



Creating Equitable & Inclusive Organizations

Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most don't create significant, sustainable organizational change -- much less dismantle the institutionalized racism inherent in most organizations. How can social justice educators create inclusive organizations through systemic, long-term culture change? Come explore best practices and lessons learned from strategic organizational change efforts to create inclusive, socially just organizations. Participants will receive a workbook of materials to use as they create systemic, sustainable change.

Session Outcomes

- Engage in authentic dialogue about the current state of the climate, culture, and organizational structures
- Review key components and tools to facilitate progress towards becoming a Multicultural/Inclusive Organization
- Share best practices and lessons learned
- Explore next steps to continue to create an inclusive environments for all

racial justice initiative

**eliminating racism
empowering women ywca**

A Multicultural Organization

Bailey Jackson and Rita Hardiman

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

The MCO Goal: Achievement of Social Justice and Social Diversity*

“The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that prohibits anyone from being excluded or unjustly treated because of social identity or status. A multicultural organization not only supports social justice within the organization; it advocates these values in interactions within the local, regional, national, and global communities, with its vendors, customers, and peer organizations.

The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that are intended to ensure that all members of the diverse workforce feel fully included and have every opportunity to contribute to achieving the mission of the organization. This organization also appreciates all forms of social diversity and understands the strengths and advantages that social diversity brings to the local, regional, national, and global communities (pp. 142).”

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

MCOD Developmental Stage Model*

*Sources:

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

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MCOD Developmental Stage Model*

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the dominant group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for subordinated group members
- Monocultural organization



Stage 2: "The Club"

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



NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups



- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge dominant group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be “team players” and “qualified”
 - * Must assimilate into organizational culture
 - * Must not challenge the system or "rock the boat"
 - * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Committed to eliminating discriminatory practices and inherent advantages
- Actively recruits and promotes members of groups that have been historically denied access and opportunity
- Provides support and career development opportunities to increase success and mobility
- Employees encouraged to be non-oppressive ~ awareness trainings
- Employees must assimilate to organizational culture



MULTICULTURAL ORGANIZATIONS

Stage 5: The Redefining Organization

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



Stage 6: The Equitable Organization

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



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

Working Document, 12-12-2011, created by Dr. Kathy Obear

Goals:

- *To engage the entire department/division in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.*
- *To continually reassess the current state and organizational needs, and implement change as needed to ensure the goals of diversity, equity, and inclusion are achieved in the department/division and on campus.*

A. Leadership

1. Leaders regularly discuss and communicate the division's and the department's vision and commitment to equity and inclusion for all students and staff to:
 - a. Create and maintain a safe, inclusive, and equitable work environment that:
 - i. actively engages and includes all staff,
 - ii. supports the full participation and success of all staff,
 - iii. is responsive to the needs of the increasingly diverse staff population, and
 - iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
 - b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
 - i. support the persistence, success, and graduation of the full breadth of students on campus,
 - ii. are responsive to the needs of the increasingly diverse student population,
 - iii. actively eliminates all forms of exclusion, discrimination, and oppression.
 - c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.
2. Leaders regularly discuss the "business case" ~ compelling reasons why the division's and the department's focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.
3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.
4. Leaders regularly communicate clear guidelines/rules for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.

6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.
9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.
10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.
11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.
12. Leaders meet quarterly with other department leaders to:
 - Review the current state of equity and inclusion within the division, and within each department
 - Develop plans for continuous improvement
13. Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
14. Leaders hold their direct reports and staff accountable for meeting the diversity, equity, and inclusion goals.
15. Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
16. Leaders seek honest feedback from colleagues, members of their department, and students about:
 - Their effectiveness as a leader on issues related to diversity, equity and inclusion
 - The effectiveness of their staff on issues related to diversity, equity and inclusion

B. Planning and Decision-making

1. Planning processes intentionally include input from students and staff who are affected by the potential decisions and those who are involved in implementing the decisions.
2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)
3. Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:

- Do we have the full breadth of social identity groups and perspectives at the table?
Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about _____ be playing out in this decision?
- What could be the impact of this on students, staff, and faculty from various and intersecting dominant and subordinated groups?
- How might this inadvertently advantage some and disadvantage others?
- How can we make this more inclusive for members of various and intersecting social identity groups?

