THE CENTER FOR
transformation
and change

Creating Inclusive Organizations, Part 2

Strategies to Build Meaningful, Sustainable, Systemic Change

Virtual Institute

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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-pdf | **www.drkathyobear.com/book-worksheets** |
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 Virtual Institute:

Create the infrastructure to deepen capacity of all members of the organization to infuse equity and inclusion into everything they do.

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." *Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). Teaching for diversity and social justice: A sourcebook (2nd ed.). New York, NY: Routledge.

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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 & Classroom 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 others

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

Directions: Read each of the following and rate how often you currently practice these skills:

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

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

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

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

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

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

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

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

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

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B. Engage others effectively

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

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

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

_____ 11. I demonstrate empathy effectively.

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

_____ 13. I use silence effectively.

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

_____ 15. I use humor appropriately and effectively.

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

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

_____ 18. I summarize discussions and make transitions effectively.

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

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

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

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

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

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

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

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

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

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

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

C. Facilitating discussions with an Inclusion Lens

_____ 30. I talk about the organization's commitment to equity, inclusion, and social justice.

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

_____ 32. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization.

_____ 33. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of people who work in and are served by our area.

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

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

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

F. My self-work as an Inclusion Practitioner

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

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

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

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

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

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

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

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

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

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

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

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

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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

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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 client 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

*<u>Sources:</u>

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* (pp. 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), (pp. 14-19).

Marchesani, L. S. and Jackson, B. W. (2005), Transforming higher education institutions using Multicultural Organizational Development: A case study at a large northeastern university. In M. L. Ouellett (Ed.), *Teaching inclusively: Resources for course, department and institutional change in higher education* (pp. 241-257). Stillwater, OK: New Forums Press.

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?

    ●

    ●

    ●

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

Goals:

- *To engage the entire department/division/organization 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 in the 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

A. Leadership

1. Leaders regularly discuss and communicate the division's and the department's vision and commitment to equity and inclusion for all 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 clients,
   ii. are responsive to the needs of the increasingly diverse client 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 client 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 in the division and throughout the organization.

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 clients 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 clients 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 clients and staff from various and intersecting privileged and marginalized 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?

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 in the division and throughout the organization.

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 organizational 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 organization 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 organizational 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:

    ⇨ Review the division/department inclusion and equity goals
    ⇨ State their expectations for infusing inclusion into daily work practices
    ⇨ Identify current level of multicultural competence and plan professional development activities for the next 6-9 months

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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, etc.) on the effectiveness of their programs and services, including:

   ⇨ Satisfaction data from clients
   ⇨ Utilization data from clients

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 organizational dynamics and readiness for systems change

   - Develop a deep understanding of the experiences of the multiple privileged and marginalized groups in the organization and community

   - "Map out" and assess the current organizational 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

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:*

- **(√) ~ all Strategic Actions that are <u>currently in process</u>**
- **(-) ~ any Strategic Actions that are in <u>planning stage</u>**
- **(*) ~ any Strategic Actions that <u>seem possible and useful</u>**

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

<u>Stage 1</u>: The Exclusionary Organization

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.

- Build a shared understanding of the current exclusionary practices and behaviors.
- Gather data about the impact of status quo on members of the department/division, overall organization, and the reputation of the institution
- Identify any internal and external demands, "levers for change" to shift the status quo (i.e., recent bias incidents, mission and values of the organization, current or potential law suits, drop in enrollment and retention, state and national priorities).
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive workplace environment.
- Identify and communicate clear expectations for expected behaviors and consequences for exclusionary behaviors.
- 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 department/division and in the organization.
- Gather good practices and benchmarks from peer institutions.
- Identify and work to resolve gaps between current mission/values statements and policies/reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment, personnel grievances, etc.)

Stage 2: "The Club"

Strategic Actions: Goals ~ Continue to eliminate discrimination and harassment in the department/division and throughout the organization, and institutionalize policies and practices to increase the safety of all community members. Begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive department/division and organizational environment and (b) successfully recruit, retain and promote leaders and staff who demonstrate the skills and competencies to effectively meet the needs of the increasingly diverse client populations. 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.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization/department/division. 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 equity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (clients, staff, partners, local community members) 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 policies, programs, and services, 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 inequity.
- Examples of actions that could result from the Feedback Session:
  - Assess the current policies, processes, and practices and identify Discretionary Points where bias could enter these processes and create negative differential treatment of clients and staff.
  - Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive work environments.
  - Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion directly and comprehensively.
  - Increase programs and workshops on equity and inclusion.

➤ Create a Mentoring Program for staff and leaders from marginalized groups.
➤ Increase resources for programs and services that promote the adjustment, retention, and success of members of marginalized groups, including mentoring, affinity groups, etc.

- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.

Stage 3: The Compliance Organization

Strategic Actions: Goals ~ To build and implement an evidence-based Strategic Plan; increase the numbers of staff and leaders from marginalized groups; create structures to ensure they are welcomed and embraced by the organization.

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, costs of status quo, etc.
- Top leaders and Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely.
- Create meaningful dialogue among top leaders and members of marginalized groups and key allies.
- Create a "Reverse Mentoring" Program for top leaders and selected other key leaders ~ match leaders with a marginalized group member ~ goal of mentoring program is to both increase cultural competencies of leaders and support professional development and success of marginalized group members.
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies.
- Clarify and communicate clear expectations for quality of services and quality of experience for all clients and staff across group identity.
- Identify core competencies expected of all leaders and staff.
- Revise performance system to hold people accountable for demonstrating these cultural competencies.
- Implement a comprehensive initiative to increase the cultural competence of all leaders and staff.
- Integrate cultural competencies into Human Resources and all other training sessions.
- Form Unit Inclusion Committees that are linked to the Inclusion Change Team.

- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of leaders 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 Inclusion Plans from all leaders and managers that identify measurable strategies to meet Diversity Goals.
- Implement a Mentoring Program for staff and leaders.
- Create meaningful opportunities for members of marginalized groups to meet.
- Create developmental opportunities for members of privileged groups to examine privilege, privileged 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 and leaders to address issues of inclusion.

Stage 4: The Affirming Organization

Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of marginalized group members in the organization. Increase attention to access and strategies to ensure success and professional development for all staff. Increase skill and competencies of staff and leaders to create programs, services, and processes to increase engagement and success of increasingly diverse staff and client populations.

- Top leaders review division/institution-wide data on recruitment, retention, development, career pathing, and promotions every 6 months.
- 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 leaders to address issues raised in department/division Cultural Audits
- Train all staff and administrators how to integrate equity and inclusion into their day-to-day activities.

- 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.
- Annual review by top leaders of Inclusion Plans from all leaders and managers in division/department.
- 6-month reviews by top leaders of Inclusion Plans from managers in unit.
- Good practices shared across divisions.
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals.
- Develop the internal capacity of a core group of staff and leaders to effectively use an "Inclusion Lens" in day-to-day activities.
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across the organization.
- Institute a series of required professional development workshops for leaders and staff to deepen their competencies and demonstrated capacities.
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of privileged and marginalized groups.

Stage 5: The Redefining Organization

Strategic Actions: Goals ~ To engage the entire department/division/organization 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 an "Inclusion Lens" is actively engaged in all planning and decision-making processes.
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive workplace environments for all constituents.
- Enhance community outreach efforts and partnership initiatives.

Stage 6: The Multicultural Organization

Strategic Actions: Goals ~ To continually reassess current state and organizational needs, and change as needed to ensure equity and inclusion in the department/division and in the organization.

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

*Sources for MCOD Theory and Stage Model:

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Next Steps for Individuals and Teams

1. **Complete a "scan" of yourself using the following questions:**

If people observed you 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 they assume about your commitment to equity & inclusion?*
>
> ➢ *What issues of diversity, equity, and inclusion would they assume you care about?*

2. **Begin a "scan" of your department's physical environment, including office decorations, pamphlets, marketing, web site, office set-up, etc.**

- 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)?

3. Begin to review/analyze policies, programs, and services with an Inclusion Lens

- Who are we serving?
- What groups might not be getting all they need from our area?

✓ Identify 2-3 examples of a program, service, procedure, or policy **that has been intentionally designed** to meet the needs of people from different social identity groups.

✓ Identify 1-2 examples of a program, service, procedure, or policy **that could possibly be improved** to better meet the needs of people across a full range of social identity groups.

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Marketing Recommendations

PROCESS GUIDELINES

- Consider the following when developing overall themes and marketing messages:

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

- Consider the following when making decisions about who and how people are represented in media and marketing materials and strive for continuous improvement in this area.

  - Notice what is depicted and happening by group membership visually and audibly
  - Who is/is not represented? present? depicted?
  - How often are people represented? present? depicted?
  - In what roles are people of various group memberships?
  - What are people doing? With whom are they doing it?
  - What is the placement/sequencing order?
  - What are the features/characteristics of those depicted?
  - What language is being used (titles, adjectives, pronouns, etc.)?
  - What feelings and attitudes are depicted or described?
  - Which groups are usually pictured/discussed in marketing materials?
  - Which groups are often not included?

(Adapted from materials developed by Elsie Y. Cross Associates)

General Guidelines

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

(Adapted from materials developed by Elsie Y. Cross Associates)

Images

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

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

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Inclusive Onboarding Practices that Increase Retention

1. Networking ~ Increase connections with colleagues in your region

- Form a consortium among regional organizations to partner in onboarding activities
- Create a list of regional professional associations and organizations that new employees may be interested in
- Host networking activities to welcome and connect new hires within the organization and with members of the community
- Host regular gatherings over the first 12-18 months for new employees to meet and network among themselves; invite key leaders to attend and network with new employees

2. Mentoring

- Develop a formal mentoring program for all new hires.
- Assign each new employee 2 mentors: one mentor within their department; another mentor from a related department
- Host a gathering 1-2 times/year for all new hires and their mentors

3. Transition to the team level

- Design team-building activities to fast-track the new hires entry into the department.
- Schedule 1-1 meetings with the executive leader of the division and other divisions.
- Schedule a meeting with the President/CEO.
- Schedule "meet and greet" meetings with key colleagues and partners.
- Develop a professional development plan for new hires to ensure they receive critical information about organizational culture, procedures, policies, unwritten rules, etc.

4. Create a formal process of "Transition Teams" to support the successful transition of new hires

- Create "Transition Teams" to provide support to new hires over the first 12-18 months of employment.
- Team members to include a cross section of employees from their area and related departments.
- Have the team members plan how they will individually and collectively support their new colleague.

- Hiring Manager meets with the Transition Team and to review their plan to support the new hire's transition.
- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order.
- Find out when they intend to arrive on their first day, and plan to have members of the department available to greet them and help them move in, if possible.
- Plan how to get them introduced to all the key department colleagues and other partners.

5. Supervisors conduct orientation and on-going transition meetings with all new employees to:

- Review the division/department/organizational inclusion and equity mission and goals
- State their expectations for infusing inclusion into daily work practices
- Identify current level of multicultural competence and plan professional development activities for the next 9-12 months

6. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:

- How the employee is adjusting and integrating into the department/division
- The employee's need for additional training, support and coaching
- Any conflicts, misunderstandings or barriers they are encountering
- Any needs for additional resources or information

7. Website resources

- Expand the organization's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the organization's commitment to creating an inclusive environment, and hiring and retaining employees who demonstrate the multicultural competencies and skills to meet the needs of the increasingly diverse populations you serve.
- Include links to information about the region, including the housing market, local schools, religious/spiritual organizations, etc.
- Provide easy links to employment related information, including descriptions of benefits, key human resources policies, professional and career development opportunities, etc.

