

Creating Socially Just Organizations: Dismantling Institutionalized Racism and White Supremacy

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A Multicultural Organization

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1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all members**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Members 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 and discrimination** within the organization, including classism, racism, sexism, heterosexism, ageism, disability oppression, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

Steps to Strategic 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 organizational dynamics and readiness for systems change
 - Develop a deep understanding of the dynamics of dominant and subordinated groups in the organization and in the community
 - “Map out” and assess the current organizational dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the “Best Practices” used by organizations
6. Top leaders and Inclusion Change Team analyze data from Cultural Audit and develop Strategic Plan
7. Implement strategic activities, including accountability structures
8. Evaluate progress and revise Strategic Plan and activities as needed

MCOD Developmental Stage Model*

*Sources:

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

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

Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the dominant 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 subordinated 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 dominant culture viewed as the only "right" way: "business as usual"
- Dominant 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 dominant group members

- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be “team players” and “qualified”
 - * Must assimilate into organizational culture
 - * Must not challenge the system or "rock the boat"
 - * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

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

MULTICULTURAL ORGANIZATIONS

Stage 5: The Redefining Organization

- In transition
- Moving beyond “nondiscriminatory,” “non-oppressive”
- Working to create environment that “values and capitalizes on diversity”
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works towards developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

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

Indicators of a Redefining/Inclusive Organization (Stage 5/6) Partial List

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, and
 - 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/rules 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 dominant and subordinated 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?

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 the 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.)

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**Based on the 6-Stage model, *Multicultural Organization Development*
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Facilitating Progress Through the Stages of Multicultural Organization Development*

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:

- Already in place (check-off ✓)
- In the planning stages (star *)
- Next steps (dash -)

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

Stage 1: The Exclusionary Organization ~ MONOCULTURAL

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.

- Engage in coalition building ~ develop relationships with other change agents across identity groups
 - * Build a shared understanding of the current exclusionary practices and oppressive behaviors
 - * Identify the negative impact of the status quo on members of the organization and the reputation of the institution
 - * Collectively strategize next steps
- Identify the self-interest of the top leaders to make changes in status quo
- Gather data about impact of status quo on items of self-interest to top leaders
- Develop ways to “put a face” on the negative impact of the status quo and to make the pattern of the offenses well known within the organization, and possibly regionally and nationally
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, increase number of grievances, current or potential law suits, drop in revenue/number of clients, drop in customer service, increase in complaints, decreased reputation in community, perceptions of state legislators, alumni, regional corporations, local communities; change in national priorities)
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive organizational environment
- Identify and communicate clear expectations and boundaries for appropriate behavior and clear responses for inappropriate behavior* (Jackson & Hardiman)
- Create structures to ensure all organizational members understand the rules for expected behavior in the organization and the consequences of exclusionary actions, negligence, etc.
- Ensure that all leaders, managers, and staff 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 organization.

- Gather data from peer institutions: best practices and benchmarks
- Build internal networks across the institution: Human Resources, Legal advisers, EEO/AA, Ombuds, union leaders, Board members, employee resource groups, etc.
- Build networks and partnerships with institutions and agencies in the community, community leaders, grassroots change agents, etc.
- Strategize how to influence top leaders through existing relationships and emerging relationships: identify those who are important to involve and assess their level of commitment to creating a safe, inclusive organization
- Identify and work to resolve gaps in current mission/values statements, and policies and reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment policies/procedures, bias reporting protocol, personnel grievances, etc.)

Stage 2: “The Club” ~ MONOCULTURAL

Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment within the organization and institutionalize policies and practices to increase the safety of all organizational members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive work environment and (b) successfully recruit, retain and promote leaders, managers and staff who demonstrate the skills and competencies to work effectively within a diverse organization and provide services to an increasingly diverse client 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: Secure top leader support to form an Institutional Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization. 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 diversity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (including clients, staff, managers, administrators, members of the local community) including climate assessment, data on recruitment, retention, promotion, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into professional development/training activities and client services and programs, 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 disparities that exists in the organization (internally and externally).
- Examples of actions that could result from the Feedback Session:
 - Assess the current policies, procedures, services, programs, and practices; identify Discretionary Points where bias could enter these processes and create negative differential treatment of clients, staff, managers, and administrators.

- Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive, socially just organizational environments.
- Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion and social justice.
- Increase organizational-wide and division/department diversity awareness programs and workshops.
- Create a Mentoring Program for staff, managers and administrators from subordinated groups.
- Increase resources for programs and services that promote the adjustment, retention, engagement, and success of subordinated groups, including support centers, employee orientation programs, mentoring, employee resource groups, professional development programs/retreats, etc.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.
- Continue building coalitions
 - Form relationships with state and local legislators and other influence figures
 - Build coalitions among subordinated groups within organization
- Continue to gather relevant data that supports organizational change efforts
 - Stay current on external demand for peer institutions to provide culturally competent service to a broader range of community members, and to hire/retain staff who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

Stage 3: The Compliance Organization ~ NON-DISCRIMINATING

Strategic Actions: Goals ~ To build and implement a data-based Strategic Plan; increase the numbers of staff, managers, and administrators from subordinated groups; create structures to ensure they are welcomed and embraced within the organization and local community.

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, professional development opportunities, costs of status quo, etc.
- Deepen cultural competencies of Institutional Inclusion Change Team to include MCOB theory, organizational change models, strategies to engage resistance, etc.
- Top leaders and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Clarify and communicate clear expectations for the quality of client programs and services, and the quality of workplace climate for all staff, managers, and administrators
- Identify cultural competencies expected of all administrators, managers and staff
- Revise performance system to hold people accountable for demonstrating these cultural competencies in their daily work activities
- Implement a comprehensive training and development initiative to increase the cultural competence of all administrators, managers, and staff
- Create meaningful dialogue among top leaders and members of subordinated groups

and key allies

- Create a “Reverse Mentoring” Program for top leaders and selected other key managers ~ match each leader/manager with a subordinated group member ~ goal of mentoring program is to both increase cultural competencies of leaders/managers and increase the organizational success of subordinated group members
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies
- Integrate cultural competencies into Human Resources programs and all other training sessions
- Form Diversity/Inclusion Committees in departments/divisions that are linked to the Institutional Diversity/Inclusion Change Team
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, managers, 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 Diversity/Inclusion Plans from all leaders and managers that identify measurable strategies to meet Diversity Goals and organizational mission/values
- Implement a Mentoring Program for staff
- Create meaningful opportunities for members of subordinated groups to meet/connect
- Create developmental opportunities for members of dominant groups to examine their privilege, the dominant 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, managers, and administrators to address issues of inclusion
- Stay current on efforts of peer institutions and other organizations
- Develop productive networks with other community leaders; meet quarterly to review current plans and progress towards goals; give/receive feedback on plans for next steps

Stage 4: The Affirming Organization ~ NON-DISCRIMINATING

Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of subordinated group members within the organization. Increase attention to access and strategies to ensure success for all staff, managers and administrators. Increase skill and competencies of staff, managers and administrators to create programs, services, and processes to increase engagement and culturally competent services to the increasingly diverse client population.

- Annual review by top leaders of Inclusion Plans from all leaders and managers within organization
- Share best practices across institution

- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- Top leaders review institutional-wide reports on recruitment, retention, development, career pathing, and promotions every 6 months
- 6-month reviews by each top leader of Inclusion Plans from managers in their areas
- Hold public community forums to gather feedback from clients and community leaders on current services and input for changes
- 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
- Develop the internal capacity of select staff, managers, and administrators to effectively use a “Diversity Lens” in day-to-day activities ~ Diversity Practitioners
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across the organization
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff 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, managers, and administrators how to integrate diversity and inclusion into their day-to-day activities
- Create structures that reward employees who provide exceptional culturally competent service to clients
- Integrate issues of inclusion into all educational programs and marketing efforts; ensure materials are accessible for English language learners across literacy levels
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of dominant and subordinated groups
- Stay current on efforts of peer institutions and other organizations
- Create networks with other community organizations
- Establish official Community Liaisons with key subordinated group communities
- Partner with community civic, and business leaders and other agencies to create a comprehensive welcome program for new employees who relocate to the area, and to provide jobs for their spouses/significant others/partners
- Partner with community, civic, and business leaders to assess the current climate in the community for members of subordinated groups, and work collaboratively to improve the quality of life overall, the educational systems for children, etc.
- Develop partnerships with other organizations/agencies who provide related services and/or serve similar client populations; explore ways to increase quality and efficiency of services/programs by sharing resources, collaborating, seeking grants/funding, etc.

Stage 5: The Redefining Organization ~ MULTICULTURAL

Strategic Actions: Goals ~ To engage the entire organization and local community 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 a “Diversity Lens” is actively engaged in all planning and decision-making processes across the institution
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all
- Continually evaluate effectiveness of community outreach efforts and partnership initiatives, and enhance as needed

Stage 6: The Multicultural Organization ~ MULTICULTURAL

Strategic Actions: Goals ~ To continually reassess current state and organizational needs, and change as needed to ensure social justice throughout organization.

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

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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.
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., 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.)
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.

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

Align Training Topics to Each Specific MCOB Stage

Stage 1: The Exclusionary Organization

- Mandatory trainings for all constituencies on eliminating harassment and discrimination to communicate clear guidelines for expected behavior and consequences for exclusionary actions.
- Mandatory, comprehensive leader training and development, including Board members, to achieve these outcomes:
 - 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 students, faculty, staff, and administrators.
- Mandatory training for all members of search processes to achieve similar outcomes as above as well as how to recruit and hire candidates who reflect the current and future student demographics and demonstrate cultural competence.

Stage 2: “The Club”

- Continue Stage 1 trainings.
- Mandatory training of all students, faculty, staff and administrators to achieve these outcomes:
 - Understand the organization’s commitment to creating inclusive environments that support the retention and success of all students, faculty and staff.
 - Understand the clear guidelines for expected for behaviors that support equity and inclusion and clear consequences for exclusionary practices.
 - Learn and practice core foundational tools and concepts for creating inclusive programs, policies and services (group membership, prejudice and bias, privileged and marginalized groups, differential treatment and experience based on group membership, common microaggressions and exclusionary dynamics experienced by members of marginalized groups, tools to respond).
- Mandatory, comprehensive leader training and development to achieve these outcomes:
 - Recognize the current organizational culture and climate.
 - Understand the impact of the current state on members of privileged and marginalized groups.
 - Learn and practice leadership skills to create inclusive organizations, including: participative leadership, effective supervision, setting clear expectations, effective discipline and performance management, leading inclusive teams, and conflict resolution.
 - Identify the expected breadth and depth of multicultural competence of students, staff, faculty, and administrators.

- Identity strategic activities to eliminate discrimination and exclusionary dynamics and create increasing equity and inclusion in your spheres of influence.
 - Practice how to use data and other tools to analyze and revise current programs, policies and services with an Inclusion Lens.
 - Understand the clear role and responsibility of leaders to champion and lead the organization to create culture and climate change.
 - Understand the accountability structures to ensure strategic change occurs
- Required participation of all faculty, and administrators in workshops to deepen understanding of how the dynamics of power, privilege, and marginalization impact students, faculty, staff and administrators. Topics include: race, class background, disability status, gender identity, hierarchical level/position, sexuality, religion and spirituality, etc. People choose which 4-6 to attend each year.
 - Mandatory training for all members of search processes, including Hiring Managers and Chairs.
 - Implement trainings and retreats for all campus-wide and department-level Inclusion Change Teams.
 - Integrate cultural competency development into all Human Resources trainings and other workshops facilitated on campus.
 - Design a series of faculty development programs to enhance capacity to create inclusive classrooms, infuse issues of equity and inclusion into curricula, use inclusive pedagogies, and provide effective advising with an Inclusion Lens. Require participation where possible.

