

ADDRESSING BIAS PRACTICAL STRATEGIES FOR LEADERSHIP

Panel organized by the
CCAS Gender Issues Committee



Moderator:
Emily A. Haddad, University of Maine
2016-17 committee chair



BUILDING DIVERSITY AWARENESS IN THE FACULTY HIRING PROCESS

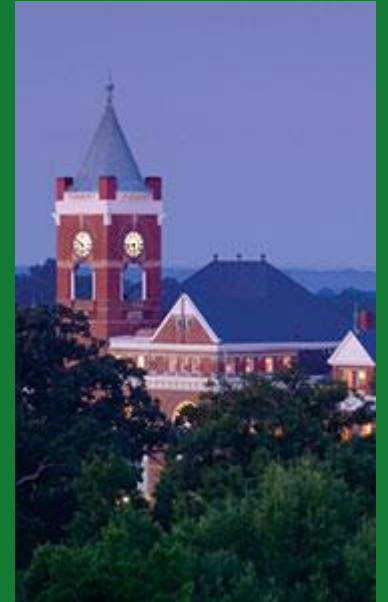
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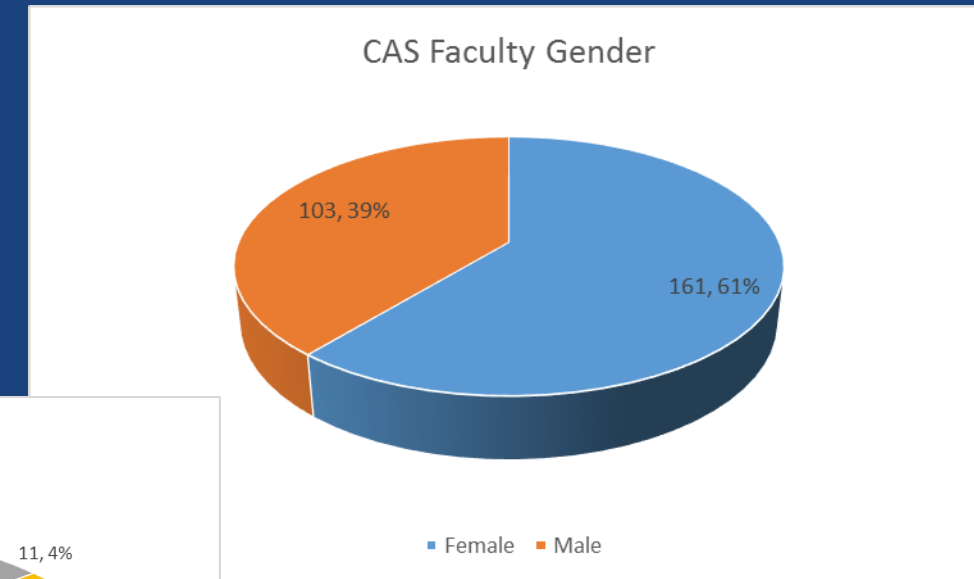
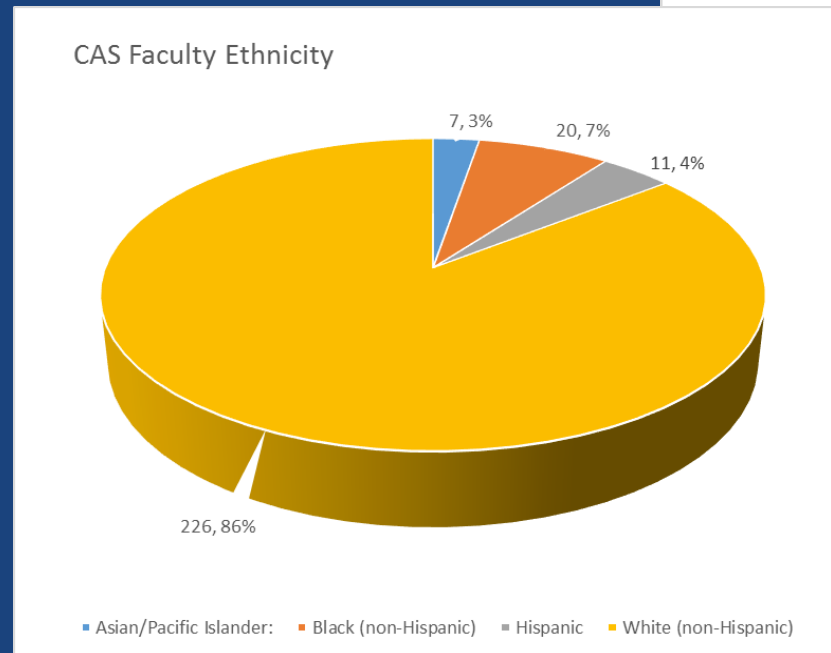
WINTHROP UNIVERSITY, CAS

