Analyzing Programs and Services with An Inclusion Lens

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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.

Compiled by Kathy Obear, Ed.D., www.drkathyobear.com

Marketing Recommendations

PROCESS GUIDELINES

- Consider the following when developing overall themes and marketing messages:
  - What potential impact will this media have when viewed through multicultural and global lenses?
  - Do the images or visual presentations (including videos, PowerPoint presentations, Prezi's, etc.) evoke symbolism relevant in certain cultures?
  - Does the language or word choice call upon culturally-specific slang, metaphors, idioms, etc.?
  - Does the campaign include other elements (e.g., songs, dates, etc.) with historical contexts that might negatively impact people from certain cultures?

- Consider the following when making decisions about who and how people are represented in media and marketing materials and strive for continuous improvement in this area.
  - Notice what is depicted and happening by group membership visually and audibly
  - Who is/is not represented? present? depicted?
  - How often are people represented? present? depicted?
  - In what roles are people of various group memberships?
  - What are people doing? With whom are they doing it?
  - What is the placement/sequencing order?
  - What are the features/characteristics of those depicted?
  - What language is being used (titles, adjectives, pronouns, etc.)?
  - What feelings and attitudes are depicted or described?
  - Which groups are usually pictured/discussed in marketing materials?
  - Which groups are often not included?
  - **(Adapted from materials developed by Elsie Y. Cross Associates)**

CONTENT GUIDELINES

General Guidelines
- Avoid creating invisibility, stereotyping, and/or trivializing group identities.
- Shift the traditional ways of depicting people based on privileged and marginalized group identity.
- Intentionally include images, text, etc., that subtly challenge stereotypes.
- Depict realistic images and situations.
- Depict an inclusive environment: show a balanced and reasonable mix of group identities.
- Balance images and names by race, gender, gender identity, nationality, etc., in graphics, activities, text, etc.
- Avoid stereotypic images, phrases, names, situations, etc.
- **(Adapted from materials developed by Elsie Y. Cross Associates)**

Images

- Use images that combat stereotypes.
- When documenting events, proactively and intentionally plan to capture images, videos, etc. that reflect all participants and their diversity.

Adapted from materials developed by Rachel Luna and Kathy Obear for ACPA, 2014

References

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Group Identity Cards: Various Ways to Use Them with Your Team Members

1. **Socialization experiences**
   a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up**.
   b. Have them share stories, reflections and insights in groups of 3-4

2. **Panning**
   a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. **What is on your "screen?"**
   a. Ask participants to make 3 piles or groupings of cards
      i. Areas of diversity that you most often think about, are "on your screen"
      ii. Those that you sometimes consider and think about
      iii. Those you most often do not consider or think about
   b. Share in groups of 2-3
   c. Large group debrief

4. **Your privileged and marginalized group memberships**
   a. Ask participants to make several groupings ~ Categories of diversity where they are in:
      i. A privileged group
      ii. A marginalized group
      iii. A group where they receive both marginalization and some forms of privilege
   b. Share in 2-3's: share examples and stories, insights

5. **Which playing card are you, generally?**
   a. Ask folks (after completing the playing card activity) to think about which "card" they get treated as:
      i. In most situations
      ii. In varying contexts
   b. Note: They can use the group identity cards to talk about the intersections of varies cards that contribute to the various forms of treatment they receive in different settings

6. **Next steps in your professional development**
   a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
      i. Know a lot about; could coach others
      ii. Know some, but want to know more
      iii. Don't know much; need to learn quickly
   b. Share in groups of 2-3
   c. Large group debrief

7. **Which types of microaggressions do you interrupt effectively in a consistent manner?**
   a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
      i. Easily recognize the types of microaggressions that occur AND respond effectively
      ii. Generally can recognize them in the moment, but struggle to respond effectively
      iii. Not very aware or respond very effectively
   b. Share in groups of 2-3
   c. Large group debrief

8. **Stereotypes**
   a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
      i. Recognize they still have stereotypes about privileged and/or marginalized groups
      ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
   b. Share in groups of 2-3
   c. Large group debrief

9. **Beginning to analyze current policies, practices, services and programs with an Inclusion Lens**
   a. Identify a practice, policy, program or service to analyze
   b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; And/or have extra hurdles and obstacles given the current state
   c. Could also make several groupings:
      i. Most likely negatively impacted
      ii. Not sure if this group would be
      iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. **Scanning how we present to others**
    a. Ask people to "scan" you and your environment for a week or so
    b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
       i. in meetings
       ii. in your office area
       iii. on Facebook, Pinterest, Instragram
       iv. as you interacted on campus

11. <u>Conducting an Environmental Scan</u>

    a. Divide up the 22 cards among team members

    b. People can work individually or in pairs

    c. Ask folks to each to use each card as a "lens" through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations

    d. Ask folks to pay attention to everything, including:

        i. Who is present in the office; how do they interact across group memberships?

        ii. Office decorations, paintings, posters, bulletin boards

        iii. Pamphlets, books, and other materials on display

        iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing

        v. Office set-up

        vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?

    e. Have people share their evidence and observations in staff meetings or at a retreat

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RACE

RELIGION/ SPIRITUALITY

GENDER EXPRESSION

EDUCATIONAL BACKGROUND

VETERAN STATUS

AGE

SOCIO-ECONOMIC CLASS
(OF ORIGIN; CURRENT)

SKIN COLOR

NATIONALITY/ CITIZENSHIP

GEOGRAPHIC REGION

SEX ASSIGNED AT BIRTH
(male, female, intersex)

RELATIONSHIP/MARITAL STATUS

CRIMINAL BACKGROUND

IMMIGRATION STATUS

FAMILY MAKE-UP (OF ORIGIN, CURRENT; family constellation; household members)

SEXUAL ORIENTATION

YEARS OF EXPERIENCE
(IN THE FIELD, ORGANIZATION)

SIZE/APPEARANCE/ ATHLETICISM

GENDER IDENTITY
(Cisgender, Transgender)

POSITION & LEVEL IN THE HIERARCHY

DISABILITY STATUS

WORK STYLE
(EXTRO/INTROVERT, RESULTS – PROCESS ORIENTED, ETC.)

ETHNICITY/ CULTURE

LANGUAGE PROFICIENCY/USE OF ENGLISH