Embracing Diversity

WA Financial Aid Association Conference

Randie Gottlieb, Ed.D., UnityWorks, October 22, 2019

OBJECTIVES

1. Create a shared understanding of diversity and common responses to it.
2. Identify some institutional barriers to educational achievement.
3. Explain the difference between equality and equity, intent vs impact, and define unconscious bias, microaggressions and colorblindness.
4. Become more aware of personal attitudes and behaviors, and develop an increasingly multicultural perspective.

AGENDA

- Welcome and overview
- Ground rules
- Hopes, questions, concerns
- Key diversity concepts
- Unconscious bias and institutional racism
- Stereotyping, prejudice, discrimination
- Diversity exercises
- Responses to diversity
- Equality vs. equity, intent vs impact
- What can we do?
- Equity tools and resources
- Closing thoughts

"Federal Law and Financial Aid"

How to structure financial aid and scholarship policies to achieve diversity goals while minimizing legal risk

https://professionals.collegeboard.org/pdf/federal-nondiscrimination-law-regarding-diversity.pdf

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RESOURCES

Advancing Diversity and Inclusion in Higher Education
www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

Diversity Links
web.archive.org/web/20040207065447/www.wesleyan.edu/psyc/list.html

Diversity Store
www.diversitystore.com

Diversity Web Resources
www.mhhe.com/socscience/education/diverse.mhtml#addressing

Implicit Attitude Test
www.tolerance.org/activity/test-yourself-hidden-bias

Race Relations
http://racerelations.about.com
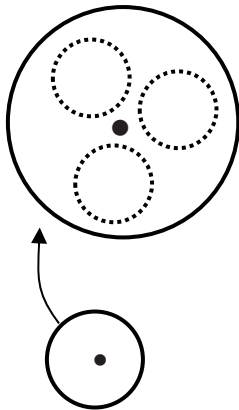
Teaching Tolerance
www.tolerance.org

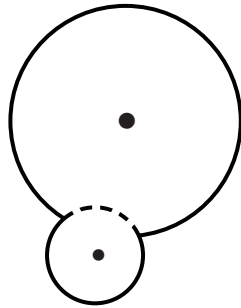**UnityWorks Foundation**
www.UnityWorks.org

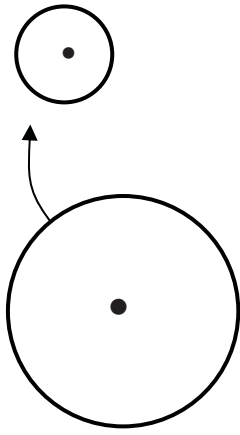**"You must be the change you wish to see in the world."**
– Mahatma Gandhi

