

Professional and Personal Development for Diversity Officers: Competencies for Enhancing Success

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Our Intentions Today

- To identify personal strengths and growth areas as it relates to being successful in Diversity Officer positions
- To share key social justice concepts and how they relate to the Diversity Officer position.
- To discuss competencies that are needed to be effective in Diversity Officer positions.
- To share & hear “lessons learned” from current Diversity Officers

What Is a Chief Diversity Officer?

By Dr. Damon A. Williams & Dr. Katrina C. Wade-Golden

To meet the needs of increasingly diverse campuses, many institutions have developed executive positions to guide their diversity agendas. In many instances, these individuals and their units are the “face” of diversity efforts and carry formal administrative titles like vice provost, vice chancellor, associate provost, vice president, assistant provost, dean, or special assistant to the president for multicultural, international, equity, diversity, and inclusion — to cite only a few of the most frequently used titles.

Yet despite so many different monikers, if you ask most officers what they do, they often respond in a remarkably similar manner, noting that they are the institution’s “chief diversity officer” (or CDO, as many say), using the title more commonly found among their counterparts in the corporate world. We’ve just finished a national study of these positions: why these roles are emerging, their main characteristics, and the key knowledge, skills, and abilities that institutions should seek when searching for a new officer.

In the last five years, no fewer than 30 institutions have created these new roles. A review of recent higher education job listings illustrates the scope of this phenomenon, as institutions moving towards the CDO are swelling in number and differ by type, control, size, and geographic location. Institutions like the Berklee College of Music, Oklahoma State University, Harvard University, Xavier University, Miami University, Marquette University, Washington State University, and the University of Virginia, have recently hired inaugural officers. These roles have been constructed in an effort to build diversity capabilities similar to those found at institutions like the University of Michigan, University of Connecticut, Indiana University, the University of Washington, Brown University, the University of Denver, and Rensselaer Polytechnic Institute, to name a few of the places that have had these positions for some time.

The emergence of these offices in higher education is not without historical precedence, as some institutions had “vice president for minority affairs” roles in the 1970s, when the first large group of African Americans enrolled at what were nearly all-white colleges and universities. These early units were often criticized as a symbolic appeasement to protesting minority groups and others demanding infrastructure for newly admitted minority populations and campus change.

While these positions have been consistently mentioned in diversity plans, senior leadership and others were often resistant, falsely criticizing these roles as “ghettoizing

diversity” by putting the full burden on the shoulders of one person, and creating a campus police officer who would “tell people what to do.” Additionally, many individuals believed that these officers would simply be “student development specialist” or “affirmative action officers” in new clothing.

What distinguishes the current executive diversity officer from its historical predecessors is the functional definition of diversity as a resource that can be leveraged to enhance the learning of all students and is fundamental to institutional excellence, in addition to its historic definition as the presence of individuals that differ by race, gender, or some other social identity characteristic.

The most influential of these officers is also distinguished by ability to infuse diversity into the most important academic issues of the institution. For example, the chief diversity officer may collaborate with the academic senate to develop a general education diversity distribution requirement; lead international negotiations for establishing a sister campus in Dubai; or develop incentives to develop new programs and initiatives that infuse diversity into the curriculum and co-curriculum. These types of initiatives are distinct from the traditional responsibilities of affirmative action officers, although chief diversity officers may play a key role in resolving sexual harassment and workplace discrimination complaints, or supervising the unit that performs this function.

Defining the CDO Role

Where others work on issues of diversity as a matter of second or third priority, chief diversity officers engage matters of diversity as a matter of first-priority. Although the structures and vertical portfolios of the CDO range from basic one-person offices, to more complex multi-unit configurations, a number of threads define this emerging administrative role across all areas of corporate, higher education, health administration, non-profit and other areas of organizational life.

A Functional Approach: Chief diversity officers have responsibility for guiding efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource. Although duties may include affirmative action/equal employment opportunity, or the constituent needs of minorities, women, and other bounded social identity groups, chief diversity officers define their mission as providing point and coordinating leadership for diversity issues institution-wide.

Building a robust chief diversity officer capability insures that the institution has expertise on diversity related matters and infusing this understanding throughout the

campus environment. For instance, at the University of Connecticut, the Office of the Vice Provost for Multicultural & International Affairs leads the execution of a five-year board-sponsored strategic plan for diversity and provides key input and leadership to several committees focused on minority faculty mentoring, undergraduate student retention, and increasing the number of historically underrepresented students of color and women studying in the science, technology, engineering and mathematics areas. Moreover, members of the office's senior leadership team participate in many of the most substantive non-diversity centered committees at the university, ranging from information technology usage, to space allocations, to athletics.

Collaboration: Given complexities like infusing diversity into the curriculum, enhancing the compositional diversity profile of students, faculty, and staff, and developing policies designed to improve the campus climate, the challenge of diversity is beyond the capabilities of any one individual, division, or team. Hence, chief diversity officers serve as powerful integrating forces for diversity issues, collaborating and working through the lateral networks of the institution no matter how large or small their staffs.

Like comparable roles in other administrative areas, such as the "chief financial officer" or "chief technology officer," the work of the chief diversity officer does not fit into a traditional administrative box. Like diversity, the role of the chief diversity officer spans the boundaries of the institution as officers and their units collaborate with areas like admissions, human resources, faculty development, marketing and communication, academic deans, and institutional advancement in an effort to enhance diversity up, down, and across the institution.

Collaboration is often achieved through consultative relationships. Many officers regularly co-author, write letters of support, and build relationships with community colleges and historically minority serving institutions to support and strengthen the grant writing efforts of faculty members interested in obtaining National Science Foundation and National Institute of Health awards that often emphasize diversity and collaborative relationships. Others work closely with their development offices, playing a key role in identifying prospective donors, cultivating new relationships, and securing resources to fund everything from scholarships, to study abroad opportunities in developing nations.

Because of the boundary spanning nature of the chief diversity officer role, the types of possible relationships is nearly endless. Consequently, these officers must be malleable, innovative, and committed to fluidly adding value in areas outside of their core area of expertise and experience.

Leading Through Status and Influence: Chief diversity officers generally have no formal authority to command, reward, or punish individuals outside of their formal span of control and leadership. As a result, their source of “power” is often grounded in status, persuasion, and symbols. For example, no chief diversity officer has the authority to hire faculty members without support of the academic department or dean, even if they have the resources to provide a portion or all of the salary necessary for the position. Nevertheless, some officers can persuade department chairs to pool resources and hire a potentially high caliber diversity candidate by offering these resources as a start-up incentive. This is one of the main reasons that it is important for chief diversity officers to have resources allowing them to encourage behavior that advances the diversity goals of the institution.