- Rock Hill, SC -- 20 mi. south of Charlotte NC
- Regional Comprehensive, state supported; 5000 undergraduate, 1000 graduate; 36% ethnic/racial minority, 69% female
- Four Colleges: Arts & Sciences, Business, Education, Visual and Performing Arts
- CAS: 14 departments, 18 u/g degrees, 8 grad degrees; 160 FT, 100 PT faculty; 40% of undergrad majors, 30% of grad majors



CAS FACULTY PROFILE

Female Asian/Pacific Islander:	3	1.9%
Female Black (non-Hispanic)	14	8.7%
Female Hispanic	8	5.0%
Female White (non-Hispanic)	136	84.5%
total, female	161	
Male Asian/Pacific Islander:	4	3.9%
Male Black (non-Hispanic)	6	5.8%
Male Hispanic	3	2.9%
Male White (non-Hispanic)	90	87.4%
total, male	103	
Asian/Pacific Islander:	7	2.7%
Black (non-Hispanic)	20	7.6%
Hispanic	11	4.2%
White (non-Hispanic)	226	85.6%
total, all	264	
Female	161	61.0%
Male	103	39.0%
total	264	



CAS FACULTY DIVERSITY COMMITTEE

- Formed Fall 2016
- Assistant Dean, chair; 20 CAS faculty members from Humanities, Social Sciences, STEM, Professional Programs; university Diversity Officer, *ex officio*

COMMITTEE MISSION STATEMENT

- To promote a diverse faculty during the various stages of the search process as these fall under the purview of departmental search committees.
- To educate and inform search committee chairs and personnel as to college, institutional, and national faculty profiles.
- To educate and inform search committee chairs and personnel as to the realities of implicit bias; to advise chairs and personnel as to best practices for combatting implicit bias in search procedures; to call search committee attention to possible instances of implicit bias during search proceedings, as needed.
- To advocate on behalf of under-represented groups for their fair consideration at all stages of the search process, including placement in search short-lists, conversation lists, interview lists, on-campus visits, and the like.

COMMITTEE ACTIVITY

Implicit Bias training

- Harvard online tests
- Recorded 25 min. training session
- Research digest

Committee Advocacy

- Implicit Bias training for search committee
- Ensuring fair evaluation
 - In search materials, processes
 - Analysis of pools

Recourse for concerns

Diversity Advocate Checklist

Search Committee preparation

- Has the search committee been informed of CAS guidelines for diversity in faculty hiring? (These include those specified in the following list and those specified in the CAS guidelines for faculty searches generally.)
- Has the search committee been made aware of implicit bias and given examples of how unintentional bias can manifest itself?
- Has the search committee formulated and agreed upon candidate evaluation criteria, their relative weighting, and the measures by which criteria are to be determined as satisfied?
- Has the search committee established any criteria thresholds below which no candidate will be eligible for consideration (regardless of other criteria)?
- Do evaluation criteria align with the text of the JVN?
- Do any evaluation criteria potentially prejudice the search against candidates of any underrepresented group?

Candidate Evaluation

- Have we asked all and only the same questions of each candidate – i.e., in interview or screening sessions?
- Have we applied all and only the same standards to each candidate?
- Have we used evidence to arrive at our evaluations/ratings?
- Have we evaluated candidates individually on each criterion (rather than evaluating candidates holistically)?
- Have we ranked candidates by individual criteria, and then identified consistently high-ranking candidates?
- Have we avoided prematurely ranking one or more candidate? Have we ranked all candidates at once?

The Candidate Pool

- Have we formed a diverse list of semi-finalists for screening conversations?
- Are there qualified applicants from underrepresented groups who seem to be overlooked in the committee deliberations that I can call attention to?
- Does our finalist pool contain candidates from underrepresented groups?