C. Supervision

1. Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team.
2. Supervisors regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
3. Supervisors demonstrate the divisional/departmental core multicultural competencies in all aspects of their work activities.
4. Supervisors communicate these multicultural competencies to their team members and work with each individual staff member to develop a comprehensive professional development plan to demonstrate continuous progress towards demonstrating these competencies.
5. Supervisors require direct reports to set clear, measurable and realistic inclusion and equity goals for their areas of responsibility.
6. Supervisors regularly assess the progress of direct reports on their inclusion and equity professional development goals, individual performance goals, and departmental goals.
7. Supervisors regularly discuss departmental progress towards equity and inclusion goals with direct reports and departmental staff.
8. Supervisors require their staff to participate in the cultural audits (snapshot) at the division and department level.
9. Supervisors work collaboratively with members of the department to review the results of the cultural audits (snapshot) and develop plans to:
 - Improve the work environment.
 - Align all policies, procedures, programs, and services with the division's 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 the position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity, equity and inclusion.
13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a “Transition Team;” develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

E. Professional development

1. All staff are required to annually assess their current level of multicultural competence and discuss their goals for their professional development with their 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. All staff meet annually with their 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
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 and interim appointments are transparent, aligned with equity and inclusion goals, and developed in consultation with the divisional leader or her/his designee.

I. Research/Data Collection/Measurement

1. Departments regularly collect and analyze data (disaggregated by race, gender, year in school, etc.) on the effectiveness of their programs and services, including:
 - Satisfaction data from students
 - Utilization data by students
2. Departments annually collect and analyze disaggregated data about the work environment for staff. Assessment formats include focus groups, employee surveys, interviews, “skip level” meetings, etc.
3. Departments build a shared understanding of the practices that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.

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Based on the 6-Stage model Multicultural Organization Development
by authors Bailey W. Jackson, Ed. D., Rita Hardiman, Ed.D., and Evangelina Holvino, Ed.D.

***Sources for MCOB Theory and Stage Model:**

- Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). Arlington, VA: NTL Institute.
- 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.
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Steps to Strategic Organizational Change

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

Facilitating Progress Through the Stages of Multicultural Organization Development*

Directions: Start at the MCOB Stage you have chosen that best reflects the current state of your organization. Review the Strategic Actions and use the following symbols:

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

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

Stage 1: The Exclusionary Organization ~ MONOCULTURAL

Strategic Actions: The goal is to assess the current state, increase safety, decrease exclusionary and discriminatory practices, and make environment far less dangerous for the physical and psychological well-being of members.

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

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

Stage 2: “The Club” ~ MONOCULTURAL

Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment within the organization and institutionalize policies and practices to increase the safety of all organizational members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive work environment and (b) successfully recruit, retain and promote leaders, managers and staff who demonstrate the skills and competencies to work effectively within a diverse organization and provide services to an increasingly diverse client population. Increase visibility of top leader commitment.

- Continue and enhance work on all of the Strategic Actions in Stage 1, Exclusionary Organization.
- Create an Inclusion Change Team: Secure top leader support to form an Institutional Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization. Adjust members’ work load, as needed, to allow their full participation.
- Team development of Inclusion Change Team. Accelerate the skill and group development of the Change Team through retreats, in-depth diversity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (including clients, staff, managers, administrators, members of the local community) including climate assessment, data on recruitment, retention, promotion, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into professional development/training activities and client services and programs, etc.
- Feedback Session : Compile the data and conduct a Feedback Session with top leaders to diagnose results of Cultural Audit and discuss ways to ameliorate the exclusion and disparities that exists in the organization (internally and externally).
- Examples of actions that could result from the Feedback Session:
 - Assess the current policies, procedures, services, programs, and practices; identify Discretionary Points where bias could enter these processes and create negative differential treatment of clients, staff, managers, and administrators.
 - Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating

- inclusive, socially just organizational environments.
 - Revise, as needed, organizational mission, values statement, and policies to address issues of inclusion and social justice.
 - Increase organizational-wide and division/department diversity awareness programs and workshops.
 - Create opportunities for two-way mentoring.
 - Increase resources for programs and services that promote the adjustment, retention, engagement, and success of subordinated groups.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.
- Continue building coalitions
 - Form relationships with state and local legislators and other influence figures
 - Build coalitions among subordinated groups within organization
- Continue to gather relevant data that supports organizational change efforts
 - Stay current on external demand for peer institutions to provide culturally competent service to a broader range of community members, and to hire/retain staff who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

