Deepening Multicultural Competencies: Strategies for Professional Development

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Multicultural Competencies for Administrators, Faculty and Staff

Directions ~ Read each item and:

a. **Check-off** which competencies are an explicit part of your area's hiring, training/development, and accountability processes.

b. **Star (*)** any additional competencies you believe are necessary for administrators, faculty and staff in your area to possess and demonstrate as they intentionally create inclusive campus environments for the full breadth of students, faculty, and staff.

A. Knowledge about:

1. Current campus, division, and unit 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.

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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, disability status, national origin, culture, ethnicity, class background, 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, microaggressions 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 faculty, students, and staff.

11. Examples of practices, policies, procedures, programs, pedagogies, and services that effectively serve the needs of the increasingly diverse student, staff, and faculty population.

12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team, department, and organizational level.

13. Campus and community resources that promote diversity, equity, and inclusion and how to make effective referrals.

14. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students, staff, and faculty.

15. Ways to design and offer programs and services that support students, faculty, and staff who experience the campus through the intersections of their multiple group identities (i.e., LBGTQ 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.)

16. Current theories/models of Social Identity Development for several categories of diversity.

17. Current theories and models for student and adult learning and development, and the ability to use and critique them with an Inclusion Lens.

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 groups; 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 groups; 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" may have been influenced by your socialization and life experiences in your multiple privileged and marginalized groups 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 difficult situations and 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, division and unit with respect to diversity, equity and inclusion.

3. Communicate effectively across differences and with members of a diverse team.

4. Develop effective working relationships and partnerships within and across differences.

5. Facilitate effective discussions and authentic dialogue among members of a diverse team.

6. Notice group dynamics with an Inclusion Lens (patterns by group membership).

7. Recognize and effectively respond to exclusionary comments, actions, practices, and policies.

8. Engage in productive dialogue about dynamics of inclusion and exclusion within and across group membership.

9. Create an inclusive work environment across the breadth of differences that promotes the success of all students, faculty, and staff.

10. Develop, implement, and continually improve programs, services, practices, procedures, pedagogies, and policies that meet the needs of the increasingly diverse faculty, student and staff population.

11. Effectively utilize the organizational protocols and processes to respond to reports of hate crimes, harassment, workplace violence, etc.

12. Self-reflect to examine your behaviors, intentions, assumptions, attitudes, biases, emotions, etc.

13. Recognize when your biases and assumptions have influenced your actions in the moment.

14. Interrupt and reframe your biases and assumptions about various privileged and marginalized groups in the moment.

15. Recognize the impact your comments and behaviors have across and within group memberships in the moment.

16. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action.

17. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion.

18. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.

19. Seek and utilize input from members of various privileged and marginalized groups in planning and decision-making processes.

20. Develop effective partnerships with staff and faculty across the campus and within the division to continually improve services, practices, and programs to meet the needs of the full breadth of students, faculty, and staff on campus.

21. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, pedagogies, etc., across group membership.

22. Provide effective advising, coaching, and mentoring within and across differences.

23. Design and implement culturally relevant curricula, programs, workshops, and services.

24. Provide effective supervision and advising within and across differences.

25. Effectively describe the exclusionary comments and behaviors you observe or experience.

26. Navigate conflict and misunderstanding on a diverse team, within and across differences.

27. Effectively navigate strong emotions and triggering events: when you and/or others feel triggered.

28. Recognize the unintended impact of curricula, comments, actions, media/publications, programs, policies, etc., across and within group membership.

29. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.

30. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors.

31. Effectively use self-disclosure from your multiple privileged and marginalized group memberships to create greater connection, understanding, and learning.

32. Effectively 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, courses, and services within your area by group membership.

2. Continually gather data about the impact, perceptions, and experiences of the programs, courses, services, climate, etc., of your area by group membership.

3. Use these data to continually evaluate and revise current programs, services, practices, curricula, pedagogies, procedures, facilities, etc., to ensure inclusion for the full breadth of students you serve and the staff and faculty in your area.

4. Create process maps of current programs, planning practices, 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, tenure and promotion, programs and services, policies, procedures, etc.

6. Continually research national/international trends and promising practices from peer institutions and other campus departments.

References
Pope, R. L., Reynolds, A. L., and Mueller, J. A. (2004). Multicultural Competence in Student Affairs. Jossey-Bass.

Professional Competency Areas for Student Affairs Practitioners, a Joint Publication, ACPA and NASPA, 2010.