8. Create institutional structures that encourage and reward efforts to increase multicultural competencies

- Create the opportunity for employees to participate in a training program to become an "Inclusion Practitioner." Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the organization's commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
- Require all major committees and task forces have at least one "Inclusion Practitioner."
- Schedule several programs each year that explore issues of integrating diversity and inclusion into daily practices, such as: panels of employees/supervisors discussing how they infuse issues of diversity and inclusion into their work; speakers and training sessions on the competencies to effectively serve various segments of the client population; roundtables of employees to share promising practices; staff retreats to increase skills/competencies and share best practices; etc.
- Require all staff to participate in a diversity and inclusion training sessions every 1-2 years.
- Infuse issues of equity and inclusion into all training and educational activities, particularly supervisor and management training.
- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff to serve the increasingly diverse client population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current employees, especially those that demonstrate competencies and skills to serve the increasingly diverse client population.

9. Assess current practices and procedures

- Gather and analyze climate and organizational data on the past 5+ years
- Gather and diagnose data with an Inclusion Lens on most human resources activities, including: hiring pools; employee satisfaction; professional development opportunities; length of stay of new hires; performance ratings; etc.
- Identify and review/revise practices and procedures for reporting and resolving uninclusive or harassment situations.

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

Selection Processes Designed to Hire a Racially Diverse, Culturally Competent Faculty, Staff, and Leadership Group

References

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Moody, J. (2004). <u>Faculty Diversity: Problems and Solutions</u>. Routledge.

Smith, D. (1996). <u>Achieving Faculty Diversity: Debunking the Myths</u>. Association of American Colleges and Universities, www.acu.org

Turner, Caroline S. V. (2002). <u>Diversifying the Faculty: A Guidebook for Search Committees</u>. Association of American Colleges and Universities, www.acu.org

This document highlights benchmarks and recommendations to:

- Increase the probability of recruiting and hiring staff and faculty who demonstrate key multicultural competencies to serve the increasingly diverse student populations at colleges and universities.

- Increase the racial diversity of final candidate pools and increase likelihood that all new hires possess core competencies for creating an inclusive campus community for all students.

A.   Overall organizational strategies

The following recommendations focus on changes to overall organizational structures.

1. Networking ~ Increase connections with colleagues who can advertise openings and recommend candidates

- Continue to expand networks with regional colleges/universities with related graduate programs

- Expand community networks to include organizations that serve the needs of people of color and may be a potential source of contacts, potential candidates, nominations, etc.

- Create opportunities to network with recent/pending graduates of masters and doctoral programs in the region

- Form a regional consortium among colleges and universities to partner in advertising, recruiting, spousal hires, joint appointments, etc.

- Create a list of the professional organizations that faculty and staff participate in, and develop connections with the various interest groups/commissions that focus on issues related to race

- Develop relationships with historically Hispanic institutions, historically Black colleges and universities, and Tribal Colleges

2. Pool of promising candidates ~ Recruit all year round

- Encourage all faculty and staff to always be recruiting potential candidates for future job openings: at conferences, regional meetings, community events, etc.

- Continually update a list of promising candidates for future job openings

- Identify the networks and connections of recently hired staff and faculty for potential candidates

- Invite these colleagues to campus events, such as MLK Breakfast

- Invite these colleagues to visit the campus and meet current faculty, staff, and students

- If a promising candidate is not offered the position to which they applied, develop a plan to nurture the relationship and keep them informed of future position openings

- Develop opportunities for people of color to work on campus for short periods of time, such as: internships for graduate students of color; Faculty Fellows positions for post-docs and ABD graduate students; dissertation-scholars-in-residence; Visiting Scholars Program; short-term appointments from HBCUs and Hispanic-serving institutions; inter-institutional exchanges; etc.

- Attend regional Career Fairs for graduate students to build connections and advertise current position openings

- Assign one faculty/staff member per division and/or department who is responsible for developing a deep bench of potential candidates of color for future job openings. Consider giving release time

- Each division should identify a committee to continually plan for potential open positions: keep a current list of potential candidates, expand their networks in regional associations, etc.

- Proactively seek a pool of potential Adjunct faculty from graduate programs at regional colleges and universities

3. Promote the college's image as an inclusive, multicultural environment

- Create a list of presentations/talks that faculty/staff can offer at regional community organizations, colleges/universities, graduate programs, etc.

- Prepare a list of Talking Points for any staff/faculty who present a talk/program at regional organizations ~ so they talk explicitly about the college's commitment to serving the needs of all students, and attracting and retaining faculty and staff who demonstrate the skills and competencies to serve the increasingly diverse student population

- Proactively contact regional organizations, especially those with graduate programs, and offer faculty and staff as guest speakers

- Expand the college's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the college's commitment to creating an inclusive campus community and hiring and retaining staff and faculty who demonstrate the competencies and skills to support the academic success of the full range of students on campus; links to information about the region, including the housing market; links to descriptions of benefits; etc.

- Create a "research center" on campus that is inter-disciplinary and focuses on issues of diversity, inclusion, and multiculturalism

4. Advertising ~ Expand advertising efforts to include:

- Review the data about the demographics of applicants from each of the current advertising venues

- Assess the current advertising venues of peer institutions and local corporations/non-profits who attract and retain a racially diverse workforce

- Expand the list of listservs/bulletin boards/newsletters/web sites for posting positions to include the professional organizations that faculty and staff participate in within their field

- Post job announcements on additional venues, such as: National Name Exchange Program, www.grad.washington.edu

- Send all position descriptions and list of preferred competencies and experiences to all staff/faculty, and ask them to help recruit applicants and to send the announcement to colleagues on listservs, etc.

- Send a personalized email with Position Announcements to all recent hires and members of all Diversity Councils, Task Forces, Caucuses, Committees, etc.

- Send Position Announcements to all networks and contacts: department chairs, deans, career centers, faculty advisers, etc.

- Meet with key leaders and groups on campus to brainstorm additional advertising and recruiting strategies (union leadership; key leaders of Diversity Caucuses, Task Forces, etc., Academic Coordinators, expanded leadership team, etc.)

