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

MCOD Developmental Stage Model

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization
- Openly maintains the privileged 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 marginalized 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 privileged culture viewed as the only "right" way: "business as usual"
- Privileged 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

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NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization
- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged 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
- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization
- In transition
- Actively working towards developing an inclusive organization
- Moving beyond "nondiscriminatory," "non-oppressive" to proactively inclusive
- Actively working to create environment that "values and capitalizes on diversity"
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

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

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Indicators to Identify Your Assigned Stage of MCOD

<u>Directions</u>: Use the following questions to discuss your assigned MCOD Stage. Make notes and be prepared to share insights and examples.

1. **Demographics** and **degree of multicultural competence** of leaders, managers, and employees.

2. **Overall culture** of the organization: <u>morale, conflict/tension, written and unwritten rules</u>, etc.

3. **Common** patterns of **behaviors, attitudes, and feelings** of members of privileged and marginalized groups?

4. **Common practices/results/impact**: <u>decision-making, communication, recruitment, retention, professional development, supervision, programs, services</u>, etc.

5. **What are 2-3 generic/anonymous examples** that illustrate the indicators of this Stage?
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Indicators of a Redefining/Multicultural Organization (Stage 5/6)

Goals of an Inclusive Organization:
- ***To engage the entire department/division/campus in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.***

- ***To continually reassess the current state and organizational needs, and implement change as needed to ensure the goals of diversity, equity, and inclusion are achieved in the department/division and on campus.***

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- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
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A. Leadership
1. Leaders regularly discuss and communicate the division's and the department's vision and commitment to equity and inclusion for all students and staff to:
    a. Create and maintain a safe, inclusive, and equitable work environment that:
        i. actively engages and includes all staff,
        ii. supports the full participation and success of all staff,
        iii. is responsive to the needs of the increasingly diverse staff population,
        iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
    b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
        i. support the persistence, success, and graduation of the full breadth of students on campus,
        ii. are responsive to the needs of the increasingly diverse student population,
        iii. actively eliminates all forms of exclusion, discrimination, and oppression.
    c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.

2. Leaders regularly discuss the "business case" ~ compelling reasons why the division's and the department's focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.
3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.
4. Leaders regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.
6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.
9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.
10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.
11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.
12. Leaders meet quarterly with other department leaders to:
    o Review the current state of equity and inclusion within the division, and within each department
    o Develop plans for continuous improvement
13. Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
14. Leaders hold their direct reports and staff accountable for meeting the diversity, equity, and inclusion goals.
15. Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
16. Leaders seek honest feedback from colleagues, members of their department, and students about:
    o Their effectiveness as a leader on issues related to diversity, equity and inclusion
    o The effectiveness of their staff on issues related to diversity, equity and inclusion

B. Planning and Decision-making

1. Planning processes intentionally include input from students and staff who are affected by the potential decisions and those who are involved in implementing the decisions.

2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)

3. Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:

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

C. Supervision

1. Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team.

2. Supervisors regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.

3. Supervisors demonstrate the divisional/departmental core multicultural competencies in all aspects of their work activities.

4. Supervisors communicate these multicultural competencies to their team members and work with each individual staff member to develop a comprehensive professional development plan to demonstrate continuous progress towards demonstrating these competencies.

5. Supervisors require direct reports to set clear, measurable and realistic inclusion and equity goals for their areas of responsibility.

6. Supervisors regularly assess the progress of direct reports on their inclusion and equity professional development goals, individual performance goals, and departmental goals.

7. Supervisors regularly discuss departmental progress towards equity and inclusion goals with direct reports and departmental staff.

8. Supervisors require their staff to participate in the cultural audits (snapshot) at the division and department level.

9. Supervisors work collaboratively with members of the department to review the results of the cultural audits (snapshot) and develop plans to:
   o Improve the work environment.
   o Align all policies, procedures, programs, and services with equity and inclusion goals.

10. Supervisors immediately respond to reports of inappropriate and/or offensive behaviors from staff in their department(s).

D. Recruitment/Hiring
1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.
2. Staff continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.
3. Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.
4. All stated "minimum requirements" are essential to the position.
5. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
6. Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.
7. All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the divisional and department goals for diversity, equity and inclusion.
8. All Search Committees are diverse by race and other categories of diversity.
9. Hiring Manager and/or department leader meet with the Search Committee to discuss their commitment to hiring a racially diverse, culturally competent staff.
10. Search Committee members receive training to minimize the potential that their biases will impact the selection process.
11. Search Committee members use position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity equity and inclusion.
13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a "Transition Team;" develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

E. Professional development
1. All staff are required to annually assess their current level of multicultural competence and discuss goals for their professional development with supervisor.
2. All staff are required to participate in regular professional development activities to deepen multicultural competencies (trainings, workshops, courses, conferences, reading group, etc.)
3. Staff meet annually with supervisor to discuss their progress and revise development plans.

4. The division and departments sponsor regular professional development sessions for all staff to deepen their multicultural competencies across the full breadth of differences.

F. Performance management
1. All staff are required to continually assess and increase their level of multicultural competence.
2. All staff are required to demonstrate multicultural competencies in their daily work activities.
3. Supervisors conduct a formal performance session annually with each direct report, as well as informal discussions about performance at least every 3 months.
4. Leaders conduct an annual division-level analysis of performance ratings to assess if there are disparities across race, gender, rank, etc.

G. Orientation and transition of new employees
1. Supervisors conduct orientation and on-going transition meetings with all new employees to:
   o Review the division/department inclusion and equity goals
   o State their expectations for infusing inclusion into daily work practices
   o Identify current level of multicultural competence and plan professional development activities for the next 6-9 months
2. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:
   a. How the employee is adjusting and integrating into the department/division
   b. The employee's need for additional training, support and coaching
   c. Any conflicts, misunderstandings or barriers they are encountering
   d. Any needs for additional resources or information

H. Promotions, Interim Appointments, and Re-appointments
1. A candidate's ability to consistently demonstrate an advanced level of multicultural competence is a central criteria for all promotions, interim appointments, and re-appointments.
2. All processes for promotions/interim appointments are transparent, aligned with equity and inclusion goals, and developed in consultation with the divisional leader or her/his designee.

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

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