Kathy Obear, *Alliance for Change Consulting and Coaching***, 2011 www.drkathyobear.com**

Self-Assessment: Critical Skills for Inclusion Practitioners
Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently **effectively demonstrate** these skills:

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

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

_____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.

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

_____ 3. I describe the details or "facts" of what I observe/pan without judgment, assumption, interpretation or conclusions.

_____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.

_____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.

_____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.

_____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

_____ 8. I encourage group members to participate and engage them in the process.

_____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.

_____ 10. I use "Connecting Language" that bridges one person's comments to another's.

_____ 11. I demonstrate empathy effectively.

_____ 12. I am able to "relate in" and "see myself" in others to find compassion and make a connection with them, rather than judging them or distancing from them.

_____ 13. I use silence effectively.

_____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.

_____ 15. I use humor appropriately and effectively.

_____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.

_____ 17. I acknowledge and appreciate people's participation.

_____ 18. I summarize discussions and make transitions effectively.

_____ 19. I effectively move discussions along and keep the group focused and "on track."

_____ 20. I effectively include all members in the discussion.

_____ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.

_____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.

_____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.

_____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

_____ 25. I minimize how much I use the "telling" style, and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.

_____ 26. I easily "go with the flow" and am flexible with the agenda as I adjust to the needs of the group in the moment.

_____ 27. I can "meet people where they are" and not demand or expect them to be farther along in their understanding or skill development.

_____ 28. I effectively name and discuss group dynamics among members in the moment and use them as "teachable moments" to facilitate deeper understanding and learning.

_____ 29. I can "let go of the outcome" and "trust the process" knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

_____ 30. I talk about the college's commitment to diversity and inclusion.

_____ 31. I state that it is everyone's responsibility to help create a campus climate that is respectful and inclusive for all community members.

_____ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.

_____ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.

_____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

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

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

_____ 36. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

_____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

_____ 38. I acknowledge comments which sound inappropriate or triggering.

_____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

_____ 40. I recognize that "resistance" and challenges from group members are often doorways to deeper understanding and learning for the group.

_____ 41. I effectively navigate conflict and disagreement among group members.

_____ 42. I respond effectively to challenges and engage "resistance" from group members without taking it personally or feeling deeply triggered.

_____ 43. I can use triggering events as "teachable moments" for the group.

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

_____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.

_____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.

_____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.

_____ 47. I track current utilization of programs and services within your area by group membership.

_____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.

_____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.

_____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.

_____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.

_____ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

F. My self-work as an Inclusion Practitioner

_____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.

_____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.

_____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.

_____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.

_____ 57. I am aware of how my beliefs about "what is "effective" _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising…)

_____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.

_____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.

_____ 60. I am aware of my "early warning signals" that I am beginning to feel triggered.

_____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not "work my issues on the group."

_____ 62. I am aware of my common triggers and their intrapersonal roots.

_____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.

_____ 64. I actively expand my understanding of issues of diversity, equity and inclusion.

Professional Development Strategies to Deepen Multicultural Competencies & Create Inclusive Organizations

The following are recommendations for the design and implementation of a Professional Development Plan to both deepen their multicultural competencies and strengthen capacity to create inclusive organizations.

The overall purpose of an intentional Professional Development Plan is for faculty and staff to learn, practice and implement concepts, tools and skills to create greater inclusion on campus.

1. Key Learning Outcomes for professional development sessions that increase the capacity of participants to:

    a. Understand the college/university's commitment to diversity, equity, and inclusion.

    b. Review the university's expectation that all students, staff, faculty and administrators help create and maintain an inclusive campus environment for all.

    c. Review the current and anticipated demographics of students, staff, and faculty within the college/university community and the division.

    d. Discuss the positive impact of an inclusive campus environment on the college/university's mission and goals as well as the probable negative consequences for failing to create greater equity and inclusion on campus.

    e. Recognize the full range of differences on campus.

    f. Understand the common dynamics of power, privilege and marginalization that occur on college campuses.

    g. Identify their membership in multiple privileged and marginalized groups.

    h. Deepen self-awareness about their own multiple, intersecting group memberships (socialization experiences; current day experiences).

    i. Recognize how they get perceived and treated on campus based on their various privileged and marginalized group memberships.

    j. Engage in authentic, productive dialogue about issues of inclusion and marginalization on campus.

    k. Identify examples of recent progress towards creating greater inclusion and equity on campus.

l.   Identify common examples of microaggressions and other forms of exclusion experienced by students, faculty, and staff.

m.   Explore common attitudes, stereotypes, and behaviors that perpetuate marginalization and exclusion.