Another primary source of power for these officers is their location at the presidential or provost level of formal administrative hierarchy. Participation in the executive cabinet of the institution insures that the position has visibility, access, and symbolic impact. For that reason, chief diversity officers can infuse diversity into highly politicized discussions about budget allocations, new initiatives, and future priorities of the institution. If these officers were not present, these issues may not be mentioned, nor understood in a manner consistent with diversity goals so often mentioned in institutional academic plans, websites, and marketing materials.

By titling officers at the vice or associate vice president, provost, or chancellor level, a powerful symbolic message is sent to the entire campus community regarding the important role of the CDO and diversity on campus. Some of the most influential officers often have a dual title like academic affairs, student development, international affairs, or faculty development, in addition to their “diversity” title. According to one officer that we interviewed, the presence of a title like “vice provost for diversity and academic affairs,” in combination with a portfolio of units and responsibilities in both areas, signals that the officer is “more than simply a resource on matters of diversity and suggests a fundamental connection between diversity and academic excellence.”

Promoting Change: Chief diversity officers are best defined as “change management specialists” because of the importance that they place on strategies designed to intentionally move the culture of their institutions. At least at the surface, no CDO is hired to maintain the status quo, although some institutions are not serious about change and extend only superficial support to the efforts of the officer.

Nevertheless, change is a fundamental aspect of the chief diversity officer role leading campus-wide diversity planning and implementation efforts, seeding new diversity initiatives to create bubble-up energy and involve others in change projects, developing diversity training and educational strategies for executives, faculty, staff, and students to shift their mental models and skills regarding diversity, developing high profile and symbolic campus diversity events to suggest diversity's relationship to institutional excellence, and creating new systems to insure that faculty and staff search committees cast a broad hiring net. Although diversity is the targeted domain area, each of these initiatives and projects is intended to affect some type of intentional change in the systems, structure, and culture of the institution.

The Making of a Good Higher Education CDO

When a higher education institution specifically decides to hire a CDO and develop this new capability, great care must be given to finding the right candidate. This task can be difficult with applicant pools that regularly yield between 120 and 150 persons, and include faculty members with a diversity research agenda, lawyers well-versed in affirmative action law, student development specialists, individuals from the corporate community, and others.

In gearing up for a search, a number of tough issues are often bantered by senior administrators and others designing the position and thinking about the type of knowledge, skills, and abilities that define a qualified candidate. These issues include whether the individual should possess a Ph.D. or other terminal degree; qualify for tenure in an academic department; have a legal background and experience with federal and state compliance issues; and whether or not the person charged to do the work must be a member of an ethnic, racial, gender, or other minority group, to name a few of the most common challenging topics for discussion.

While these issues remain the source of debate, the ultimate decision must be determined by the institutional context, and predicated on factors such as core job responsibilities, span of units and offices that the chief diversity officer may supervise, and the degree to which the officer intersects with issues such as tenure, promotion, faculty hiring, and curriculum development. To say that a person is qualified simply because he or she is an African American and a tenured member of the faculty in art history, for example, is as inaccurate as rendering an Irish American, with expertise in botany qualified to serve as the department chair for European Studies or as the vice president for information technology. The superordinate goals of providing leadership for diversity and guiding change must guide the selection of the candidate, or

institutions run the risk of hiring individuals that are woefully under prepared for the demands of such a complex, high profile, and politically charged position.

Although the exact mixture of degrees, experiences, and qualifications is hard to define, we believe that the most successful officers will illustrate seven key attributes regardless of academic and administrative background:

Technical Mastery of Diversity Issues: The CDO should have an excellent command of all aspects of diversity issues in higher education, including faculty recruitment and retention issues, identity development, access and equity, diversifying the curriculum, assessing the educational impact of diversity, measuring the campus climate, and the policy and legal dynamics of affirmative action and diversity in higher education. Furthermore, a CDO must be comfortable leveraging the social justice, educational benefits, and business case rationales for discussing diversity's importance.

Political Savvy: The CDO must be particularly astute at navigating an institution's political landscape; responding well to politically charged or politically sensitive situations. He or she must possess an ability and willingness to find win-win solutions when contentious circumstances arise, and know how to build consensus, accrue buy in, and work through competing interests.

Ability to Cultivate a Common Vision: The CDO must be able to develop and cultivate a collaborative vision of diversity on campus. This requires resonating as authentic with students, faculty, staff, and administrators, and being committed to working collaboratively with other senior executives to build positive vision, direction, and results through strategic initiatives that holistically impact diversity.

In-Depth Perspective on Organizational Change: The CDO should possess an outstanding command of the elements and dynamics of organizational change, and also have entrenched experiences having led or been involved with these efforts in the past. Change is rarely easy, and given the inherent difficulties embedded in this often politicized process, the CDO must have a commitment to see the change process through its challenges and rough spaces to effect deep structural change. They must exhibit passion and patience, realizing that change does not happen quickly, and oversee the organizational change process from a holistic point of view — guiding the design, implementation, assessment, and evolution of key milestones over time.

Sophisticated Relational Abilities: The CDO must possess a high degree of emotional intelligence, charisma, and communication abilities. Given that much of the work will be accomplished through lateral coordination, a CDO must have ability to cross numerous

organizational boundaries with a fluid ability to adapt language and styles to different audiences.

Understanding of the Culture of Higher Education: The CDO should possess in depth knowledge and experience regarding the culture of the academy. Colleges and universities are different than any other type of organization, and to achieve success, the CDO must understand the culture of shared governance, tenure and promotion, multiple and competing goals, decentralized campus politics, and the unique needs of students, faculty, staff, and executives with respect to diversity.

Results Orientation: Although not singularly responsible for results, the CDO must be results oriented and committed to encouraging the change agenda along to achieve significant results. Consequently, it is fundamental that they illustrate how diversity is an integral component to the successful fulfillment of the institutional mission, and a fundamental aspect of academic excellence in the 21st century.

As more institutions grapple with the challenge of building diversity capacity, changing demographics and ever broadening definitions of diversity, these positions will become even more a part of the educational landscape in higher education. Understanding the role and skills necessary to accomplish the job can help higher education institutions insure that diversity units are populated by leaders that have the best chance of supporting the organization, and helping it to obtain its long range diversity goals.

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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)

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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.noellevitz.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.

- Underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus.
- 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.
- 55.4% of Black students reported feeling some level of exclusion at low-diversity institutions.
- 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)

16. Several findings from The 2010 State of Higher Education for LGBT People, a research study conducted by Campus Pride (for Executive Summary ~ <http://www.campuspride.org/research/projects-publications>:

- 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.
- 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.
- LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.

