

Multicultural Organizational Development (MCOB):

Exploring Best Practices to Create Socially Just, Inclusive Campus Communities

AAC&U Conference
*Diversity, Learning, and Inclusive Excellence:
Accelerating and Assessing Progress*

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A Multicultural Organization

Bailey Jackson and Rita Hardiman

1. Values the contributions and interests of all employees
2. Employees reflect diverse social and cultural groups throughout all levels of the organization
3. Acts on commitment to eliminate all forms of oppression within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
4. Includes all members as full participants in decisions that shape the organization
5. 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.

Our Assumptions that are the Foundation of our MCOE Efforts

- People already have a solid foundation in diversity/inclusion concepts, models and tools before they engage in MCOE work.
- All of us have multiple group memberships.
- Society ascribes value/power to these group memberships ~ resulting in dominant and subordinated groups.
- Social justice ~ create an inclusive, oppression-free environment for all identity groups.
- All of us have prejudice and bias ~ resulting in internalized domination and internalized subordination.
- Prejudice is NOT INNATE ~ we believe people are inherently good.
- There is no hierarchy of oppression.
- There are some differences with respect to how oppression impacts, what it looks like...all dynamics of oppression come from the same fabric.
- All of us have Dominant and Subordinated group memberships, or we will...
- It is critical to own and explore the privilege of your Dominant group memberships.
- And to explore and heal from the oppression of Subordinated group memberships.
- We must acknowledge and “own” all of who we are... and engage in continuous learning to deepen our self-awareness and skill development.
- It is critical to form partnerships within groups and across dominant/subordinated groups to create social justice on campus
- It is critical to build authentic relationships within and across group memberships.
- It is critical to “speak your truth to power” and engage in honest authentic dialogue (also critical to recognize there are choices and consequences about the timing and level of honesty)
- It is critical to *stay in the process* ~ just don’t leave! Stay engaged and in relationship with others.

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.

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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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

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

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 Multicultural Organization

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

Small Group Worksheet: What does an organization look like at this Stage?

Discuss your assigned Stage of MCOB using the following prompts:

1. What are examples of the organizational policies, practices, norms, unwritten rules, and overall culture?
2. What are the demographics of the student population? and administrators, staff and faculty overall, and by hierarchical level?
3. What are common patterns of behaviors, attitudes, and feelings of members of dominant and subordinated groups on campus?
4. What is the impact on administrators, staff and faculty: morale, productivity, innovation, team work, recruitment, retention/turnover, development of next generation of leadership, career pathing, compensation, service to students, budget, resources (time, focus, \$...), reputation/image, grievances/litigation, inter-group/department conflict, etc.
5. What is the impact on students: recruitment, retention, academic success, student engagement, cross-cultural learning, developing leaders, etc.

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 campus dynamics and organizational readiness for systems change
 - Develop a deep understanding of the dynamics of dominant and subordinated groups on campus and in the community
 - “Map out” and assess the current campus dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the “Best Practices” used by other colleges and universities (www.diversityweb.org, listserves)
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:

- (√) ~ all Strategic Actions that are currently in process in your organization
- (-) ~ any Strategic Actions that are in planning stage
- (?) ~ any Strategic Actions that seem possible and useful in the *short-term*
- (??) ~ any Strategic Actions that seem useful, possibly in the *medium term*

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

Stage 1: The Exclusionary Organization

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

- 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 campus community 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 offenses well known on campus, and possibly regionally and nationally
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, current or potential law suits, drop in enrollment and retention, state legislators, alumni, regional corporations, local communities, national priorities)
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive campus environment
- Identify and communicate clear expectations and boundaries for appropriate behavior and clear responses for inappropriate behavior* (Jackson & Hardiman)
- Create structures to ensure all community members understand the rules for expected behavior on campus and the consequences of exclusionary actions, negligence, etc.
- Ensure that all leaders, managers, and faculty 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 on campus.
- Gather data from peer institutions: best practices and benchmarks (www.diverstyweb.org; listserves)

- Build internal networks across the institution: Human Resources, Legal advisers, Admissions, Student Affairs, Alumni, faculty, Provost Office, Counseling/Health Center, student leaders, Board members, 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 campus
- 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, personnel grievances, etc.)

Stage 2: “The Club”

Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment on campus and institutionalize policies and practices to increase the safety of all community members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive campus environment and (b) successfully recruit, retain and promote faculty and staff who demonstrate the skills and competencies to effectively teach and provide services to an increasingly diverse student 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 campus. 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 students, staff, faculty, alumni, local community) including climate assessment, data on recruitment, retention, promotion, tenure, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into curriculum and co-curricular activities, 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 injustice that exists on campus.
- Examples of actions that could result from the Feedback Session:
 - Assess the current policies, processes, and practices and identify Discretionary Points where bias could enter these processes and create negative differential treatment of students, staff and faculty.
 - 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 campus environments.

- Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion and social justice directly and comprehensively.
 - Increase campus-wide and division/department diversity awareness programs and workshops.
 - Create a Mentoring Program for students, staff, and faculty from subordinated groups ~ match them with staff, administrators and faculty across difference.
 - Increase resources for programs and services that promote the adjustment, retention and academic success of subordinated groups, including support centers, theme housing, academic courses and academic support services, Multicultural student leader retreats, etc.
- 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 multicultural student groups
 - Continue to gather relevant data that supports organizational change efforts
 - Stay current on external demand for colleges/universities to graduate students who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

Stage 3: The Compliance Organization

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

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, 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.
- President’s Cabinet and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Create meaningful dialogue among President’s Cabinet and members of subordinated groups and key allies
- Create a “Reverse Mentoring” Program for President’s Cabinet and selected other key leaders ~ match leaders with a subordinated group member ~ goal of mentoring program is to increase cultural competencies of leaders
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies
- Clarify and communicate clear expectations for quality of services and quality of campus experience for all students, staff and faculty across group identity
- Identify core cultural competencies expected of all administrators, staff and faculty

- Revise performance system to hold people accountable for demonstrating these cultural competencies
- Implement a comprehensive initiative to increase the cultural competence of all administrators, faculty, and staff
- Integrate cultural competencies into Human Resources and 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, faculty, 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 and managers that identify measurable strategies to meet Diversity Goals
- Implement a Mentoring Program for staff and faculty
- Create meaningful opportunities for members of subordinated groups to meet
- Create developmental opportunities for members of dominant groups to examine privilege, 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 of staff, faculty and administrators to address issues of inclusion
- Stay current on efforts of peer institutions and other organizations

Stage 4: The Affirming Organization

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

- Annual review by President’s Cabinet of Inclusion Plans from all leaders and managers on campus
- Best practices shared across institution
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- President’s Cabinet reviews institutional-wide reports on recruitment, retention, development, career pathing, and promotions every 6 months
- 6-month reviews by top leaders of Inclusion Plans from managers in their areas
- 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 faculty, staff, and administrators to effectively use a “Diversity Lens” in day-to-day activities
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across campus
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff/faculty 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 staff, faculty, and administrators how to integrate diversity and inclusion into their day-to-day activities
- Create structures that reward faculty who enhance teaching methods to meet the learning needs of all students, and integrate cultural competencies and social justice skills into their courses
- Institute academic courses that teach about social justice and inclusion and create requirements for students to complete set number of credits
- 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

Stage 5: The Redefining Organization

Strategic Actions: Goals ~ To engage the entire campus 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 faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents
- Enhance community outreach efforts and partnership initiatives

Stage 6: The Multicultural Organization

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

- 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 faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents

***Sources for MCO 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.

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Assessing Multicultural Organizations

Directions: Reflect and note what is currently in place in each of these areas that:

- a. values diversity and creates an inclusive, multicultural campus
 - b. creates obstacles to valuing diversity and undermines the creation of an inclusive, socially just multicultural campus
1. mission statement, vision statement on diversity, values and goals about inclusion
 2. top leaders' support for a broad campus commitment to inclusion and social justice
 3. behavioral expectations and policies regarding nondiscrimination, inclusion, and social justice
 4. demographics at all levels of the university: administrators, faculty, staff and students
 5. campus-wide communication about the goals of inclusion
 6. knowledge and competency level among administrators, faculty, staff and students to:
 - understand and appreciate differences
 - recognize and own their multiple dominant and subordinated group memberships
 - communicate effectively across differences
 - work effectively in diverse groups
 - manage dominant and subordinated group dynamics
 - use leadership and teaching styles that serve the needs of the increasingly diverse student population
 - recognize and interrupt harassment and oppressive incidents
 - mediate conflict across differences
 - create organizational change
 7. training and educational opportunities: administrators, faculty, staff and students
 8. degree of safety on campus for students, staff, administrators and faculty from subordinated groups
 - role and level of competency of public safety officers and local police
 9. support systems for students, staff, administrators, and faculty from subordinated groups: networking groups, support centers, etc.
 10. recruitment and search practices
 11. hiring practices: credentials, experiences, styles, and skills that are valued
 12. job requirements related to inclusion: staff, administrators, and faculty
 13. retention programs: reward and promotion practices

