# "The culture of any organization is shaped by the worst behavior a leader is willing to tolerate"
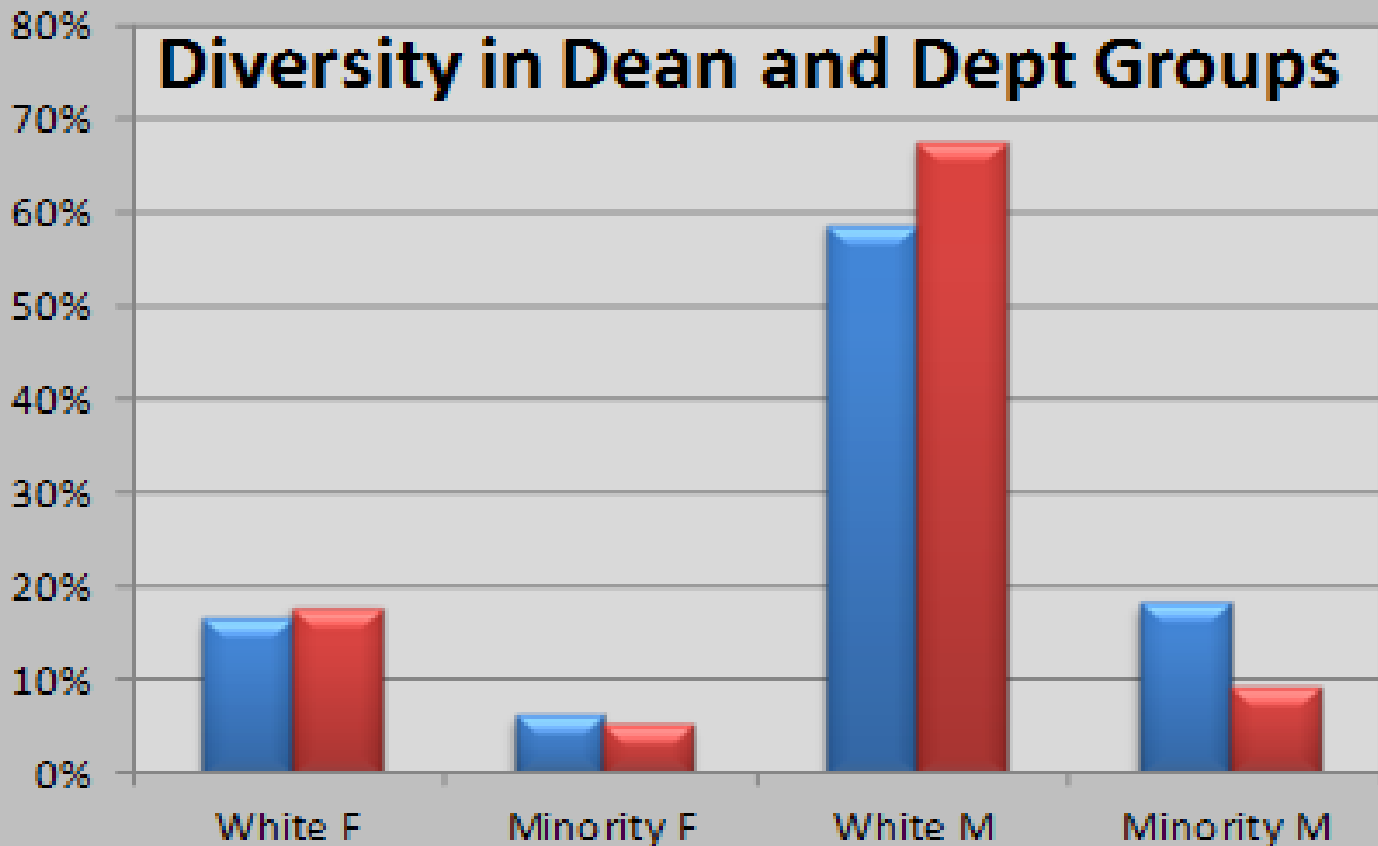
Gruenter and Whitaker, 2015