SEGREGATION
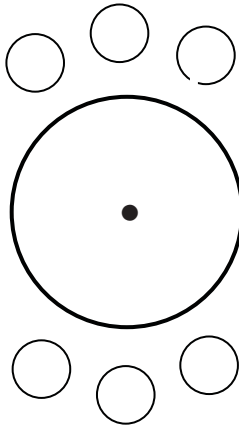
BICULTURAL
AMBIVALENCE

UNITY IN
DIVERSITY
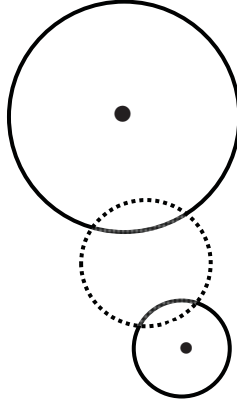
ACCULTURATION

**Responses
to Diversity**

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CULTURAL
PLURALISM

ASSIMILATION

ETHNOCENTRISM
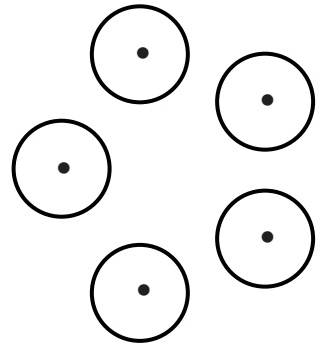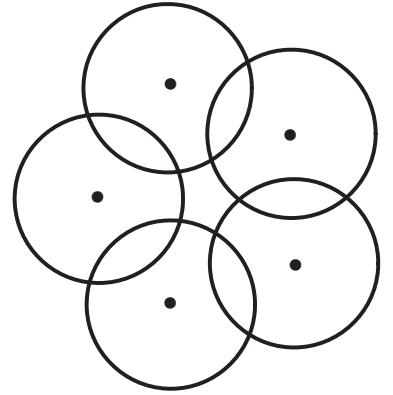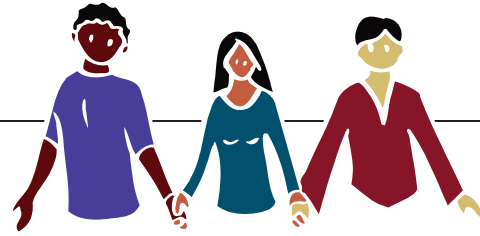
CULTURAL
RELATIVISM
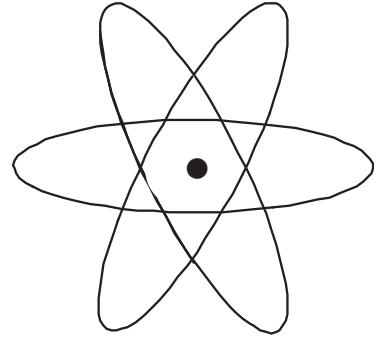
Stages of Organizational Development
From a Closed, Exclusive Organization to a Truly Multicultural One
Adapted from a conference presentation by Bailey Jackson and Evangelina Holvino

STAGE 1 **Exclusive Club**	One group is dominant and deliberately keeps others out.
STAGE 2 **The Establishment**	Hires a few token others for cosmetic reasons, but maintains the dominance of those who have traditionally held power.
STAGE 3 **Affirmative Action**	Actively recruits people from under-represented groups to comply with the law, but does not change the structure or culture of the organization. New hires often feel unwelcome and turnover is high.
STAGE 4 **Re-Examining Transforming**	Examines organizational policies, practices, structures and culture to assess their impact, and works to ensure that everyone has a fair opportunity to participate and contribute.
STAGE 5 **Diverse & Inclusive**	Everyone feels welcome and respected. Different talents, cultural strengths, perspectives and experiences are valued. People from various backgrounds are influential in organizational decision-making.

MULTICULTURAL EDUCATION CHECKLIST © Randie Gottlieb, Ed.D.

	Yes	No
1. School leadership is committed to diversity and inclusion.		
2. School policies reflect support for diversity and inclusion.		
3. The total school culture is welcoming, inclusive and multicultural.		
4. The school is viewed as an inclusive organization by staff, students, parents, community, and prospective hires.		
5. The school has a comprehensive long-range diversity plan with benchmarks to measure progress.		
6. The plan is communicated to all stakeholders on an ongoing basis.		
7. The school has a diversity team charged with implementing the plan.		
8. The school staff reflects the diversity in the local community.		
9. The staff participates in ongoing, systematic diversity training.		
10. The staff holds high expectations for students of all backgrounds, and staff behaviors reflect sensitivity to and appreciation for diversity.		
11. There is an in-house diversity resource center available to all staff.		
12. The school has examined its policies and programs to see if they have a disproportionate impact on some groups.		
13. A needs assessment has been done to identify diversity issues on campus.		
14. The curriculum acknowledges the contributions of diverse groups and helps students to see events and concepts from multiple perspectives.		

	Yes	No
15. Classroom instruction addresses multiple intelligences and a variety of learning styles.		
16. Teachers use the cultural knowledge and experiences of diverse students to make learning more relevant and effective.		
17. Instructional materials reflect diversity and are critically examined for bias.		
18. Testing and evaluation procedures are equitable for all students.		
19. Students are encouraged and empowered to work for social justice.		
20. The counseling program is equitable and addresses the needs of diverse students.		
21. The school encourages students in the use of their native language.		
22. Physical education, music, art and other school activities reflect diversity and inclusion.		
23. Campus clubs and extracurricular activities reflect the diversity of the student body.		
24. Bulletin boards and other displays reflect diversity, as well as unity in diversity.		
25. School assemblies, holidays and community activities reflect diversity.		
26. School lunches reflect diversity.		
27. The school works to build bridges between home, school and community.		
28. Newsletters and other communications home reflect diversity and take the parents' language into account.		
29. Parents from diverse groups are involved in planning, and attend school activities.		
30.		