***Chief Diversity Officer Competencies**

(*Williams, D. A. & Wade-Golden, K. C. (2013). The chief diversity officer: Strategy, structure, and change management. Sterling, VA: Stylus. pg. 143)

Technical Mastery of Diversity Issues*, including:

- Communicate the business case for diversity, equity and inclusion (DEI)
- Recruit a more compositionally diverse and culturally competent campus population of students, faculty and staff (access and equity)
- Retain students (completion), faculty and staff (development, promotion)
- Infuse equity and inclusion into the curriculum, classroom pedagogy
- Align current policies, programs, services and practices with the institution's vision, mission and strategic goals for equity and inclusion
- Assess current climate/culture, impact of DEI efforts
- Develop and implement evidence-based DEI strategic plans and assessment metrics
- Lead the campus in identifying the cultural competencies expected of all faculty, staff and students and corresponding metrics to measure progress
- Continually build internal capacity among leaders, faculty and staff to partner as change agents (assessment, training, revising policies and programs, recruitment and retention, etc.)
- Build and support infrastructures to facilitate organizational change (Diversity Councils, Committees/Task Forces, Department Inclusion Change Teams, affinity groups, mentoring programs, Inclusion Practitioner Development programs, Training of Trainer/Facilitator programs, etc.)
- Infuse DEI into existing processes, including: professional development and training opportunities, performance management, promotion and tenure, onboarding of new faculty and staff, new student orientation, etc.
- Create and support bias response protocols for faculty, staff, and students
- Support EEO & compliance efforts

Political Acumen*, including:

- Navigate political dynamics
- Cultivate strategic partnerships with leaders across campus
- Effectively maneuver through and resolve contentious situations
- Navigate competing priorities, agendas, and interests

Ability to Cultivate a Common Vision*, including:

- Develop and sustain a shared vision of DEI as a strategic priority aligned with the organizational mission and academic excellence
- Continually link DEI mission/vision to institutional strategic goals and priorities
- Work collaboratively with key leaders to build the vision, mission, and direction of strategic inclusion initiatives

In-Depth Perspective on Organizational Change*, including:

- Demonstrate expert skills in organizational development and change management
- Plan and create sustainable, systemic culture change
- Provide inspirational leadership throughout all the phases of the change processes
- Demonstrate resilience, patience, and persistence
- Effectively engage multiple forms of resistance

Sophisticated Relational Abilities*, including:

- Demonstrate a high degree of emotional intelligence
- Demonstrate exceptional communication and public relations skills
- Develop consultative/coaching relationships with leaders
- Influence change through matrix/lateral networks, alliances, strategic partnerships
- Demonstrate ability to navigate and cross organizational boundaries, work effectively with a wide variety of audiences

Understanding of the Culture of Higher Education*, including:

- Demonstrate a thorough knowledge of/ability to maneuver within higher education
- Understand academic climate and culture, shared governance, tenure and promotion, faculty dynamics, etc.
- Continue to deepen understanding of and the ability to communicate the shifting needs of the increasingly diverse student, staff, and faculty on campus

An Orientation Toward Results*, including:

- Capacity to influence progress and results through coalition-building and negotiation
- Ability to position DEI as integral to the success of the institution and a central aspect of academic excellence
- Create, incentivize, and support innovative DEI efforts/projects throughout the organization
- Inspire continuous improvement of policies, practices, courses, programs, and services

References

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http://www.uc.edu/content/dam/uc/diversity/docs/What_is_a_Chief_Diversity_Officer.pdf

Multicultural Competencies for Chief Diversity Officers

Directions ~ Read each item and:

- a. **Check-off** which competencies are an explicit part of your unit's hiring, training/development, and accountability processes.
- b. **Star (*)** any additional competencies you believe are necessary for staff in your unit to possess/demonstrate as they intentionally create an inclusive campus environment for all students and staff.

A. Knowledge about:

1. Current campus mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)
2. The patterns of socialization and common life experiences of members of various privileged and marginalized groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of marginalized groups that perpetuate the status quo (internalized oppression)

8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various marginalized groups experience on campus and in society
9. Common examples of privilege that members of privileged groups experience on campus and in society
10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff
11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse student and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level, and institutional level
13. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students and staff
14. Ways to design and offer programs and services that support students and staff who experience the campus through the intersections of their multiple group identities (i.e., LGBTQ people of color; international students with disabilities; students in the U.S. on a visa who are in the process of transitioning their gender identity; etc.)
15. Current theories/models of Social Identity Development for several categories of diversity

B. Awareness about:

1. Your intentions and core values about diversity, equity, and inclusion
2. Your group memberships in the full breadth of categories of diversity
3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.

4. Group memberships where you are in marginalized group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in privileged group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various privileged and marginalized groups
7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple privileged and marginalized group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)
8. Your level of multicultural competence - strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

C. Skills to:

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the campus with respect to diversity, equity and inclusion
3. Develop effective working relationships and partnerships within and across differences

4. Facilitate effective discussions and authentic dialogue about dynamics of inclusion and exclusion within and across differences
5. Notice group dynamics with an Inclusion Lens
6. Recognize and effectively respond to exclusionary comments, actions, practices, and policies
7. Create an inclusive work environment across the breadth of differences that promotes the success of all students, staff, and faculty
8. Develop, implement, and continually improve programs, services, practices, procedures and policies that meet the needs of the increasingly diverse student, faculty, and staff population
9. Effectively utilize the organizational protocols and processes to respond to reports of bias, hate crimes, harassment, workplace violence, etc.
10. Self-reflect to examine behaviors, intentions, assumptions, attitudes, biases, emotions, etc.
11. Recognize when your biases and assumptions have influenced your actions in the moment
12. Interrupt and reframe your biases and assumptions about various privileged and marginalized groups in the moment
13. Recognize the impact your comments and behaviors have across and within group memberships in the moment
14. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action
15. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion
16. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.

17. Seek and utilize input from members of various privileged and marginalized groups in planning and decision-making processes
18. Develop effective partnerships with staff and faculty across campus to continually improve services and programs to meet the needs of the full breadth of students, faculty, and staff
19. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships
20. Provide effective advising, coaching, and mentoring within and across differences
21. Design and implement culturally relevant programs, workshops, and services
22. Provide effective supervision within and across differences
23. Effectively describe the exclusionary comments and behaviors you observe or experience
24. Navigate conflict and misunderstanding on a diverse team, within and across differences
25. Navigate strong emotions and triggering events: when you and/or others feel triggered
26. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships
27. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
28. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors
29. Effectively use self-disclosure from your multiple privileged and marginalized group memberships to create greater connection, understanding, and learning
30. Coach and train faculty, students and staff to deepen and broaden their multicultural competencies

D. Infuse Diversity, Equity, and Inclusion into daily work practices and activities

1. Track current utilization of programs and services by group membership
2. Continually gather data about the impact, perceptions, and experiences of programs, services, climate, etc., by group membership
3. Use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, faculty, and staff
4. 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
5. 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.
6. Continually research national trends and promising practices from peer institutions and campus departments

