Creating Inclusion:
How Ready is Your Organization for Change?

Facilitated by:
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For complimentary copies of my books and other resources:

* Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:
  www.drkathyobear.com/book-gift (animated video and outline for a Lunch & Learn)

* ...But I’m NOT Racist! Tools for Well-Meaning Whites
  www.drkathyobear.com/imnotracist
  www.drkathyobear.com/racebook (supplemental resources, including Book Club Guide)

* In It For The Long Haul: Overcoming Burnout and Passion Fatigue as Social Justice Change Agents
  www.drkathyobear.com/selfcarebook  www.drkathyobear.com/selfcare

Purpose of this webinar:

Deepen capacity of all members of the organization to use the Multicultural Organizational Development Model (MCOD) to engage in authentic dialogue and analyze the current climate, culture and organizational dynamics through an Inclusion Lens.

Adams, Bell and Griffin (2007) define social justice as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."


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Learning Guidelines/Working Agreements

1. Engage in open and honest dialogue
2. Participate fully (@ Comfort Level +1)
3. Speak from personal experience
4. Listen respectfully; Seek to understand; Listen harder when you initially disagree
5. Move in, Move out; Encourage others to participate
6. Be fully present
7. Be open to new and different perspectives
8. Explore the impact of comments and behaviors; Acknowledge intent
9. Take risks: Lean into discomfort; Be Brave
10. Respect and maintain confidentiality
11. Notice and share what’s happening in the group, in you
12. Recognize your triggers; Share if you feel triggered
13. Trust that through dialogue we will reach deeper levels of understanding
14. Engage this opportunity!

Meeting Guidelines ~ Your Intentions & Guidelines

*To create environments where everyone feels heard, involved, supported, and respected

*To create productive and engaging environments for the open and respectful exchange of ideas, perspectives, and opinions

*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Speak and act in ways that do not disrupt or interfere with the learning or work of others.
- Explore controversial issues through open dialogue and respectful deliberation.
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Disagree with a person’s ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors from other students
Privileged and Marginalized Group Patterns

Privileged Groups
- Greater access to power and resources
- Make the rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privileges they receive
- Less aware about uninclusive and discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

Marginalized Groups
- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

Key Concepts of Privileged/Marginalized Group Dynamics
- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

Adapted from materials developed by Elsie Y. Cross Associates
<table>
<thead>
<tr>
<th>PRIVILEGED GROUP</th>
<th>MARGINALIZED GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late 30’s to late 50’s/early 60’s</td>
<td>1. Age</td>
</tr>
<tr>
<td>White</td>
<td>2. Race</td>
</tr>
<tr>
<td>Male</td>
<td>3. Sex Assigned at Birth</td>
</tr>
<tr>
<td>Cisgender</td>
<td>4. Gender Identity</td>
</tr>
<tr>
<td>President, Vice Presidents, Deans, Directors, Faculty, Supervisors</td>
<td>5. Hierarchical Level</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>6. Sexual Orientation</td>
</tr>
<tr>
<td>Upper class; Upper middle class; Middle class</td>
<td>7. Social Class</td>
</tr>
<tr>
<td>Graduate or 4-year degree; highly valued school; private school</td>
<td>8. Educational Level; Credential; Certificate</td>
</tr>
<tr>
<td>Not disabled</td>
<td>11. Disability Status</td>
</tr>
<tr>
<td>“American;” Western European heritage</td>
<td>12. Ethnicity/Culture</td>
</tr>
<tr>
<td>Fit society’s image of attractive, beautiful, handsome, athletic…</td>
<td>13. Size, Appearance, Athleticism</td>
</tr>
<tr>
<td>Proficient in the use of “Standard” English</td>
<td>14. English Literacy</td>
</tr>
<tr>
<td>Legally married in a heterosexual relationship</td>
<td>15. Marital Status</td>
</tr>
<tr>
<td>Parent of children born within a 2-parent heterosexual marriage</td>
<td>16. Parental Status</td>
</tr>
<tr>
<td>More years on campus</td>
<td>17. Years of experience</td>
</tr>
<tr>
<td>U.S. citizen</td>
<td>18. Immigration Status</td>
</tr>
<tr>
<td>Suburban; valued region of U.S.</td>
<td>19. Geographic region</td>
</tr>
<tr>
<td>Light skin; European/Caucasian features</td>
<td>20. Skin color; phenotype</td>
</tr>
<tr>
<td>Nuclear family with 2 parents in a heterosexual relationship</td>
<td>21. Family Status</td>
</tr>
<tr>
<td>Extrovert; task-oriented; analytical; linear thinker</td>
<td>22. Work Style</td>
</tr>
<tr>
<td>23.</td>
<td></td>
</tr>
</tbody>
</table>
3 Phases of Organizational Change

Source: EYCA Associates

**Phase I: Increase Awareness & Commitment**

**Phase II: Build Internal Capacity**

**Phase III: Infuse Equity & Inclusion into Everything We Do**
Multicultural Organizational Development (MCOD) Goals

Jackson & Hardiman (1994)

