain **leadership commitment** and support
2. Form an **Inclusion Change Team**
3. **Clarify and communicate the vision** and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. **Conduct a Comprehensive Cultural Audit** to assess the current campus dynamics and organizational readiness for systems change
  - Develop a deep understanding of the experiences of the multiple privileged and marginalized groups on campus and in the community
  - “Map out” and assess the current campus dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. **Identify the “Promising Practices”**
6. Top leaders and Inclusion Change Team **analyze data** from Cultural Audit and **develop Strategic Plan**
7. **Implement strategic activities**, including **accountability structures**
8. **Evaluate progress and revise** Strategic Plan and activities as needed



## **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"
  - \* Must assimilate into organizational culture
  - \* Must not challenge the system or "rock the boat"
  - \* 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.

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## 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:
  - Review the division/department inclusion and equity goals
  - State their expectations for infusing inclusion into daily work practices
  - 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, and 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:
  - Satisfaction data from students
  - Utilization data by students
2. Departments annually collect and analyze disaggregated data about the work environment for staff. Assessment formats include focus groups, employee surveys, interviews, "skip level" meetings, etc.
3. Departments build a shared understanding of the practices that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.

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## **Facilitating Progress Through the Stages of Multicultural Organization Development\* (short version)**

**Directions:** *Start at the MCO Stage you have chosen that best reflects the current state of your organization. Review the Strategic Actions and use the following symbols:*

- (✓) ~ all Strategic Actions that are **currently in process**
- (-) ~ any Strategic Actions that are in **planning stage**
- (\*) ~ any Strategic Actions that **seem possible and useful**

*Then review the Stages before and after using the same symbols.*

### **Stage 1: The Exclusionary Organization**

***Strategic Actions: The goal is to assess the current state, increase safety, decrease exclusionary and discriminatory practices, and make environment far less dangerous for the physical and psychological well-being of members.***

- Build a shared understanding of the current exclusionary practices and behaviors.
- Gather data about the impact of status quo on members of the department/division, campus community, and the reputation of the institution
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, mission and values of the organization, current or potential law suits, drop in enrollment and retention, state and national priorities).
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive campus environment.
- Identify and communicate clear expectations for expected behaviors and consequences for exclusionary behaviors.
- Ensure that all leaders, managers, and faculty participate in required related trainings, including sexual harassment training, grievance procedures, etc.
- Continually monitor and report on efforts and outcomes to create greater safety for all groups in the department/division and on campus.
- Gather good practices and benchmarks from peer institutions.
- Identify and work to resolve gaps between current mission/values statements and policies/reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment, personnel grievances, etc.)



## **Stage 2: “The Club”**

***Strategic Actions: Goals ~ Continue to eliminate discrimination and harassment in the department/division and on campus, and institutionalize policies and practices to increase the safety of all community members. Begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive department/division and campus environment and (b) successfully recruit, retain and promote faculty and staff who demonstrate the skills and competencies to effectively teach and provide services to an increasingly diverse student population. Increase visibility of top leader commitment.***

- Continue and enhance work on all of the Strategic Actions in Stage 1, Exclusionary Organization.
- Create an Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization/department/division. Adjust members’ work load, as needed, to allow their full participation.
- Team development of Inclusion Change Team. Accelerate the skill and group development of the Change Team through retreats, in-depth equity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (students, staff, faculty, alumni, local community) including climate assessment, data on recruitment, retention, promotion, tenure, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into curriculum and co-curricular activities, etc.
- Feedback Session: Compile the data and conduct a Feedback Session with top leaders to diagnose results of Cultural Audit and discuss ways to ameliorate the exclusion and inequity.
- Examples of actions that could result from the Feedback Session:
  - Assess the current policies, processes, and practices and identify Discretionary Points where bias could enter these processes and create negative differential treatment of students, staff and faculty.
  - Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive campus environments.
  - Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion directly and comprehensively.
  - Increase programs and workshops on equity and inclusion.
  - Create a Mentoring Program for students, staff, and faculty from marginalized groups.
  - Increase resources for programs and services that promote the adjustment, retention, and academic success of marginalized groups, including support centers, theme housing, academic courses and academic support services, Multicultural student leader retreats, etc.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.

