Moving from Diversity to Equity and Inclusion – Planning, Crafting and Implementing a Thoughtful, Measurable, and Effective (Diversity) Plan

Bridgette Cram, Ph.D. – Florida International University

Tia Sherèe Gaynor, Ph.D. – University of Cincinnati

Brandi Blessett, Ph.D. – University of Cincinnati

Session Overview

1. Roll Call

2. Establishing guidelines for the session

3. Assessing cultural competence

4. What is EDI and what's in an EDI strategic plan?

5. NASPAA Standards 1-5

6. Program Evaluation

7. Wrap Up

Guidelines for Our Time Together

- It's ok to be uncomfortable, growth occurs outside our comfort zones.

- Allow one another for space to talk – recognize the space you take up.

Cultural Competence Assessment

Diversity & Inclusion

The concept of diversity encompasses **acceptance** and **respect**. It means **understanding** that each individual is unique, and **recognizing** our individual **differences**.

These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a **safe, positive, and nurturing environment.**

It is about understanding each other and **moving beyond simple tolerance** to **embracing** and **celebrating** the rich dimensions of **diversity** contained within each individual.

Definition of Diversity. (1999). Retrieved from http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html on August 13, 20

What's an Equity & Inclusion Plan

- Strategic plan that IDs both program problems/challenges & goals

- Should be institutionalized

- Include input from all constituents
  - Tenure track & non tenure track faculty
  - Staff
  - Alumni
  - Students

- Have support from administration (if possible)

https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf

What's an Equity & Inclusion Plan

- Maps to university, school, department, program mission

- Outlines equity, diversity, & inclusion (EDI) in program goals/objectives

- IDs where across the curriculum EDI is (not) included

- IDs EDI practices for faculty and students

- Measures, assesses, tracks EDI in your program

- Helps fulfill requirements of NASPAA Accreditation standards

NASPAA Accreditation Standards

- Standard 1 – Managing the Program Strategically

- Standard 2 – Matching Governance with the Mission

- Standard 3 – Matching Operations with the Mission: Faculty Performance

- Standard 4 – Matching Operations with the Mission: Serving Students

- Standard 5 – Matching Operations with the Mission: Student Learning (5 universal competencies)