SOME RESULTS

- 2016-17: 9 searches
- 77% white > 67%
- 49% female > 83%
- 6% black > 13%
- 10% Asian > 13%
- Elevating consciousness
- What should be our goals?

		Gender			Race						
	All	Female	Male	NoGenInfo	Asian	Amlnd/AK	Black	Hispa	Indian	White	NoRacInfo
Total	502	167	175	160	33	7	20	16	1	257	186
		49%	51%		10%	2%	6%	5%	0%	77%	N=334
Rank1	12	9	1	2	2	0	1	0	0	6	3
		90%	10%		22%		11%			67%	N=9
Rank2	10	6	2	2	0	0	1	1	0	4	4
		75%	25%				17%	17%		67%	N=6
Rank3	45	18	20	7	3	0	1	1	0	29	11
		62%	69%		9%		3%	3%		85%	N=34
Rank4	436	134	152	150	28	7	17	14	1	218	169
		64%	72%		10%	2%	6%	5%	0%	76%	N=285
	All	Gender			Race						
	All	Female	Male	NoGenInfo	Asian	Amlnd/AK	Black	Hispa	Indian	White	NoRacInfo
Rank1+2	22	15	3	4	2	0	2	1	0	10	7
		83%	17%		13%		13%	7%		67%	N=15
	* percentages are of those responding										
	* percentage totals may differ from number of applicants owing to multiple identifiers selected in some cases.										
	* N values are total race responses										

KEY TAKEAWAYS

1. Data are a good thing! Seeing our faculty profile, the profiles of our candidate pools, and the profiles of our interview pools helped us to establish and manage hiring goals.
2. Faculty buy-in was widespread; faculty are eager to contribute.
3. We elevated consciousness nevertheless (i.e., of implicit bias; of demographic profiles; of the value of focused attention to diversity throughout the hiring process).
4. Identifying goals is complicated. Consider: national profiles; regional profiles; campus, college, departmental profiles. In particular: institutional or college v. departmental diversity goals may diverge.

THANK YOU





INTERCULTURAL DEVELOPMENT LEADERSHIP TRAINING

Susan Naramore Maher
College of Liberal Arts
University of Minnesota Duluth

STRATEGIC INVESTMENT

1) UMD Strategic Plan states in its section “Introducing a New Vision” that “[we] encourage the ability to speak honestly about issues and ourselves by fostering a campus culture that welcomes students, faculty, staff, and guests to an inclusive learning climate committed to diversity, equity, and social justice.”

2) Core Values: Learning, Discovery, Engagement, Inclusiveness, Sustainability, Integrity, Excellence

3) Goal Two of the Strategic Plan: Create a Positive and Inclusive Campus Climate for All by Advancing Equity, Diversity, and Social Justice

TAKE ACTION: STEPS

Intercultural Development Leadership (IDL) Training, led by a campus Strategic Fellow for Intercultural Initiatives, was initiated to address action steps around Goal Two. To improve climate, to address challenges to recruiting and retaining a diverse student, faculty, and staff population at UMD, to “integrate cultural diversity, cultural competence, and social justice topics into the curriculum and campus life,” Chancellor Lendley Black selected Dr. Paula Pedersen, Associate Professor of Psychology, to organize peer-to-peer training, IDL events, guest speakers, IDL brown bag sessions, and workshops to advance cultural competence. Dr. Pedersen is nationally recognized for her research in this area. I highly recommend her as an expert and trainer.



COHORT 3: MY EXPERIENCE

IDL Cohorts (UMD has graduated over 12 cohorts now) initially meet for an intense retreat, dedicated time for the cohort members to meet each other, sustain dialogue, perform roles, play instructional games, and analyze the results of two inventories (they are NOT tests):

1) Intercultural Development Inventory: this long survey is analyzing one's individual place on the Intercultural Development Continuum. I was a little over halfway on the journey.

2) DISC Workplace Profile: Dominance/Influence/Steadiness/Conscientiousness. I was at the interstices of Influence and Steadiness. See handout.



