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

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Our Intentions Today

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

NCORE

What Is a Chief Diversity Officer?
By Dr. Damon A. Williams & Dr. Katrina C. Wade-Golden

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

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

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

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

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

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

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

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

Defining the CDO Role

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

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

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

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

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

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

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

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

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

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

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

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

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

The Making of a Good Higher Education CDO

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Selected Research ~ The Case for Inclusion

1. Evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students.
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)

2. Faculty and staff diversity correlates with success of historically marginalized students.
(Williams, R. (2000). Faculty diversity: It's all about experience. Community College Week, 13(1), 5.)

3. "…institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is *distinctively different* from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development."
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)

4. "By contrast, institutions that have a homogeneous community and replicate the social life and expectations of their students' home communities are *more likely to impede personal and intellectual development* because students are not as challenged in these ways."
(Milem, J., Chang, M., and Lising, A. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: AAC&U)

5. "Nearly all employers (96 percent) agree that 'all college students should have experiences that teach them how to **solve problems with people whose views are different from their own**.'"
(Falling Short? College Learning and Career Success (2015). National Surveys of Business and Nonprofit Leaders and Current College Students. Washington, DC: AAC&U http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short)

6. More than three-quarters (78 percent) agree that "all college students should **gain intercultural skills and an understanding of societies and countries outside the United States**."
(Falling Short? College Learning and Career Success (2015). National Surveys of Business and Nonprofit Leaders and Current College Students. Washington, DC: AAC&U http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short)

7. In 2011, people of color made up 36.2% of the US population (13.1% black, 5.0% Asian, 16.7% Hispanic or Latino Origin, 1.2% American Indian and Alaska Native Persons, and .2% Native Hawaiian and Other Pacific Islander Persons).   (U.S. Census Bureau, "State and County Quickfacts, USA", 2012)

8. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latino/a population.
(Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez, "Overview of Race and Hispanic Origin: 2010," *2010 Census Briefs*, March 2011).

9. The number of high school graduates peaked in 2008-09 and will decline through 2014-15, still not recovering its peak through 2020-21. (National Center for Education Statistics **http://www.thelawlorgroup.com/trends-2013-2)**

10. From 2012 to 2019, the number of white college students is expected to increase 5%, while the number of Hispanic students will increase 27%. (College Board **http://www.thelawlorgroup.com/trends-2013-2)**

11. As any admissions officer could tell you, the number of high-school graduates in several Midwestern and Northeastern states will drop sharply over the next decade, according to the Western Interstate Commission for Higher Education. Nationally, the number of black and white students will decline, and the number of Hispanic and Asian-American graduates will increase significantly. The nation's already seeing a sharp rise in first-generation and low-income graduates—the very students whom selective four-year institutions have long struggled to serve.   January 19, 2014, (Bracing for Demographic Shifts, Colleges Face Tough Trade-Offs, By Eric Hoover http://chronicle.com/article/Bracing-for-Demographic/144085/)

12. Less than 60% of college students currently are age 18-24. The proportion of students 25 and older will continue to grow.
(http://blog.noellevitz.com/2011/10/11/government-projections-forecast-dramatic-growth-college-students-25-older/)

13. Compared to a decade ago, 31% more international students were studying at U.S. colleges and universities in 2011-12. (Institute of International Education) **http://www.thelawlorgroup.com/trends-2013-2**

14. Several findings from http://heri.ucla.edu/briefs/urmbriefreport.pdf "The Climate for Underrepresented Groups and Diversity on Campus, " Sylvia Hurtado & Adriana Ruiz, June 2012.
- Underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus.
- Across the country, most incidents of stereotyping or harassment are not reported. Only about 13% of all students report racial incidents to a campus authority.
- 55.4% of Black students reported feeling some level of exclusion at low-diversity institutions.
- 60.4% of students of color on low-diversity campuses reported being the target of negative racial verbal comments. For Black students, the percentage was 67.2%.

15. Research continues to show that women, across race, experience a chilly climate on campuses, including sexual objectification, assumptions of inferiority, use of sexist language, and second-class citizenship.
(Capodilupo, Christina M., Kevin L. Nadal, Lindsay Corman, Sahran Hamit, Oliver B. Lyons, and Alexa Weinberg (2010). "The Manifestation of Gender Microaggressions." In *Microaggressions and Marginality: Manifestations, Dynamics, and Impact*, Derald Wing Sue, (Ed.), 193–216. Hoboken, NJ: Wiley and Sons, Inc.
http://www.aacu.org/ocww/volume39_2/feature.cfm?section=1)

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

- LGBT students, faculty and staff feel that they face a lack of inclusiveness, more heightened safety concerns, and an abundance of harassment and discrimination on campus.
- Lesbian, gay, bisexual and queer (LGBQ) respondents experienced significantly greater harassment and discrimination than their heterosexual allies, and those who identified as transmasculine, transfeminine or gender non-conforming experienced significantly higher rates of harassment than men and women.
- LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.

