

**To: The CCCC Officers**  
**From: Subcommittee on Organizational Diversity, Equity, and Social Justice**  
**Submitted: January 2016**

## **Synthesis of Previous Organizational Work on Diversity, Equity, and Social Justice (DESJ)**

The Diversity and Equity Subcommittee of the 4C Executive Committee was charged with the following task in December 2015: "to collect and synthesize past reports, recommendations, statements, action plans regarding this organization's commitment to diversity." The committee undertook the following process:

- communicated with the current 4C's officers to collect prior reports
- reviewed the 4C EC Connected Community Site to collect prior reports from the Diversity Committee
- communicated with NCTE staff member Kristen Suchor to collect previous publications and reports, including annual reports from the Diversity Committee (DC) and the initial charge to the DC in 2003
- queried the Asian-American, African-American, Jewish, Latin@, and American Indian caucuses with requests for any additional relevant documents
- read and collected comments on trends, themes, achievements, and action items from these reports posted on a google doc

This report summarizes our conclusions regarding trends, priorities, and 'action items' that emerged from the review of these documents:

**Trends and Themes:** The committee members made the following observations:

### **Information gathering has been prioritized over action steps, and largely the responsibility of the diversity committee:**

- groups within the organization have engaged in many information-gathering actions; there have been fewer direct actions that would quickly increase diversity in the organization.
- There is likewise a lengthy history of support for racial and ethnic diversity in both the CCCC and NCTE, as illustrated by several of the [reports and publications](#) that were provided to us by the NCTE staff.

### **Diversity, equity, and inclusion efforts have not made diversity central to the organization (racial and ethnic diversity in particular) and have largely been the responsibility of the Diversity Committee**

- The committees drafting the annual reports seem to have been hobbled by an overly-expansive mission. In 2003, 2006, 2009, 2010, 2013 and 2014, the reports mention the "substantial list of charges" for the committee, the need to spend much time prioritizing, and the need to orient the group to work of the past.
- The Position Statement on Diversity (and Social Justice?) actively underway since at least 2009 has not materialized.
- Regarding the survey--while valuable, it should be noted that the respondents do reflect the majority white population of the organization (84% of respondents were white), so that seems important to consider as we read those recommendations.
- Diversity work that is effective is central to an organizational goal, not the job of a small, peripheral group of people. Though the Diversity Committee has had a number of achievements over the last 12 years, if the larger organization is committed to diversity

and inclusion efforts that are infused throughout, then it has to be part of the value system and priorities; values and priorities are measured by where we put time and money.

### **Achievements and Progress**

In the past ten years, there have been some important tangible outcomes:

- the blog series, CCCC Conversations on Diversity, with contributions from a range of scholars. (<http://cccc-blog.blogspot.com/2008/05/cccc-conversations-on-diversity.html>).
- Resolution 6 at the March 2003 4C Business meeting from the Latin@ Caucus with specific requests. See action items below.
- a draft of a "position statement on diversity and social justice" (the text of which was not found in any documents)
- open meetings during 4C with members occurring annually
- circulation and reports on results of [CCCC Survey on Diversity \(2011\)](#)

### **Action Items**

The committee observed a need to take broader organizational action to demonstrate a commitment to diversity rather than allocating this responsibility to a small group of people who are making a professional service commitment for which there is neither organizational time or funding allocated to support. For example, the following goals were repeated through the reports:

- The Latin@ Caucus issued a resolution calling for the following and it is not clear whether this was actually done:
  - writing programs/English departments should provide demographic data about the percentage of people of color in part time/full time and tenured/untentured lines
  - 4C shall publish this info annually
  - 4C shall acknowledge a writing program for its exemplary efforts to develop people of color faculty
- The Diversity Committee was charged with developing a "4C Committee on Diversity Website." [See charge](#) (and Appendix A) and repeatedly stated a commitment over six years to creating this website. It would contain the following:
  - Curricular materials and bibliographies in the first year curriculum and beyond
  - Practical resources about teaching writing in diversity-rich environments
  - Links to books about diversity and writing
  - Links to diversity-rich syllabi
  - A mentor-type column that addresses issues of diversity
  - Short excerpts from members about how diversity shapes their teaching and their identities as teacher-scholars (Testimonials)
- Reports repeatedly express the desire to draft position statements to submit to the EC (March 06 report), addressing "concerns and problems of racial diversity in CCCC. In 2009, the committee indicated a desire to "submit a CCCC Position Statement on Diversity and Social Justice," writing "we are looking forward to submitting a revision of the CCCC Position Statement on Diversity and Social Justice" in November 2011. The committee stated plans to submit a position statement on diversity for St Louis 2012. This was not documented in the reports from the 4C EC available in the Connected Community site.
- The Diversity Committee presented the results of a survey in 2012, though it is a small sample--251 responses; can we get a wider range of responses? Could this be built

on/supplemented with conference-based feedback, given that there are thousands of attendees/members?