14. career development and mentoring programs: students, staff and faculty
15. performance reviews: staff, administrators, and faculty
16. discipline systems; grievances policies and procedures
17. responses systems for harassment and bias incidents
18. assessment structures to measure and report current campus climate and diversity dynamics: surveys, focus groups, exit interviews, etc.
19. current structures to address issues of inclusion in organization: Human Resources, EEO/AA, Compliance, Ombuds, etc.
20. explicit and implicit norms: What does it take to succeed? Be viewed as a key contributor?
21. decision-making processes throughout the university: degree of inclusiveness of staff, students, and faculty across all identity groups
22. history of efforts towards inclusion and social justice
23. curriculum policies and procedures
24. faculty development programs to:
 - encourage infusing diversity into the curriculum
 - improve teaching methods
 - develop skills to manage difficult dialogues
25. academic requirements/electives
26. orientation, programming, social activities, leadership development opportunities, and student organizations for students
27. inclusiveness of general housing practices and policies, such as: roommate and room selection, special housing programs, room decoration, food service, etc.
28. policies and practices of key students services, including:

<ul style="list-style-type: none"> ▪ Counseling Center ▪ Health Center ▪ Admissions ▪ Financial Aid ▪ Academic Support Services ▪ Academic Advising ▪ ESL Services ▪ Career Center 	<ul style="list-style-type: none"> ▪ Office of Multicultural Affairs ▪ Women's Center ▪ Athletics ▪ Student Activities ▪ Residence Life ▪ Service Learning Program/Cooperative Education Program
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Assessing Your Institution's Commitment to Social Justice & Inclusion

What are the historically marginalized groups that exist on your campus?

1. ___ T ___ F My campus has student organizations for historically marginalized groups.
2. ___ T ___ F My campus has faculty and staff organizations for historically marginalized groups.
3. ___ T ___ F Student organizations for historically marginalized groups on my campus are supported by student government funds.
4. ___ T ___ F My campus has courses on the history and experiences of historically marginalized groups.
5. ___ T ___ F A commitment to social justice and inclusion is included in the university's mission statement.
6. ___ T ___ F There is a clear protocol in place for the institution to respond to bias-related incidents on campus.
7. ___ T ___ F Members of historically marginalized groups are equitably represented on the faculty and staff at my institution.
8. ___ T ___ F Women on my campus are involved in making key decisions on the direction of the institution.
9. ___ T ___ F My institution considers non-Christian holidays and celebrations when scheduling events and programs.
10. ___ T ___ F There are openly gay, lesbian, bisexual & transgender faculty and staff at my institution.
11. ___ T ___ F Faculty at my institution regularly participate in a session focused on issues of social justice and inclusion.
12. ___ T ___ F Staff at my institution regularly participate in a session focused on issues of social justice and inclusion.

13. ___ T ___ F Sexual orientation is included in my institution's non-discrimination policy.
14. ___ T ___ F Gender identity/expression is included in my institution's non-discrimination policy.
15. ___ T ___ F Same-sex partner benefits are available on my campus.
16. ___ T ___ F Equal attention is given to all historically marginalized groups on my campus.
17. ___ T ___ F My institution has a strong relationship with local historically marginalized group leaders in the local community/city.
18. ___ T ___ F My institution has a campus-wide committee charged to address access issues (ability/disability).
19. ___ T ___ F Multi-racial/biracial issues are included in discussions on race and racism on campus.
20. ___ T ___ F Native American, Asian American and Latino/a issues receive the same attention on campus as African American issues.

Vernon A. Wall, 2006
<http://www.vernonwall.org>

Conducting an Organizational Environmental Scan

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Conducting a thorough Environmental Scan is a critical step to creating a socially just organization. Leaders and staff can use the results of this assessment to continue to build and institutionalize an inclusive and engaging culture where staff across all identity groups are fully engaged and feel they are respected and valued members of the organization. In addition this data can be used to create balanced representation in leadership, promotion, and retention throughout the organization, and ensure the integration of diversity into daily business practices.

Core Components of an Environmental Scan

A diverse cross section of key leaders and staff plan how to conduct the following steps:

- Identify the desired future state for your organization with respect to representation, work climate, cultural competencies, level of employee engagement, etc.
- Assess the current state of diversity and inclusion
- Analyze the gap between the current and desired state
- Identify best practices and recommendations
- Prioritize strategic action steps to attain the desired state
- Use the assessment process to create energy and commitment for positive culture change

This Planning Group designs an organization-wide Environmental Scan that includes the following components:

- A Project Plan that clearly outlines the strategy, tasks, and requirements for a successful Environmental Scan
- Review all existing documentation related to inclusion and social justice, including organization mission, vision, and values; Strategic Priorities work to date; recent assessments and survey data; exit interview data; etc.
- A strategic examination of all major formal and informal policies, practices and procedures, including recruiting, hiring, on-boarding, supervision, employee

development, performance management, communication, decision-making, and talent management.

