

# Making Cultural Change Real



Assessing  
Diversity, Equity,  
Inclusion and  
Belonging in the  
workplace

Claudia Plaisted Fernandez, DrPH



## Some States Want to Ban DEI in Higher Ed. These States Want to Require It.

By *Eva Surovell* | APRIL 5, 2023



HANS PENNING, AP

State Sen. James Sanders Jr. (*left*), a Democrat, has introduced a bill in the New York State Senate to require public colleges to teach ethnic studies, women's studies, and social-justice courses.

This academic year, public colleges in Washington state were required to provide training for faculty and staff on diversity, equity, inclusion, and anti-racism — a new mandate based on a [2021 state law](#).

These developments create huge political challenges (on campus and off) for university leaders, challenges which generally grow from political partisanship

NY, NJ, MA, WA

VS

TX, ND: signed into law  
NC, FL, TN, UT—more coming

## Here Are 3 Ways That Republicans See Campus DEI Efforts as Harmful

By Alecia Taylor | MARCH 8, 2024



BILL CLARK, POOL, REUTERS, REDUX

Rep. Burgess Owens, the panel's Republican chair, called diversity, equity, and inclusion "a long-growing cancer that resides in the hearts of American academic institutions."

While DEI offices exist, Bonamici said, to support faculty and staff in "meeting the needs of increasingly diverse populations, many of whom are first-generation college students":

**A *Chronicle* analysis reports 3 arguments partisan lawmakers are using:**

- Republican lawmakers and witnesses argued that campus DEI professionals had failed to support Jewish students.

- **Witnesses disagreed on whether DEI efforts are a waste of time and money.**
  - **Data shows they are barely affecting university budgets**
  - **"Every minute students spend on colonialism is one they don't spend on cancer. When they study global warming, they don't study geriatric care," Goldfarb said. He said he's heard from medical students who say they know more about pronouns than they do about the functions of the kidney.**
- **Debate ensued over whether DEI efforts had helped or harmed Black students (from Owens: "the bigotry of low expectations")**

# The Chronicle: May 5, 2023

- Statehouses' Targeting of Diversity and Tenure Is Starting to Scare Away Faculty Job Candidates (chronicle.com)

“Recently proposed and passed legislation that targets tenure and diversity, equity, and inclusion efforts is having a chilling effect on the recruitment of faculty members and administrators in Florida and Texas, where some of the highest profile laws and bills of that type have been undertaken.

TX: in Austin applications down 17%; 50% of applicants asked how legislation would affect them

How many people don't even apply because of these laws?

The full effect of the political climate on hiring hasn't taken hold yet

The big debate is about “FAIR”—a core American value

# The Top 10% Strategy

- 1996: 5<sup>th</sup> Circuit Court of Appeals banned Affirmative Action
- The impact of the law was immediate. At the University of Texas at Austin, Hispanic enrollment dropped by 15% in one year, while Black enrollment dropped by 25%.
- State lawmakers enacted the 10% Strategy: the top 10% of high school students must be admitted into state institutions.

“Researchers found the plan never succeeded in regaining the racial diversity lost after the 1996 ban on race-conscious admissions at UT-Austin or Texas A&M University’s main campus in College Station, nor has it meaningfully changed which high schools are sending students to those schools. But supporters say it helps provide equal access to the state’s top schools, though they say it is not a standalone solution to increase diversity among the student bodies.”





Before a battle  
begins

What are we even talking about?

Assumptions and  
perceptions that your values  
have been violated are  
invisible to everyone else

Exploring some definitions





# The Landscape of Definitions for “DEIB”

## Diversity

The condition of being different or having differences. Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, physical size, education level, job and function, personality traits, and other human differences. Some describe organizational diversity as social heterogeneity.







# The Landscape of Definitions

Diversity: Social Heterogeneity

## Equity

Fair treatment for all while striving to identify and eliminate inequities and barriers, it is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential and be successful and productive as part of our teams, organizations and community.





# The Landscape of Definitions

Diversity: Social Heterogeneity

Equity: eliminating barriers so that people can be successful & productive

## Inclusion

Inclusion describes actions and is the process of creating a working culture and environment that recognizes, appreciates, and effectively utilizes the talents, skills, and perspectives of every employee; uses employee skills to achieve the agency's objectives and mission; connects each employee to the organization; and encourages collaboration, flexibility, and fairness.