- General recommendations from the [Subcommittee on Organizational Transparency](#), including making the EC handbook available publicly, recommending committees expand the use of social media, and that the organization clarify website structure

### **Possible Courses of Action to Support DESJ efforts within the Organization**

The subcommittee developed the following sets of activities (and values) that could direct organizational work on DESJ:

- Commit Funding to the Creation of an "Inclusion Change Team" like the one discussed in "[Creating Equitable and Inclusive Organizations Document](#)" See Appendix B: "Stage 2"; This should be undertaken inclusively, with an open invitation, publicized by email notification, on the website, and on social media and appointed by the 4C EC from an open invitation and not 'tapped on the shoulder' approach based on who EC members already know. Those interested in participating could provide a brief statement of interest and qualifications that can be used as information for appointments to the group. The CCCC Caucuses and Diversity Committee should be point groups for this work.
- Commit funding for a project that would tackle the following tasks:
  - a) develop a broader scale survey about diversity,
  - b) fulfill the charge of creating a website with curricular materials and bibliographies, etc. (see 2003 charge),
  - c) write and publish a position statement on diversity and social justice.

This has to be compensated work done by people with the expertise to do it. As above and worth repeating: This should be undertaken inclusively, with an open invitation publicized by email notification, on the website, and on social media, and appointed by the 4C EC from an openly invited and not 'tapped on the shoulder' approach based on who EC members already know. Those interested in participating could provide a brief statement of interest and qualifications that can be used as information for appointments to the group. The CCCC Caucuses and Diversity Committee should be point groups for this work.

- Recommendations that seemed to recur in the documents, both in the survey results and elsewhere, include: the need for funding, mentoring, and explicit invitations to participate for people of color. The NCTE program seems to be an impressive example in all three regards, featuring diversity-specific awards, workshops/events (including a mentoring event), and invited speakers (from among past award winners, no less, which serves to keep these recipients connected and to facilitate mentoring of others), all presented in an area of the program that allows readers to see the various opportunities at a glance. For example, it seemed particularly useful to include the blurb about the caucuses on the page about the Rainbow Strand, which served to inform/educate readers about the organizational structure as well as connect them to related opportunities. We should also heed feedback from 4C EC members of color who have asserted the need for more than just invitations--we also need access and commitment.
- The subgroup supports more direct steps to increase minority participation and less of yet more information gathering (although information is important). We need to increase minority participation to a level where members of color have their own community support within the organization.
- Foster individual scholarship that should subsequently inform organization work.
  - NCTE hosts fairly regular webinars on literacy teaching, and CCCC could easily tap into this model for advancing the goals of diversity (we could also host Ted-style talks, vlogs, etc. that could be publicly accessible).
  - CCCC could develop proposal workshops (like the one hosted by the