Diversity and Inclusion Best Practices Session

2017 NERA Spring Meeting

# DIVERSITY IN AGRICULTURAL COLLEGES LEADERSHIP



Diversity in Dean and Dept Groups

| Diversity Group | Dean (%) | Department (%) |
|---|---|---|
| Total Female | 23 | 23 |
| Total Male | 77 | 77 |
| | | |
| White Female | 17 | 18 |
| Non-white Female | 6 | 5 |
| White Male | 59 | 68 |
| Non-white Male | 18 | 9 |
| | | |
| Total Non-white | 25 | 15 |
| Total White | 75 | 85 |

# ESCOP DIVERSITY IN RESEARCH LEADERSHIP TASK FORCE

**Bob Shulstad…**

*This task force is charged to* **explore the topic of diversity in research leadership** *across the Land-grant university system, to* **provide ideas and actions** *for consideration, and to supplement institutional, regional and national diversity and inclusion efforts. The* **focus should be primarily on enhancing diversity** *among the Experiment Station Directors, Research Directors, and their associates and assistants.*

**Diversity in Research Leadership Task Force**

# ESCOP DIVERSITY IN RESEARCH LEADERSHIP TASK FORCE

**Karen Plaut (Task Force Chair)**, Senior Associate Dean for Research and Faculty Affairs, Purdue University

**Shannon Archibeque-Engle**, Director of Diversity and Retention, Colorado State University

**Charles Boyer**, Vice President, Dean and Director, Montana State University

**Carolyn Brooks**, Executive Director, Association of 1890 Research Directors

**Jackie Burns**, Dean for Research and Director, University of Florida

**Doze Butler**, Associate Dean College of Sciences and Agriculture, Southern University and A&M College

**Cynda Clary**, Associate Dean Academic Programs, Oklahoma State University

**Sarah Dayton**, Assistant Director, Organizational Development and Accountability, Extension Admin, Cornell University

**Ali Fares**, Associate Director for Research, Prairie View A&M University

**Christina Hamilton**, Assistant Director, NCRA

**Jeff Jacobsen (Task Force Support)**, Executive Director, NCRA

**Rubie Mize**, Assistant to the Executive Director, NERA

**Sarah Lupis**, Assistant Director, WAAESD

**Tim Phipps**, Associate Dean for Research and Outreach and Associate Director, West Virginia University

**Dan Rossi**, Executive Director, NERA

**Soyeon Shim**, Dean, School of Human Ecology, University of Wisconsin-Madison

# HIGHEST PRIORITY ACTIONS FOR ESCOP

- Create a permanent **ESS Diversity Catalyst Committee** that establishes goals, metrics, timelines, implementation activities, and continuity of practice with a rolling three-year plan to champion a long-term diversity and inclusion agenda

- Support training for Regional Executive Directors and Assistant Directors to **enhance skills and build capacity**

- ESCOP **leadership should collectively participate in a diversity training** activity to help to ensure that we are modeling best behaviors and practices as members of the leadership team followed by training for ESS attendees

**Diversity in Research Leadership Task Force**

# TRAINING

- Use the <span style="color:red">Intercultural Development Inventory (IDI)</span> to assess cultural competencies of ESS.

- Use <span style="color:red">Multicultural Organizational Development  (MCOD)</span> Model for assessment of benchmarks.

- Institutionalize diversity and inclusion trainings and best practices at regional and national meetings, and through periodic webinars.

**Diversity in Research Leadership Task Force**

# ESCOP Diversity and Inclusion Trainings

## Session I - Intercultural Development Inventory (IDI)

*Dr. Pamala Morris, Assistant Dean, Office of Multicultural Affairs, Purdue University*

<span style="color:red">"…focuses on cultural differences and commonality from a leadership group"</span>

## Session II – Multicultural Organization Development Model (MCOD)

*Dr. Shannon Archibeque-Engle, Director of Diversity and Retention, Colorado State University*

<span style="color:red">"How do you create, maintain, and lead a multicultural organization?"</span>

## Session III – Diversity and Inclusive Excellence

<span style="color:red">"…understand and enhance multicultural competency"</span>