# The Landscape of Definitions

**Diversity:** Social Heterogeneity

**Equity:** Eliminating barriers so that people can be successful & productive

**Inclusion:** getting the mix to work together

**Belonging:** we are all thriving in this larger community

**First DEFINE your work so that people won't be fighting you!**



## The Shifting Landscape

**As the words and the intent behind “Diversity, Equity, & Inclusion” become ensnared in the political climate, you might need to shift**



**Belonging & Engagement**

You belong here

Become engaged in learning



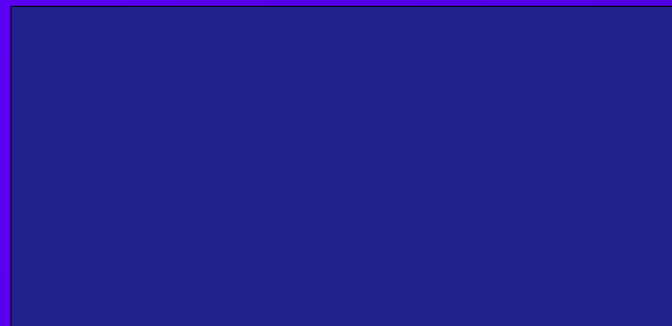
# Belonging and Uniqueness

## Inclusion Framework\*

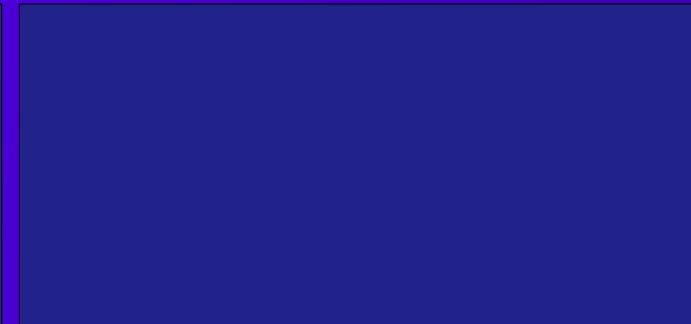
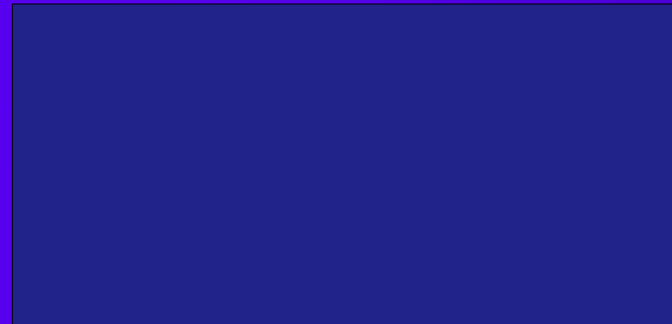
Low Belongingness

High Belongingness

Low Value in Uniqueness



High Value in Uniqueness







# Belonging and Uniqueness

## Inclusion Framework\*

Low Belongingness

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### Exclusion

Individual is not treated as an organizational insider with unique value in the work group, but there are other employees or groups who are insiders

High Value in Uniqueness



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### Assimilation

Individual is treated as insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness

Low Value in Uniqueness

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### Differentiation

Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success.

\*Shore, LM, Randel, AE, Chung BG (2011). Inclusion and diversity in work groups: A review and model for future research. Journal of Management, 37(4), 1262-1289.



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### Differentiation

Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success.