KEY TAKEAWAYS

1. The training was revelatory for me and deflated my sense of how inter-culturally attuned I was: this humbling was a good thing!
2. I stay in touch with my cohort and look forward to working with them each year: builds community!
3. The ongoing nature of IDL training keeps the conversation alive and extends the number of people on campus willing to challenge the status quo.
4. Faculty buy-in is still difficult. More staff and students have undergone IDL experiences than faculty on my campus.
5. The concept of continuum is not judgmental: we all have starting points, and we all are seeking change in our journeys. Not punitive, not shaming, not counter-productive.

FOLLOWING UP

Fellow for Intercultural Initiatives:

Dr. Paula Pedersen, Department of Psychology, University of Minnesota Duluth,
email: ppederse@d.umn.edu

IDL is also a train-the-trainers opportunity, to create more leaders for extending intercultural development on a campus

Links of interest:

- <http://d.umn.edu/campus-climate>
- <http://d.umn.edu/campus-climate/training-and-development>
- <http://d.umn.edu/campus-climate/training-and-development/contact-us>

THANK YOU





USING YOUR 'BULLY PULPIT' TO ADVANCE DIVERSITY & INCLUSION EFFORTS

Abbey Zink

College of Humanities and Social Sciences

Sam Houston State University

ADVOCACY



The deanship can be an effective
“bully pulpit” if we so choose.

SAM HOUSTON STATE U, CHSS

- ❑ Main campus is in Huntsville, TX – 70 miles north of Houston
 - ❑ 14th fastest growing institution in U.S. in 2016
- ❑ Carnegie classifications: Doctoral Research Intensive and Community Engaged
- ❑ 21,115 students; 23% Hispanic; 17% African-American; more than 50% are first generation
- ❑ Seven colleges: Business, Criminal Justice, Education, Fine Arts and Mass Communication, Health Sciences, Humanities and Social Sciences, and Science and Engineering Technology
- ❑ CHSS: Includes 7 academic departments, Texas Review Press, and Psychological Services Center; 204 FTE faculty; 2,500 undergraduate majors; 210 graduate students (including 29 Clinical Psychology doctoral students); 4,100 FTE students (including core and electives)
- ❑ About 20% of SCH are online; nearly all master's programs in CHSS are fully online

ACTIONS

Signal priorities *(and repeat as often as possible)*

- ☐ Opening meetings
- ☐ Chair-Dean meetings
- ☐ Strategic plan & budget requests
- ☐ Assessment goals

Establish frameworks *for building support and nurturing culture*

- ☐ Implemented best practices in hiring procedures
- ☐ Created CHSS Diversity and Inclusion Committee
 - ☐ Diversity-related lectures and events
 - ☐ Diversity Read program
 - ☐ Diversity Fellows program for students
- ☐ Adopted “connections” theme for new faculty orientation
- ☐ Initiating Faculty of Color Network

ACTIONS

Communicate commitment to diversity and inclusion at every opportunity

- ❑ Words
- ❑ Images: Advertising, social media, web presence
- ❑ Badges: HAVEN, VAN
- ❑ Actions: Attending lavender graduation ceremony; hosting DACA information event

Provide information to challenge presumptions

- ❑ EXAMPLE: Prestige bias
- ❑ Provide books as gifts: Buller's *Best Practices for Faculty Search Committees* (2017)
- ❑ Share *Diverse Issues in Higher Education's* "Top 100 Producers of Minority Degrees"

ACTIONS

Partner with allies *who share deep commitment to diversity and inclusion*

- ☐ Faculty
- ☐ Diversity coordinator
- ☐ Student Affairs professionals
- ☐ Student groups
- ☐ Sister colleges
- ☐ Office of International Programs

Include diversity and inclusion in your assessment goals

KEY TAKEAWAYS

1. Use your deanship as a “bully pulpit”
2. Communicate your priorities at every opportunity
3. Establish a framework of support
4. Partner with allies
5. Measure and report progress
6. Celebrate gains

FOLLOWING UP

Helpful links:

- CHSS Diversity and Inclusion Committee:
<http://www.shsu.edu/academics/humanities-and-social-sciences/chss-diversity-committee/index.html>
- Diverse Issues in Higher Ed Top 100:
<http://diverseeducation.com/top100/pages/index.php?q=7>

THANK YOU



CONTACT US

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DISCUSSION AND QUESTIONS

UMD Definitions of Equity, Diversity, and Social Justice

Equity

UMD provides opportunities and access to all of its programs so that every person can achieve his/her full potential. Equitable treatment involves acknowledging diversity, recognizing and celebrating our differences, and eliminating the barriers that prevent the full participation of all peoples.