- **Eliminate** exclusion and inequity

- **Recognize, value, and maximize** the benefits of social diversity **AND**

- **Create/revise** policies, programs, and services to meet the needs and support the success of the increasingly diverse student, faculty, and staff populations

- **(Prepare and develop the next generation of leaders)**

**A Multicultural Organization**

Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

Use the following 0-10 scale to assess the current state of your organization:

0 = Not at all .......................... 10 = Completely

___ 1. Clear **commitment** to create 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**.
MCOD Developmental 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, 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

**Sources:**


Indicators of Your Assigned Stage of MCOD

Directions: Use the following questions to discuss your assigned MCOD Stage. Make notes and be prepared to share insights and examples.

1. **Demographics** and **degree of multicultural competence** of leaders, managers, and employees

2. **Overall culture** of the organization: morale, conflict/tension, written and unwritten rules, etc.

3. **Common** patterns of **behaviors, attitudes, and feelings** of members of privileged and marginalized groups?

4. **Common practices/results/impact**: decision-making, communication, recruitment, retention, professional development, supervision, programs, services, etc.

5. **What are 2-3 generic/anonymous examples** that illustrate the indicators of this Stage?
   - 
   - 
   - 

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Indicators of a Redefining/Multicultural Organization (Stage 5/6)

Goals:

- To engage the entire department/division/campus in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.

- To continually reassess the current state and organizational needs, and implement change as needed to ensure the goals of diversity, equity, and inclusion are achieved in the department/division and on campus.

In transition

- Actively working towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively inclusive
- Actively working to create environment that “values and capitalizes on diversity”
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
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A. Leadership

1. Leaders regularly discuss and communicate the division’s and the department’s vision and commitment to equity and inclusion for all students and staff to:
   a. Create and maintain a safe, inclusive, and equitable work environment that:
      i. actively engages and includes all staff,
      ii. supports the full participation and success of all staff,
      iii. is responsive to the needs of the increasingly diverse staff population,
      iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
   b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
      i. support the persistence, success, and graduation of the full breadth of students on campus,
      ii. are responsive to the needs of the increasingly diverse student population,
      iii. actively eliminates all forms of exclusion, discrimination, and oppression.
c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.

2. Leaders regularly discuss the “business case” ~ compelling reasons why the division’s and the department’s focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.

3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.

4. Leaders regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.

5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.

6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.

7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.

8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.

9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.

10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.

11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.

12. Leaders meet quarterly with other department leaders to:
   a. Review the current state of equity and inclusion within the division, and within each department
   b. 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:
   a. Their effectiveness as a leader on issues related to diversity, equity and inclusion
   b. 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:
   a. Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
   b. Does our process seriously consider the input and perspectives of a broad range of group memberships?
   c. How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
   d. What could be the impact of this on students, staff, and faculty from various and intersecting privileged and marginalized groups?
   e. How might this inadvertently advantage some and disadvantage others?
   f. How can we make this more inclusive for members of various and intersecting social identity groups?

C. Supervision
1. Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team.
2. Supervisors regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
3. Supervisors demonstrate the divisional/departmental core multicultural competencies in all aspects of their work activities.
4. Supervisors communicate these multicultural competencies to their team members and work with each individual staff member to develop a comprehensive professional development plan to demonstrate continuous progress towards demonstrating these competencies.
5. Supervisors require direct reports to set clear, measurable and realistic inclusion and equity goals for their areas of responsibility.
6. Supervisors regularly assess the progress of direct reports on their inclusion and equity professional development goals, individual performance goals, and departmental goals.

7. Supervisors regularly discuss departmental progress towards equity and inclusion goals with direct reports and departmental staff.

8. Supervisors require their staff to participate in the cultural audits (snapshot) at the division and department level.

9. Supervisors work collaboratively with members of the department to review the results of the cultural audits (snapshot) and develop plans to:
   - Improve the work environment.
   - Align all policies, procedures, programs, and services with equity and inclusion goals.

10. Supervisors immediately respond to reports of inappropriate and/or offensive behaviors from staff in their department(s).

D. Recruitment/Hiring

1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.

2. Staff continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.

3. Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.

4. All stated “minimum requirements” are essential to the position.

5. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.

6. Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.

7. All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the divisional and department goals for diversity, equity and inclusion.

8. All Search Committees are diverse by race and other categories of diversity.

9. Hiring Manager and/or department leader meet with the Search Committee to discuss their commitment to hiring a racially diverse, culturally competent staff.

10. Search Committee members receive training to minimize the potential that their biases will impact the selection process.

11. Search Committee members use position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity equity and inclusion.

13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a “Transition Team;” develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

E. Professional development
1. All staff are required to annually assess their current level of multicultural competence and discuss goals for their professional development with supervisor.
2. All staff are required to participate in regular professional development activities to deepen multicultural competencies (trainings, workshops, courses, conferences, reading group, etc.)
3. Staff meet annually with supervisor to discuss their progress and revise development plans.
4. The division and departments sponsor regular professional development sessions for all staff to deepen their multicultural competencies across the full breadth of differences.