n.   Recognize and discuss examples of when they have acted in ways that undermined the goal of equity and inclusion.

o.   Recognize and respond effectively to microaggressions in the moment.

p.   Effectively engage in and facilitate difficult dialogues both inside and outside of the classroom.

q.   Demonstrate effective behaviors and strategies to create greater equity and inclusion in both interpersonal dynamics and organizational practices.

r.   Create equitable and inclusive programs, policies, pedagogies, and services that meet the needs of the full breadth of students, faculty, and staff on campus (inside and outside the classroom).

s.   Serve as active change agents and allies in creating inclusive campus environments.

t.   Identify learning goals and next steps for creating greater inclusion in your spheres of influence.

2. Organizational Structures and Actions that Increase the Success of Professional Development Programs

a.   Leaders at all levels of the organization regularly discuss their commitment to creating inclusion on campus.

b.   Expectations to create inclusive environments are clearly articulated, assessed, and acknowledged in all faculty and staff performance plans.

c.   Leaders regularly assess and discuss progress towards the organizational goals of equity and inclusion.

d.   Faculty, staff and leaders regularly discuss ways to infuse issues of diversity, equity and inclusion into daily practices, policies, programs, pedagogies, and services.

e.   All faculty and staff are required to continually deepen their multicultural competencies and capacity to create inclusion on campus.

f. Supervisors/Chairs/Deans regularly meet with faculty and staff to assess and discuss performance indicators and progress towards creating inclusive campus environments.

3. Considerations When Forming Professional Development Plans

Formats for Development Sessions and Activities

Length: Full day and/or half-day sessions yield greater impact than shorter sessions.

Frequency: Holding sessions every 6-8 weeks (or more frequently) continually reinforces the organization's commitment to equity and inclusion. In addition, this schedule provides participants with time in-between sessions to practice and apply their learning.

Pre-work: Giving participants 2-3 tasks to complete before each session increases learning. Examples of pre-work include reading articles, completing self-assessments, and gathering examples or feedback to share in the session.

Homework: Assigning 2-3 next steps/activities reinforces the learning and helps participants apply the tools in their daily activities. Examples of homework include participating in follow-up dialogues with colleagues or students, attending related campus and community programs, researching promising practices among peer institutions, retaking a self-assessment, and discussing ideas and insights with their supervisor/chair and peers.

Phase 1: Foundations of Diversity, Equity and Inclusion

It is important to use the initial sessions to build an effective foundation for skill acquisition, continuing learning, and dialogue. Suggested focus for learning activities include:

- **Create the learning environment** for authentic dialogue, self-reflection, and engagement (clarify organization expectations, negotiate learning community guidelines, discuss hopes and fears concerning these sessions, etc.)

- **Establish the norm of self-disclosure and personal story-telling** by having participants share examples of when they have experienced marginalization in their lives, times they have acted (possibly unconsciously) based on stereotypes and prejudice; and times they have responded effectively to interrupt marginalization and create greater inclusion.

- **Identify the full range of differences on campus.**

- **Discuss the common dynamics of inclusion, privilege, exclusion, and marginalization** among social identity groups.

- **Recognize the memberships among participants in multiple privileged and marginalized groups.**

- **Discuss personal experiences of marginalization** as members of various identity groups.

- **Recognize common themes and patterns of marginalization** that their colleagues have experienced in their lives.

- **(Begin to) Discuss examples of when participants have received unearned privilege, power and status** based on their group memberships.

Phase 2: Current Campus Dynamics

The purpose of Phase 1 sessions is to give participants both a common set of terms and concepts and the opportunity to engage in authentic dialogue about their own and others experiences of marginalization. The intent of Phase 2 is to develop greater capacity to recognize, understand and respond effectively to dynamics of marginalization on campus. Suggested focus for learning activities include:

- **Identify the full range of experiences of disrespectful treatment and marginalization** on campus (and in the division). Discuss examples that impact people in at least 10+ identity groups as well as the impact of intersecting identities.

- **Discuss the probable negative impact on student success** of these microaggressions and uninclusive policies, services, practices, pedagogies, and programs.

- **Continue discussing examples of unearned privilege, power and access** that create marginalization on campus.

- **Practice how to respond effectively to microaggressions and ways to center the discussion of inclusion** during meetings, advising sessions, etc.

- **(Begin to) Identify opportunities to create greater inclusion** in their spheres of influence.