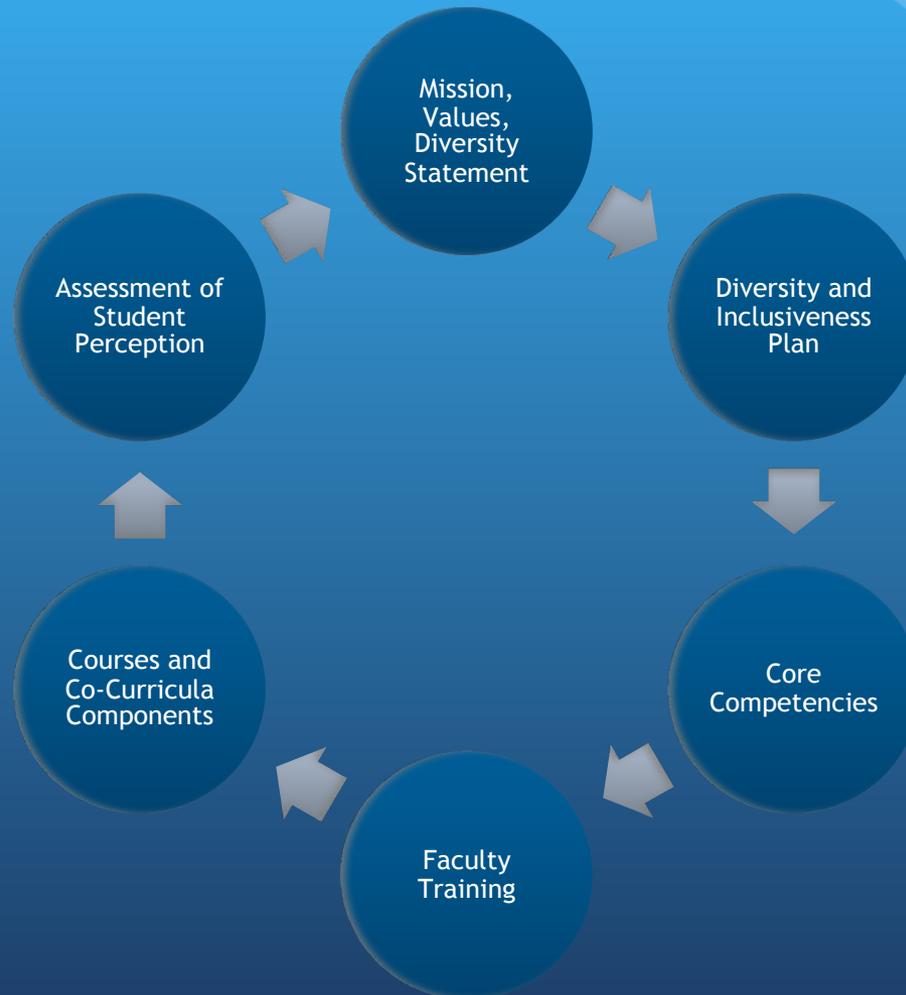# Standard 1

Managing the Program Strategically

Text Poll

Currently, which of these are you most comfortable addressing with respect to a diversity plan? Please choose ONE.

Diversity & Inclusion Framework

Lopez-Littleton, V. & Blessett, B. (2015). A Framework for Integrating Cultural Competency into the Curriculum of Public Service Programs. *Journal of Public Administration Education*, *21(4)*, *557-574*.

Linking diversity to program objectives

- What are the objectives of your program?

- Does your mission statement articulate the importance of diversity in meeting student and programmatic needs for quality education?

- When students graduate from your program, what types of knowledge, skills, and behaviors will students have related to diversity, inclusion, and cultural competence?

- Is there a mechanism to evaluate the effectiveness of strategies designed to promote diversity, inclusions, and cultural competence?

Standard 3
Matching Operations with the Mission: Faculty Performance

3.2 The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Text Poll

Is it difficult for your program to attract diverse faculty?

Discussion

- How does your program define diversity?

- What challenges do you experience with recruiting diverse faculty?

- Is your faculty representative of your student body? What are the implications of a lack of representation?

Faculty Diversity: Recruitment

- Those at the front of the classroom play an important role in exposing students to various ideas, methodologies, perspectives, and experiences.

- Develop and invest in targeted strategies and identify sources for recruiting diverse faculty.

- Things to consider:
  - From which schools are we recruiting?
  - What organizations are we sending materials to recruit?
  - Are our materials inclusive?
  - Do our hiring committees represent diverse backgrounds and perspectives?

- See worksheet for more

Faculty Diversity: Retention

- Identify diverse tenured faculty to mentor junior faculty of the same race/ethnicity

- Invite diverse faculty from other schools and departments to events and activities

- Acknowledge & be responsive to different experiences of underrepresented faculty in the academy

- Be cognizant of service requests – diverse faculty are often over burdened with service

Faculty Training & Development

- Develop a mechanism for faculty members to participate in the diversity and inclusiveness planning process

- Host workshops around topics of diversity and cultural competence

- Sponsor annual diversity trainings to support the development of multicultural approaches to existing courses

- Partner with other programs or submit funding proposals that cover the cost of diversity and cultural competency trainings

- Value the research conducted and service performed by faculty of color

- Cultural competence assessments

- Students are aware of our inauthenticity

Break Out Session & Discussion

Cultural Competence Assessment Scoring

130 to 160 Points: <u>REBEL</u>
Rebels are acutely aware of prejudice and bias—sometimes to a fault. At times they may come across too strong and appear to be overreacting. Rebels sometimes receive a reputation that causes people to discount their views, avoid them, or not take them seriously. If you scored in this range, you may be a change agent, but you may also be perceived as too radical or reactionary. Asking other people for honest feedback may help bridge the gap between rebel and change agent.

100 to 129 Points: <u>CHANGE AGENT</u>
Change agents are aware of biases in themselves and others and realize the negative impact that comes from acting on those biases. Change agents are willing to take action when they encounter inappropriate words, behaviors, or attitudes. They relate to people in a way that values diversity. If your score fell in this range, you can make great contributions to your workplace and your community because you try to find ways to educate others and help others realize the value of diversity.

Cultural Competence Assessment Scoring

70 to 99 Points: NEUTRAL
Neutral people are aware of biases in themselves and others. They are working to overcome their own prejudices, but are reluctant to address inappropriate behavior by others. They avoid risk by saying nothing and this is often perceived as agreement. If you fall into this category, look at the questions that you marked the lowest—you may want to identify ways in which you can improve in those areas. You may also want to find ways in which you can become more comfortable as an ally to others. Determine tactful, clear and firm ways to address inappropriate language, behavior and attitudes by others in the workplace.