Stage 3: The Compliance Organization ~ NON-DISCRIMINATING

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

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, professional development opportunities, costs of status quo, etc.
- Deepen cultural competencies of Institutional Inclusion Change Team to include MCOB theory, organizational change models, strategies to engage resistance, etc.
- Top leaders and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Clarify and communicate clear expectations for the quality of programs, services, and climate.
- Identify cultural competencies expected of all leaders.
- Create system to hold people accountable for demonstrating these cultural competencies in their activities.
- Implement a comprehensive training and development initiative to increase the cultural competence of all participants.
- Create meaningful dialogue among top leaders and members of subordinated groups and key allies
- Create a “Reverse Mentoring” Program for top leaders and selected other key managers ~ match each leader/manager with a subordinated group member ~ goal of mentoring program is to both increase cultural competencies of leaders/managers and increase the organizational success of subordinated group members
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies

- Integrate cultural competencies and equity into all other training sessions
- Form Diversity/Inclusion Committees in departments/divisions that are linked to the Institutional Diversity/Inclusion Change Team
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, managers, and staff (i.e., job descriptions, department/division mission statements, decision-making processes, protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)
- Require Diversity/Inclusion Plans from all leaders that identify measurable strategies to meet Diversity Goals and organizational mission/values
- Create meaningful opportunities for members of subordinated groups to meet/connect
- Create developmental opportunities for members of dominant groups to examine their privilege, the dominant culture, and explore their role in partnering to create change
- Require all Search Committees to participate in a Diversity/Inclusion workshop designed to eliminate discriminatory practices and increase the hiring of candidates who demonstrate core cultural competencies
- Examine and revise, as needed, all on-boarding and orientation/training programs to address issues of inclusion
- Stay current on efforts of peer institutions and other organizations
- Develop productive networks with other community leaders; meet quarterly to review current plans and progress towards goals; give/receive feedback on plans for next steps

Stage 4: The Affirming Organization ~ NON-DISCRIMINATING

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

- Annual review by top leaders of Inclusion Plans from all leaders and managers within organization
- Share best practices across institution
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- Top leaders review institutional-wide reports on recruitment and retention every 6 months
- 6-month reviews by each top leader of Inclusion Plans from managers in their areas
- Hold public community forums to gather feedback from clients and community leaders on current services and input for changes
- Train leaders and managers to identify the “discretionary points” in policies, practices, and unwritten rules where bias and prejudice could result in negative differential impact and exclusion

- Develop the internal capacity of select staff, managers, and administrators to effectively use a “Diversity Lens” in day-to-day activities ~ Diversity Practitioners
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across the organization
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff to diagnose data from Cultural Audits of their area
- Charge existing or develop a Task Force to work directly with leader to address issues raised in department/division Cultural Audits
- Train all volunteers how to integrate diversity and inclusion into their day-to-day activities
- Integrate issues of inclusion into all educational programs and marketing efforts; ensure materials are accessible for English language learners across literacy levels
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of dominant and subordinated groups
- Stay current on efforts of peer institutions and other organizations
- Create networks with other community organizations
- Establish official Community Liaisons with key subordinated group communities
- Partner with community civic, and business leaders and other agencies to create a comprehensive welcome program for new employees who relocate to the area, and to provide jobs for their spouses/significant others/partners
- Partner with community, civic, and business leaders to assess the current climate in the community for members of subordinated groups, and work collaboratively to improve the quality of life overall, the educational systems for children, etc.
- Develop partnerships with other organizations/agencies who provide related services and/or serve similar client populations; explore ways to increase quality and efficiency of services/programs by sharing resources, collaborating, seeking grants/funding, etc.

Stage 5: The Redefining Organization ~ MULTICULTURAL

Strategic Actions: Goals ~ To engage the entire organization and local community in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.