<span style="color:red">"Integrate inclusive excellence…"</span>

<span style="color:red">"…skills to proactively affirm and promote diversity and inclusion"</span>

<span style="color:red">"Develop diversity and inclusion practitioners"</span>

<span style="color:red">"Practice intervention skills to support diversity and inclusion"</span>

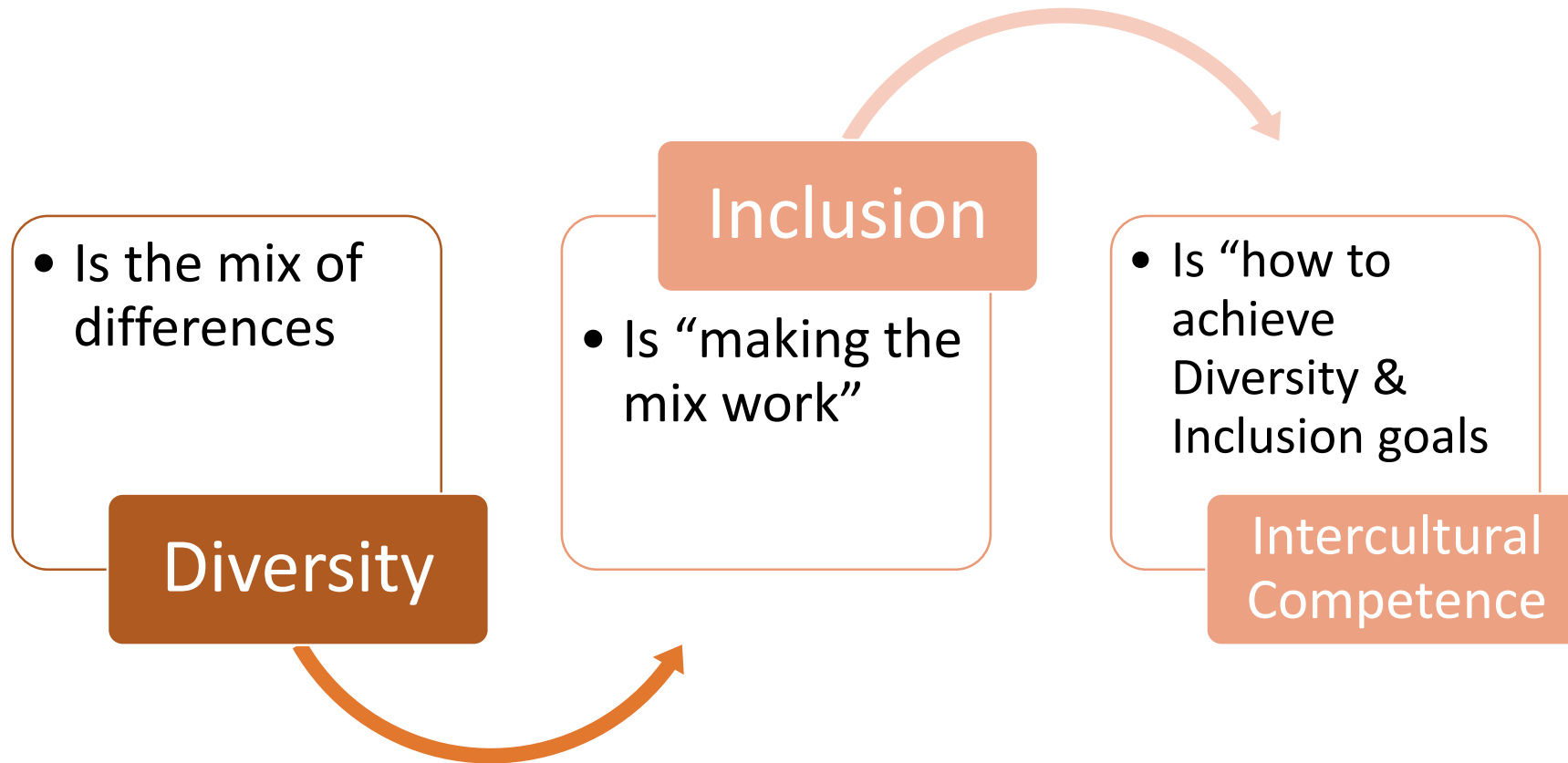# Diversity - Inclusion - *Intercultural Competence*