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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

Multicultural Organization Development (M COD) 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, disability oppression, 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

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***Strategic Goals* for Moving Through the Stages of Multicultural Organization Development (MCOd)**

Stage 1: The Exclusionary Organization

- Identify all areas where discrimination and harassment occur
- Eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating
- Implement policies, practices, and accountability structures to ensure the physical and psychological safety of members

Stage 2: “The Club”

- Create the infrastructure to recommend organizational changes
- Assess the current climate, culture, and organizational practices
- Review and revise, as needed, core statements and policies: mission, vision, human resource policies/practices, etc.
- Map out current recruitment and hiring practices; shift practices and policies in order to successfully hire a racially diverse, culturally competent staff and faculty
- Identify current retention and development practices for members of under-represented groups; implement additional programs and practices

Stage 3: The Compliance Organization

- Build and implement an evidence-based Inclusion Strategic Plan
- Increase the demographic diversity and cultural competence at all levels of the organization
- Identify and communicate new expectations for demonstration of cultural competence
- Create professional development and accountability structures to increase capacity of leaders, faculty, and staff to achieve Inclusion Goals
- Build the infrastructure at the unit level to achieve Inclusion Goals

Stage 4: The Affirming Organization

- Collect and diagnose data from unit level Cultural Audits
- Increase efforts focused on recruitment, retention, professional development, and success of all members
- Develop capacity of staff and faculty to analyze policies, programs, and practices with an Inclusion Lens and integrate attention to issues of equity and inclusion in daily activities

Stage 5/6: The Redefining/Inclusive Organization

- Empower all members to continually innovate, assess, and redesign programs, policies and practices to support the success of the full range of members
- Create structures to ensure that an Inclusion Lens is actively engaged in all planning and decision-making processes
- Implement continuous improvement and assessment structures

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.

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

Directions: Start at the MCOD 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:**

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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.

Selection Processes Checklist

References

- Evans, A. and Chun, E. B. (2007). Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff. ASHE, Wiley.
- Marchese, T. J. and Lawrence, J. F. (2006). The Search Committee Handbook: A Guide to Recruiting Administrators, (2nd ed.). Stylus.
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- Turner, Caroline S. V. (2002). Diversifying the Faculty: A Guidebook for Search Committees. Association of American Colleges and Universities, www.aacu.org

This document highlights benchmarks and recommendations to:

- Increase the probability of recruiting and hiring staff and faculty who demonstrate key multicultural competencies to serve the increasingly diverse student populations at colleges and universities.
- Increase the racial diversity of final candidate pools and increase likelihood that all new hires possess core competencies for creating an inclusive campus community for all students.

A. Overall organizational strategies

The following recommendations focus on changes to overall organizational structures.

1. Networking ~ Increase connections with colleagues who can advertise openings and recommend candidates

- Continue to expand networks with regional colleges/universities with related graduate programs
- Expand community networks to include organizations that serve the needs of people of color and may be a potential source of contacts, potential candidates, nominations, etc.
- Create opportunities to network with recent/pending graduates of masters and doctoral programs in the region
- Form a regional consortium among colleges and universities to partner in advertising, recruiting, spousal hires, joint appointments, etc.
- Create a list of the professional organizations that faculty and staff participate in, and develop connections with the various interest groups/commissions that focus on issues related to race
- Develop relationships with historically Hispanic institutions, historically Black colleges and universities, and Tribal Colleges

2. Pool of promising candidates ~ Recruit all year round

- Encourage all faculty and staff to always be recruiting potential candidates for future job openings: at conferences, regional meetings, community events, etc.
- Continually update a list of promising candidates for future job openings
- Identify the networks and connections of recently hired staff and faculty for potential candidates
- Invite these colleagues to campus events, such as MLK Breakfast
- Invite these colleagues to visit the campus and meet current faculty, staff, and students
- If a promising candidate is not offered the position to which they applied, develop a plan to nurture the relationship and keep them informed of future position openings
- Develop opportunities for people of color to work on campus for short periods of time, such as: internships for graduate students of color; Faculty Fellows positions for post-docs and ABD graduate students; dissertation-scholars-in-residence; Visiting Scholars Program; short-term appointments from HBCUs and Hispanic-serving institutions; inter-institutional exchanges; etc.
- Attend regional Career Fairs for graduate students to build connections and advertise current position openings
- Assign one faculty/staff member per division and/or department who is responsible for developing a deep bench of potential candidates of color for future job openings. Consider giving release time
- Each division should identify a committee to continually plan for potential open positions: keep a current list of potential candidates, expand their networks in regional associations, etc.
- Proactively seek a pool of potential Adjunct faculty from graduate programs at regional colleges and universities

3. Promote the college's image as an inclusive, multicultural environment

- Create a list of presentations/talks that faculty/staff can offer at regional community organizations, colleges/universities, graduate programs, etc.
- Prepare a list of Talking Points for any staff/faculty who present a talk/program at regional organizations ~ so they talk explicitly about the college's commitment to serving the needs of all students, and attracting and retaining faculty and staff who demonstrate the skills and competencies to serve the increasingly diverse student population
- Proactively contact regional organizations, especially those with graduate programs, and offer faculty and staff as guest speakers
- Expand the college's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the college's commitment to creating an inclusive campus community and hiring and retaining staff and faculty who demonstrate the competencies and skills to support the academic success of the full range of students on campus; links to information about the region, including the housing market; links to descriptions of benefits; etc.

- Create a “research center” on campus that is inter-disciplinary and focuses on issues of diversity, inclusion, and multiculturalism

4. Advertising ~ Expand advertising efforts to include:

- Review the data about the demographics of applicants from each of the current advertising venues
- Assess the current advertising venues of peer institutions and local corporations/non-profits who attract and retain a racially diverse workforce
- Expand the list of listservs/bulletin boards/newsletters/web sites for posting positions to include the professional organizations that faculty and staff participate in within their field
- Post job announcements on additional venues, such as: National Name Exchange Program, www.grad.washington.edu
- Send all position descriptions and list of preferred competencies and experiences to all staff/faculty, and ask them to help recruit applicants and to send the announcement to colleagues on listservs, etc.
- Send a personalized email with Position Announcements to all recent hires and members of all Diversity Councils, Task Forces, Caucuses, Committees, etc.
- Send Position Announcements to all networks and contacts: department chairs, deans, career centers, faculty advisers, etc.
- Meet with key leaders and groups on campus to brainstorm additional advertising and recruiting strategies (union leadership; key leaders of Diversity Caucuses, Task Forces, etc., Academic Coordinators, expanded leadership team, etc.)