### Inclusion

Individual is treated as insider and also allowed/encouraged to retain uniqueness within the work group



# Organizational Examples

## Inclusion Framework\*

Low Belongingness

High Belongingness

Low Value in Uniqueness

Exclusion:

Courier delivery of materials to work group, worksites based in high security

Assimilation:

Workplaces with uniforms, military, highly technical or dangerous worksites

High Value in Uniqueness

Differentiation:

External consultants, "Gig" work, distributed work

Inclusion:

Highly coordinated long-term teams, innovative or collaborative environments,

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Measure what you  
want to see done  
-Peter Drucker

UC Berkeley's Office of Faculty Equity and Welfare developed a rubric for assessing and scoring the knowledge, commitment to, and future plans for advancing Diversity, Equity, Inclusion and Belonging

This work is an excellent starting point to think about how to evaluate candidates for positions that will impact the culture of the organization and how to assess an organizations actions on "DEIB"

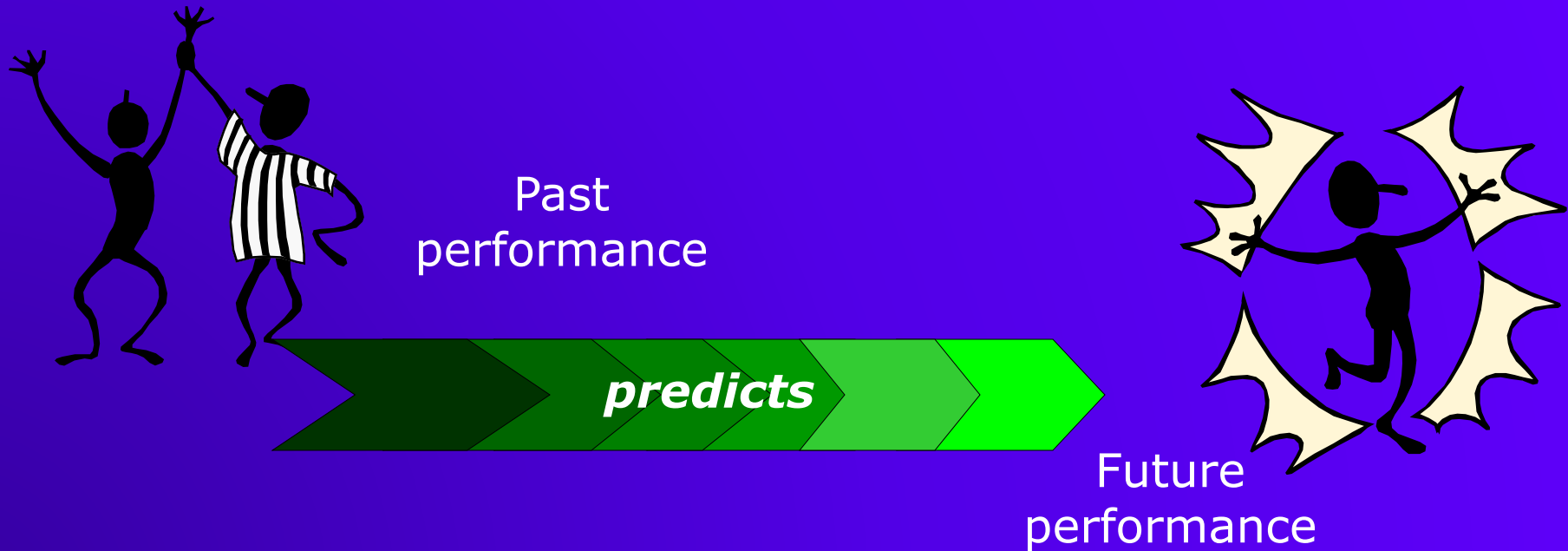




# The Behavioral Event Interview

(Is also called the CRITICAL INCIDENT method)

Gathers data through a structured interview on how people respond and behave in specific situations because...



# Preparing for the Behavioral Event Interview

Use the STAR method



Describe the **Situation**

What was the **Task** you needed to accomplish?

What **Action(s)** did you take?

What **Result(s)** did you achieve?

**BEI questions are asked to elicit responses about what one has done in the past, providing a specific example**

“Please give me an example of a time when you had to take steps change or influence the culture of your organization to advance diversity, equity, inclusion and belonging.”



**Situation**

**Task**

**Action**

**Results**

**The BEI strategy can help you assess both hard skills as well as soft skills!**

## **HARD SKILLS**

“Please tell me about a time when you had to administer the COVID-19 vaccine to a patient.”

## **SOFT SKILLS**

“Please tell me about a time when you had to administer a vaccine when the child was crying and upset and the parent was anxious.”