Diversity

UMD is an inclusive, welcoming, and respectful community of people with varying human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences. Diversity is an institutional and societal asset that is fundamental to all that we do and is the foundation of excellence. In this diverse community it is our responsibility to value and respect all individuals and to serve all groups, regardless of protection by law, including but not limited to groups identified by:

- age
- appearance
- citizenship or national origin
- employment classification
- ethnicity
- gender
- gender identity or gender expressions
- language
- marital or family status
- race
- religion, faith, or spirituality
- sexual orientation
- socio-economic status
- veteran status
- visible or invisible disabilities

Social Justice

Social justice requires that the entire University community create a culture of excellence grounded in equity and diversity that supports individuals and groups who face bias, discrimination, and exclusionary activities prohibiting them from achieving their full potential. Social justice is achieved by facilitating full and equitable participation for all and by creating an environment at UMD that provides physical and psychological security. Furthermore, social justice compels us to be vigilant, seek out, and eliminate systemic barriers that prevent the realization of a "positive and inclusive campus climate for all.

OVERVIEW OF THE DISC® STYLES

The graphic below provides a snapshot of the four basic DISC® styles.

DOMINANCE

Priorities: getting immediate results, taking action, challenging self and others

Motivated by: power and authority, competition, winning, success

Fears: loss of control, being taken advantage of, vulnerability

You will notice: self-confidence, directness, forcefulness, risk-taking

Limitations: lack of concern for others, impatience, insensitivity

Questioning
Logic-focused
Objective
Skeptical
Challenging

Priorities: ensuring accuracy, maintaining stability, challenging assumptions

Motivated by: opportunities to use expertise or gain knowledge, attention to quality

Fears: criticism, sloppy methods, being wrong

You will notice: precision, analysis, skepticism, reserve, quiet

Limitations: overly critical, tendency to overanalyze, isolates self

CONSCIENTIOUSNESS

Active
Fast-paced
Assertive
Dynamic
Bold

INFLUENCE

Priorities: expressing enthusiasm, taking action, encouraging collaboration

Motivated by: social recognition, group activities, friendly relationships

Fears: social rejection, disapproval, loss of influence, being ignored

You will notice: charm, enthusiasm, sociability, optimism, talkativeness

Limitations: impulsiveness, disorganization, lack of follow-through

Accepting
People-focused
Empathizing
Receptive
Agreeable

Priorities: giving support, maintaining stability, enjoying collaboration

Motivated by: stable environments, sincere appreciation, cooperation, opportunities to help

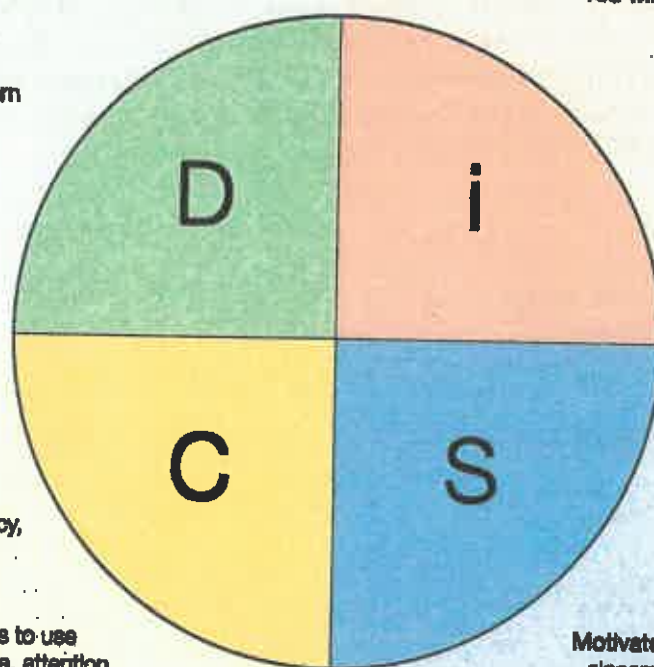
Fears: loss of stability, change, loss of harmony, offending others

