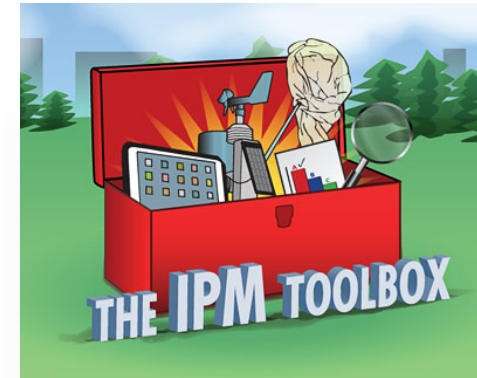


Inclusive and Equitable IPM Organizations – An Evidence Based Approach

Shannon Archibeque-Engle, PhD

Vice President for Diversity

Colorado State University



**Northeastern
IPM
Center**



United States
Department of
Agriculture

National Institute
of Food and
Agriculture



**VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY**

Webinar Details



Live Transcription



A recording of this webinar will be available within a week at



<http://www.neipmc.org/go/ipmtoolbox>



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY

Northeastern
IPM
Center

We Welcome Your Questions

Please submit a question **at any time** using the Q&A feature to your right at any time

If you'd like to ask a question anonymously, please indicate that at the beginning of your query.



Webinar Presenter

Dr. Shannon Archibeque-Engle

Vice President for Diversity

Colorado State University



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY

Northeastern
IPM
Center

Some Questions for You



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY

Northeastern
IPM
Center



Inclusive and Equitable IPM Organizations – An Evidence Based Approach

Shannon Archibeque-Engle, PhD



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY



Purpose

Define and explore practices to promote inclusive and equitable organizations



The time for excuses is well past.

Juan Luciano, President and CEO, ADM
August 25, 2020

Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Alex-Assensoh, Y. (2003). Introduction: Race in the Academy: Moving beyond Diversity and Toward the Incorporation of Faculty of Color in Predominantly White Colleges and Universities. *Journal of Black Studies*, 34(1), 5-11.
- Allison, D. C. (2008). Free to Be Me?: Black Professors, White Institutions. *Journal of Black Studies*, 38(4), 641-662.
- Baez, B. (2000). Race-related service and faculty of color: Conceptualizing critical agency in academe. *Higher Education*, 39(3), 363-391. doi:10.1023/A:1003972214943
- Barnes, D., & Brinegar, S. (2017). Instilling Equity and Inclusion in Departmental Practices Guiding Faculty Recruitment and Retention Retrieved from Washington, DC:
- Bernal, D. D., & Villalpando, O. (2002). An Apartheid of Knowledge in Academia: The Struggle Over the "Legitimate" Knowledge of Faculty of Color. *Equity & Excellence in Education*, 35(2), 169-180. doi:10.1080/713845282
- Brayboy, B. M. J. (2003). The Implementation of Diversity in Predominantly White Colleges and Universities. *Journal of Black Studies*, 34(1), 72-86.
- Burden, J. W., Harrison, L., & Hodge, S. R. (2005). Perceptions of African American Faculty in Kinesiology-Based Programs at Predominantly White American Institutions of Higher Education. *Research Quarterly for Exercise and Sport*, 76(2), 224-237. doi:10.1080/02701367.2005.10599283
- Buzzanell, P. M., Long, Z., Anderson, L. B., Kokini, K., & Batra, J. C. (2015). Mentoring in Academe: A Feminist Poststructural Lens on Stories of Women Engineering Faculty of Color. *Management Communication Quarterly*, 29(3), 440-457. doi:10.1177/0893318915574311
- Cartwright, A. D., Avent-Harris, J. R., Munsey, R. B., & Lloyd-Hazlett, J. (2018). Interview Experiences and Diversity Concerns of Counselor Education Faculty From Underrepresented Groups. *Counselor Education and Supervision*, 57(2), 132-146. doi:10.1002/ceas.12098
- Chadiha, L. A., Aranda, M. P., Biegel, D. E., & Chang, C.-W. (2014). The Importance of Mentoring Faculty Members of Color in Schools of Social Work. *Journal of Teaching in Social Work*, 34(4), 351-362. doi:10.1080/08841233.2014.937891
- Chambers, C. R. (2011). Candid Reflections on the Departure of Black Women Faculty from Academe in the United States. *Negro Educational Review*, 62/63(1-4), 233-260.
- Cole, E. R., McGowan, B. L., & Zerquera, D. D. (2017). First-Year Faculty of Color: Narratives about Entering the Academy. *Equity & Excellence in Education*, 50(1), 1-12. doi:10.1080/10665684.2016.1262300
- Diggs, G. A., Garrison-Wade, D. F., Estrada, D., & Galindo, R. (2009). Smiling Faces and Colored Spaces: The Experiences of Faculty of Color Pursing tenure in the Academy. *The Urban Review*, 41(4), 312. doi:10.1007/s11256-008-0113-y



Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Dixon-Reeves, R. (2003). Mentoring as a Precursor to Incorporation: An Assessment of the Mentoring Experience of Recently Minted Ph.D.s. *Journal of Black Studies*, 34(1), 12-27.
- Eagan Jr, M. K., & Garvey, J. C. (2015). Stressing Out: Connecting Race, Gender, and Stress with Faculty Productivity. *Journal of Higher Education*, 86(6), 923-954.
- Edwards, W. J., & Ross, H. H. (2018). What are they saying? Black faculty at predominantly white institutions of higher education. *Journal of Human Behavior in the Social Environment*, 28(2), 142-161. doi:10.1080/10911359.2017.1391731
- Essien, V. (2003). Visible and Invisible Barriers to the Incorporation of Faculty of Color in Predominantly White Law Schools. *Journal of Black Studies*, 34(1), 63-71.
- Fabris, F., Rice, T. K., Jeffe, D. B., Czajkowski, S. M., Boyington, J., & Boutjdir, M. (2016). Junior Faculty Career Development Through an NHLBI Program to Increase Diversity in Cardiovascular Health-Related Research. *Journal of the American College of Cardiology*, 67(19), 2312-2313. doi:10.1016/j.jacc.2016.01.087
- Ford, K. (2010). Race, Gender, and Bodily (Mis)Recognitions: Women of Color Faculty Experiences with White Students in the College Classroom. *The Journal of Higher Education*, 82(4), 444-478. 29
- Fries-Britt, S. L., Rowan-Kenyon, H. T., Perna, L. W., Milem, J. F., & Howard, D. G. (2011). Underrepresentation in the Academy and the Institutional Climate for Faculty Diversity. *Journal of the Professoriate*, 5(1), 1-34.
- ❖ **Griffin K.A. (2020) Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate. In: Perna L. (eds) Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research, vol 35. Springer, Cham. https://doi.org/10.1007/978-3-030-11743-6_4-1**
- Griffin, K. A., Bennett, J. C., & Harris, J. (2013). Marginalizing Merit?: Gender Differences in Black Faculty D/discourses on Tenure, Advancement, and Professional Success. *The Review of Higher Education*, 36(4), 489-512.
- Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M. (2011). (Re)Defining Departure: Exploring Black Professors' Experiences with and Responses to Racism and Racial Climate. *American Journal of Education*, 117(4), 495-526. doi:10.1086/660756
- ❖ **Gonzales L.D., Kanhai D., Hall K. (2018) Reimagining Organizational Theory for the Critical Study of Higher Education. In: Paulsen M. (eds) Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research, vol 33. Springer, Cham. https://doi.org/10.1007/978-3-319-72490-4_11**
- Hamilton, N., & Haozous, E. A. (2017). Retention of faculty of color in academic nursing. *Nursing Outlook*, 65(2), 212-221. doi:10.1016/j.outlook.2016.11.003
- Han, K. T., & Leonard, J. (2017). Why Diversity Matters in Rural America: Women Faculty of Color Challenging Whiteness. *The Urban Review*, 49(1), 112-139. doi:10.1007/s11256-016-0384-7



Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Harley, D. A. (2008). Maids of Academe: African American Women Faculty at Predominately White Institutions. *Journal of African American Studies*, 12(1), 19-36.
- Hassouneh, D., & Lutz, K. F. (2013). Having influence: Faculty of color having influence in schools of nursing. *Nursing Outlook*, 61(3), 153-163. doi:10.1016/j.outlook.2012.10.002
- Holmes, S. L., Land, L. D., & Hinton-Hudson, V. D. (2007). Race Still Matters: Considerations for Mentoring Black Women in Academe. *Negro Educational Review*, 58(1/2), 105-129.
- Hunt, V. H., Morimoto, S., Zajicek, A., & Lisnic, R. (2012). Intersectionality and Dismantling Institutional Privilege: The Case of the NSF ADVANCE Program. *Race, Gender & Class*, 19(1/2), 266-290.
- Iverson, S. V. (2007). Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies. *Educational Administration Quarterly*, 43(5), 586-611. doi:10.1177/0013161X07307794
- Jackson, J. F. L. (2008). Race Segregation Across the Academic Workforce: Exploring Factors That May Contribute to the Disparate Representation of African American Men. *American Behavioral Scientist*, 51(7), 1004-1029. doi:10.1177/0002764207312003
- Jacob, S. R., & Sánchez, Z. V. (2011). The Challenge of Closing the Diversity Gap: Development of Hispanic Nursing Faculty through a Health Resources and Services Administration Minority Faculty Fellowship Program Grant. *Journal of Professional Nursing*, 27(2), 108-113. doi:10.1016/j.profnurs.2010.09.013
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction. *The Journal of Higher Education*, 80(5), 538-563.
- Johnson, A., Ong, M., Ko, L. T., Smith, J., & Hodari, A. (2017). Common Challenges Faced by Women of Color in Physics, and Actions Faculty Can Take to Minimize Those Challenges. *The Physics Teacher*, 55(6), 356-360. doi:10.1119/1.4999731
- Jones, H. P., McGee, R., Weber-Main, A. M., Buchwald, D. S., Manson, S. M., Vishwanatha, J. K., & Okuyemi, K. S. (2017). Enhancing research careers: an example of a US national diversity-focused, grant-writing training and coaching experiment. *BMC Proceedings*, 11(Suppl 12), 16. doi:10.1186/s12919-017-0084-7
- Joseph, T. D., & Hirshfield, L. E. (2011). "Why don't you get somebody new to do it?" Race and cultural taxation in the academy. *Ethnic and Racial Studies*, 34(1), 121-141. doi:10.1080/01419870.2010.496489
- Kelly, B. T., & McCann, K. I. (2014). Women Faculty of Color: Stories Behind the Statistics. *The Urban Review*, 46(4), 681-702. doi:10.1007/s11256-014-0275-8
- Kelly, B. T., & Winkle-Wagner, R. (2017). Finding a Voice in Predominantly White Institutions: A Longitudinal Study of Black Women Faculty Members' Journeys Toward Tenure. *Teachers College Record*, 119(6).
- Kim, D., Twombly, S., & Wolf-Wendel, L. (2012). International Faculty in American Universities: Experiences of Academic Life, Productivity, and Career Mobility. *New Directions for Institutional Research*, 2012(155), 27-46. doi:10.1002/ir.20020



Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Lechuga, V. M. (2012). Emotional Management and Motivation: A Case Study of Underrepresented Faculty. *New Directions for Institutional Research*, 2012(155), 85-98. doi:10.1002/ir.20023
- Lee, S. M. (2002). Do Asian American Faculty Face a Glass Ceiling in Higher Education? *American Educational Research Journal*, 39(3), 695-724. doi:10.3102/00028312039003695 30
- Li, D., & Koedel, C. (2017). Representation and Salary Gaps by Race-Ethnicity and Gender at Selective Public Universities. *Educational Researcher*, 46(7), 343-354. doi:10.3102/0013189X17726535
- Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G. T., Vandrick, S., & Wong, S. (2004). Women Faculty of Color in TESOL: Theorizing Our Lived Experiences. *TESOL Quarterly*, 38(3), 487-504. doi:10.2307/3588350
- Louis, D. A., Rawls, G. J., Jackson-Smith, D., Chambers, G. A., Phillips, L. L., & Louis, S. L. (2016). Listening to Our Voices: Experiences of Black Faculty at Predominantly White Research Universities With Microaggression. *Journal of Black Studies*, 47(5), 454-474. doi:10.1177/0021934716632983
- Mason, J. (2008). Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier. Retrieved from Washington DC:
- Minor, J. T. (2014). Faculty Diversity and the Traditions of Academic Governance. *New Directions for Institutional Research*, 2013(159), 49-61. doi:10.1002/ir.20053
- Mkandawire-Valhmu, L., Kako, P. M., & Stevens, P. E. (2010). Mentoring women faculty of color in nursing academia: Creating an environment that supports scholarly growth and retention. *Nursing Outlook*, 58(3), 135-141. doi:10.1016/j.outlook.2010.02.001
- Modica, J. L., & Mamiseishvili, K. (2010). Black Faculty at Research Universities: Has Significant Progress Occurred? *Negro Educational Review*, 61(1-4), 107-122.
- Moreno, J., Smith, D., Clayton-Pedersen, A., Parker, S., & Teraguchi, D. H. (2006). The Revolving Door for Underrepresented Minority Faculty in Higher Education: An Analysis from the Campus Diversity Initiative. Retrieved from
- Morimoto, S. A., Zajicek, A. M., Hunt, V. H., & Lisnic, R. (2013). Beyond Binders Full of Women: NSF ADVANCE and Initiatives for Institutional Transformation. *Sociological Spectrum*, 33(5), 397-415. doi:10.1080/02732173.2013.818505
- Ngunjiri, F. W., & Hernandez, K.-A. C. (2017). Problematizing Authentic Leadership: A Collaborative Autoethnography of Immigrant Women of Color Leaders in Higher Education. *Advances in Developing Human Resources*, 19(4), 393-406. doi:10.1177/1523422317728735
- Núñez, A. M., Murakami, E. T., & Gonzales, L. D. (2015). Weaving Authenticity and Legitimacy: Latina Faculty Peer Mentoring. *New Directions for Higher Education*, 2015(171), 87-96. doi:10.1002/he.20145
- Pittman, C. (2010). Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students. *Teaching Sociology*, 38(3), 183-196. doi:10.1177/0092055X10370120



Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Pittman, C. (2012). Racial Microaggressions: The Narratives of African American Faculty at a Predominantly White University. *The Journal of Negro Education*, 81(1), 82-92. doi:10.7709/jnegroeducation.81.1.0082
- Price, E. G., Gozu, A., Kern, D. E., Powe, N. R., Wand, G. S., Golden, S., & Cooper, L. A. (2005). The role of cultural diversity climate in recruitment, promotion, and retention of faculty in academic medicine. *Journal of General Internal Medicine*, 20(7), 565-571. doi:10.1111/j.1525-1497.2005.0127.x
- Rice, T. K., Jeffe, D. B., Boyington, J. E. A., Jobe, J. B., Dávila-Román, V. G., Gonzalez, J. E., . . . Boutjdir, M. (2017). Mentored Training to Increase Diversity among Faculty in the Biomedical Sciences: The NHLBI Summer Institute Programs to Increase Diversity (SIPID) and the Programs to Increase Diversity among Individuals Engaged in Health-related Research (PRIDE). *Ethnicity & Disease*, 27(3), 249-256. doi:10.18865/ed.27.3.249
- Salvucci, C., & Lawless, C. A. (2016). Nursing faculty diversity: Barriers and perceptions on recruitment, hiring and retention. *Journal of Cultural Diversity*, 23(2), 65-75.
- Samble, J. N. (2008). Female faculty: Challenges and choices in the United States and beyond. *New Directions for Higher Education*, 2008(143), 55-62. doi:10.1002/he.313
- Segura, D. A. (2003). Navigating between Two Worlds: The Labyrinth of Chicana Intellectual Production in the Academy. *Journal of Black Studies*, 34(1), 28-51.
- Simon, C. E., Bowles, D. D., King, S. W., & Roff, L. L. (2004). Mentoring in the Careers of African American Women in Social Work Education. *Affilia*, 19(2), 134-145. doi:10.1177/0886109903262765
- Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. *The Journal of Higher Education*, 75(2), 133-160. 31
- Smith, J. W., & Calasanti, T. (2005). The influences of gender, race and ethnicity on workplace experiences of institutional and social isolation: An exploratory study of university faculty. *Sociological Spectrum*, 25(3), 307-334. doi:10.1080/027321790518735
- Spafford, M., Nygaard, V., Gregor, F., & Boyd, M. (2006). "Navigating the Different Spaces": Experiences of Inclusion and Isolation Among Racially Minoritized Faculty in Canada. *Canadian Journal of Higher Education*, 36(1), 1-27.
- Stanley, C. (2006). Coloring the Academic Landscape: Faculty of Color Breaking the Silence in Predominantly White Colleges and Universities. *American Educational Research Journal*, 43(4), 701-736.
- Stanley, C. A., & Lincoln, Y. S. (2005). Cross-Race faculty mentoring. *Change: The Magazine of Higher Learning*, 37(2), 44-50. doi:10.3200/CHNG.37.2.44-50
- Thompson, C. Q. (2008). Recruitment, retention, and mentoring faculty of color: The chronicle continues. *New Directions for Higher Education*, 2008(143), 47-54. doi:10.1002/he.312