**Diversity**...*all of the ways in which people are different. This includes individual, group, and cultural differences.*

**Inclusion**...active, intentional, and ongoing engagement with diversity—in people, in cultural programs, in continued dialog *designed to increase/create---*

- awareness/sensitivity/respect
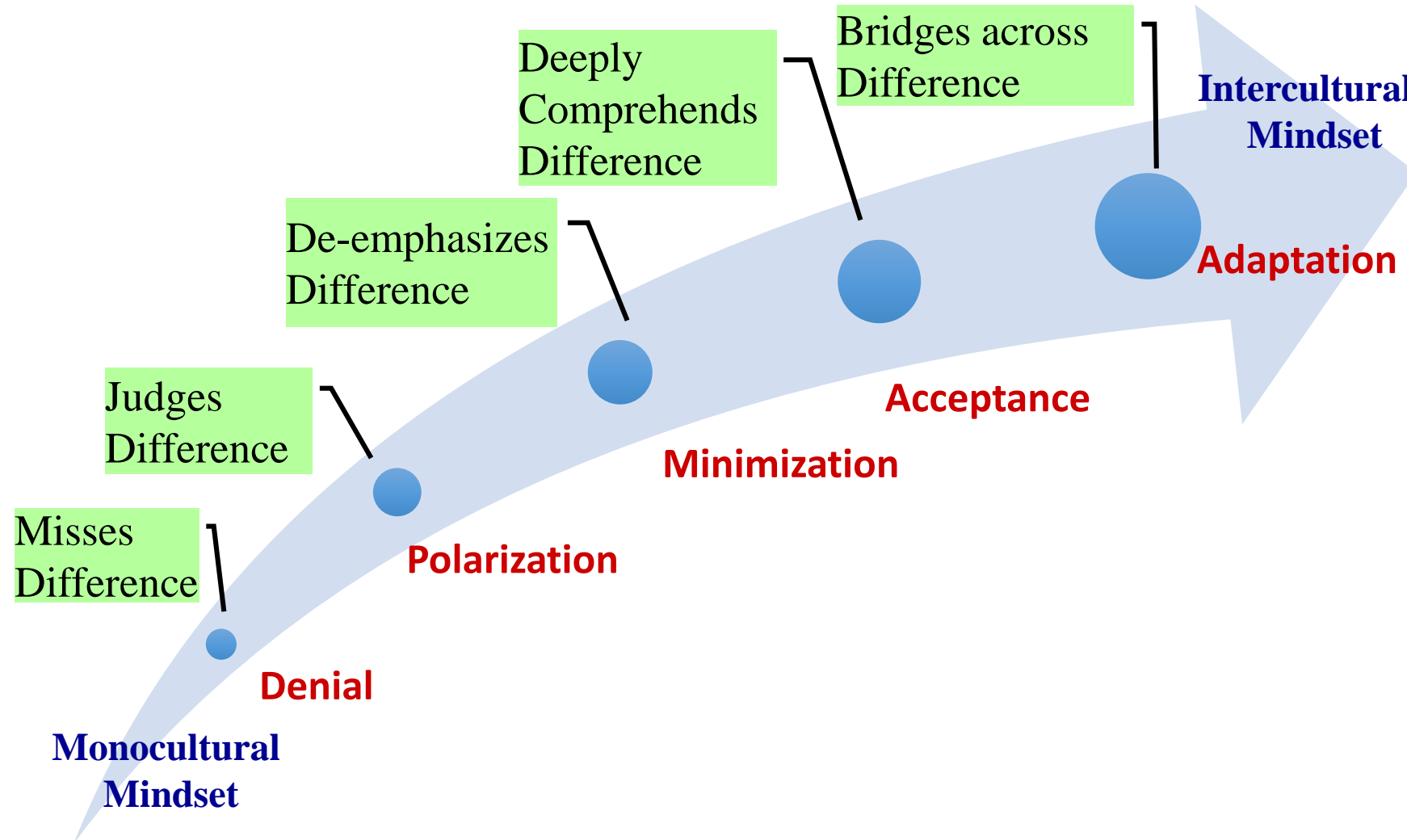- People feel welcome/valued contributors
- Open communication