You will notice: patience, team player, calm approach, good listener, humility

Limitations: overly accommodating, tendency to avoid change, indecisiveness

STEADINESS

Thoughtful
Moderate-paced
Calm
Methodical
Careful



Privileged Group Dynamics: Common Patterns

Directions ~ Review these common privileged group dynamics:

- a. Check-off any dynamics which you have observed or heard a credible story about.
- b. Make a note next to the dynamics that you have personally experienced, felt, or done.
- c. Add any additional common patterns/dynamics you have witnessed or experienced.

Some/Many Members of Privileged Groups Tend to (consciously and unconsciously):

1. believe they have “earned” what they have, rather than acknowledge the extensive privilege and unearned advantages they receive; believe that if others just worked harder...
2. not notice the daily indignities that members of marginalized groups experience; deny them and rationalize them away with PLEs (perfectly logical explanations)
3. work to maintain the status quo and protect the advantages and privileges they receive
4. believe that dominant cultural norms, practices and values are superior and better
5. internalize the negative stereotypes about members of marginalized groups and believe that members of privileged groups are smarter and more competent
6. want members of marginalized groups to conform and assimilate to dominant cultural norms and practices
7. accept and feel safer around members of marginalized groups who have assimilated and are “closer to the norm”
8. blame members of marginalized groups for the barriers and challenges they experience; believe that if they “worked harder” they could “pull themselves up by their bootstraps”
9. believe that members of marginalized groups are not competent and are only selected to fill quotas
10. interrupt and talk over members of marginalized groups
11. resent taking direction from a member of a marginalized group
12. dismiss and minimize frustrations of members of marginalized groups and categorize the person raising issues as militant, angry, having an “attitude,” working their agenda, not a team player...
13. focus on their “good intent,” rather than on the negative impact of their behavior

14. focus on how much progress we have made, rather than on how much more needs to change
15. want members of marginalized groups to “get over it” and move on quickly
16. get defensive when members of marginalized groups express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with members of marginalized groups
18. segregate themselves from members of marginalized groups and rarely develop authentic relationships across these differences
19. exaggerate the level of intimacy they have with individual members of marginalized groups
20. fear that they will be seen and “found out” as a racist, classist, etc., having bias and prejudice
21. focus on themselves as an individual (I’m not classist; I’m a good white), and refuse to acknowledge the cultural and institutional oppression members of marginalized groups experience daily
22. pressure and punish members of privileged groups who actively work to dismantle oppression ~ try to force them to conform and collude with the oppressive system; criticize, gossip about, and find fault with them
23. expect members of marginalized groups to be the “diversity expert” and take the lead in raising and addressing oppression as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of members of marginalized groups
25. rephrase and reword the comments of members of marginalized groups
26. ask members of marginalized groups to repeat what they have just said
27. assume the privileged group teacher/coach/facilitator/employee, etc., is in charge/the leader; assume members of marginalized groups are in service roles
28. rationalize away oppressive treatment of members of marginalized groups as individual incidents or the result of something the member of a marginalized groups did/failed to do
29. dismiss the experiences of members of marginalized groups with comments such as: That happens to me too...You’re too sensitive...That happened because of _____, it has nothing to do with class or race or gender!
30. judge members of marginalized groups as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent oppressive incidents

31. accuse members of marginalized groups of “playing the ____ card” whenever they challenge oppressive policies and practices; instead of exploring the probability that dynamics of oppression are operating
32. if confronted by members of marginalized groups, shut down and focus on what to avoid saying or doing in the future, rather than engaging and learning from the interaction
33. look to members of marginalized groups for direction, education, coaching on how to act & what not to do
34. compete with other members of privileged groups to be “the good one:” the best ally, the one members of marginalized groups let into their circle, etc.
35. if a member of a privileged group makes an oppressive comment or action, aggressively confront them and pile on the feedback to distance from them and prove who is a better ally
36. seek approval, validation, and recognition from members of marginalized groups
37. if confronted by members of marginalized groups, view it as an “attack” and focus on and critique HOW they engaged me, not my original comments or behaviors
38. disengage if feel any anxiety or discomfort
39. avoid confronting other members of privileged groups on their oppressive attitudes and behaviors
40. when trying to help members of marginalized groups, feel angry if they don’t enthusiastically appreciate the help
41. believe there is one “right” way, meaning “my way” or the “white/upper class way”
42. *track patterns of differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others*
43. *continually learn more about the experiences of members of marginalized groups and oppression*
44. *recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences*
45. *analyze policies and practices to assess any differential impact on members of marginalized groups and intervene to create change*
46. *constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, etc.*