5. Develop additional funding streams

- Set aside funding pools to hire faculty/staff who have highly valued skills and competencies with respect to creating inclusive, multicultural campuses (Target of Opportunity Appointments)
- Create reward incentives that reinforce departments and leaders with a success record of retaining a racially diverse workforce

6. Seek feedback on current processes and procedures

- Gather feedback from recently hired faculty and staff regarding ways to improve the search process

7. Create a formal process to support the successful transition of new hires

- Focus on retention through formal mentoring programs for all new faculty and staff
- Create a template for “Transition Teams” to provide support to new hires over the first 12-18 months of employment
- Dual-careers: Plan how to support the partner/spouse of final candidates who are job searching in the region ~ pay for spouses to come to campus for the final interview; arrange for them to meet regional employers in their field

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

- Create the opportunity for staff and faculty 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 college’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 that all Search Committees have at least one “Diversity Practitioner” on the team
- Create resources for the development of new cross-department/division programs and services to meet the needs of students from under-represented groups
- Create resources to support faculty who are developing new multicultural courses and/or infusing issues of diversity into existing courses
- Allocate resources to support faculty and staff research on issues of academic success of under-represented groups
- Schedule several programs each year that explore issues of integrating diversity into daily practices, such as: panels of faculty discussing how they infuse issues of diversity and inclusion into the curriculum; speakers and training sessions on the competencies to effectively serve various segments of the student population; presentations by faculty on their current research related to issues of multiculturalism and diversity; roundtables of interested faculty and staff to share promising practices; faculty and staff retreats to increase skills and competencies and share best practices; etc.
- Require all staff and faculty to participate in a diversity training session every 2-3 years
- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff/faculty to serve the increasingly diverse student population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current staff/faculty, especially those that demonstrate competencies and skills to serve the increasingly diverse student population

9. Assess current practices and procedures

- Gather data on the past 10 years and analyze the race/gender demographics by: job category; pools of all applicants/position opening; pools for 1st round interviews; pools for 2nd round interviews; candidates recommended for hiring; candidates offered positions; candidates hired; length of stay of new hires
- Gather feedback from recent hires about the search process, and suggestions for improvement
- Gather feedback from recent participants in the interview processes and search committees for ideas for continuous improvement
- Share Lessons Learned with all Hiring Managers and potential chairs of future search committees 1-2 times/year; invite members of the Diversity Caucus/Task Force to attend

10. Define what the college means by a “racially diverse pool” ~ create minimum benchmarks

- Search Committees should strive to have people of color represent one-third of the initial interview pool
- The 2nd/final interview pool should have at least 2-3 people of color in it
- The set of recommended finalists to the Hiring Manager should include 1-2 people of color

11. Ensure that the training of Search Committees includes exploring potential bias

- Review potential for unconscious bias; see Turner, pgs. 15-17
- Debunk common myths about recruiting people of color: see Moody, pgs. 89-92
- Discuss the tendency to assume people of color may be “less qualified,” and therefore, committee members may unconsciously require greater evidence of the skills and competencies of people of color than white candidates
- Discuss the unconscious tendency to hire people who are similar to you by demeanor, style, values, interests, educational background, experience, etc.
- Discuss how the potential for “elitism” can eliminate promising candidates; explore possible unconscious preferences for certain graduate schools and preparation programs
- Discuss how promising candidates may have developed the preferred competencies through alternative job experiences and career pathways, i.e., community organizations, business, volunteer work and community service, military service, government work, etc.
- Emphasize how an effective search process is a powerful tool for retention of staff and faculty; therefore, reinforce the need to ensure that all candidates have a very inclusive, welcoming, and supportive experience throughout the search process

“The more successful search committees believe that racial and ethnic diversity both meets the programmatic needs of the department and advances the institution’s overall mission.” (Turner, pg. 5)

“All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future.” (Turner, pg. 13)

12. Adjunct hiring processes ~ Form a cross-functional team of hiring managers of adjunct/part-time faculty to:

- Gather current race/gender demographics of adjunct faculty and staff; disaggregate data by job function and division
- Review the recommendations in this document
- Consider similar strategies to increase the hiring of adjuncts/03 who demonstrate the skills and competencies to effectively serve the increasingly diverse student population on campus
- Discuss how can the members of the Diversity Caucus/Task Force be involved in creating a broader network of potential candidates for adjunct positions

B. Individual Position Openings

1. Job Posting/Job Description

- Review and rewrite (as needed) the current job description to align with the college's Strategic Plan, Commitment to Diversity, and list of Preferred Competencies and Experiences, etc.
- Ensure that the stated "minimum requirements" are essential to the position
- Ensure that the listed core competencies and preferred experiences specifically identify demonstrated multicultural competencies to serve the increasingly diverse college student populations
- In the college overview, emphasize the institutional commitment to creating an inclusive campus environment, and the expectation that all members of the community actively work to create inclusion and create programs and services that meet the needs of the increasingly diverse student population
- Suggested phrase to emphasize the organizational commitment to diversity: "The college is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area." (Moody, pg. 97) See also Turner pgs. 17-18.
- Encourage candidates to apply who demonstrate the skills and competencies to serve an increasingly diverse student population ~ "We encourage candidates to apply who have demonstrated experience and competence to support the academic success of the increasingly diverse student population at colleges and universities."
- List any credential(s) as preferred, unless mandated by laws or regulations
- List any years of experience desired as preferred
- Do not specify a deadline for applications; instead, "The Committee will begin reviewing applications ____."
- Refer candidates to the college's website where they can review: Strategic Plan, Mission, Values, Mutual Expectations, etc.

2. Developing the list of Preferred Competencies and Experiences for this Position ~ These will be used as **Screening Criteria by the Search Committee**

- Gather input for this list from a broad group of constituencies who have reviewed both the revised job description and the position description
- To prompt input, ask: What knowledge, skills, attitudes, and personal traits are critical for the candidate to succeed in this position? Especially as they support the academic success of all students on campus? What skills and qualities do you want to see demonstrated by the person who is selected for this position?
- Search Committee Chair meets with Hiring Manager and Affirmative Action Officer to create an initial draft for Committee review
- Preferred Competencies and Experiences that relate to serving a diverse student population:
 1. Demonstrated experience in serving the full breadth of students at a college/university

2. Demonstrated ability to collaborate and partner with colleagues across the college community to design and deliver innovative programs and services to support the academic success of all students on campus
3. Demonstrated experience working effectively on diverse work teams
4. Demonstrated ability to work effectively with students from the full range of differences reflected on college campuses, including, but not limited to: ableness/disability, age, economic/social class, English proficiency, ethnicity, family status, gender identity and expression, national origin/citizenship status, race, religious/spiritual expression, and sexual orientation
5. Experience developing and implementing programs, services, courses, etc., that are designed to meet the needs of the increasingly diverse student population