Phase 3: Deepen Capacity in Specific Areas of Diversity, Equity and Inclusion

A critical next step is to provide ongoing opportunities for faculty and staff to deepen their multicultural competencies on a variety of social identities, including race, culture, ethnicity, and skin color; sex; gender identity and expression; socio-economic class, formal schooling, and hierarchical level; accessibility and disability; national origin, immigration status, and citizenship; religion, spirituality and faith; sexual orientation; age; size and appearance; and other dynamics of inclusion and marginalization on campus.

The following **outlines a set of common learning outcomes** for designing these 3.5-4+ hour sessions.

- Discuss their socialization experiences related to this topic (what they observed and "learned" about these identity groups, stereotypes and early messages, experiences of privilege and marginalization, and examples of inclusion.)
- Identify and discuss current terms and language, as well as key historical dynamics and context.
- Discuss examples of marginalization, exclusion and privilege on campus and in local communities.

- Practice responding effectively to common microaggressions.
- Identify examples of practices, policies, services, pedagogies, and programs that are more inclusive and support the academic success of all students.
- Set personal learning goals.
- Identify next steps to increase inclusion in their sphere of influence.

It is important to bring in other voices to add to these conversations. Powerful learning methodologies include: inviting a panel of current students and alumni to share their experiences; using video clips of students, staff, and faculty describing examples of marginalization and inclusion on campus; and reading anonymous, generic examples of exclusion gathered from students, staff and faculty.

Phase 4: Skills to Create Organization Change

This purpose of Phase 4 is to empower and deepen the capacity of faculty, staff, and leaders to create change at the systems and organizational level. The following are recommended learning activities:

- Review and discuss a variety of current data (quantitative and qualitative) about the climate on campus and in the division for the full breadth of students, staff and faculty.

- Use an Inclusion Lens to conduct Environmental Scans of programs, policies, communication and marketing methods, services, pedagogies, and programs.

- Review current policies, programs, services, pedagogies, and practices that were intentionally designed to create inclusion and support the academic success of all students, especially members of marginalized groups.

- Identify current policies, programs, services, pedagogies, and practices that may (unintentionally) create inequity and negative impact.

- Plan how to shift these less inclusive policies, programs, etc., to create equity and inclusion.

- Explore and discuss current examples of microaggressions and exclusionary behaviors and attitudes that faculty and staff notice among students and colleagues.

- Continue to share changes in organizational practices implemented in units across divisions and the campus.

- Develop tools and strategies to engage in difficult dialogues and to navigate triggering events.

- Discuss where people still "feel stuck" and identify strategies for creating greater inclusion and equity.

A useful learning format is to create "peer coaching groups" that meet regularly during the professional development sessions as well as outside of these structured meetings. Discussing issues

and dilemmas in a mixed group across units, hierarchical level, and social identity groups deepens critical thinking, promotes creative problem-solving, and builds relationships for further learning.

Phase 5: Create High-Performing Units and Divisions

The intent of Phase 5 is to use an Inclusion Lens to engage in authentic dialogue about the current culture and climate within individual units and divisions. Providing the structure for authentic dialogue about unit, inter-unit, and divisional dynamics challenges leaders, faculty, and staff to reflect on the effectiveness of the organization, apply the principles and skills of inclusion to their daily work practices with each other, and create more inclusive ways of operating.

Key areas to assess and explore include: vision, mission, and values; leadership practices; group dynamics; communication practices and strategies; planning and decision-making; recruiting and hiring practices; marketing activities; performance management systems; retention and promotion practices; conflict resolution and problem-solving; crisis management; and innovation. Effective learning methodologies include anonymous assessments (surveys, focus groups), working retreats, and facilitated dialogues.

Phase 6: Develop a cadre of Inclusion Practitioners within and across the divisions

The purpose of developing groups of Inclusion Practitioners is to deepen the internal capacity in each division and to ensure the sustainability of these professional development and organizational change efforts. A useful model is to select a group of faculty and staff to receive additional skill development after completing Phase 1 & 2 professional development sessions. Ideally, there should be at least one Inclusion Practitioner from every unit within each division. Inclusion Practitioners can serve in various roles within divisions, such as:

- Provide an Inclusion Lens during meetings, departmental committees, etc.

- Partner with the leader(s) to achieve strategic diversity, equity and inclusion goals.

- Serve on Search Committees to raise issues of equity and inclusion.

- Facilitate Peer Coaching Group discussions in-between sessions.

- Facilitate small group discussions during professional development sessions.

- Co-facilitate future professional development sessions for the division.

- Co-facilitate inclusion training sessions for students in the division.

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