**Intercultural competence...process** through which **Diversity** and **Inclusion** goals are achieved

# Key Concepts

**Diversity**
- Is the mix of differences

**Inclusion**
- Is "making the mix work"

**Intercultural Competence**
- Is "how to achieve Diversity & Inclusion goals"

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INTERCULTURAL
DEVELOPMENT
INVENTORY

# Intercultural Development Continuum: Primary Orientations



Misses Difference

Judges Difference

De-emphasizes Difference

Deeply Comprehends Difference

Bridges across Difference

**Intercultural Mindset**

**Adaptation**

**Acceptance**

**Minimization**

**Polarization**

**Denial**

**Monocultural Mindset**

© 2015  IDI, LLC used with permission

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986

# Mindset Summary

Denial: "I've never had to think about racism."

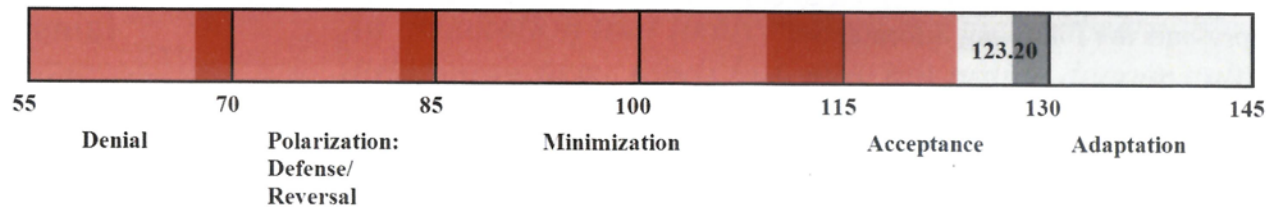Polarization: "We have a lot to teach these people."

Minimization: "No matter what their culture, people are pretty much motivated by the same things."

Acceptance: "Where can I learn more about (x) culture to be more effective in my communication?"

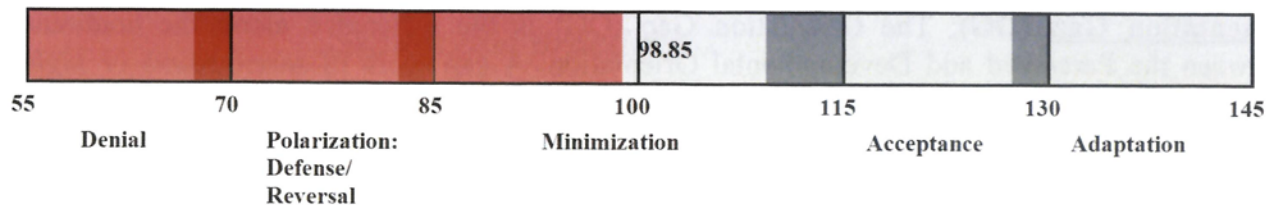Adaptation: "I can maintain my values and also behave in culturally appropriate ways."