**Situation**

**Task**

**Action**

**Results**



# The Berkeley Rubric

The Berkeley Rubric can help you both prepare for interviews, assess candidates in an interview, and



measure the progress your organization is making in advancing DEIB in tangible ways

**3 Areas x 3 Levels**

# The first area is KNOWLEDGE



## Knowledge about DEIB

### Little to no knowledge

May discount diversity or discuss it in broad or vague terms

Selectively talks about diversity, only focusing on or including a particular group

Un-aware of or not understanding the challenges that URMs face, not feeling any personal responsibility for helping to create an equitable and inclusive environment for all



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### Awareness, but lack of deep interest

Has some knowledge of demographic data related to diversity and awareness of its importance

Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all.

Comfort discussing diversity, equity, inclusion and belonging related issues

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### Clear understanding

Clear knowledge or experience with and interest in different dimensions of diversity that result from different identities (ethnic, socioeconomic, racial, gender, sexual orientation, disability, cultural differences)

Comfort discussing diversity, equity, inclusion and belonging related issues

Understands the challenges faced by URMs and the need for everyone to work to create an equitable and inclusive environment for all

Discusses DEIB as core values

# The second area is ACTION



## The “Track Record” in Advancing DEIB—BEI works well here!

### Few or no past efforts

Limited in terms of time, investment, or role

Only describes the activities that are currently required in the role or mandated

Makes no outreach to become actively involved in contributing to DEIB, such as reaching out to mentor others

Descriptions of activities are vague, brief, nominal or peripheral

# The second area is ACTION



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### Some evidence of past efforts

Evidence of active participation in a single activity, but no established track record

Limited participation at the periphery in numerous activities or a strongly narrow focus on just one area (such as in research but not teaching)

Can give some details about specific strategies (e.g. in mentoring URMs)

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### Sustained track record

Describes multiple activities in depth with detailed information about role and outcomes

Consistent record spanning multiple years

Roles taken appropriate for career stage

Works to contribute to others’ understanding of DEIB through their research, teaching participation

Can bring others along without creating alienation or hostility

# The third area is ADVANCING



## Plans for Advancing your future growth in DEIB

### No personal plans

Vague or no statements about what they would do, assigning that responsibility to someone else

Describes activities that are just the minimum expectation

Explicitly states the intention to ignore the varying backgrounds of their colleagues, students, etc, and "treat everyone the same"



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### Little detail, some ideas

Mentions plans or ideas but not commensurate with their career stage

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### Clear and detailed plans

Identifies existing program they would get involved with, commitment commensurate with career stage

Clearly formulates new ideas for advancing DEIB at institution, community, or through context of their work

Convincingly expresses intent, with examples, to be a strong advocate for DEIB in their institution, community, or through context of their work

# Progressing DEIB Takes Commitment



## WE WELCOME

ALL Races & Ethnicities

ALL Religions

ALL Countries of Origin

ALL Sexual Orientations

ALL Genders

ALL Ages & Abilities

**While commitment is certainly key, people make change more than policies**

**People need to know specific actions they can take to help foster the kind of culture where everyone is truly an integral part of a thriving organization**

**Having tools to assess behaviors in the workplace and in job interviews helps select candidates that will foster healthy, innovative and productive workplace cultures**

# In the final analysis:



**When we get it right, we can wear it comfortably and authentically**

# Some Group Time OPTIONS



**1. Discuss what steps you can take in your organization or on your teams to “wear” D.E.I.B. comfortably and authentically**

**2. Practice answering questions in a Behavioral Event Interview Style for the Berkeley Rubric**

**Go to Google doc for questions:**

[Making Cultural Change Real Practice BEI Questions.docx - Google Docs](#)

Or

<https://docs.google.com/document/d/1G84NmPyWr1p9yKrlkmJ3GSZy0XtdonsN/edit>

# Scoring BEI answers

Tell me about a time when you...  
"took action to support diversity, equity, inclusion  
and belonging in your organization"



<b>Competency</b>	<b>Knowledge</b>	<b>Track Record</b>	<b>Advancing</b>
<b>Situation</b>			
<b>Task</b>			
<b>Action</b>			
<b>Results</b>			
<b>Total</b>			