DIVERSITY & INCLUSION CHECKLIST
For Higher Education, Business & Community Groups
© Randie Gottlieb, UnityWorks Foundation, www.unityworks.org

Organization name: _____   Contact: _____   Date: _____

Core diversity values: _____

	Yes	No
ORGANIZATIONAL VALUES		
1. Our top leadership is committed to diversity and inclusion.		
2. We have a Board statement on diversity.		
3. Our core values (vision, mission, policies) reflect support for diversity and inclusion.		
4. Our personnel value diversity and inclusion.		
ORGANIZATIONAL DIVERSITY		
5. Our board is diverse.		
6. Our administrative personnel are diverse.		
7. Our professional employees are diverse.		
8. Our interns and volunteers are diverse.		
DIVERSITY GOALS AND PLANS		
9. We have identified baseline demographics and attitudes within the organization.		
10. We have a strategic long-range diversity plan with benchmarks to measure progress.		
11. We have a short-range action plan with specific objectives tied to our long-range goals.		
12. We have a diversity team charged with implementing the plan.		
13. The plan is clearly communicated to all stakeholders on an ongoing basis.		
14. We provide opportunities for ongoing evaluation and adjustment of the plan.		
DIVERSITY AND INCLUSION IN PRACTICE		
15. Our products and services reflect diversity.		
16. Our signs, displays, newsletters and marketing materials reflect diversity and inclusion.		

	Yes	No
17. Our customer base is becoming more diverse.		
18. We are reaching our intended customers.		
19. A needs assessment has been done to identify diversity issues and barriers, including whether our policies and programs have a disproportionate impact on some groups.		
20. We have an in-house diversity resource center.		
21. Our staff receives ongoing diversity training.		
22. We are viewed as an inclusive organization by staff, the community, and prospective hires.		
COMMUNITY OUTREACH		
23. We proactively engage with diverse groups in our community.		
24. We advertise in publications that reach beyond our traditional stakeholders.		
25. We have special events and other initiatives designed to reach underrepresented groups.		
RECRUITMENT AND RETENTION		
26. Our recruitment policy includes diversity goals.		
27. We have a diverse search committee.		
28. Job openings are advertised where they will reach underrepresented groups.		
29. We have a diverse and talented applicant pool.		
30. We provide mentoring and other support in order to retain a diverse workforce.		

Advancing Diversity & Inclusion
in Higher Education

95-page report by U.S. Dept. of Education, Nov 2016

Brief summary by Randie Gottlieb, UnityWorks

In order to create a diverse and welcoming campus for all students, institutions of higher education need to use legally permissible strategies to attract, admit, support and retain students from diverse backgrounds and experiences. Research clearly shows that there is work to do. There are significant inequities and opportunity gaps in accessing and completing a quality postsecondary education, especially for low-income and students of color. The following are key findings from this report:

1. Higher education is a key pathway for social mobility, lifetime employment and earnings.

2. There must be a strong institutional commitment to diversity and inclusion, e.g. through the organization's mission statement, strategic plan and prioritized funding.

3. Diversity in campus leadership and faculty is also important for creating an inclusive institution.

4. To increase student body diversity, we can improve outreach and recruitment by developing relationships with nearby K-12 schools, through peer advising by other students, targeted support for test prep and FAFSA completion, and exposing students to college-level work while still in high school.

5. Ongoing support such as coaching, mentoring, and summer bridge programs for incoming students can improve academic achievement and increase the odds that students will remain in school.

6. To create a more inclusive campus climate where students report less discrimination and bias, institutions are encouraged to provide cultural competency training for all administrators, faculty, staff and students; and to perform an assessment of their campus climate related to diversity in order to identify areas for improvement. ∎