40 to 69 Points: TRADITIONAL
Traditional people are aware of their prejudices and that their behavior may offend some people. However, they continue with derogatory jokes, inappropriate comments and actions as though the laws and our organization's values don't apply to them. If you fall in this category, not only is it likely that your behavior is damaging to workplace productivity and helping to create a hostile workplace climate, but your behavior may have legal consequences as well. Examine the questions you scored lowest—you may want to create personal and professional goals to help you break these habits.

0 to 39 Points: UNAWARE
Unaware people don't realize they exhibit biased behavior. They may offend others without being aware of it. They may accept stereotypes as facts. They may even unknowingly commit illegal acts! An unaware person's scores can fall in any category because an unaware person might answer "always" or frequently" when in reality he or she simply doesn't comprehend biased behavior. Because unaware people "don't know what they don't know," the only accurate indicator is feedback from others.

Faculty Diversity: Training & Development

Identify resources to aid in the facilitation of difficult dialogues
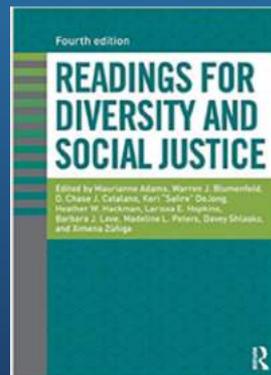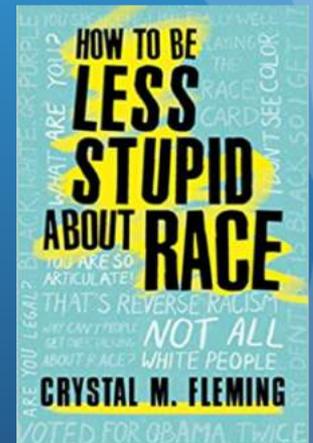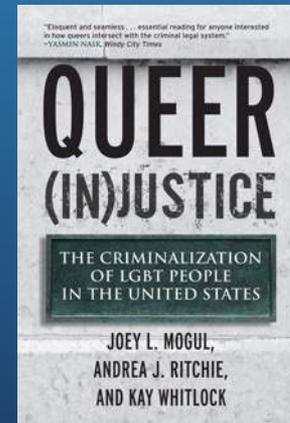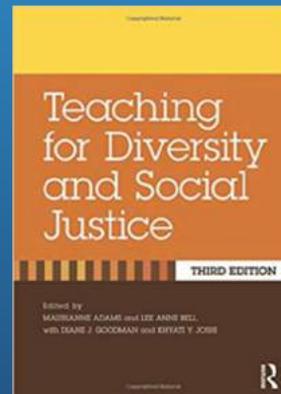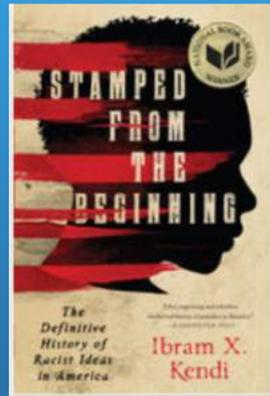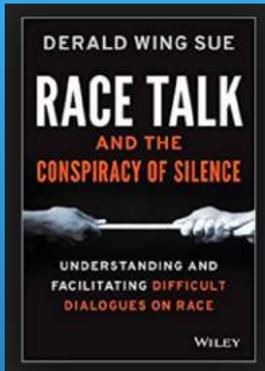
Standard 4
Matching Operations with the Mission: Serving Students

4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

Text Poll

Is it difficult for your program to attract diverse students?

Does your mission reflect a commitment to student diversity?

- "Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable and ethical democratic governance." (Virginia Commonwealth University)

- "Prepare a diverse cadre of leaders for graduate study and careers in the public service arena" (Syracuse University)

- "Respect—for cultural and intellectual diversity" (NC State)

- "The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world." (University of Minnesota)

Recruitment & Admissions

- Analysis of current enrollment data to understand trends and focus on areas of improvement related to recruiting diverse students

- Analysis of admissions data to examine equitable admissions practices

- Recruitment plan to include diverse institutions (HSI/HBCU)

- Do we have undergraduate student pathways to our program?
  - If so, are we intentionally engaging with a diverse population?
  - If not, how can we create these pathways?