# IDI GROUP PROFILE REPORT

## Perceived Orientation (PO)

| 55 | 70 | 85 | 100 | 115 | 130 | 145 |
|---|---|---|---|---|---|---|

**123.20**

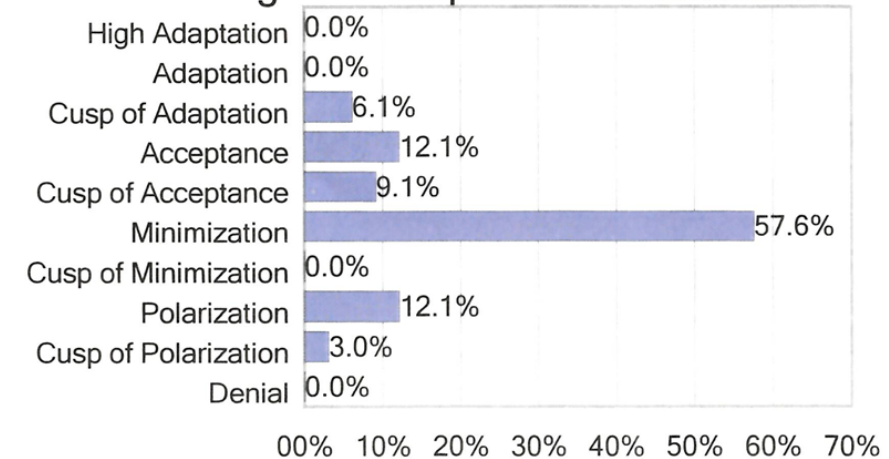Denial | Polarization: Defense/Reversal | Minimization | Acceptance | Adaptation

The group's Perceived Orientation Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

## Developmental Orientation (DO)

| 55 | 70 | 85 | 100 | 115 | 130 | 145 |
|---|---|---|---|---|---|---|

**98.85**

Denial | Polarization: Defense/Reversal | Minimization | Acceptance | Adaptation

The IDI's Developmental Orientation Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors.

## Percentage Developmental Orientation

| Category | Percentage |
|---|---|
| High Adaptation | 0.0% |
| Adaptation | 0.0% |
| Cusp of Adaptation | 6.1% |
| Acceptance | 12.1% |
| Cusp of Acceptance | 9.1% |
| Minimization | 57.6% |
| Cusp of Minimization | 0.0% |
| Polarization | 12.1% |
| Cusp of Polarization | 3.0% |
| Denial | 0.0% |

00% 10% 20% 30% 40% 50% 60% 70%
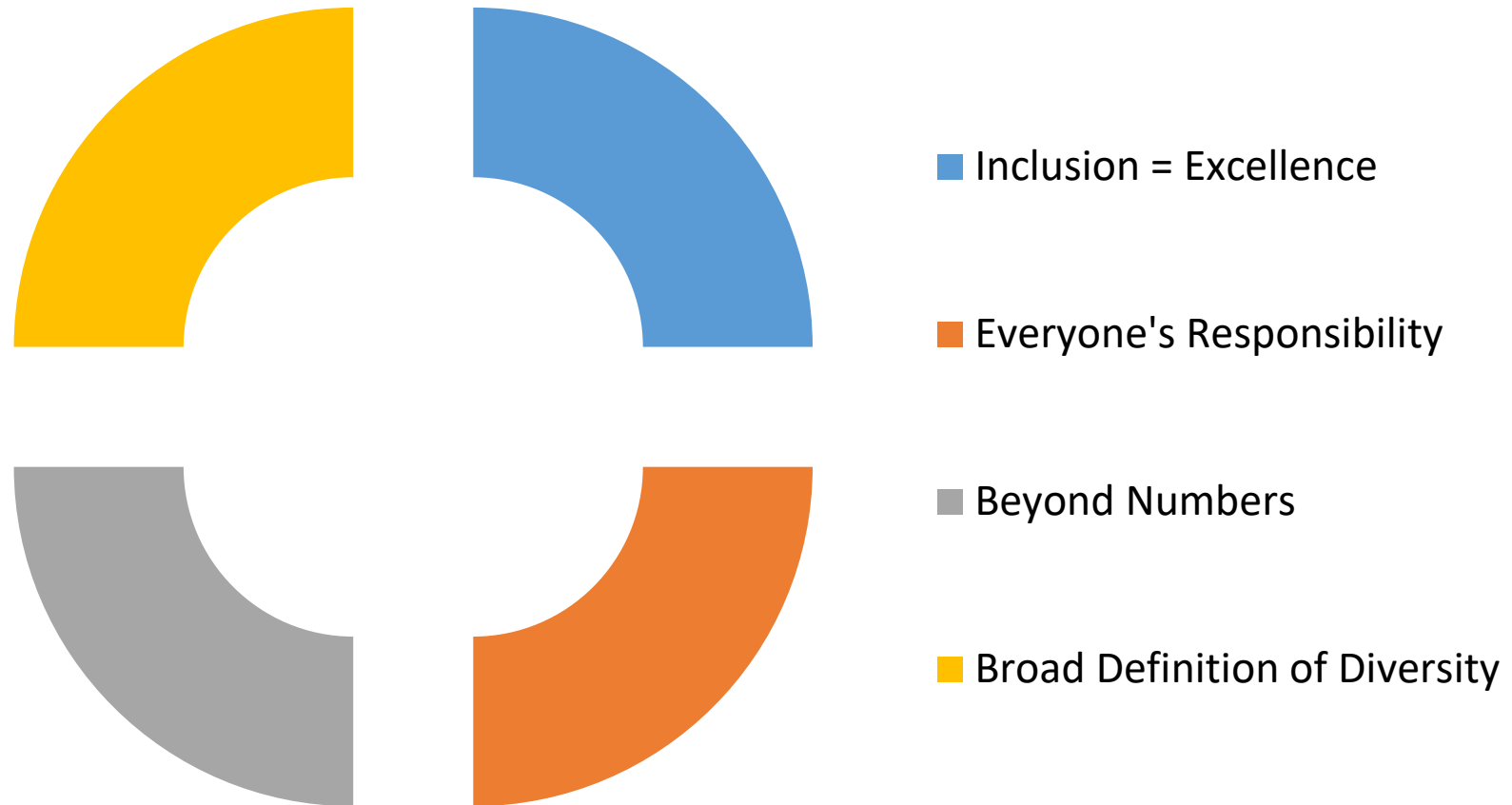
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INTERCULTURAL
DEVELOPMENT
INVENTORY