### **Stage 3: The Compliance Organization**

***Strategic Actions: Goals ~ To build and implement a evidence-based Strategic Plan; increase the numbers of staff, faculty, and administrators from marginalized groups; create structures to ensure they are welcomed and embraced by the campus community.***

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, costs of status quo, etc.
- Top leaders and Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely.
- Create meaningful dialogue among top leaders and members of marginalized groups and key allies.
- Create a “Reverse Mentoring” Program for top leaders and selected other key leaders ~ match leaders with a marginalized group member ~ goal of mentoring program is to both increase cultural competencies of leaders and support professional development and success of marginalized group members.
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies.
- Clarify and communicate clear expectations for quality of services and quality of campus experience for all students, staff and faculty across group identity.
- Identify core competencies expected of all administrators, staff and faculty.
- Revise performance system to hold people accountable for demonstrating these cultural competencies.
- Implement a comprehensive initiative to increase the cultural competence of all administrators, faculty, and staff.
- Integrate cultural competencies into Human Resources and all other training sessions.
- Form Unit Inclusion Committees that are linked to the Inclusion Change Team.
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, faculty, and staff (i.e., job descriptions, department/division mission statements, decision-making processes, protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)
- Require Inclusion Plans from all leaders and managers that identify measurable strategies to meet Diversity Goals.
- Implement a Mentoring Program for staff and faculty.
- Create meaningful opportunities for members of marginalized groups to meet.
- Create developmental opportunities for members of privileged groups to examine privilege, privileged culture, and explore their role in partnering to create change.
- Require all Search Committees to participate in a Diversity/Inclusion workshop designed to eliminate discriminatory practices and increase the hiring of candidates who demonstrate core cultural competencies.
- Examine and revise, as needed, all on-boarding and orientation/training programs of staff, faculty and administrators to address issues of inclusion.

## **Stage 4: The Affirming Organization**

***Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of marginalized group members on campus. Increase attention to access and strategies to ensure success for all faculty, staff, administrators, and students. Increase skill and competencies of staff, faculty and administrators to create programs, services, and processes to increase engagement and success of increasingly diverse campus population.***

- Top leaders review division/institution-wide data on recruitment, retention, development, career pathing, and promotions every 6 months.
- Conduct Cultural Audits for individual departments and divisions.
- Conduct Feedback Sessions with leaders, managers, and staff/faculty to diagnose data from Cultural Audits of their area.
- Charge existing or develop a Task Force to work directly with leader to address issues raised in department/division Cultural Audits
- Train all staff, faculty, and administrators how to integrate equity and inclusion into their day-to-day activities.
- Train leaders and managers to identify the “discretionary points” in policies, practices, and unwritten rules where bias and prejudice could result in negative differential impact and exclusion.
- Annual review by top leaders of Inclusion Plans from all leaders and managers in division/department.
- 6-month reviews by top leaders of Inclusion Plans from managers in unit.
- Good practices shared across divisions.
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals.
- Develop the internal capacity of a core group of faculty, staff, and administrators to effectively use an “Inclusion Lens” in day-to-day activities.
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across campus.
- Create structures that reward faculty who enhance teaching methods to meet the learning needs of all students, and integrate cultural competencies and social justice skills into their courses.
- Institute academic courses that teach about equity and inclusion.
- Develop a co-curricular transcript that includes students’ activities and achievements in leadership and inclusion efforts.
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of privileged and marginalized groups.

## **Stage 5: The Redefining Organization**

***Strategic Actions: 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.***

- New norms of the Inclusive Organization are communicated widely.

- Revise performance and reward systems, orientation/on-boarding, and development/training programs to highlight key skills and competencies that support the new norms and inclusive culture.
- Annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion.
- Create structures to ensure that an “Inclusion Lens” is actively engaged in all planning and decision-making processes.
- Continue to influence all recruiting efforts of leaders, managers, and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents.
- Enhance community outreach efforts and partnership initiatives.

