COB Diversity, Equity, Inclusion, Initiatives – Draft (5-29-18)

2018-2019

College of Business

Colorado State University

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Purpose:

The College of Business (CoB) Diversity and Inclusion Committee was established to help align the college with CSU's goals on equity, diversity and inclusion. The efforts herein, exemplify the vision that "CSU will be the best place to learn, work and discover".

CSU Equity, Diversity and Inclusion Goals:

1. Increase recruitment of marginalized and excluded faculty, staff and students
2. Improve retention and promotion of marginalized and excluded faculty, staff and students
3. Develop cultural competency of all faculty, staff and students
4. Cultivate an inclusive institutional climate
5. Embed diversity and inclusion in curriculum, educational programs, and research across all campus units
6. Increase outreach and engagement with marginalized and excluded external communities

Consistent with the CSU Diversity and Inclusion Commission recommendations, the College of Business is focusing on two goals this year: (1) and (2).

Process:

Rather than centering on internal measures, e.g. (Have a certain number of faculty and staff attend diversity training each year), this committee recommends that the college adopt the Multi-Cultural Organizational Development (MCOD) process (Fig. 1) and make a long-term commitment to using this process to help the CoB become the "best place to learn, work, and discover". In so doing, the committee expects that the College will make progress towards our desired goal.

The MCOD process recognizes that diversity and inclusion can be sensitive and volatile topics and provides a guide for determining whether the organization is ready to engage in this activity (Step 2). This system readiness inventory consists of six basic questions. This is the step at which the CoB currently stands. Moving from Step 2 to Step 3 requires the formation of a 'Change Agent Team'. This step requires a significant amount of organizational commitment that includes leadership support, team member workload adjustment and resources invested in the development of team members so that members see this as part of their day-to-day responsibilities. This signals to organizational members and representatives that the higher- level leadership is committed to this process.

We recommend that the CoB complete Step 2, and then move to Step 3, Assessment and Benchmarking. The primary goals during Step 3 are:

a) Develop a measurement instrument (e.g. a climate assessment) or instruments, that can be used on an annual basis to assess the diversity and inclusion climate. This information will:

   - Help identify areas of focus for the coming year (2019) based on the initial assessment data in 2018.
   - Provide a basis for conversations.

   These assessments may take a few years to build credibility with stakeholders as they see information from these assessments being used in strategy, resource allocation, and recognition.

b) Engage in benchmarking activities, gathering input and ideas regarding diversity goals and strategies from each CoB department and unit, and sharing of best practices with other communities on campus and elsewhere. These activities may also include one or two experiments at increasing faculty and staff exposure to diverse populations.

c) Identify and staff opportunistic ways to make a short-term impact on the Diversity and Inclusion climate in the College of Business. The following is a brief list of items that could be pursued in parallel with the MCOD process.
   a. Create practices that are more inclusive for BUS100 as part of the Faculty Institute of Inclusive Excellence (FIIE) project. We have already started with some activities.
   b. Create an internal newsletter for the CoB to increase understanding and inclusion between faculty and staff.
   c. Integrate a diversity discussion topic into the All College meetings.
   d. Create opportunities for staff to engage in diversity and inclusion development activities such as the Social Justice Leadership Institute (we already have this under way), Creating Inclusive Excellence Program (CIEP) and the Faculty Institute for Inclusive Excellence (FIIE).
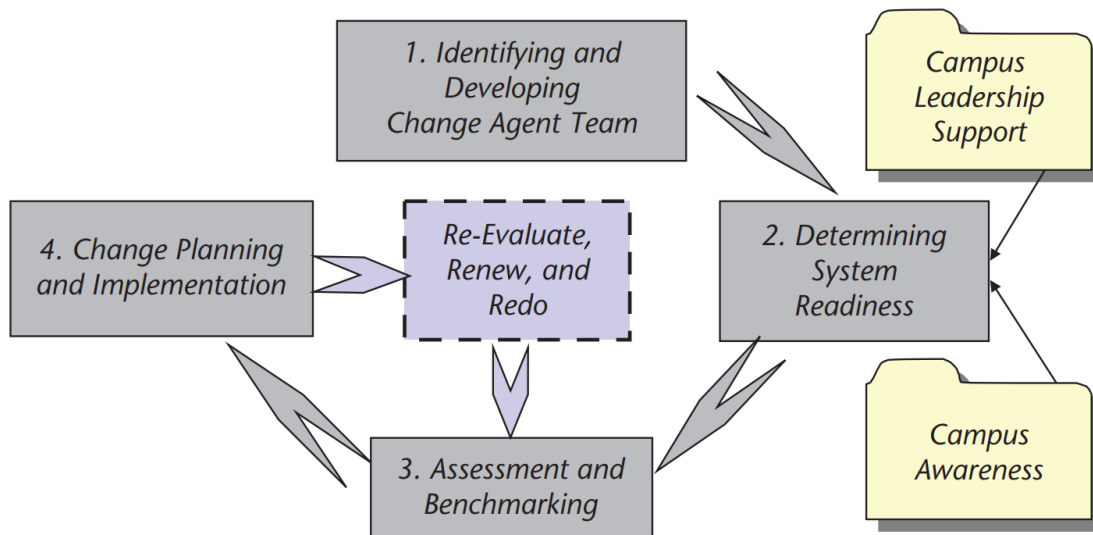   e. Employer training/orientation on hiring best practices for diverse students (May 2018).

Figure 1. MCOD SYSTEMS CHANGE PROCESS (Jackson, B. in *The NTL Handbook of Organizational Development and Change, 2014, p191*, *https://equitydiversity.cals.wisc.edu/wp-content/uploads/sites/39/2017/11/Theory-and-Practice-of-Multicultural-Org-Dev-1.pdf*)

Since MCOD is a data driven process, once the assessment and benchmarking process has gone through its first iteration, the CoB can then set more specific CoB goals related to the recruitment and retention of students, faculty and staff from marginalized groups, consistent with CSU's Equity, Inclusion and Diversity goals (items 1 and 2) as it focal initiatives for the subsequent year, check progress with the next

annual assessment and adjust as appropriate. The strategic goal is to make the MCOD process part of the CoB's regular management processes.

With this process, we anticipate that 2018 will be used to assess organizational readiness, and complete our initial assessment and benchmarking. The first assessment and benchmarking cycle will provide the CoB with specific information as to what priorities should be staffed with the scarce resources we have available. 2019 will be the year we can staff and implement plans to address those priorities. In line with our culture at the CoB, these priorities will support a more inclusive culture and a diverse workforce.

The Diversity and Inclusion Committee has researched and listed several initiatives that could be staffed and funded depending upon the results of the periodic assessments. Inclusion of the broader CoB community (units and departments) regarding their input on specific goals and strategies is an important next step (see (b) above) to insure all voices are heard regarding this particular initiative. After completing Steps 2 and 3 of the MCOD, the CoB can then focus on change planning and implementation (Step 4), adopting some specific goals and strategies based on findings and input from steps 2 and 3 in the MCOD.