3. Advertising

- Send the posting with a cover letter to key colleagues at graduate programs and peer institutions who could recommend potential candidates and/or pass along the job posting
- Seek nominations from current staff and faculty
- Send the job announcement to all contacts and networks who have access to potential candidates of color; invite nominations and ask them to circulate the job announcement throughout their networks
- Send a letter to all people who have been nominated and invite them to apply
- Ask leaders and colleagues to make personal contact with potential candidates and invite them to apply

4. Develop effective relationships with promising candidates

- Ensure timely communications, such as: acknowledge receiving the application, call candidates prior to interviews to answer any of their questions and provide information about the interview, contact candidates to gather their questions about the position, the college and the region so this information can be shared with them during the interview or through other means, etc.
- Make personalized contacts with promising potential candidates of color; research their interests and areas of expertise, and discuss how these are valued and will be supported in their future research, professional development, and career paths; avoid sending generic emails and letters to promising candidates

5. Develop a racially diverse pool of promising candidates

- The Hiring Manager and the respective executive leader should confer with Human Resources regularly to assess the racial diversity of the applicant pool prior to the committee's review of applications, and increase recruiting efforts as needed to ensure a robust, racially diverse pool
- Talk directly with contacts who have nominated promising candidates; be explicit about the college's commitment to creating an inclusive campus community and hiring staff and faculty who actively contribute to the academic success of the full range of students on campus

6. Forming Search Committees

- Require that each committee's membership is diverse by race and gender, at a minimum
- Require that all committee members have participated in a diversity training program within the past 2-3 years
- If do not have enough people of color within the department to sit on the committee, pull from across campus and from the surrounding community, local colleges/universities, etc.
- Require that at least 1 member has completed the training for Diversity Practitioners
- Require that all members have demonstrated understanding of what skills and competencies are necessary for supporting success of all students on campus
- Require that all committee members are committed to creating inclusion on campus and to serving the increasingly diverse student population
- Identify 2-3 members of the committee that have demonstrated competency in creating inclusive campus environments for all students, staff and faculty
- Appoint one committee member to serve as the "Diversity Officer" whose role is to partner with the chair to track the team dynamics as members discuss candidates, the demographics of the interview pools, and the fairness and equity of interview dynamics, and as the committee debriefs interviews and makes recommendations
- Membership of the committee should be reviewed and approved by the executive leader of the division

7. Charge to Search Committee

- The Hiring Manager, executive leader of the division, and/or the President meets with the Search Committee
- The executive leader and/or President talk about: the commitment to hiring faculty and staff who not only mirror the diversity of the students but also demonstrate the skills and competencies to effectively serve all students on campus; why having a racially diverse staff and faculty is crucial to college's success; why hiring people who demonstrate the competencies to effectively serve the increasingly diverse student population is critical to the organization's future; their expectations regarding the identification of a diverse pool of candidates who meet the minimum requirements for the position; and emphasize the expectation for fair, inclusive search practices
- The committee is given their Charge by the Hiring Manager and/or divisional leader
- The Committee reviews and discusses the Charge and the list of Preferred Competencies and Experiences

8. Preparing to review resumes

- Chair and a subset of committee, or entire committee, reviews all applications listed in "All Applicant" pool, in case someone meets the minimum requirements, but answered that online question inaccurately

- Review with committee members: What are the core competencies, skills and experiences we are looking for? What types of data and information will give us insights into whether this candidate possesses and demonstrates these skills and competencies?
- Create a Preferred Competencies and Experiences Matrix chart: list the 6-10 key preferred competencies and experiences and assess each resume/cover letter for indicators of these
- Conduct a practice session with the Committee to review several different types of resumes using the Preferred Competencies and Experiences Matrix chart

9. Selecting a candidate pool for the 1st round of interviews

- Review the position description and list of preferred competencies and experiences
- Develop a list of potential candidates (12-20 people)
- Note the demographics of this list by race and gender
- If there is not sufficient racial diversity among the candidates (25-30% of pool), then consider creating several smaller pools using different key criteria; form the pool for 1st round interviews from the top candidates across all of these smaller pools
- If the potential pool is not diverse enough by race and gender, consider reviewing candidates by race/gender alike groups, and select the top 2-3 from each group to interview

10. Preparing for the 1st round of interviews

- Invite the initial set of 8-12 candidates to submit additional materials that demonstrate their competencies and experiences working with the types of students who attend universities and colleges, i.e., articles, course syllabi, workshop outlines, copies of policies and procedures they developed, descriptions of programs they developed, course material they developed, etc.
- Ask each candidate to send a written response to the following questions: 1) Describe your experience working with students, faculty and staff who reflect the full range of diversity on a college campus. 2) Describe 2-3 specific examples that illustrate your skills and competencies for supporting the academic success of the full breadth of college students.
- Committee members review these additional materials prior to 1st round interviews

11. After each Search Committee interview

- The committee members use the job description and the list of preferred competencies and experiences to discuss their initial reflections about the strengths and areas of possible concern for the candidate
- The Chair takes notes and prepares a summary of the committee's comments

12. Selecting a pool of candidates to invite for 2nd round interviews

- Review the position description and list of preferred competencies and experiences
- Solicit input from all committee members, even if they did not participate in a 1st round interview; they can still speak to their assessment based upon the resume, cover letter, and additional materials of the candidate, as well as the evaluations of those who participated in the interview(s)

- Select 4-6 candidates for a 2nd round interview
- Select at least 2-3 people of color to participate in 2nd round interviews
- Discuss and note the rationale for both selecting and not selecting each candidate for a 2nd round interview
- Discuss the rationale for this list of candidates with the Hiring Manager and the Affirmative Action Officer

13. Clarify the specific guidelines and requirements for the Presentation session for 2nd round campus interviews

- Review the position description and preferred competencies and experiences as you prepare to discuss the specific outcomes for the Candidate Presentation
- Develop a clear, consistent set of requirements for the Presentation to send each of the candidates you intend to invite to a 2nd interview; include a description of the type of audience they can expect
- Ensure that the candidates will have the opportunity to demonstrate several of the key preferred multicultural competencies during the Presentation

14. Preparing to bring candidates to campus for the 2nd round of interviews

- Call each candidate and ask them with which individuals and groups they would like to meet during the interview process, i.e., staff/faculty with similar backgrounds and interests, students, recent hires, long-term employees, peers in other divisions, etc.
- Ask them what questions they have about the community, the region ~ gather and send them materials related to their questions, i.e., schools, housing market, spousal employment, etc.
- Review the Presentation requirements in detail with each candidate
- Be prepared to discuss issues raised by the candidate with respect to family and partner needs