## **Stage 6: The Multicultural Organization**

***Strategic Actions: Goals ~ To continually reassess current state and organizational needs, and change as needed to ensure equity and inclusion in the department/division and on campus.***

- Implement Continuous Improvement strategies.
- Conduct regular, comprehensive Cultural Audits.
- Revise policies, practices, and norms as needed to maximize inclusion.
- Initiate regional efforts to share good practices, increase inclusion in all regional institutions.
- Partner with local and state government leaders.
- Stay current on efforts of peer institutions and other organizations.
- Continue to influence all recruiting efforts of leaders, managers, and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents.

### **\*Sources for MCO Theory and Stage Model:**

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

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## **Inclusive Onboarding Practices that Increase Retention**

### **1. Networking** ~ Increase connections with colleagues in your region

- Form a consortium among regional organizations to partner in onboarding activities
- Create a list of regional professional associations and organizations that new employees may be interested in
- Host networking activities to welcome and connect new hires within the organization and with members of the community
- Host regular gatherings over the first 12-18 months for new employees to meet and network among themselves; invite key leaders to attend and network with new employees

### **2. Mentoring**

- Develop a formal mentoring program for all new hires.
- Assign each new employee 2 mentors: one mentor within their department; another mentor from a related department
- Host a gathering 1-2 times/year for all new hires and their mentors

### **3. Transition to the team level**

- Design team-building activities to fast-track the new hires entry into the department.
- Schedule 1-1 meetings with the executive leader of the division and other divisions.
- Schedule a meeting with the President/CEO.
- Schedule “meet and greet” meetings with key colleagues and partners.
- Develop a professional development plan for new hires to ensure they receive critical information about organizational culture, procedures, policies, unwritten rules, etc.

### **4. Create a formal process of “Transition Teams” to support the successful transition of new hires**

- Create “Transition Teams” to provide support to new hires over the first 12-18 months of employment.
- Team members to include a cross section of employees from their area and related departments.
- Have the team members plan how they will individually and collectively support their new colleague.
- Hiring Manager meets with the Transition Team and to review their plan to support the new hire’s transition.
- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order.
- Find out when they intend to arrive on their first day, and plan to have members of the department available to greet them and help them move in, if possible.
- Plan how to get them introduced to all the key department colleagues and other partners.

### **5. Supervisors conduct orientation and on-going transition meetings with all new employees to:**

- Review the division/department/organizational inclusion and equity mission and goals
- State their expectations for infusing inclusion into daily work practices
- Identify current level of multicultural competence and plan professional development activities for the next 9-12 months

**6. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:**

- How the employee is adjusting and integrating into the department/division
- The employee's need for additional training, support and coaching
- Any conflicts, misunderstandings or barriers they are encountering
- Any needs for additional resources or information

**7. Website resources**

- Expand the organization's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the organization's commitment to creating an inclusive environment, and hiring and retaining employees who demonstrate the multicultural competencies and skills to meet the needs of the increasingly diverse populations you serve.
- Include links to information about the region, including the housing market, local schools, religious/spiritual organizations, etc.
- Provide easy links to employment related information, including descriptions of benefits, key human resources policies, professional and career development opportunities, etc.

**8. Create institutional structures that encourage and reward efforts to increase multicultural competencies**

- Create the opportunity for employees to participate in a training program to become a "Diversity Practitioner." Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the organization's commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
- Require all major committees and task forces have at least one "Diversity Practitioner."
- Schedule several programs each year that explore issues of integrating diversity and inclusion into daily practices, such as: panels of employees/supervisors discussing how they infuse issues of diversity and inclusion into their work; speakers and training sessions on the competencies to effectively serve various segments of the client population; roundtables of employees to share promising practices; staff retreats to increase skills/competencies and share best practices; etc.
- Require all staff to participate in a diversity and inclusion training sessions every 1-2 years.
- Infuse issues of equity and inclusion into all training and educational activities, particularly supervisor and management training.

- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff to serve the increasingly diverse client population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current employees, especially those that demonstrate competencies and skills to serve the increasingly diverse client population.

#### **9. Assess current practices and procedures**

- Gather and analyze climate and organizational data on the past 5+ years
- Gather and diagnose data with an Inclusion Lens on most human resources activities, including: hiring pools; employee satisfaction; professional development opportunities; length of stay of new hires; performance ratings; etc.
- Identify and review/revise practices and procedures for reporting and resolving uninclusive or harassment situations.

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