Stage 3: The Compliance Organization

- All Stage 2 trainings.
- Offer workshops to leaders, faculty, and staff (require where possible) to deepen capacity to shift current practices to support the retention and success of the full range of student, staff and faculty on campus. Skills include:
 - Capacity to analyze current programs, policies and services with an Inclusion Lens to identify the gaps, unintended negative impact, and missed opportunities.
 - Ability to revise current policies, programs and services and create new ones that more effectively support retention and success.
- Implement an Inclusion Practitioners Program to continually create greater internal capacity within each department.
- Implement department and unit level trainings intended to provide participants the following tools and experiences:
 - Increasing capacity to engage in authentic and productive dialogue to identify and discuss dynamics of the current climate and culture that either enhance retention and success or create unintended, negative differential treatment and experience.

- Discuss and negotiate Working Agreements/Norms for the department/unit that are designed to create greater equity and inclusion.
 - Increase capacity to identify and implement new ways of engaging each other, developing programs, policies and services, and effectively navigating conflict among department members.
- Implement mandatory supervisory training with outcomes similar to the leader training in Stage 2.
 - Implement leader and manager training on how to proactively create inclusive recruiting, hiring, and onboarding systems that increase capacity to attract and hire an increasingly diverse and culturally competent faculty and staff that both reflect the diversity among students and demonstrate the capacity to create inclusive practices and organizations.
 - Implement/revise all orientation and onboarding training programs.
 - Implement/revise all mentoring training programs.
 - Offer next level of trainings to deepen capacity of students, faculty, staff and administrators to recognize and respond to microaggressions and other exclusionary dynamics in the moment. Require where possible.
 - Implement training for leaders and managers on responding to campus-wide critical incidents.
 - Implement a Training of Facilitators Program to develop a cadre of facilitators to lead small group discussions at open forums, design and facilitate workshops on campus, etc..
 - Train facilitators to implement an Intergroup Dialogue Program for students, staff, and faculty.

Stage 4: The Affirming Organization

- Continue Stage 3 trainings.
- Expand Inclusion Practitioner Program to continue to deepen internal capacity at the department and unit level.
- Hold annual department and divisional level retreats to engage in authentic dialogue about the current state, analyze relevant data, identify more effective practices and services, and plan how to implement and evaluate.
- Provide trainings for people who may become Search Committee Chairs and Hiring Managers in the near future (build the pipeline).
- Expand the Training of Facilitators Program to include staff and faculty who provide training for anyone who serves new students.

- Expand campus-wide training sessions to include more advance skill development, including: navigate triggering situations; recognize the impact of intersectionality of multiple privileged and marginalized group memberships in the retention and success of students, faculty, and staff; recognize and minimize dynamics of internalized oppression and internalized dominance; leadership and career development for members of marginalized groups, etc.
- Implement trainings for anyone who participates in recruitment activities or provides feedback to the Search Committee.
- Implement an expanded mentoring and development training program to create a sustainable pipeline of culturally competent future leaders who reflect the demographics of the current and future students.

Stage 5: The Redefining Organization

- Continue Stage 4 trainings to ensure continuous improvement.
- Expand the climate and culture change efforts to include the local communities and region.

Stage 6: The Multicultural Organization

- Continue Stage 5 trainings to ensure continuous improvement.

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What Can I Do Right Now? Next Steps for Leaders

A. Demonstrate Leadership

1. Talk next week about your commitment to equity, inclusion in multiple settings.
2. Share insights and learnings and wonderings from this session while holding confidentiality agreement.
3. Meet with direct reports and discuss your expectations that they actively create greater inclusion in their daily activities and in the workplace.
4. Begin/continue conversations about expected community standards of behavior.