Student Retention

- Comprehensive retention analysis to identify unequitable outcomes

- Expectations for learning in a diverse setting (classroom etiquette, cultural competence training at orientation)

- Proactive student services support
  - Mentoring, Coaching, Advising

- Student groups focused on diversity/inclusion

- Faculty support
  - Ensure faculty representation matches student representation
  - Faculty training in diversity/cultural competence

- Climate survey
  - Understand students' perceptions of program and organizational culture/climate

- **Do students feel that someone cares about them in the program?**

Standard 5 – Matching Operations with the Mission: Student Learning (5 universal competencies)

Text Poll

How much does your MPA program emphasize diversity/cultural competence in all of the required courses?

Universal Required Competencies (NASPAA)

- Required competencies will include five domains: the ability
  - To lead a manage in public governance;
  - To participate in and contribute to the policy process;
  - To analyze, synthesize, think critically, solve problems and make decisions;
  - To articulate and supply a public service perspective; and
  - To communicate and interact productively with a diverse and changing workforce and citizenry.

Across the Curriculum

Ensure that issues of equity, inclusion, diversity and cultural competence (among others) are included in all courses throughout your program & across faculty

- Introductory
- Budgeting
- Research Methods/Statistics
- Policy
- Organizational Theory
- Human Resources
- Elective Courses
- Capstone/Qualifying Exams
- All others

THE MISMEASURE of MAN

STEPHEN JAY GOULD

The definitive refutation to the argument of *The Bell Curve*
REVISED AND EXPANDED, WITH A NEW INTRODUCTION

Throughout the Course

- Course Syllabus
  - Learning Outcomes
  - Diversity and Inclusion Statement
- Readings
- Clips/Documentaries
- Written Assignments
- Case Studies
- Guest Speakers
- Other areas of your course...

Diversity and Inclusion Statements

- "University/College **embraces diversity and inclusion...**"

- "Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are **able to be free to learn without fear of being silenced.**"

- "**Students who would like to be identified in a manner other than what is indicated on the course roster** can contact me privately..."

- "**Inclusion authentically brings traditionally excluded individuals** and/or groups into processes, activities, and decision/policy making."

- "We expect that **each of us will hold one another accountable** for maintaining these ideals."

Video Clips/Documentaries

- Use documentaries that offer diverse and inclusive perspectives
  - "13th", "Let the Fire Burn", "I am Not Your Negro"

- Use Ted Talks to further explore topics
  - Variety of topics/alternative perspectives
  - Diversity of speakers
  - Ex. "Putting Ourselves in Their Shoes", "We Should all Be Feminists", "The Urgency of Intersectionality"

- Use of popular culture
  - "POSE", "The Office", "The Wire", "Survivor"

In-Class Activities

- Provide opportunities to expose students to diverse organizations and constituents (i.e. service learning)

- Invite guest speakers from underrepresented backgrounds

- Use case studies focused on diverse environments/topics

- Ultimately, think broadly (perhaps outside your worldview) about what you are already doing.
  - Implicit Association Test
  - Cultural Competence Assessment
  - Privilege Walk/Privilege Mobile
  - Monkey Business

Written Assignments

- Questions that can be incorporated:
  - In what ways does X impact (in)equity?
  - How has cultural competence (or a lack of) shaped your topic?
  - What intercultural misunderstandings or miscommunications have contributed to the problem?
  - How are culturally-based social values connected to your topic?
  - What are the impacts of culturally-based value conflicts?
  - What strategies can strengthen social equity/diversity/justice?
  - What does justice/injustice look like?

Program Evaluation

Measures and Closing the Loop - Program

- Campus climate surveys and results
- Curriculum mapping documents

Department of Sociology, Social Work and Anthropology

MAPPING: CURRICULUM AND PROGRAM LEARNING OBJECTIVES

REQUIRED Social Work Classes   ELECTIVE Social Work Classes

PROGRAM OBJECTIVES	1010	2100	2400	3050	4100	4150	4160	5350	4870/5870	3350	3360	3450	3550	3650	3750	3850	3950	4900	4950
1. Demonstrate ability to use interpretive, oral, and written communication.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2. Demonstrate understanding of biopsychosocial basis of human behavior and the interactions among individuals and social systems.	√	√	√	√		√	√		√	√	√	√	√	√	√				
3. Apply critical thinking skills within the context of professional social work practice.		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Integrate information from a variety of disciplines with social work knowledge/skills.		√	√		√	√	√		√	√			√	√	√	√	√	√	√
5. Demonstrate commitment to community service.	√	√					√		√										
6. Demonstrate understanding of social work professional values and ethics.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