# Developing Intercultural Competence

Transform through engaging in a four step **process**:

1.  Increasing awareness of our own characteristic ways of making meaning in familiar and unfamiliar cultural environments;

2.  Increasing awareness of others' ways of making meaning in familiar and unfamiliar cultural environments;

3.  Managing our emotions and thoughts (EI) in the face of ambiguity, change and challenging circumstances;

4.  Bridging cultural gaps between ourselves and others ---shift our perspectives, attuning our emotions and adapting our behavior in effective and appropriate ways.

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INTERCULTURAL
DEVELOPMENT
INVENTORY

# INCLUSIVE EXCELLENCE
*Multicultural Organization*

- Inclusion = Excellence
- Everyone's Responsibility
- Beyond Numbers
- Broad Definition of Diversity

# A MULTICULTUAL ORGANIZATION

- Values the contributions and interests of all employees

- Employees reflect diverse social and cultural group throughout all levels of the organization

- Acts on commitment to eliminate all forms of oppression with the organization

- Includes all members as full participants in decisions that shape the organization

- Follows through on broader social and environmental responsibilities

Bailey Jackson and Rita Hardiman

# Stages of Multicultural Organizational Development (MCOD)

Stage 1 – The Exclusionary Organization

Stage 2 – "The Club"

Stage 3 – The Compliance Organization

Stage 4 – The Affirming Organization

Stage 5 – The Redefining Organization

Stage 6 – The Multicultural Organization

# College of Agricultural Sciences

✓ Dr. Patreese Ingram, Assistant Dean for Multicultural Affairs

✓ Annual Departmental Reports – Diversity & Multicultural Efforts

  ✓ Recruitment…Student demographics…diversity in scholarship…other

✓ Faculty hiring…job announcements

  ✓ "The ability to engage professionally with a diverse population of faculty, staff, and students across the university is required."

✓ Student Recruiting and Retention Activities

  ✓ Bunton-Waller Fellowships & CAS URM Fellowships

  ✓ 2017 ARD Research Symposium

  ✓ MANNRS – Millennial Scholars – McNair – SROP -  SLOAN

  ✓ Cultivating Change (LGBTQ ag student organization)

✓ Workshops for faculty, staff and Extension educators

  ✓ Safe Zone Training – Unintentional Intolerance – IDI - Bookclub

http://agsci.psu.edu/diversity

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# Learning Zone

- Everyone gets a card
- Treat each other according to card
- You may talk
- Do not look at your card