5. Develop additional funding streams

- Set aside funding pools to hire faculty/staff who have highly valued skills and competencies with respect to creating inclusive, multicultural campuses (Target of Opportunity Appointments)

- Create reward incentives that reinforce departments and leaders with a success record of retaining a racially diverse workforce

6. Seek feedback on current processes and procedures

- Gather feedback from recently hired faculty and staff regarding ways to improve the search process

7. Create a formal process to support the successful transition of new hires

- Focus on retention through formal mentoring programs for all new faculty and staff

- Create a template for "Transition Teams" to provide support to new hires over the first 12-18 months of employment

- Dual-careers: Plan how to support the partner/spouse of final candidates who are job searching in the region ~ pay for spouses to come to campus for the final interview; arrange for them to meet regional employers in their field

8. Create institutional structures that encourage and reward efforts to increase multicultural competencies

- Create the opportunity for staff and faculty to participate in a training program to become an "Inclusion Practitioner." Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the college's commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.

- Require that all Search Committees have at least one "Inclusion Practitioner" on the team

- Create resources for the development of new cross-department/division programs and services to meet the needs of students from under-represented groups

- Create resources to support faculty who are developing new multicultural courses and/or infusing issues of diversity into existing courses

- Allocate resources to support faculty and staff research on issues of academic success of under-represented groups

- Schedule several programs each year that explore issues of integrating diversity into daily practices, such as: panels of faculty discussing how they infuse issues of diversity and inclusion into the curriculum; speakers and training sessions on the competencies to effectively serve various segments of the student population; presentations by faculty on their current research related to issues of multiculturalism and diversity; roundtables of interested faculty and staff to share promising practices; faculty and staff retreats to increase skills and competencies and share best practices; etc.

- Require all staff and faculty to participate in a diversity training session every 2-3 years

- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff/faculty to serve the increasingly diverse student population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current staff/faculty, especially those that demonstrate competencies and skills to serve the increasingly diverse student population

9. Assess current practices and procedures

- Gather data on the past 10 years and analyze the race/gender demographics by: job category; pools of all applicants/position opening; pools for 1st round interviews; pools for 2nd round interviews; candidates recommended for hiring; candidates offered positions; candidates hired; length of stay of new hires

- Gather feedback from recent hires about the search process, and suggestions for improvement

- Gather feedback from recent participants in the interview processes and search committees for ideas for continuous improvement

- Share Lessons Learned with all Hiring Managers and potential chairs of future search committees 1-2 times/year; invite members of the Diversity Caucus/Task Force to attend

10. Define what the college means by a "racially diverse pool" ~ create minimum benchmarks

- Search Committees should strive to have people of color represent one-third of the initial interview pool

- The 2nd/final interview pool should have at least 2-3 people of color in it

- The set of recommended finalists to the Hiring Manager should include 1-2 people of color

11. Ensure that the training of Search Committees includes exploring potential bias

- Review potential for unconscious bias; see Turner, pgs. 15-17

- Debunk common myths about recruiting people of color: see Moody, pgs. 89-92

- Discuss the tendency to assume people of color may be "less qualified," and therefore, committee members may unconsciously require greater evidence of the skills and competencies of people of color than white candidates

- Discuss the unconscious tendency to hire people who are similar to you by demeanor, style, values, interests, educational background, experience, etc.

- Discuss how the potential for "elitism" can eliminate promising candidates; explore possible unconscious preferences for certain graduate schools and preparation programs

- Discuss how promising candidates may have developed the preferred competencies through alternative job experiences and career pathways, i.e., community organizations, business, volunteer work and community service, military service, government work, etc.

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- Emphasize how an effective search process is a powerful tool for retention of staff and faculty; therefore, reinforce the need to ensure that all candidates have a very inclusive, welcoming, and supportive experience throughout the search process

"The more successful search committees believe that racial and ethnic diversity both meets the programmatic needs of the department and advances the institution's overall mission."
(Turner, pg. 5)

"All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future."
(Turner, pg. 13)

12. **Adjunct hiring processes ~ Form a cross-functional team of hiring managers of adjunct/part-time faculty to:**

- Gather current race/gender demographics of adjunct faculty and staff; disaggregate data by job function and division

- Review the recommendations in this document

- Consider similar strategies to increase the hiring of adjuncts/03 who demonstrate the skills and competencies to effectively serve the increasingly diverse student population on campus

- Discuss how can the members of the Diversity Caucus/Task Force be involved in creating a broader network of potential candidates for adjunct positions

B. <u>Individual Position Openings</u>

1. Job Posting/Job Description

- Review and rewrite (as needed) the current job description to align with the college's Strategic Plan, Commitment to Diversity, and list of Preferred Competencies and Experiences, etc.
- Ensure that the stated "minimum requirements" are essential to the position
- Ensure that the listed core competencies and preferred experiences specifically identify demonstrated multicultural competencies to serve the increasingly diverse college student populations
- In the college overview, emphasize the institutional commitment to creating an inclusive campus environment, and the expectation that all members of the community actively work to create inclusion and create programs and services that meet the needs of the increasingly diverse student population
- Suggested phrase to emphasize the organizational commitment to diversity: "The college is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area." (Moody, pg. 97) See also Turner pgs. 17-18.
- Encourage candidates to apply who demonstrate the skills and competencies to serve an increasingly diverse student population ~ "We encourage candidates to apply who have demonstrated experience and competence to support the academic success of the increasingly diverse student population at colleges and universities."
- List any credential(s) as preferred, unless mandated by laws or regulations
- List any years of experience desired as preferred
- Do not specify a deadline for applications; instead, "The Committee will begin reviewing applications _____."
- Refer candidates to the college's website where they can review: Strategic Plan, Mission, Values, Mutual Expectations, etc.