- Explore the larger context with respect to social justice, including campus and community dynamics
- Gather current data from staff about the organizational culture and work climate using a blend of research methods, including: interviews, focus groups, and employee survey
- Analyze the data from all sources
- Prepare a summary of data
- Report summary of data to top leaders
- Facilitate a participatory, collaborative work session with leaders and select staff to review the data summary, identify key priorities, and recommend next steps

The success of any Environmental Scan is dependent upon how effectively the senior leader provides consistent, visible leadership to the effort, and holds their direct reports and managers accountable to demonstrate their commitment and support of this initiative.

Culture Change requires long-term commitment from leadership and demonstrated willingness to:

- Engage in rigorous, honest dialogue
- Invest staff time and organizational resources
- Invite, listen to, and act on honest feedback
- Engage in conflict until resolution is reached
- Revise current ways of doing business
- Hold all leaders and staff accountable for demonstrating the core cultural competencies required to shift the culture
- Create an organizational structure and strategy to support long term culture change efforts

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10 Myths of Social Justice

Myth #1 **Social Justice is a “vague” concept with no real scholarly basis.**

Another thought: There is much scholarship and research around the concepts of social justice. In their text *“Teaching for Diversity and Social Justice”*, Bell, Adams & Griffin (2007) define social justice as a process and a goal. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.” (p. 1)

Myth #2 **Social Justice is just “diversity” and “multiculturalism” renamed.**

Another thought: The concepts of social justice move beyond awareness and tolerance toward appreciation and action. They allow us to move beyond conversations about the “other” and focus on how our identities are windows into understanding oppression and creating change.

Myth #3 Talking about social justice moves us away from conversations on racism, sexism, classism, etc.

Another thought: Social Justice concepts allow us to enter into conversations related to all of the “isms” in more effective ways – using the dominant and subordinated groups that make up who we are.

Myth #4 Student affairs professionals are “good people” and thereby the concepts of social justice are in their nature.

Another thought: Even “good people” with “good hearts” can do some very oppressive things in unintentional ways.

Myth #5 Social Justice does not welcome “conservative” voices and views.

Another thought: The “end outcome” of social justice is equity and inclusion. There are many ways in which we can achieve this and we might not always agree on the means by which to get there.

Myth #6 The concepts of spirituality and social justice are not compatible.

Another thought: Most if not all faith communities embrace the concepts of fairness, love, compassion and justice. Looks like a pretty good fit to me.

Myth #7 Social Justice focuses on “action” rather than “personal work”.

Another thought: Social Justice begins with personal work. It is through our understanding of ourselves that we can then engage in authentic dialogue with others and better strategize with others to enact change.

Myth #8 Students who have studied abroad are more aware of social justice issues.

Another thought: Yes, if they know and understand the dynamics of oppression and injustice in the United States before heading to another country. If not, they are just tourists on different soil.

Myth #9 Students aren’t interested in social justice issues.

Another thought: The annual UCLA study on first year students begs to differ. Over the last three years, there has been a constant increase in students reporting interest in civic commitment and social responsibility.

Myth # 10 Social Justice is a “liberal” cause for idealists.

Another thought: Call it what you want, social justice is about making sure that everyone in the campus community feels connected and supported. This allows them to achieve at their greatest potential. This is what the college experience is about.

Vernon A. Wall, 2007
<http://www.vernonwall.org>

Diverse Community Foundations

1. Communities are built through building relationships of trust and commitment
2. We are all doing the best we can (most of the time)
3. We don't know all there is to know
4. Just because you are, doesn't mean you understand: Just because you're not, doesn't mean you don't understand
5. Oppression is pervasive and impacts us all
6. It is not our fault, but we must accept responsibility to create change
7. Conflict and discomfort are often a part of growth
8. Seek first to understand, then to be understood
9. Practice forgiveness and letting go
10. Self-work, healing and self-love are necessary for acceptance of others
11. Acknowledge, Appreciate, and Celebrate Progress
12. There are no quick fixes
13. Individuals and organizations DO grow and change. There is HOPE

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Action Planning

Action Step	Support and resources needed	Timeline

Accountability Partner

Phone

Email

Time/Date to reconnect