B. Infuse equity and inclusion into all “supervisory” relationships

1. Discuss with employees how inclusive the climate feels for them and others by group membership; explore ideas for increasing greater inclusion
2. Have direct reports identify specific ways they intentionally create inclusion and support the success of the full breadth of students, staff, and faculty
3. And identify 5+ policies, programs, services, practices, and/or procedures that could be revised/enhanced to create greater inclusion.
4. Begin to review/analyze policies, programs, and services with an Inclusion Lens, ask:
 - Who are we serving?
 - What groups might not be getting all they need from our area? Might experience any unintended negative differential impact?
 - What could be changed to better meet the needs of people across a full range of social identity groups?
 - What additional input, data and feedback could help us analyze and revise our programs, policies, services and practices?

C. Deepen Multicultural Competencies

1. Begin/continue to engage members of your unit in identifying a set of core inclusion competencies for all students, staff and faculty.
2. Plan professional development sessions aligned with these competencies.
3. Build expectations for competency development into performance discussions and plans.

D. Assessment/Collect data: Track and disaggregate the data by identity groups

- Climate
- Satisfaction
- Utilization of programs, services
- Recruitment
- Retention
- Who is assigned to different roles, “stretch” opportunities
- Tenure, promotion
- Compensation

E. Analyze and revise policies, programs, services, environment with an Inclusion Lens ~ Identify Discretionary Points

1. Train students, staff and faculty in Process Mapping with an Inclusion Lens
2. Identify all policies, practices, procedures and services to review
3. Create an inclusive, transparent process to review and recommend changes

F. Other Activities

1. Pairs, then discuss: How is **what you do in your role** related to **creating and reinforcing inclusive campus communities** for the full breadth of people we work with and serve?
2. Engage teams in negotiating Working Agreements/Norms to guide meeting discussions and interactions
3. Pairs, then discuss: What do **you see occurring (or not)** on campus that has focusing on creating greater inclusion in our area and services important, in your opinion?
4. Use statistics and other data to discuss the “business case” for creating inclusive campus environments
5. Introduce and use the “group identity cards” into multiple meetings and planning sessions
6. Pairs, then discuss:
 - What is **a source** of your PASSION, COMMITMENT for creating:
 - Inclusive campus environments that **support the personal and academic success** of the full range of students we serve?
 - Inclusive **work environments** that support the success of all faculty and staff?
7. **Brainstorm, then discuss**:
 - What no one should ever have to experience or feel on “campus?”
 - What do you hope everyone feels and experiences on campus?
8. Card Activity
9. Review list of microaggressions, then discuss and share more
10. Share and discuss the MCOB model and Indicators of an Inclusive Organization
11. Ask colleagues, direct reports to **complete a “scan” of you using the following prompts**:
 - **As you observe me for several days** (in meetings, as you interacted with colleagues and clients, scanned your office area, followed you on Facebook/Pinterest/Twitter, etc.):
 - What might someone assume about my commitment to equity & inclusion?
 - What issues of diversity, equity, and inclusion would they assume I care about?
 - Engage staff and faculty in conducting a **“scan” of your area’s physical environment, including office decorations, pamphlets, marketing, web site, office set-up, etc.** The following may be helpful prompts:
 - Imagine you are coming into contact with your office for the first time. What impression do you have about the area's commitment to creating a welcoming, inclusive environment for all?

- Are all office areas and public spaces free of any offensive or insensitive images or materials?
- Scan specific visual items and note which ones contribute to a welcoming, inclusive environment, and which could be improved:
 - office decorations
 - pamphlets and other paper materials on display
 - web site statements, pictures/graphics, descriptions of programs and services, marketing
 - office set-up
- How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning)?

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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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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 various 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, I can recognize them in the moment, but I 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
 - iv.

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, Instagram
- iv. as you interacted on campus

11. Conducting an Environmental Scan

- a. Divide up the 24 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each 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

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 or
PROCESS ORIENTED, ETC.)

**ETHNICITY/
CULTURE**

**LANGUAGE
PROFICIENCY/USE OF
ENGLISH**