15. Preparing for 2nd round interviews

- Committee members review Interview Guide to ensure there are enough questions and opportunities to explore the preferred skills and multicultural competencies of each candidate
- Suggested questions: Describe an example that illustrates your demonstrated competencies to work effectively with a student population that is diverse by a wide range of group memberships, such as age, parental status, race, ethnicity, economic class, gender identity, national origin, 1st language, sexual orientation, educational status of parents, etc. Describe a time you were not as inclusive as you would have wanted to be; what did you learn from that experience? Talk about how you have developed your skills and competencies to serve our increasingly diverse student population. What are some of your areas of strengths in serving a diverse student population; and what are some areas you need to develop further to increase your capacity to serve the full breadth of students on campus? Describe situations that demonstrate your ability to supervise and/or partner with people who are different from you?
- Candidates who are invited for 2nd round on-campus interviews should be asked to submit additional materials for review by the search committee and hiring manager prior to their

campus visit, such as: a **Portfolio of materials** that demonstrate their commitment to creating inclusive campus communities that serve the needs of all students (i.e., training outlines they have facilitated, committee reports they have chaired, departmental mission statements they have developed, cultural audits they have implemented in their areas of responsibility, programs and services they have championed and developed that serve under-represented groups; letters they've written that were published in the campus or local newspapers; blogs they have written; etc. **Their answers to the following question:** Please describe three recent examples that illustrate the depth and breadth of your multicultural competencies to create campus environments which serve the needs of an increasingly diverse student population.

- On-campus 2nd round interviews need to include opportunities for candidates to interact with students who represent a wide range of differences on campus, such as during a public presentation and Q&A session or a group interview with the Student Senate and other interested students; committee members' observations of the candidate's ability to effectively interact with all students should be included in the evaluation materials

16. Call candidate-identified references before candidates come to the 2nd interview/on-campus interview

- Send each reference, prior to the call, the position description and the list of preferred competencies and experiences
- Develop a set of behavioral and performance-based interview questions to explore how each candidate aligns with the preferred competencies and experiences

17. Presenting a realistic view of the position and the college

- During interviews and discussions with candidates it is important to always present a realistic view of the campus environment, i.e., positive strengths and possible concerns regarding the current culture, climate, and unwritten expectations and norms; any additional expectations regarding advising, college service, research, regional and community involvement, etc.

18. Evaluations

- Give each person scheduled to meet with a candidate an evaluation, the interview schedule, the job description and position description, and the list of preferred competencies and experiences
- Evaluations should include questions that ask for a summary of the strengths and areas of possible concern for each candidate, and the related data/experience from which they based their assessment

19. Contacting references beyond those supplied by the candidate initially

- Before the Committee meets to identify their recommendations to the Hiring Manager, the Chair needs to call several additional people for references who have experience working with the candidates
- The Chair could ask the candidate for additional names, and/or let the candidate know that s/he will be calling a few more people for references, beyond the list of names already provided

20. Selecting final candidates to recommend to Hiring Manager

- Committees should send a list of 3 candidates, unranked to the Hiring Manager
- This list should only include candidates who the committee clearly recommend for hiring
- This list should include at least 1-2 people of color

21. Reaffirm the policy and procedures for Hiring Managers to use if the 1st or 2nd interview pools or the final list for hiring is all white and/or all male.

- Hiring Manager meets with the Chair to review the process to date
- Hiring Manager, and potentially the Affirmative Action Officer, personally reviews all resumes
- If the Hiring Manager finds more people of color to add to candidate pool, Hiring Manager confers with Chair to invite these candidates for interviews
- If no other candidates are found, reopen the search and/or extend the deadline for applying and increase advertising efforts
- Reassess original minimal qualifications and/or position requirements, and revise if needed

22. Make the offer to the top candidate

- The Hiring Manger should be prepared to discuss additional “incentives” with the top candidate, such as professional development opportunities, stretch assignments, reduced teaching loads, research opportunities, etc.

23. Preparing for the new hire’s orientation and transition to campus

- Create a “Transition Team” to support the new employee’s transition and orientation to the college; include members from the Search Committee, colleagues in the department, peers from other divisions/departments, student leaders, etc.
- 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 campus, and plan to have members of the department available to greet them and help them move in, if possible

24. Orientation and transition to campus

- 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
- Schedule meet and greet meetings with key colleagues and partners
- Develop a mentoring program to support new hires for the first 12-18 months of campus; create 2 mentors/new hires: one from their area, and one from across the campus community

- Develop a professional development plan for new hires to ensure they receive critical information about the campus culture, procedures, policies, governance structures, etc.
- Sponsor regular gatherings for all new hires to meet and network with each other and campus colleagues

References

- Evans, A. and Chun, E. B. (2007). Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff. ASHE, Wiley.
- Marchese, T. J. and Lawrence, J. F. (2006). The Search Committee Handbook: A Guide to Recruiting Administrators, (2nd ed.). Stylus.
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Additional Questions to Consider to Recruit and Retain a Culturally Competent, Racially and Gender Diverse Faculty and Staff

A. Recruiting Practices

- Are there any unnecessary required “qualifications” or criteria that may limit the potential pool?
- Have you advertised with every related professional organization that has caucuses for people of color and women (across all races)?
- Have you mobilized alumni to help identify potential candidates?
- Is your website updated with relevant information about the local community, partner/spousal hiring assistance, family friendly policies, family care resources, campus climate, tenure policies and practices (stop the clock), etc.
- Are current faculty and alumni highlighted on the website?
- Are departments given access to resources to support “cluster hiring,” targets of opportunity, dual career hiring, or to offer financial incentives?
- Does the school/college sponsor conferences and institutes on Preparing Future Faculty designed to better prepare doctoral students and postdoctoral fellows of color and white women for their next steps in academia?
- Do all faculty and administrators review scholarship/research and conference presentations for potential candidates to network with?

B. Hiring Manager/Search Committee Tasks

- Do all search committees participate in identifying the expected cultural competencies of successful candidates, such as demonstrated capacity to:
 - Create inclusive campus and classroom environments
 - Support the personal and academic success of men and women of color and white women
 - Infuse critical academic and life skills/competencies into the curriculum and pedagogy
 - Collaborate with other faculty on department planning, course development, teaching, research, etc.
 - Mentor junior faculty and doctoral students who are people of color and white women
- Do all search committee members participate in meaningful trainings of Eliminating Implicit Bias?

C. Selecting Candidates to Interview

- Are candidates with “non-traditional” training and experience considered?
- Do search committee members vigilantly track how members talk about candidates from different racial and gender identities? And interrupt all micro-messages and biased comments?

D. Interview Questions to Consider

- Describe your experience working with creating an inclusive classroom environment.
 - What do you hope to accomplish with these tactics?
- Describe how you have intentionally supported the personal and academic success of students who are traditionally under-represented in engineering.
 - What were the outcomes of your efforts?
- What change have you made to increase your capacity to create inclusive classrooms and support the persistence and success of the full breadth of students you teach and advise?
- Describe how you have intentionally designed your pedagogy and curricula to help all students develop critical life and work competencies to live, work and lead in an increasingly diverse global context.
- How have you continued to deepen your multicultural competencies and capacity to teach and work effectively with students and faculty from the full range of differences on college campuses?
- Talk about your efforts at the local, regional, national, and international level to develop and encourage greater cultural competence and racial and gender diversity among doctoral candidates and junior faculty.
- Describe your research and scholarship that is related to increasing the racial and gender diversity in STEM fields.