- Newcomers' Committee) to take place during the conference.
  - CCCC could borrow from NCTE's roundtable sessions to think about intersectional sessions.
- Recruitment - CCCC leadership is not very racially diverse at this moment. We need to make a much more concerted effort to recruit diverse candidates into leadership roles, acknowledging that we want to focus as much on organizational transformation (developing an inclusive and multicultural organization) as we do on becoming an organization that is "monocultural" but includes people of color (see pages 15-25 of the "[Creating Equitable and Inclusive Organizations Document](#)" that the group reviewed.)
- Mentorship - we have a series of mentoring programs, most recently the joint WPA-GO/CCCC Committee on the Status of Grad Students mentor program. There are other good models (the RSA Mid-Career Retreat comes to mind) that we could borrow from as well in order to increase access from a wider range of participants in leadership and feedback opportunities.
- Alliances and coalitions - We talked at the EC meeting about possibly seeking endorsements for our position statements to broaden our reach. We may also want to start thinking about ways to make similar efforts to reach out to other organizations that will allow us to support other communities and reinforce our organization's commitment to diverse populations.
- Transparency - In 09.E, the Organizational transparency study made several crucial points about [perceptions of transparency. As one respondent to the diversity survey noted, diversity work is hard, and organizations committed to diversity can and should acknowledge the advances and the setbacks, as a way to demonstrate what is being done, what still needs to be done, and how people can be involved in various ways. CCCC is not at the forefront of that movement, but it could be.
- Continual reassessment - in the [Creating Equitable and Inclusive Organizations Document](#), the authors noted that diversity work is never done. CCCC has a strong history of supporting diversity in many ways--most recently, as an organization we have been better at supporting gender, sexuality, and disability. We have not been as good at supporting racial and ethnic diversity.
- Assess the broader membership's notions of how diverse or not CCCC is, how to advance diversity in the organization, we should discuss, as an Executive Committee and a broader organization how to bring diversity to the center of the organization instead of leaving it to "diverse" scholars to do the hard work, etc. In other words, one way to bring diversity to the center of the organization is to think about how to invite everyone to participate in the act of continual reassessment.
- Post EC handbook to website; organizational transparency isn't specific to improving access and inclusion for marginalized groups, but it may have a greater impact on those who are 'organizational outsiders' and who we desire to increase participation of.
- Collect and publicize demographic data on membership, per the request from the Latin@ Caucus and the results of the Diversity Survey in 2011.
- Specify a seat on the EC for someone from HBCU's. Just as the EC gives a grant for a teacher from a tribal college to attend, we could expand that program to at least 2 instructors from tribal colleges, 3 or 4 instructors from HBCU's, and 2-3 Latin@ instructors from primarily Latin@ institutions. CCCC should pay all expenses rather than rely on institutional funding commitments as teaching-intensive institutions rarely provide this kind of matching funding.

**General closing thoughts:**

In Shirley Wilson Logan's [Chairs' Address from 2003](#), she asserted that "All too often when invoking the slippery term 'diversity,' we allow the lazy force of generalization to erase those differences so that all concerned are further disempowered" (Logan 334). Expanding the responsibility for inclusion, equity, and diversity to the 4C EC (and not just the Diversity Committee or Caucuses) and partnering more actively with that group as well as acting on recommendations for organizational transparency should be the goal of the CCCC as an entire organization.

Respectfully submitted:

Holly Hassel, Professor of English, UW Marathon County (subcommittee chair)

Jeff Andelora

Amy Lueck

Les Perelman

Ryan Skinnell

#### Works Cited

Logan, Shirley Wilson. "Changing Missions, Shifting Positions, and Breaking Silences." CCC. 55.2 (December 2003): 330-342. Print.

## Appendix A: Tracking the Diversity Committee's Charges from 4C EC

### **Initial charges**

1. To poll the membership regarding effectiveness of CCCC in meeting the needs of our many different constituents, as defined by race, ethnicity, gender, disabilities, and sexual orientation
2. to explore opportunities for interdisciplinary research on diversity-related issues
3. To promote the hiring and retention of faculty of color and the recruiting of graduate students of color in composition and rhetoric
4. To conduct surveys of the membership that better identify the organization's level of diversity, including members' rank and institutional affiliation
5. To explore studies that examine the rhetoric of whiteness in our discipline
6. To help develop a website with curricular materials and bibliographies in the first year curriculum and behind
  - a. Practical resources about teaching writing in diversity-rich environments
  - b. Links to books about diversity and writing
  - c. Links to diversity-rich syllabi
  - d. A mentor-type column that addresses issues of diversity
  - e. Short excerpts from members about how diversity shapes their teaching and their identities as teacher-scholars (Testimonials)
7. To combine efforts with other NCTE/CCCC committees where possible to improve efficiency

### **Evolved Charges**

2009 focus:

1. To poll the membership regarding the effectiveness of CCCC in meeting the needs of our many different constituents, as defined by race, ethnicity, gender, disabilities, and sexual orientation
2. To conduct surveys of the membership that better identify the organization's level of diversity, including members' rank and institutional affiliation
3. To promote the hiring and retention of faculty of color and the recruiting of graduate students of color in composition and rhetoric

2010:

1. To document and synthesize the scholarly research and practical efforts of our field to address diversity issues, and in light of this synthesis to suggest new needed areas for professional and scholarly work, including interdisciplinary work
2. To develop resources that will support our members in teaching for diverse student bodies, such as a website with curricular materials and bibliographies on diversity in first-year curriculum and beyond and practical resources about teaching writing in diversity-rich environments
3. To poll the membership regarding the effectiveness of CCCC in meeting the needs of our many different constituents, as defined by race, ethnicity, gender, disabilities, and sexual orientation