F. Performance management
1. All staff are required to continually assess and increase their level of multicultural competence.
2. All staff are required to demonstrate multicultural competencies in their daily work activities.
3. Supervisors conduct a formal performance session annually with each direct report, as well as informal discussions about performance at least every 3 months.
4. Leaders conduct an annual division-level analysis of performance ratings to assess if there are disparities across race, gender, rank, etc.

G. Orientation and transition of new employees
1. Supervisors conduct orientation and on-going transition meetings with all new employees to:
   o Review the division/department inclusion and equity goals
   o State their expectations for infusing inclusion into daily work practices
   o Identify current level of multicultural competence and plan professional development activities for the next 6-9 months
2. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:
   a. How the employee is adjusting and integrating into the department/division
   b. The employee’s need for additional training, support and coaching
   c. Any conflicts, misunderstandings or barriers they are encountering
   d. Any needs for additional resources or information
H. Promotions, Interim Appointments, and Re-appointments

1. A candidate’s ability to consistently demonstrate an advanced level of multicultural competence is a central criteria for all promotions, interim appointments, and re-appointments.

2. All processes for promotions/interim appointments are transparent, aligned with equity and inclusion goals, and developed in consultation with the divisional leader or her/his designee.

I. Research/Data Collection/Measurement

1. Departments regularly collect and analyze data (disaggregated by race, gender, year in school, etc.) on the effectiveness of their programs and services, including:
   - Satisfaction data from students
   - Utilization data by students

2. Departments annually collect and analyze disaggregated data about the work environment for staff. Assessment formats include focus groups, employee surveys, interviews, “skip level” meetings, etc.

3. Departments build a shared understanding of the practices that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.
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
Various Ways to Use Group Identity Cards
With Your Team Members

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

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

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

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

5. **Which playing card are you, generally?**
   a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
      i. In most situations
      ii. In varying contexts
   b. Note: They can use the group identity cards to talk about the intersections of varies cards that contribute to the various forms of treatment they receive in different settings
6. Next steps in your professional development
   a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
      i. Know a lot about; could coach others
      ii. Know some, but want to know more
      iii. Don’t know much; need to learn quickly
   b. Share in groups of 2-3
   c. Large group debrief

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

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

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

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

11. **Conducting an Environmental Scan**

   a. Divide up the 22 cards among team members
   
   b. People can work individually or in pairs
   
   c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel

   Office decorations
   
   d. Ask folks to pay attention to everything, including:
      
      i. Who is present in the office; how do they interact across group memberships?
      ii. Office decorations, paintings, posters, bulletin boards
      iii. Pamphlets, books, and other materials on display
      iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing
      v. Office set-up
      vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?

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

<table>
<thead>
<tr>
<th>RACIALIZED IDENTITY</th>
<th>RELIGION/ SPIRITUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER EXPRESSION</td>
<td>EDUCATIONAL BACKGROUND</td>
</tr>
<tr>
<td>VETERAN STATUS</td>
<td>AGE</td>
</tr>
<tr>
<td>SOCIO-ECONOMIC CLASS (OF ORIGIN; CURRENT)</td>
<td>SKIN COLOR</td>
</tr>
<tr>
<td>NATIONALITY/ Citizenship</td>
<td>SEX ASSIGNED AT BIRTH (male, female, intersex)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>GEOGRAPHIC REGION</td>
<td>RELATIONSHIP/MARITAL STATUS</td>
</tr>
<tr>
<td>CRIMINAL BACKGROUND</td>
<td>FAMILY MAKE-UP (OF ORIGIN, CURRENT; family constellation; household members)</td>
</tr>
<tr>
<td>IMMIGRATION STATUS</td>
<td>SEXUAL ORIENTATION/ SEXUALITY</td>
</tr>
<tr>
<td>YEARS OF EXPERIENCE (IN THE FIELD, IN ORGANIZATION)</td>
<td>POSITION &amp; LEVEL IN THE ORGANIZATIONAL HIERARCHY</td>
</tr>
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<tr>
<td>GENDER IDENTITY (Cisgender, Transgender)</td>
<td>SIZE/APPEARANCE/ATHLETICISM</td>
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<tr>
<td>LANGUAGE PROFICIENCY/USE OF ENGLISH/“ACCENTS”</td>
<td>DISABILITY STATUS</td>
</tr>
<tr>
<td>WORK STYLE (EXTRO/INTROVERT RESULTS-PROCESS ORIENTED, ETC.)</td>
<td>ETHNICITY/CULTURE</td>
</tr>
<tr>
<td>DISABILITY STATUS</td>
<td>(Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger’s, etc.)</td>
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<tr>
<td>Credit/Non-Credit Status</td>
<td>Housing Status</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>Food Availability/Security</td>
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