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

Technical Mastery of Diversity Issues*, including:

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

Political Acumen*, including:

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

Ability to Cultivate a Common Vision*, including:

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

In-Depth Perspective on Organizational Change*, including:

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

Sophisticated Relational Abilities*, including:

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

Understanding of the Culture of Higher Education*, including:

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

An Orientation Toward Results*, including:

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

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Metzler, C. J. (2008). Defining Key Emerging Competencies of the Chief Diversity Officer (CDO) http://www.michigandiversitycouncil.org/wp-content/uploads/2011/04/CU_emerging_draft1_0519f.pdf.PdfCompressor-323811.pdf

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Williams, D. A. & Wade-Golden, K. C. What Is a Chief Diversity Officer? http://www.uc.edu/content/dam/uc/diversity/docs/What_is_a_Chief_Diversity_Officer.pdf

Multicultural Competencies for Chief Diversity Officers

Directions ~ Read each item and:

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

b. ***Star (*)*** any additional competencies you believe are necessary for staff in your unit to possess/demonstrate as they intentionally create an inclusive campus environment for all students and staff.

A. Knowledge about:

1. Current campus mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)

2. The patterns of socialization and common life experiences of members of various privileged and marginalized groups across different cultures

3. The history of various forms of oppression

4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation

5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.

6. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance)

7. Common attitudes, perceptions, behaviors, and biases of marginalized groups that perpetuate the status quo (internalized oppression)

8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various marginalized groups experience on campus and in society

9. Common examples of privilege that members of privileged groups experience on campus and in society

10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff

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

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

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

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

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

B. Awareness about:

1. Your intentions and core values about diversity, equity, and inclusion

2. Your group memberships in the full breadth of categories of diversity

3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.

4. Group memberships where you are in marginalized group; and examples of how you and others get seen and treated as a member of these groups

5. Group memberships where you are in privileged group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups

6. The biases, prejudice and stereotypes you still carry from socialization experiences about various privileged and marginalized groups

7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple privileged and marginalized group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)

8. Your level of multicultural competence - strengths as well as areas needing improvement

9. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships

10. How you have been impacted by both internalized dominance and internalized oppression

11. Your common triggers/hot buttons and how you may react unproductively during triggering events

12. The intrapersonal roots of your common triggers that fuel unproductive reactions

C. Skills to:

1. Consistently treat everyone with respect, fairness, and dignity

2. Communicate your commitment to the vision and values of the campus with respect to diversity, equity and inclusion

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

4. Facilitate effective discussions and authentic dialogue about dynamics of inclusion and exclusion within and across differences

5. Notice group dynamics with an Inclusion Lens

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

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

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

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

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

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

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

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

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

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

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

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

18. Develop effective partnerships with staff and faculty across campus to continually improve services and programs to meet the needs of the full breadth of students, faculty, and staff

19. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships

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

21. Design and implement culturally relevant programs, workshops, and services

22. Provide effective supervision within and across differences

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

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

25. Navigate strong emotions and triggering events: when you and/or others feel triggered

26. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships

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

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

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

30. Coach and train faculty, students and staff to deepen and broaden their multicultural competencies

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

1. Track current utilization of programs and services by group membership

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

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

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

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

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

References

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A Multicultural Organization
Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

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

Steps to Strategic, Sustainable Organizational Change

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

Multicultural Organization Development (MCOD) Stage Model*

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization
- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members
- Monocultural organization

Stage 2: "The Club"
- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization
- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
  - * Must assimilate into organizational culture
  - * Must not challenge the system or "rock the boat"
  - * Must not raise issues of sexism, racism, classism, disability oppression, heterosexism...

Stage 4: The Affirming Organization
- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization
- In transition
- Actively working towards developing an inclusive organization
- Moving beyond "nondiscriminatory," "non-oppressive" to proactively inclusive
- Actively working to create environment that "values and capitalizes on diversity"
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

Stage 6: The Multicultural Organization
- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

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

Stage 1: The Exclusionary Organization
- Identify all areas where discrimination and harassment occur
- Eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating
- Implement policies, practices, and accountability structures to ensure the physical and psychological safety of members

Stage 2: "The Club"
- Create the infrastructure to recommend organizational changes
- Assess the current climate, culture, and organizational practices
- Review and revise, as needed, core statements and policies: mission, vision, human resource policies/practices, etc.
- Map out current recruitment and hiring practices; shift practices and policies in order to successfully hire a racially diverse, culturally competent staff and faculty
- Identify current retention and development practices for members of under-represented groups; implement additional programs and practices

Stage 3: The Compliance Organization
- Build and implement an evidence-based Inclusion Strategic Plan
- Increase the demographic diversity and cultural competence at all levels of the organization
- Identify and communicate new expectations for demonstration of cultural competence
- Create professional development and accountability structures to increase capacity of leaders, faculty, and staff to achieve Inclusion Goals
- Build the infrastructure at the unit level to achieve Inclusion Goals

Stage 4: The Affirming Organization
- Collect and diagnose data from unit level Cultural Audits
- Increase efforts focused on recruitment, retention, professional development, and success of all members
- Develop capacity of staff and faculty to analyze policies, programs, and practices with an Inclusion Lens and integrate attention to issues of equity and inclusion in daily activities

Stage 5/6: The Redefining/Inclusive Organization
- Empower all members to continually innovate, assess, and redesign programs, policies and practices to support the success of the full range of members
- Create structures to ensure that an Inclusion Lens is actively engaged in all planning and decision-making processes
- Implement continuous improvement and assessment structures