2011:

1. To propose position statements, based on the aforementioned fact and resource collection, on diversity in the profession and teaching for consideration by the Executive Committee
2. To gather data about underrepresentation of people of color and other minorities in our professional hiring including surveys of the membership that better identify the organization's level of diversity, including members rank and institutional affiliation
3. To document and synthesize the scholarly research and practical efforts of our field to address diversity issues, and in light of this synthesis to suggest new needed areas for professional and scholarly work, including interdisciplinary work

#### **2013: current charges**

1. To gather data about people of color and other minorities who are members of our professional organization--this includes information such as the degree of diversity of students enrolled in graduate programs, faculty rank and institutional type, representation of diverse scholars and scholarship at our national convention and in NCTE/CCCC publication venues.
2. To poll the membership regarding the effectiveness of CCCC in meeting the needs of our many different constituents, as defined by diverse categories such as race, ethnicity, gender, disabilities, sexual orientation, etc.
3. To document and synthesize any data collected from the above efforts, along with scholarship and practical experiences from our members, in order to identify the needs of our membership, and of our discipline, that might appropriately be supported by the CCCC organization or attended to by the CCCC Executive Council.
4. To develop resources that will support our members in engaging in scholarship that directly address diversity issues and/or concerns
5. To develop resources that will support our members in teaching for diverse student populations, or in teaching diversity-centered curricular to homogenous student populations
6. To promote the hiring and retention of faculty of color into all departments in which our members are employed
7. To promote the recruiting and retention of graduate students of color into rhetoric and writing graduate programs and to advocate for diversity-rich curricula
8. To propose position statements on diversity in the discipline for consideration by the Executive Committee.
9. To combine efforts with other NCTE/CCCC committees where possible to improve efficiency, including the Committee on Disability Issues, the Committee on LGBT/Q Issues, the Committee on Language Policy, as well as with CCCC EC Governance Groups and Task Forces as appropriate.

## **Appendix B: Sections on Types of Organizations from "Creating Inclusive and Multicultural Organizations"**

### **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 organizational dynamics and readiness for systems change
  - Develop a deep understanding of the dynamics of dominant and subordinated groups in the organization and in the community
  - "Map out" and assess the current organizational dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the "Best Practices" used by organizations
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:

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

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

## **Stage 1: The Exclusionary Organization ~ MONOCULTURAL**

**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 organization 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 pattern of the offenses well known within the organization, and possibly regionally and nationally
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, increase number of grievances, current or potential lawsuits, drop in revenue/number of clients, drop in customer service, increase in complaints, decreased reputation in community, perceptions of state legislators, alumni, regional corporations, local communities; change in national priorities)
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive organizational environment
- Identify and communicate clear expectations and boundaries for appropriate behavior and clear responses for inappropriate behavior\* (Jackson & Hardiman)
- Create structures to ensure all organizational members understand the rules for expected behavior in the organization and the consequences of exclusionary actions, negligence, etc.
- Ensure that all leaders, managers, and staff 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 in the organization.
- Gather data from peer institutions: best practices and benchmarks
- Build internal networks across the institution: Human Resources, Legal advisers, EEO/AA, Ombuds, union leaders, Board members, employee resource groups, etc.
- Build networks and partnerships with institutions and agencies in the community, community leaders, grassroots change agents, etc.
- Strategize how to influence top leaders through existing relationships and

emerging relationships: identity those who are important to involve and assess their level of commitment to creating a safe, inclusive organization

- 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 policies/procedures, bias reporting protocol, personnel grievances, etc.)

## **Stage 2: “The Club” ~ MONOCULTURAL**

***Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment within the organization and institutionalize policies and practices to increase the safety of all organizational members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive work environment and (b) successfully recruit, retain and promote leaders, managers and staff who demonstrate the skills and competencies to work effectively within a diverse organization and provide services to an increasingly diverse client 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 organization. Adjust members' workload, 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 clients, staff, managers, administrators, members of the local community) including climate assessment, data on recruitment, retention, promotion, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into professional development/training activities and client services and programs, 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 disparities that exists in the organization (internally and externally).
- Examples of actions that could result from the Feedback Session:
  - Assess the current policies, procedures, services, programs, and practices; identify Discretionary Points where bias could enter these processes and create negative differential treatment of clients, staff, managers, and administrators.
  - 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 organizational environments.
  - Revise, as needed, organizational mission, values statement, and policies to address issues of inclusion and social justice.
  - Increase organizational-wide and division/department diversity awareness programs and workshops.
  - Create opportunities for two-way mentoring.