Developed By: Kathy Obear, (413) 537- 8012, kobear@earthlink.net

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 privileged and marginalized groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of marginalized groups that perpetuate the status quo (internalized oppression)
8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various marginalized groups experience on campus and in society
9. Common examples of privilege that members of privileged groups experience on campus and in society

10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff
11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse student and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level
13. Campus and community resources that promote diversity, equity, and inclusion and how to make effective referrals
14. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students 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/marginalized group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in the one-up/privileged group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various privileged and marginalized groups

7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple privileged and marginalized group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)
8. Your level of multicultural competence - strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

C. Skills to:

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the campus, 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 privileged and marginalized groups in the moment**
- 15. Recognize the impact your comments and behaviors have across and within group memberships in the moment**
- 16. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action**
- 17. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion**
- 18. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.**
- 19. Seek and utilize input from members of various privileged and marginalized groups in planning and decision-making processes**
- 20. Develop effective partnerships with staff and faculty across the campus and within the division to continually improve services 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 privileged and marginalized 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

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

References

- Pope, R. L., Reynolds, A. L., and Mueller, J. A. (2004). *Multicultural Competence in Student Affairs*. Jossey-Bass.
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Language of Intercultural Leadership

"There's no growth in the comfort zone and no comfort in the growth zone"

"Don't let the urgent crowd out the important"

- 1) **Designing the Alliance:** A team contract discussion that encourages everyone to take responsibility for creating a conscious and intentional culture in which we'll work. This concept can be used by classroom teachers with students, at meetings with colleagues, with family members, etc.
- 2) **Making Requests:** We're often reluctant to make requests of others and we often assume we know what the answer will be prior to even asking the question. The concept of "making requests" includes three possible responses to questions...the possible responses include:
 - a. Yes
 - b. No
 - c. Counter offer: this response allows more room for negotiation
- 3) **Closing the loop & accountability:** Another element to making requests is that of closing the loop. When making a request either verbally or in writing, it's useful to include a timeline by which you'll have your response. Accountability takes closing the loop a step further by incorporating the following questions:
 - a. What are you going to do?
 - b. By when will you do it?
 - c. How will I know?
- 4) **Powerful Questions:** The art of asking questions that are open-ended, neutral, simple, brief and unexpected.
- 5) **Ask and Tell:** An intercultural skill, based on the Johari Window (see below). Ask and tell is about being transparent about who you are (telling) and inquiring when you're unsure about others (asking) rather than making assumptions.
- 6) **Cleaning up Messes:** The notion that as leaders, we ALL make mistakes or messes. This concept emphasizes the need to clean up the messes we make, which sometimes involves *telling on ourselves*.
- 7) **Levels of Listening:** This concept emphasizes three levels of listening and when each is important:
 - a. **Level 1: Internal listening:** attention is on ourselves and our own inner voice
 - b. **Level 2: Focused listening:** attention is on the other person
 - c. **Level 3: Global listening:** attention is a soft 360 degree focus using all of the senses, including intuition
- 8) **Acknowledgement:** includes noticing others (colleagues, students, others) and providing specific, positive feedback regarding who they are and/or the impact they've had or continue to have on you or others....most effective when spoken directly to the person in a "bottom-line" fashion.