2. Developing the list of Preferred Competencies and Experiences for this Position ~ These will be used as **Screening Criteria** by the Search Committee

- Gather input for this list from a broad group of constituencies who have reviewed both the revised job description and the position description

- To prompt input, ask: What knowledge, skills, attitudes, and personal traits are critical for the candidate to succeed in this position? Especially as they support the academic success of all students on campus? What skills and qualities do you want to see demonstrated by the person who is selected for this position?
- Search Committee Chair meets with Hiring Manager and Affirmative Action Officer to create an initial draft for Committee review
- Preferred Competencies and Experiences that relate to serving a diverse student population:

    1. Demonstrated experience in serving the full breadth of students at a college/university

    2. Demonstrated ability to collaborate and partner with colleagues across the college community to design and deliver innovative programs and services to support the academic success of all students on campus

    3. Demonstrated experience working effectively on diverse work teams

    4. Demonstrated ability to work effectively with students from the full range of differences reflected on college campuses, including, but not limited to: ableness/disability, age, economic/social class, English proficiency, ethnicity, family status, gender identity and expression, national origin/citizenship status, race, religious/spiritual expression, and sexual orientation

    5. Experience developing and implementing programs, services, courses, etc., that are designed to meet the needs of the increasingly diverse student population

3. Advertising

- Send the posting with a cover letter to key colleagues at graduate programs and peer institutions who could recommend potential candidates and/or pass along the job posting
- Seek nominations from current staff and faculty
- Send the job announcement to all contacts and networks who have access to potential candidates of color; invite nominations and ask them to circulate the job announcement throughout their networks
- Send a letter to all people who have been nominated and invite them to apply
- Ask leaders and colleagues to make personal contact with potential candidates and invite them to apply

4. Develop effective relationships with promising candidates

- Ensure timely communications, such as: acknowledge receiving the application, call candidates prior to interviews to answer any of their questions and provide information about the interview, contact candidates to gather their questions about the position, the college and the region so this information can be shared with them during the interview or through other means, etc.
- Make personalized contacts with promising potential candidates of color; research their interests and areas of expertise, and discuss how these are valued and will be supported in their future research, professional development, and career paths; avoid sending generic emails and letters to promising candidates

5. Develop a racially diverse pool of promising candidates

- The Hiring Manager and the respective executive leader should confer with Human Resources regularly to assess the racial diversity of the applicant pool prior to the committee's review of applications, and increase recruiting efforts as needed to ensure a robust, racially diverse pool
- Talk directly with contacts who have nominated promising candidates; be explicit about the college's commitment to creating an inclusive campus community and hiring staff and faculty who actively contribute to the academic success of the full range of students on campus

6. Forming Search Committees

- Require that each committee's membership is diverse by race and gender, at a minimum
- Require that all committee members have participated in a diversity training program within the past 2-3 years
- If do not have enough people of color within the department to sit on the committee, pull from across campus and from the surrounding community, local colleges/universities, etc.
- Require that at least 1 member has completed the training for Inclusion Practitioners
- Require that all members have demonstrated understanding of what skills and competencies are necessary for supporting success of all students on campus
- Require that all committee members are committed to creating inclusion on campus and to serving the increasingly diverse student population
- Identify 2-3 members of the committee that have demonstrated competency in creating inclusive campus environments for all students, staff and faculty

- Appoint one committee member to serve as the "Diversity Officer" whose role is to partner with the chair to track the team dynamics as members discuss candidates, the demographics of the interview pools, and the fairness and equity of interview dynamics, and as the committee debriefs interviews and makes recommendations
- Membership of the committee should be reviewed and approved by the executive leader of the division

7. Charge to Search Committee

- The Hiring Manager, executive leader of the division, and/or the President meets with the Search Committee
- The executive leader and/or President talk about: the commitment to hiring faculty and staff who not only mirror the diversity of the students but also demonstrate the skills and competencies to effectively serve all students on campus; why having a racially diverse staff and faculty is crucial to college's success; why hiring people who demonstrate the competencies to effectively serve the increasingly diverse student population is critical to the organization's future; their expectations regarding the identification of a diverse pool of candidates who meet the minimum requirements for the position; and emphasize the expectation for fair, inclusive search practices
- The committee is given their Charge by the Hiring Manager and/or divisional leader
- The Committee reviews and discusses the Charge and the list of Preferred Competencies and Experiences

8. Preparing to review resumes

- Chair and a subset of committee, or entire committee, reviews all applications listed in "All Applicant" pool, in case someone meets the minimum requirements, but answered that online question inaccurately
- Review with committee members: What are the core competencies, skills and experiences we are looking for? What types of data and information will give us insights into whether this candidate possesses and demonstrates these skills and competencies?
- Create a Preferred Competencies and Experiences Matrix chart: list the 6-10 key preferred competencies and experiences and assess each resume/cover letter for indicators of these
- Conduct a practice session with the Committee to review several different types of resumes using the Preferred Competencies and Experiences Matrix chart

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9. Selecting a candidate pool for the 1st round of interviews

- Review the position description and list of preferred competencies and experiences
- Develop a list of potential candidates (8-12 people)
- Note the demographics of this list by race and gender
- If there is not sufficient racial diversity among the candidates (25-30% of pool), then consider creating several smaller pools using different key criteria; form the pool for 1st round interviews from the top candidates across all of these smaller pools
- If the potential pool is not diverse enough by race and gender, consider reviewing candidates by race/gender alike groups, and select the top 2-3 from each group to interview

10. Preparing for the 1st round of interviews

- Invite the initial set of 8-12 candidates to submit additional materials that demonstrate their competencies and experiences working with the types of students who attend universities and colleges, i.e., articles, course syllabi, workshop outlines, copies of policies and procedures they developed, descriptions of programs they developed, course material they developed, etc.
- Ask each candidate to send a written response to the following questions: 1) Describe your experience working with students, faculty and staff who reflect the full range of diversity on a college campus. 2) Describe 2-3 specific examples that illustrate your skills and competencies for supporting the academic success of the full breadth of college students.
- Committee members review these additional materials prior to 1st round interviews