- Increase resources for programs and services that promote the adjustment, retention, engagement, and success of subordinated groups.
- 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 influential figures
  - Build coalitions among subordinated groups within organization
- Continue to gather relevant data that supports organizational change efforts
  - Stay current on external demand for peer institutions to provide culturally competent service to a broader range of community members, and to hire/retain staff who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

### **Stage 3: The Compliance Organization ~ NON-DISCRIMINATING**

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

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, professional development opportunities, costs of status quo, etc.
- Deepen cultural competencies of Institutional Inclusion Change Team to include MCOD theory, organizational change models, strategies to engage resistance, etc.
- Top leaders and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Clarify and communicate clear expectations for the quality of programs, services, and climate.
- Identify cultural competencies expected of all leaders.
- Create system to hold people accountable for demonstrating these cultural competencies in their activities.
- Implement a comprehensive training and development initiative to increase the cultural competence of all participants.
- Create meaningful dialogue among top leaders and members of subordinated groups and key allies
- Create a “Reverse Mentoring” Program for top leaders and selected other key managers ~ match each leader/manager with a subordinated group member ~ goal of mentoring program is to both increase cultural competencies of leaders/managers and increase the organizational success of subordinated group members
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies
- Integrate cultural competencies and equity into 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, managers, 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 that identify measurable strategies to meet Diversity Goals and organizational mission/values
- Create meaningful opportunities for members of subordinated groups to meet/connect
- Create developmental opportunities for members of dominant groups to examine their privilege, the 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 to address issues of inclusion
- Stay current on efforts of peer institutions and other organizations
- Develop productive networks with other community leaders; meet quarterly to review current plans and progress towards goals; give/receive feedback on plans for next steps

#### **Stage 4: The Affirming Organization ~ NON-DISCRIMINATING**

***Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of subordinated group members within the organization. Increase attention to access and strategies to ensure success for all staff, managers and administrators. Increase skill and competencies of staff, managers and administrators to create programs, services, and processes to increase engagement and culturally competent services to the increasingly diverse client population.***

- Annual review by top leaders of Inclusion Plans from all leaders and managers within organization
- Share best practices across institution
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- Top leaders review institutional-wide reports on recruitment and retention every 6 months
- 6-month reviews by each top leader of Inclusion Plans from managers in their areas
- Hold public community forums to gather feedback from clients and community leaders on current services and input for changes
- 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 staff, managers, and administrators to effectively use a “Diversity Lens” in day-to-day activities ~ Diversity Practitioners
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across the organization
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff 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 volunteers how to integrate diversity and inclusion into their day-to-day activities
- Integrate issues of inclusion into all educational programs and marketing efforts; ensure materials are accessible for English language learners across literacy levels
- 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
- Create networks with other community organizations
- Establish official Community Liaisons with key subordinated group communities
- Partner with community civic, and business leaders and other agencies to create a comprehensive welcome program for new employees who relocate to the area, and to provide jobs for their spouses/significant others/partners
- Partner with community, civic, and business leaders to assess the current climate in the community for members of subordinated groups, and work collaboratively to improve the quality of life overall, the educational systems for children, etc.
- Develop partnerships with other organizations/agencies who provide related services and/or serve similar client populations; explore ways to increase quality and efficiency of services/programs by sharing resources, collaborating, seeking grants/funding, etc.

## **Stage 5: The Redefining Organization ~ MULTICULTURAL**

***Strategic Actions: Goals ~ To engage the entire organization and local 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 staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all
- Continually evaluate effectiveness of community outreach efforts and partnership initiatives, and enhance as needed

## **Stage 6: The Multicultural Organization ~ MULTICULTURAL**

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

- 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 staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all

### **\*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.
- 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.
- Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

Developed by Kathy Obear, Ed. D., [kobear@earthlink.net](mailto:kobear@earthlink.net); in collaboration with Bailey W. Jackson, Ed. D., Social Justice Education, University of Massachusetts-Amherst, [bailey.jackson@educ.umass.edu](mailto:bailey.jackson@educ.umass.edu)