- Syllabi and Student Learning Outcomes

Measures and Closing the Loop - Faculty

- Recruitment data

- Hiring data

- Retention data

- Exit survey data

- Training tracking

- Regular semester reviews of all data to identify immediate concerns

- Yearly review of all data to develop action plans for program improvement

Measures and Closing the Loop - Students

- Disaggregated retention data
- Disaggregated graduation data
- Exit survey data
- Understanding of how unit financial aid/assistance/scholarship funds are allocating
- Student support services
- Student groups/activities
- Semester review of all data to identify immediate concerns
- Yearly review of all data to develop action plans for program improvement

Text Poll

Do you feel that you have enough support from NASPAA to design an effective assessment method for each of the universal required competencies?

Wrap-Up

- Which top 3 things will you take back to your school, department, program?

- What are your short term goals re: your D&I plan?

- What are your long terms goals re: your D&I plan?

- Are there areas related to D&I plans that you would like to learn more about? Need additional assistance with?

WE ARE HERE ALL WEEK, GRAB US IN THE HALLWAY TO CHAT MORE!

Key Points to Remember

- No one has all the answers

- This is hard, but important work for which we must be actively and willingly engaged

- This work is ongoing

- Cultural competence is never fully achieved – this is a process

- Students, colleagues, stakeholders can tell how (in)authentic we are

THANK YOU!!!

Don't forget, please complete the evaluation forms.

Bridgette Cram – Florida International University
bcram@fiu.edu

Tia Sherèe Gaynor – University of Cincinnati
tiasheree.gaynor@uc.edu

Brandi Blessett – University of Cincinnati
brandi.blessett@uc.edu

Diversity Plan Components

- **Clear and explicit goals and objectives**

- Timeline and locus of responsibility

- **Comprehensive student enrollment data**

- **Faculty and staff diversity reporting**

- Targeted sources for recruiting faculty from diverse backgrounds

- Support structure for faculty and staff to receive training

- **Strategies and resources to recruit diverse guest speakers, presenters, and other personnel**

- Strategies to engage diverse groups

- **Climate survey to understand the impact of targeted actions**

- Development of feeder programs and pipelines to recruit students from diverse backgrounds

- **Resources dedicated to implement identified strategies**

Discussion

- Does your program invest in professional development opportunities to ensure faculty are capable of facilitating discussions, creating assignments, and fostering a learning environment supportive of diversity, inclusion, and cultural competence?

Preparation for working in a diverse world

- Issues of diversity/cultural competence infused throughout the curriculum

- Intentional team-based learning; role playing; case studies

- Programming that exposes student to diverse perspectives and thoughts

- Service-learning opportunities; internships

Student Learning – NASPAA

- The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

- The program will define its objectives and competencies for optional concentrations and specializations.

- The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Skills for Public Service Professionals

- Describe the concept of diversity as it relates to individuals and populations

- Incorporate strategies for interacting with persons from diverse backgrounds

- Recognize the ways diversity influences policies, programs, and services

- Facilitate communication among individuals, groups, and organizations

- Convey data and information to professionals and the public suing a variety of approaches

- Develop new and/or evaluate existing social equity indicators, tools, and measurement scales

Course Readings

- Recognize historical PA voices are not diverse
  - Overwhelmingly white and male
  - Void of historical/social context

- Supplement theories/voices with diverse perspectives

- Diverse scholars in and outside of public administration

We Deserve Better

- https://www.youtube.com/watch?v=TNbp1aBbgP4

Discussion

Do diversity and inclusion topics appear across the curriculum or only in specific courses? If so, where are they? If not, where can they be incorporated?

Are these topics only taught by specific professors? If so, how can you share the responsibility to all faculty?

How can your program strengthen the presence of diversity and inclusion in the curriculum?

Is your program intentional about how diversity and cultural competence is integrated into existing programs?

Faculty Diversity: Overcoming Challenges

- Get buy-in from senior administrators and faculty
  - Issues of diversity and cultural competence should not be solely an issue of concern for underrepresented faculty
  - Exposure to diversity and cultural competence for peers and students should not be the responsibility of only underrepresented faculty

- Contribute to the research and scholarly efforts to raise awareness of cultural competency

- Advocate for the development of specialized courses in diversity, cultural competency, and social equity