11. After each Search Committee interview

- The committee members use the job description and the list of preferred competencies and experiences to discuss their initial reflections about the strengths and areas of possible concern for the candidate
- The Chair takes notes and prepares a summary of the committee's comments

12. Selecting a pool of candidates to invite for 2nd round interviews

- Review the position description and list of preferred competencies and experiences
- Solicit input from all committee members, even if they did not participate in a 1st round interview; they can still speak to their assessment based upon the resume, cover letter, and additional materials of the candidate, as well as the evaluations of those who participated in the interview(s)

- Select 6-8 candidates for a 2nd round interview
- Select at least 2-3 people of color to participate in 2nd round interviews
- Discuss and note the rationale for both selecting and not selecting each candidate for a 2nd round interview
- Discuss the rationale for this list of candidates with the Hiring Manager and the Affirmative Action Officer

13. Clarify the specific guidelines and requirements for the Presentation session for 2nd round campus interviews

- Review the position description and preferred competencies and experiences as you prepare to discuss the specific outcomes for the Candidate Presentation
- Develop a clear, consistent set of requirements for the Presentation to send each of the candidates you intend to invite to a 2nd interview; include a description of the type of audience they can expect
- Ensure that the candidates will have the opportunity to demonstrate several of the key preferred multicultural competencies during the Presentation

14. Preparing to bring candidates to campus for the 2nd round of interviews

- Call each candidate and ask them with which individuals and groups they would like to meet during the interview process, i.e., staff/faculty with similar backgrounds and interests, students, recent hires, long-term employees, peers in other divisions, etc.
- Ask them what questions they have about the community, the region ~ gather and send them materials related to their questions, i.e., schools, housing market, spousal employment, etc.
- Review the Presentation requirements in detail with each candidate
- Be prepared to discuss issues raised by the candidate with respect to family and partner needs

15. Preparing for 2nd round interviews

- Committee members review Interview Guide to ensure there are enough questions and opportunities to explore the preferred skills and multicultural competencies of each candidate

- Suggested questions: Describe an example that illustrates your demonstrated competencies to work effectively with a student population that is diverse by a wide range of group memberships, such as age, parental status, race, ethnicity, economic class, gender identity, national origin, 1st language, sexual orientation, educational status of parents, etc. Describe a time you were not as inclusive as you would have wanted to be; what did you learn from that experience? Talk about how you have developed your skills and competencies to serve our increasingly diverse student population. What are some of your areas of strengths in serving a diverse student population; and what are some areas you need to develop further to increase your capacity to serve the full breadth of students on campus? Describe situations that demonstrate your ability to supervise and/or partner with people who are different from you?

- Candidates who are invited for 2nd round on-campus interviews should be asked to submit additional materials for review by the search committee and hiring manager prior to their campus visit, such as: a **Portfolio of materials** that demonstrate their commitment to creating inclusive campus communities that serve the needs of all students (i.e., training outlines they have facilitated, committee reports they have chaired, departmental mission statements they have developed, cultural audits they have implemented in their areas of responsibility, programs and services they have championed and developed that serve under-represented groups; letters they've written that were published in the campus or local newspapers; blogs they have written; etc. **Their answers to the following question**: Please describe three recent examples that illustrate the depth and breadth of your multicultural competencies to create campus environments which serve the needs of an increasingly diverse student population.

- On-campus 2nd round interviews need to include opportunities for candidates to interact with students who represent a wide range of differences on campus, such as during a public presentation and Q&A session or a group interview with the Student Senate and other interested students; committee members' observations of the candidate's ability to effectively interact with all students should be included in the evaluation materials

16. **Call candidate-identified references before candidates come to the 2nd interview/on-campus interview**

- Send each reference, prior to the call, the position description and the list of preferred competencies and experiences
- Develop a set of behavioral and performance-based interview questions to explore how each candidate aligns with the preferred competencies and experiences

17. Presenting a realistic view of the position and the college

- During interviews and discussions with candidates it is important to always present a realistic view of the campus environment, i.e., positive strengths and possible concerns regarding the current culture, climate, and unwritten expectations and norms; any additional expectations regarding advising, college service, research, regional and community involvement, etc.

18. Evaluations

- Give each person scheduled to meet with a candidate an evaluation, the interview schedule, the job description and position description, and the list of preferred competencies and experiences
- Evaluations should include questions that ask for a summary of the strengths and areas of possible concern for each candidate, and the related data/experience from which they based their assessment

19. Contacting references beyond those supplied by the candidate initially

- Before the Committee meets to identify their recommendations to the Hiring Manager, the Chair needs to call several additional people for references who have experience working with the candidates
- The Chair could ask the candidate for additional names, and/or let the candidate know that s/he will be calling a few more people for references, beyond the list of names already provided

20. Selecting final candidates to recommend to Hiring Manager

- Committees should send a list of 3 candidates, unranked to the Hiring Manager
- This list should only include candidates who the committee clearly recommend for hiring
- This list should include at least 1-2 people of color

21. Reaffirm the policy and procedures for Hiring Managers to use if the 1st or 2nd interview pools or the final list for hiring is all white and/or all male.

- Hiring Manager meets with the Chair to review the process to date
- Hiring Manager, and potentially the Affirmative Action Officer, personally reviews all resumes
- If the Hiring Manager finds more people of color to add to candidate pool, Hiring Manager confers with Chair to invite these candidates for interviews

- If no other candidates are found, reopen the search and/or extend the deadline for applying and increase advertising efforts
- Reassess original minimal qualifications and/or position requirements, and revise if needed

22. Make the offer to the top candidate

- The Hiring Manager should be prepared to discuss additional "incentives" with the top candidate, such as professional development opportunities, stretch assignments, reduced teaching loads, research opportunities, etc.