- New norms of the Inclusive Organization are communicated widely
- Revise performance and reward systems, orientation/on-boarding, and development/training programs to highlight key skills and competencies that support the new norms and inclusive culture
- Annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion
- Create structures to ensure that a “Diversity Lens” is actively engaged in all planning and decision-making processes across the institution
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all
- Continually evaluate effectiveness of community outreach efforts and partnership initiatives, and enhance as needed

Stage 6: The Multicultural Organization ~ MULTICULTURAL

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

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

***Sources for MCO Theory and Stage Model:**

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Multicultural Competencies for College Administrators

Directions ~ Read each item and:

- a. *Check-off* which competencies are an explicit part of your unit's hiring, training/development, and accountability processes.
- b. *Star (*)* any additional competencies you believe are necessary for staff in your unit to possess/demonstrate as they intentionally create an inclusive campus environment for all students and staff.

A. Knowledge about:

1. Current campus, division, and unit mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)
2. The patterns of socialization and common life experiences of members of various dominant and subordinated groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of dominant groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of subordinated groups that perpetuate the status quo (internalized oppression)
8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various subordinated groups experience on campus and in society
9. Common examples of privilege that members of dominant groups experience on campus and in society
10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff

11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse student and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level
13. Campus and community resources that promote diversity, equity, and inclusion and how to make effective referrals
14. The impact of the intersectionality of multiple dominant and subordinated group memberships in the lives of students and staff
15. Ways to design and offer programs and services that support students and staff who experience the campus through the intersections of their multiple group identities (i.e., LGBTQ people of color; international students with disabilities; students in the U.S. on a visa who are in the process of transitioning their gender identity; etc.)
16. Current theories/models of Social Identity Development for several categories of diversity
17. Current theories and models for student and adult learning and development, and the ability to use and critique them with an Inclusion Lens

B. Awareness about:

1. Your intentions and core values about diversity, equity, and inclusion
2. Your group memberships in the full breadth of categories of diversity
3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.
4. Group memberships where you are in the one-down/subordinated group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in the one-up/dominant group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various dominant and subordinated groups
7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple dominant and subordinated group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)

8. Your level of multicultural competence - strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting dominant and subordinated group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

C. Skills to:

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the campus, division and unit with respect to diversity, equity and inclusion
3. Communicate effectively across differences and with members of a diverse team
4. Develop effective working relationships and partnerships within and across differences
5. Facilitate effective discussions and authentic dialogue among members of a diverse team
6. Notice group dynamics with an Inclusion Lens
7. Recognize and effectively respond to exclusionary comments, actions, practices, and policies
8. Engage in productive dialogues about dynamics of inclusion and exclusion within and across group memberships
9. Create an inclusive work environment across the breadth of differences that promotes the success of all students and staff
10. Develop, implement, and continually improve programs, services, practices, procedures and policies that meet the needs of the increasingly diverse student and staff population
11. Effectively utilize the organizational protocols and processes to respond to reports of hate crimes, harassment, workplace violence, etc.
12. Self-reflect to examine your behaviors, intentions, assumptions, attitudes, biases, emotions, etc.
13. Recognize when your biases and assumptions have influenced your actions in the moment

14. Interrupt and reframe your biases and assumptions about various dominant and subordinated groups in the moment
15. Recognize the impact your comments and behaviors have across and within group memberships in the moment
16. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action
17. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion
18. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.
19. Seek and utilize input from members of various dominant and subordinated groups in planning and decision-making processes
20. Develop effective partnerships with staff and faculty across the campus and within the division to continually improve services and programs to meet the needs of the full breadth of students and staff on campus
21. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships
22. Provide effective advising, coaching, and mentoring within and across differences
23. Design and implement culturally relevant programs, workshops, and services
24. Provide effective supervision within and across differences
25. Effectively describe the exclusionary comments and behaviors you observe or experience
26. Navigate conflict and misunderstanding on a diverse team, within and across differences
27. Navigate strong emotions and triggering events: when you and/or others feel triggered
28. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships
29. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
30. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors

31. Effectively use self-disclosure from your multiple dominant and subordinated group memberships to create greater connection, understanding, and learning
32. Coach and train students and staff to deepen and broaden their multicultural competencies

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

1. Track current utilization of programs and services within your area by group membership
2. Continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., of your area by group membership
3. Use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students you serve and the staff in your area
4. Create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity
5. Identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
6. Continually research national trends and promising practices from peer institutions and other campus departments

