Moving from a Strategic Plan to an Action Plan: Creating Meaningful, Sustainable Systems Change

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Building our Learning Community

• Go greet 5+ people, especially anyone you do not know as well ~ until you hear the chime!
What is a source of your PASSION, COMMITMENT for creating:

• Inclusive organizations that accelerate the persistence and success of the full range of employees?

• Inclusive policies, practices, programs and services to meet the needs of the full breadth of those you serve?
How do you feel knowing that others are looking to you to partner with other leaders to create meaningful, sustainable organizational change?
What we are doing is necessary, but *not sufficient*...
3 Phases of Institutional Change
(Adapted from EYCA, Diversity Culture Change Process)

Phase I: Increase Awareness & Commitment

Phase II: Build Internal Capacity

Phase III: Infuse Equity & Inclusion into Everything We Do
what NOW?


Scale 0-10: 0 = not at all; 10 = completely

• How effectively do leaders, faculty, and staff create inclusive campus environments that accelerate the academic and personal success of ALL students?

• And create inclusive work environments that support the success of all faculty & staff?

* How would you know?
Jackson/Hardiman MCOD Continuum

**MONOCULTURAL**
- **EXCLUSIONARY**: Blatant exclusion or token presence of marginalized group members

**NON-DISCRIMINATION**
- **CLUB**: Marginalized group members encouraged but expected to fit in. Status quo culture.

**MULTICULTURAL**
- **REDEFINING**: Culture, climate and system experience fundamental, sustainable change

Jackson, 2005; Graphic developed by Dr. Shelly Kerr
Identifying Possible Next Steps

**Directions:** Start at the MCOD Stage you have chosen that best reflects the current state of your organization.

Stage 1/Exclusionary – pg. 27

Stage 2/The Club – pg. 28

Stage 3/Compliance – pg. 29

Stage 4/Affirming – pg. 30

Stage 5/Redefining – pg. 30-31
Identifying **Possible** Next Steps

**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:

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

*Then review the Stages before and after using the same symbols.*
• What was the **impact** of discussing possible next steps?

• Which ones seem **reasonable** and **possible**?

• What organizational structures are **already in place** to facilitate implementing these types of strategic actions?
GREAT LEADERS DON’T TELL YOU WHAT TO DO. THEY SHOW YOU HOW IT’S DONE.
Self-Assessment for Inclusion Practitioners

Groups of 3 – **count off 1-3**

pgs. 6-10

Each will review 21+ items ~ *Identify the capacities you want various stakeholders on your campus to demonstrate:*

- **1 = 1-21**
- **2 = 22-42**
- **3 = 43-64**
Scale 0-10: 0 = not at all ………… 10 = completely

• **How capable** are leaders, managers and staff to create and maintain inclusive programs and services for clients? **And,**

• **Create and reinforce** inclusive work **environments** that support the success of all members of the organization?
Rate the current capacity of:

- Senior administrators
- Academic leaders (deans, chairs)
- Faculty
- Directors and managers
- Supervisors
- Individual contributors
- Students
- Board/Trustees
Phase II:

Build Internal Capacity
Developing Internal Capacity

• Training of Facilitators/Trainers
• Inclusion Practitioners
• Unit Change Teams
• Comprehensive Professional Development Program
• Clear expectations and accountability
Identify new expectations for behavior AND hold everyone accountable.
## Principles of Community

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<th>Ways we expect each other to engage and treat others</th>
<th>Behaviors that cross the line</th>
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Everyone is expected to and will be held accountable to:

1. Create inclusive environments.

2. Interrupt and engage unproductive dynamics.

3. Create inclusive programs, policies, services and practices.

4. Deepen their individual and our collective capacity to successfully serve our increasingly diverse clients.
Analyze and revise all policies, practices, programs, and services with an Inclusion Lens.
Use an *Inclusion Lens* to identify any possible unintended negative impact on people in marginalized groups.
By group membership, who could be differentially impacted? And how?

What could be some unintentional negative impact?

Current bereavement policy only allows paid time away for the funerals of immediate family members.
USE AN INCLUSION LENS

- Age
- Athleticism
- Criminal background
- Disability status
- Economic class
- Educational level
- English literacy
- Family status
- Gender identity/presentation
- Geographic region
- Hierarchical level
- Immigration status
- Job function
- Marital/relationship status
- National origin
- Parental status
- Race
- Religion/spirituality
- Sex
- Sexual orientation
- Size/appearance
- Skin color; phenotype
- Veteran status
- Working style
- Years of experience
- Others…
Intent vs. Impact

1. In hiring interviews, candidates are not given a list of the questions.
2. In the hiring process, candidates are required to report their salary history.
3. Moving expenses are based on base salary.
4. Asking candidates to pay for travel to interviews, even if later reimbursed.
5. Promotion processes place a high value on professional awards and prestigious honorary postings.
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Be brave enough…

...to start a conversation that matters

Margaret Wheatley
IT’S A PROCESS, IT’S A PROCESS, IT’S A PROCESS: CHANGE TAKES TIME.
THOSE WHO MOVE MOUNTAINS
BEGIN BY CARRYING SMALL STONES.

CONFUCIUS
If you want something in your life you’ve never had, you’ll have to do something you’ve never done.
Sometimes your only transportation is a leap of faith.

Margaret Shepherd
This is the new “normal”

Let go or be dragged.

Zen Proverb
Complimentary Copies!
Organize people to participate in my next **free Webinars** and **Virtual Institutes**:

**May**: Creating Inclusive Organizations, part 2
- **Free Webinar**: May 3\(^{rd}\): 12pm ET/9am PT (75 minutes)
- **Virtual Institute**: May 17\(^{th}\): 12pm-3pm ET (3 hours)

**June**: Foundational Equity & Inclusion Trainings, part 1
- **Free Webinar**: June 7\(^{th}\): 12pm ET/9am PT (75 minutes)
- **Virtual Institute**: June 21\(^{st}\): 12pm-3pm ET (3 hours)

**July**: Foundational Equity & Inclusion Trainings, part 2
- **Free Webinar**: July 12\(^{th}\): 12pm ET/9am PT (75 minutes)
- **Virtual Institute**: July 31\(^{st}\): 12pm-3pm ET (3 hours)
DO NOT BE DAUNTED BY THE ENORMITY OF THE WORLD’S GRIEF.

DO JUSTLY, LOVE MERCY, WALK HUMBLY, NOW

YOU ARE NOT OBLIGATED TO COMPLETE THE WORK

BUT NEITHER ARE YOU FREE TO ABANDON IT.

- THE TALMUD
Questions & Dilemmas?