23. Preparing for the new hire's orientation and transition to campus

- Create a "Transition Team" to support the new employee's transition and orientation to the college; include members from the Search Committee, colleagues in the department, peers from other divisions/departments, student leaders, etc.
- Have the team members plan how they will individually and collectively support their new colleague
- Hiring Manager meets with the Transition Team and to review their plan to support the new hire's transition
- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order
- Find out when they intend to arrive on campus, and plan to have members of the department available to greet them and help them move in, if possible

24. Orientation and transition to campus

- Design team-building activities to fast-track the new hires entry into the department
- Schedule 1-1 meetings with the executive leader of the division, and other divisions
- Schedule a meeting with the President
- Schedule meet and greet meetings with key colleagues and partners
- Develop a mentoring program to support new hires for the first 12-18 months of campus; create 2 mentors/new hires: one from their area, and one from across the campus community
- Develop a professional development plan for new hires to ensure they receive critical information about the campus culture, procedures, policies, governance structures, etc.
- Sponsor regular gatherings for all new hires to meet and network with each other and campus colleagues

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Additional Questions to Consider to Recruit and Retain a Culturally Competent, Racially and Gender Diverse Faculty and Staff

(developed for a School of Engineering)

A. Recruiting Practices

- Are there any unnecessary required "qualifications" or criteria that may limit the potential pool?
- Have you advertised with every related professional organization that has caucuses for people of color and women (across all races)?
- Have you mobilized alumni to help identify potential candidates?
- Is your website updated with relevant information about the local community, partner/spousal hiring assistance, family friendly policies, family care resources, campus climate, tenure policies and practices (stop the clock), etc.
- Are current faculty and alumni highlighted on the website?
- Are departments given access to resources to support "cluster hiring," targets of opportunity, dual career hiring, or to offer financial incentives?
- Does the school/college sponsor conferences and institutes on Preparing Future Faculty designed to better prepare doctoral students and postdoctoral fellows of color and white women for their next steps in academia?
- Do all faculty and administrators review scholarship/research and conference presentations for potential candidates to network with?

B. Hiring Manager/Search Committee Tasks

- Do all search committees participate in identifying the expected cultural competencies of successful candidates, such as demonstrated capacity to:
    - Create inclusive campus and classroom environments
    - Support the personal and academic success of men and women of color and white women
    - Infuse critical academic and life skills/competencies into the curriculum and pedagogy
    - Collaborate with other faculty on department planning, course development, teaching, research, etc.

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- Mentor junior faculty and doctoral students who are people of color and white women
- Do all search committee members participate in meaningful trainings of Eliminating Implicit Bias?

C. Selecting Candidates to Interview

- Are candidates with "non-traditional" training and experience considered?
- Do search committee members vigilantly track how members talk about candidates from different racial and gender identities? And interrupt all micro-messages and biased comments?

D. Interview Questions to Consider

- Describe your experience working with creating an inclusive classroom environment.
  - ✓ What do you hope to accomplish with these tactics?
- Describe how you have intentionally supported the personal and academic success of students who are traditionally under-represented in engineering.
  - ✓ What were the outcomes of your efforts?
- What change have you made to increase your capacity to create inclusive classrooms and support the persistence and success of the full breadth of students you teach and advise?
- Describe how you have intentionally designed your pedagogy and curricula to help all students develop critical life and work competencies to live, work and lead in an increasingly diverse global context.
- How have you continued to deepen your multicultural competencies and capacity to teach and work effectively with students and faculty from the full range of differences on college campuses?
- Talk about your efforts at the local, regional, national, and international level to develop and encourage greater cultural competence and racial and gender diversity among doctoral candidates and junior faculty.
- Describe your research and scholarship that is related to increasing the racial and gender diversity in STEM fields.

E. Campus Visit

- Do all candidates have the opportunity to meet with HR personnel to discuss issues related to spousal/partner benefits, dual career issues, family care, the local community, health benefits, etc.

F. Selecting Final Candidates

- Do Search Committee members intentionally discuss potential evaluation bias and implicit bias as they review candidates?

G. Hiring Practices

- Are people of color and white women hired in groups or "clusters?"

H. Mentoring Programs for New Faculty

- Do all new faculty have support to develop relationships with mentors within the department and outside of the department?
- Are all formal and informal mentors given clear expectations, training, and resources to guide their mentoring activities?
- Are group mentoring opportunities provided for new faculty (heterogeneous groups as well as more homogeneous groups by social identity)?

I. Development Practices

- How are senior faculty held accountable for providing effective mentoring and development of junior faculty?
- Are all new faculty and junior faculty participating in formal and informal mentoring programs?
- Do all pre-tenure faculty have regular access to:
  - Transparent information about tenure requirements
  - Coaching and honest feedback about their progress on tenure requirements: service, teaching, and scholarship, etc.
  - Support and skill development to enhance effective teaching and classroom/lab management capacities
  - Mentoring to support their research and scholarship
  - Support for work–life balance and family responsibilities
  - Meaningful connections with other faculty within and outside of department
  - Travel funds and support for presenting papers and conducting research
  - Institutional support for writing grants
  - Writing groups
  - Release time to write
  - Collaborative course development

- Do all deans meet individually with new faculty once a semester to discuss climate, department dynamics, development opportunities, tenure processes, etc.
- Do all faculty have access to high quality development opportunities, including learner-centered teaching and active pedagogies, culturally relevant pedagogies and curricula, navigating difficult dialogues in the classroom, etc.
- Do all faculty have access to faculty learning communities and opportunities to build interdisciplinary connections and communities of practice?
- Does each department designate at least 1 faculty member to partner with the Chair to lead and support faculty development within department?