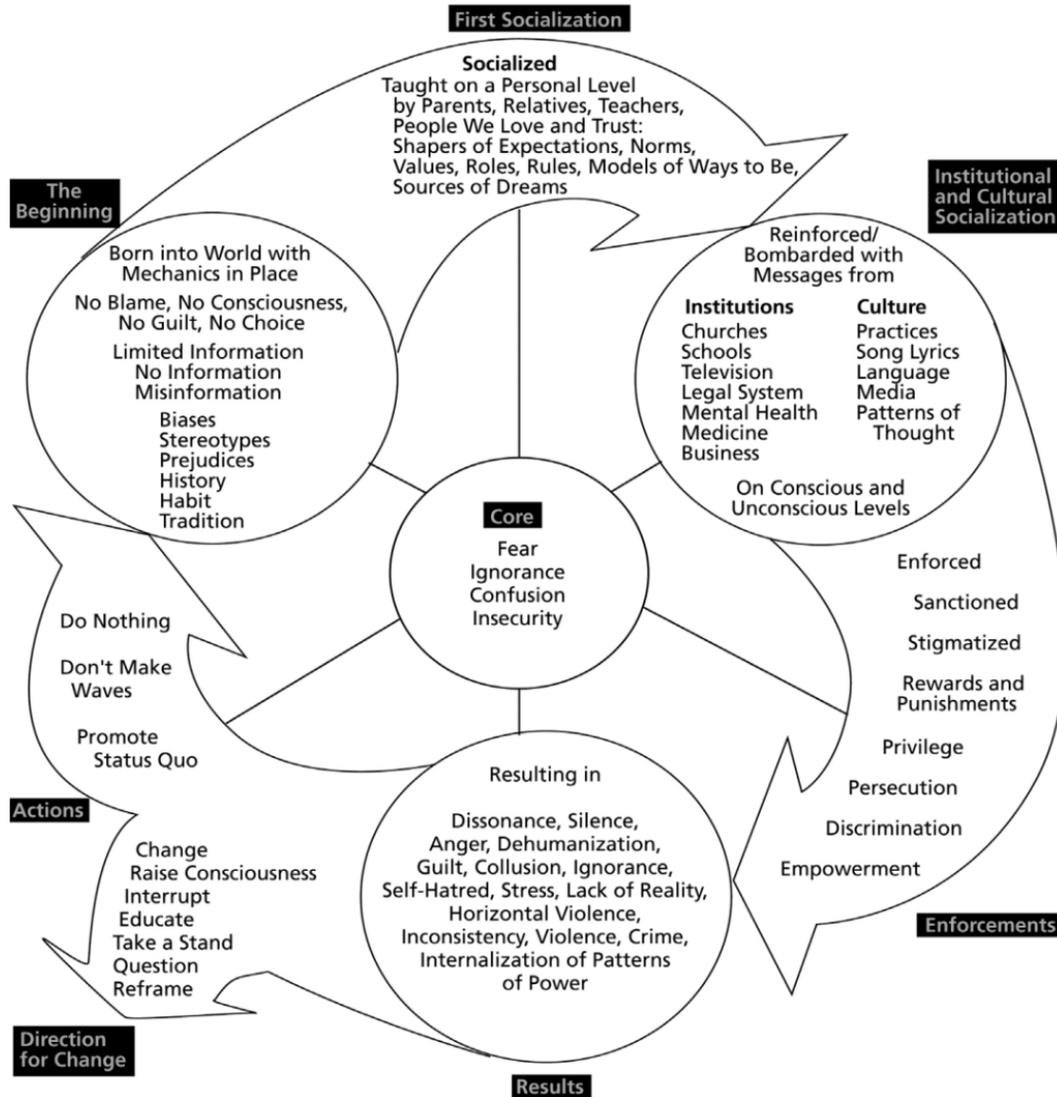
Developed by Kathy Obear, *Alliance for Change Consulting*, 2011 kobear@earthlink.net

References

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

Socialization



Consider how your socialization impacts how you engage with others.

1. How does your socialization influence assumptions you make about others?
2. In what ways might your socialization help and/or hinder how you engage with others?