- 9) **Team Toxins:** Toxic communication styles that, used over time, destroy teamwork:
- a. **Blame & Criticism:** Attacking the person rather than the behavior
 - b. **Defensiveness:** Excessive sensitivity to criticism
 - c. **Contempt:** Using sarcasm, belittling, name calling, hostile humor
 - d. **Stonewalling:** Cutting off communication, silent treatment, withdrawal
- 10) **Showing up at 100%:** From the work of Peter Koestenbaum, it's the notion that
- a. showing up at more than 100% means doing more than your fair share (the martyr place)
 - b. showing up less than 100% means not doing your fair share (the victim place)
 - c. showing up at 100% is the place of full responsibility and impact
- 11) **DISC:** This is a leadership inventory published by Inscape. It categorizes people based on one of four primary leadership styles:
- a. **D: dominant** (values task, directness, quick decisions, competition and assertiveness)
 - b. **I: Influence** (values innovation, teamwork, trust & relationships to get the job done)
 - c. **S: steadiness** (values stability, predictability and steadiness, friendliness and no conflict)
 - d. **C: conscientious** (values quality, accuracy and order, dependability and perfection)
- 12) **Johari Window (KNOW ME game):** Disclosure/feedback model of self-improvement, developed in the 1950's by Joseph Luft and Harry Ingram. The model suggests that there are four regions (like window panes) that illustrate who we are in relationship to other...
- a. **Region 1 is "open":** Those things we know about ourselves and others know about us
 - b. **Region 2: is "hidden":** Those things we know about ourselves and others don't know about us
 - c. **Region 3: is "blind":** Those things others know about us and we don't know about ourselves
 - d. **Region 4 is "unknown":** Those things we don't know about ourselves and others don't know about us
- 13) **Intercultural Development Continuum:** Originally called the Developmental Model of Intercultural Sensitivity (DMIS), this is a model developed by Milton Bennett and Mitch Hammer as a framework to explain the reactions of people to cultural difference. The underlying assumption of the model is that as one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relations increases.
- 14) **Intercultural Development Inventory (IDI):** Grounded in the DMIS model, the IDI is a statistically reliable, cross-cultural valid measure of a group or individuals intercultural competence.
- 15) **Intercultural Conflict Style Inventory:** Developed by Mitch Hammer as a way to understand the cultural dimensions of conflict. A individual or groups intercultural conflict style refers to an individual or cultural groups preferences and communication patterns for resolving conflict (i.e., *what we say and how we say it*) The four styles include:
- a. **Discussion Style:** Direct & Emotionally Restrained
 - b. **Engagement Style:** Direct & Emotionally Expressive
 - c. **Accommodation Style:** Indirect & Emotionally Restrained
 - d. **Dynamic Style:** Indirect and Emotionally Expressive

"Present, Open and Flexible....."

CAS Diversity Committee Guidelines

Diversity Committee

Diversity Advocate Checklist

- Search Committee preparation
 1. Has the search committee been informed of CAS guidelines for diversity in faculty hiring? (These include those specified in the following list and those specified in the CAS guidelines for faculty searches generally.)
 2. Has the search committee been made aware of implicit bias and given examples of how unintentional bias can manifest itself?
 3. Has the search committee formulated and agreed upon candidate evaluation criteria, their relative weighting, and the measures by which criteria are to be determined as satisfied?
 4. Has the search committee established any criteria thresholds below which no candidate will be eligible for consideration (regardless of other criteria)?¹
 5. Do evaluation criteria align with the text of the JVN?
 6. Do any evaluation criteria potentially prejudice the search against candidates of any underrepresented group?
- Candidate Evaluation
 7. Have we asked all and only the same questions of each candidate – i.e., in interview or screening sessions?
 8. Have we applied all and only the same standards to each candidate?
 9. Have we used evidence to arrive at our evaluations/ratings?
 10. Have we evaluated candidates individually on each criterion (rather than evaluating candidates holistically)?
 11. Have we ranked candidates by individual criteria, and then identified consistently high-ranking candidates?²
 12. Have we avoided prematurely ranking one or more candidate? Have we ranked all candidates at once?
- The Candidate Pool
 13. Have we formed a diverse list of semi-finalists for screening conversations?
 14. Are there qualified applicants from underrepresented groups who seem to be overlooked in the committee deliberations that I can call attention to?
 15. Does our finalist pool contain candidates from underrepresented groups?

In the event that the Diversity Advocate encounters any weakness in the search committee's activity, as per the above items, s/he should call the matter to the attention of the following, until resolved:

- The Search Committee Chair
- The Department Chair
- The Dean of the College of Arts and Sciences

¹ Such thresholds are not a CAS requirement; but if they exist, they should be made explicit.

² This practice is recommended but not required.