J. <u>Promotion and Tenure</u>

- Do all faculty have opportunities to meet with members of the Personnel/P&T Committee each semester to explore questions about portfolio preparation, the tenure process, reappointment, promotion, etc.
- Are there annual assessments, disaggregated by race and gender, of the time spent on research, teaching and service (advising, committees, mentoring under-represented students)?
    - Time to tenure
    - Time to promotion
- Do you offer leave and "stop the clock" provisions for tenure? And part-time tenure-track positions?
- Are the following activities valued in promotion and tenure decisions?
    - Advising and supporting the personal and academic success of students of color and white women
    - Supporting the graduation of students of color and white women
    - Mentoring and supporting the retention of faculty of color and white female faculty
    - Increasing the cultural competence of faculty
    - Collaborative and interdisciplinary research and scholarship
    - Co-teaching, within and across disciplines
    - Research/scholarship collaborations with students
    - Creating inclusive classrooms and curricula that enhance students' capacity to lead and work effectively in increasingly diverse and global contexts
- Is effective teaching truly valued?

K. Continuous Assessment and Improvement

- Do you assess reasons why white women, men and women of color turn down offers? Leave after 1-3 years?
- Do you track the careers of men and women of color and white women who were not offered positions: Where are they now? How are they contributing?
- Do you conduct annual assessments, disaggregated by race and gender, of salaries, development opportunities, promotion and tenure, and recruiting, hiring, and onboarding practices?
- Do faculty and staff regularly discuss the impact of privilege and marginalization within the department and school?
- Does each department have at least one "Inclusion Practitioner" who partners with the chair to use an Inclusion Lens to continuously review and revise practices, policies and development activities to support the continuous improvement in the department and individual faculty development?
- Are top academic leaders leading task forces focused on increasing the racial and gender diversity among faculty (recruiting, retention, promotion, tenure)?
- Is there an Assistant/Associate Provost for faculty recruiting and retention?

L. Retention

- How are chairs and department heads incentivized to recruit, retain and promote a more culturally competent, racially and gender diverse faculty?
- How are they held accountable for "moving the needle?"
- Are there meaningful systems to recognize and reward faculty for outstanding contributions to service, teaching, and research?
- Do academic leaders annually collect and analyze data about climate and satisfaction among faculty that is disaggregated by race, gender, hierarchical level/position, etc.
- Do academic leaders and faculty discuss these data annually and explore ways to improve the climate, culture, policies, and practices?
- Do faculty have access to high-quality graduate student assistance and administrative support?
- Are all faculty expected and held accountable for maintaining collegial, professional behavior?
- Do academic leaders annually review faculty job assignments, "stretch opportunities," seed money for new projects, and rewards for job performance to ensure equity and fairness?
- Are men and women of color and white women encouraged to seek leadership positions in the department and college/school?
- Are academic leaders connected to Board members who are charged with increasing the racial and gender diversity of the entire faculty?

M. Organizational Climate

- Do all faculty and staff understand the expected behaviors to create inclusive classrooms and campus environments as well as the consequences for exclusionary behaviors?
- Are faculty held accountable for creating inclusive classrooms, deepening their cultural competence, mentoring and developing other faculty, supporting the personal and academic success of all students, and creating inclusive dynamics in faculty meetings and other settings?
- Are all faculty and staff held accountable for participating in required trainings on sexual harassment, Title IX, grievance procedures, etc.
- Is there a process of continuous improvement where faculty and staff are engaged in assessing current practices, policies, programs, and services with an Inclusion Lens?
- Are there effective systems for faculty and staff to discuss and/or report and resolve issues and incidents that create a hostile, chilly work environment?
- Do all academic leaders consistently discuss the "business case" for successfully recruiting, retaining, and promoting a culturally competent racially and gender diverse faculty?
- Do academic leaders conduct annual Cultural Audits of individual departments and the overall school/college?
- Are all academic leaders, including chairs, required to submit annual Inclusion Plans that outline meaningful progress and strategies for achieving equity and inclusion goals that are aligned with the institution's Strategic Plan?
- Do all academic leaders and faculty discuss the unwritten norms and rules as well as how the organizational culture may be unintentionally grounded in, and perpetuating, male-centric, Eurocentric, and heteronormative cultural values and expectations?
- Do all deans annually review and discuss these annual reports with department chairs?
- Is progress towards equity and inclusion goals a central part of chairs' and other academic leaders' performance review?
- Are impactful and innovative practices shared annually among academic leaders and faculty?

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"White Supremacy Culture"
Tema Okun, change*work*

http://www.cwsworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF

- Perfectionism

- A sense of urgency

- Defensiveness

- Quantity over quality

- Worship of the written word

- Paternalism

- Either/or thinking

- Power hoarding

- Fear of open conflict

- Individualism

- Progress = Bigger, More

- Objectivity

- Right to comfort

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

1. **Socialization experiences**

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

2. **Panning**

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

3. **What is on your "screen?"**

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

4. **Your privileged and marginalized group memberships**

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

5. **Which playing card are you, generally?**

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

6. **Next steps in your professional development**

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

7. **Which types of microaggressions do you interrupt effectively in a consistent manner?**

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

8. **Stereotypes**

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

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9. **Beginning to analyze current policies, practices, services and programs with an Inclusion Lens**

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

10. **Scanning how we present to others**

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

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

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Group Identity Cards

Race/Racialized Identity	**Educational Background**
Customer-facing/ Back office	**Skin Color**
Gender Expression, Presentation	**Position & Level in the Organizational Hierarchy**

Immigration Status	**Religion/Spirituality/ Ways of Knowing**
Age	**Veteran/Military Status**
Disability Status (Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger's, etc.)	**Socio-Economic Class** (of origin; current)

Size/Appearance	**Relationship/ Marital Status**
Family Make-Up (of origin, current; family constellation; household members)	**Years of Experience** (in the field, organization)
Geographic Region	**Sexual Orientation/Sexuality**

Housing Status	**Language Proficiency/ Use of English/ "Accents"**
Criminal Background	**Gender Identity** (Cisgender, Transgender)
Work Style (extrovert or introvert, results or process oriented, etc.)	**Sex Assigned At Birth** (male, female, intersex)

Ethnicity/ Culture	**Nationality/ Citizenship**
Food Availability/ Security	**Revenue producing/ not revenue producing**
Athleticism	