E. Campus Visit

- Do all candidates have the opportunity to meet with HR personnel to discuss issues related to spousal/partner benefits, dual career issues, family care, the local community, health benefits, etc.

F. Selecting Final Candidates

- Do Search Committee members intentionally discuss potential evaluation bias and implicit bias as they review candidates?

G. Hiring Practices

- Are people of color and white women hired in groups or “clusters?”

H. Mentoring Programs for New Faculty

- Do all new faculty have support to develop relationships with mentors within the department and outside of the department?
- Are all formal and informal mentors given clear expectations, training, and resources to guide their mentoring activities?
- Are group mentoring opportunities provided for new faculty (heterogeneous groups as well as more homogeneous groups by social identity)?

I. Development Practices

- How are senior faculty held accountable for providing effective mentoring and development of junior faculty?
- Are all new faculty and junior faculty participating in formal and informal mentoring programs?
- Do all pre-tenure faculty have regular access to:
 - Transparent information about tenure requirements
 - Coaching and honest feedback about their progress on tenure requirements: service, teaching, and scholarship, etc.
 - Support and skill development to enhance effective teaching and classroom/lab management capacities
 - Mentoring to support their research and scholarship
 - Support for work–life balance and family responsibilities
 - Meaningful connections with other faculty within and outside of department
 - Travel funds and support for presenting papers and conducting research
 - Institutional support for writing grants
 - Writing groups
 - Release time to write
 - Collaborative course development
- Do all deans meet individually with new faculty once a semester to discuss climate, department dynamics, development opportunities, tenure processes, etc.
- Do all faculty have access to high quality development opportunities, including learner-centered teaching and active pedagogies, culturally relevant pedagogies and curricula, navigating difficult

dialogues in the classroom, etc.

- Do all faculty have access to faculty learning communities and opportunities to build interdisciplinary connections and communities of practice?
- Does each department designate at least 1 faculty member to partner with the Chair to lead and support faculty development within department?

J. Promotion and Tenure

- Do all faculty have opportunities to meet with members of the Personnel/P&T Committee each semester to explore questions about portfolio preparation, the tenure process, reappointment, promotion, etc.
- Are there annual assessments, disaggregated by race and gender, of the time spent on research, teaching and service (advising, committees, mentoring under-represented students)?
 - Time to tenure
 - Time to promotion
- Do you offer leave and “stop the clock” provisions for tenure? And part-time tenure-track positions?
- Are the following activities valued in promotion and tenure decisions?
 - Advising and supporting the personal and academic success of students of color and white women
 - Supporting the graduation of students of color and white women
 - Mentoring and supporting the retention of faculty of color and white female faculty
 - Increasing the cultural competence of faculty
 - Collaborative and interdisciplinary research and scholarship
 - Co-teaching, within and across disciplines
 - Research/scholarship collaborations with students
 - Creating inclusive classrooms and curricula that enhance students’ capacity to lead and work effectively in increasingly diverse and global contexts
- Is effective teaching truly valued?

K. Continuous Assessment and Improvement

- Do you assess reasons why white women, men and women of color turn down offers? Leave after 1-3 years?
- Do you track the careers of men and women of color and white women who were not offered positions: Where are they now? How are they contributing?
- Do you conduct annual assessments, disaggregated by race and gender, of salaries, development opportunities, promotion and tenure, and recruiting, hiring, and onboarding practices?
- Do faculty and staff regularly discuss the impact of privilege and marginalization within the department and school?
- Does each department have at least one “Inclusion Practitioner” who partners with the chair to use an Inclusion Lens to continuously review and revise practices, policies and development activities to support the continuous improvement in the department and individual faculty development?

- Are top academic leaders leading task forces focused on increasing the racial and gender diversity among faculty (recruiting, retention, promotion, tenure)?
- Is there an Assistant/Associate Provost for faculty recruiting and retention?

L. Retention

- How are chairs and department heads incentivized to recruit, retain and promote a more culturally competent, racially and gender diverse faculty?
- How are they held accountable for “moving the needle?”
- Are there meaningful systems to recognize and reward faculty for outstanding contributions to service, teaching, and research?
- Do academic leaders annually collect and analyze data about climate and satisfaction among faculty that is disaggregated by race, gender, hierarchical level/position, etc.
- Do academic leaders and faculty discuss these data annually and explore ways to improve the climate, culture, policies, and practices?
- Do faculty have access to high-quality graduate student assistance and administrative support?
- Are all faculty expected and held accountable for maintaining collegial, professional behavior?
- Do academic leaders annually review faculty job assignments, “stretch opportunities,” seed money for new projects, and rewards for job performance to ensure equity and fairness?
- Are men and women of color and white women encouraged to seek leadership positions in the department and college/school?
- Are academic leaders connected to Board members who are charged with increasing the racial and gender diversity of the entire faculty?

M. Organizational Climate

- Do all faculty and staff understand the expected behaviors to create inclusive classrooms and campus environments as well as the consequences for exclusionary behaviors?
- Are faculty held accountable for creating inclusive classrooms, deepening their cultural competence, mentoring and developing other faculty, supporting the personal and academic success of all students, and creating inclusive dynamics in faculty meetings and other settings?
- Are all faculty and staff held accountable for participating in required trainings on sexual harassment, Title IX, grievance procedures, etc.
- Is there a process of continuous improvement where faculty and staff are engaged in assessing current practices, policies, programs, and services with an Inclusion Lens?
- Are there effective systems for faculty and staff to discuss and/or report and resolve issues and incidents that create a hostile, chilly work environment?
- Do all academic leaders consistently discuss the “business case” for successfully recruiting, retaining, and promoting a culturally competent racially and gender diverse faculty?
- Do academic leaders conduct annual Cultural Audits of individual departments and the overall school/college?
- Are all academic leaders, including chairs, required to submit annual Inclusion Plans that outline meaningful progress and strategies for achieving equity and inclusion goals that are aligned with the institution’s Strategic Plan?
- Do all academic leaders and faculty discuss the unwritten norms and rules as well as how the organizational culture may be unintentionally grounded in, and perpetuating, male-centric,

Eurocentric, and heteronormative cultural values and expectations?

- Do all deans annually review and discuss these annual reports with department chairs?
- Is progress towards equity and inclusion goals a central part of chairs' and other academic leaders' performance review?
- Are impactful and innovative practices shared annually among academic leaders and faculty?