Diverse Faculty Hiring/Retention/Promotion: Literature Review

- Tierney, W., & Sallee, M. (2008). Do Organizational Structures and Strategies Increase Faculty Diversity? A Cultural Analysis. *American Academic*, 4(1), 159-184.
- Tillman, L. C. (2001). Mentoring African American Faculty in Predominantly White Institutions. *Research in Higher Education*, 42(3), 295-325. doi:10.1023/A:1018822006485
- Turner, C. (2002). Women of Color in Academe: Living with Multiple Marginality. *The Journal of Higher Education*, 73(1), 74-93.
- Turner, C. (2003). Incorporation and Marginalization in the Academy: From Border toward Center for Faculty of Color? *Journal of Black Studies*, 34(1), 112-125.
- Turner, C. S. V., González, J. C., & Wong, K. (2011). Faculty Women of Color: The Critical Nexus of Race and Gender. *Journal of Diversity in Higher Education*, 4(4), 199-211. doi:10.1037/a0024630
- Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139-168. doi:10.1037/a0012837
- Vishwanatha, J. K., & Jones, H. P. (2018). Implementation of The Steps Toward Academic Research (STAR) Fellowship Program to Promote Underrepresented Minority Faculty into Health Disparity Research. *Ethnicity & Disease*, 28(1), 3-10. doi:10.18865/ed.28.1.3
- Ward, L. (2008). Female faculty in male-dominated fields: Law, medicine, and engineering. *New Directions for Higher Education*, 2008(143), 63-72. doi:10.1002/he.314
- Whitfield-Harris, L. (2016). The Workplace Environment for African-American Faculty Employed in Predominately White Institutions. *ABNF Journal*, 27(2), 28-38.
- Whitfield-Harris, L., Lockhart, J. S., Zoucha, R., & Alexander, R. (2017). The Lived Experience of Black Nurse Faculty in Predominantly White Schools of Nursing. *Journal of Transcultural Nursing*, 28(6), 608-615. doi:10.1177/1043659617699064
- Whittaker, J. A., Montgomery, B. L., & Martinez Acosta, V. G. (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. *Journal of Undergraduate Neuroscience Education*, 13(3), A136-A145.
- Zambrana, R. E., Ray, R., Espino, M. M., Castro, C., Douthirt Cohen, B., & Eliason, J. (2015). "Don't Leave Us Behind": The Importance of Mentoring for Underrepresented Minority Faculty. *American Educational Research Journal*, 52(1), 40-72. doi:10.3102/0002831214563063
- Zambrana, R. E., Wingfield, A. H., Lapeyrouse, L. M., Dávila, B. A., Hoagland, T. L., & Valdez, R. B. (2017). Blatant, Subtle, and Insidious: URM Faculty Perceptions of Discriminatory Practices in Predominantly White Institutions. *Sociological Inquiry*, 87(2), 207-232. doi:10.1111/soin.12147



What about Ag and Land Grant Universities?

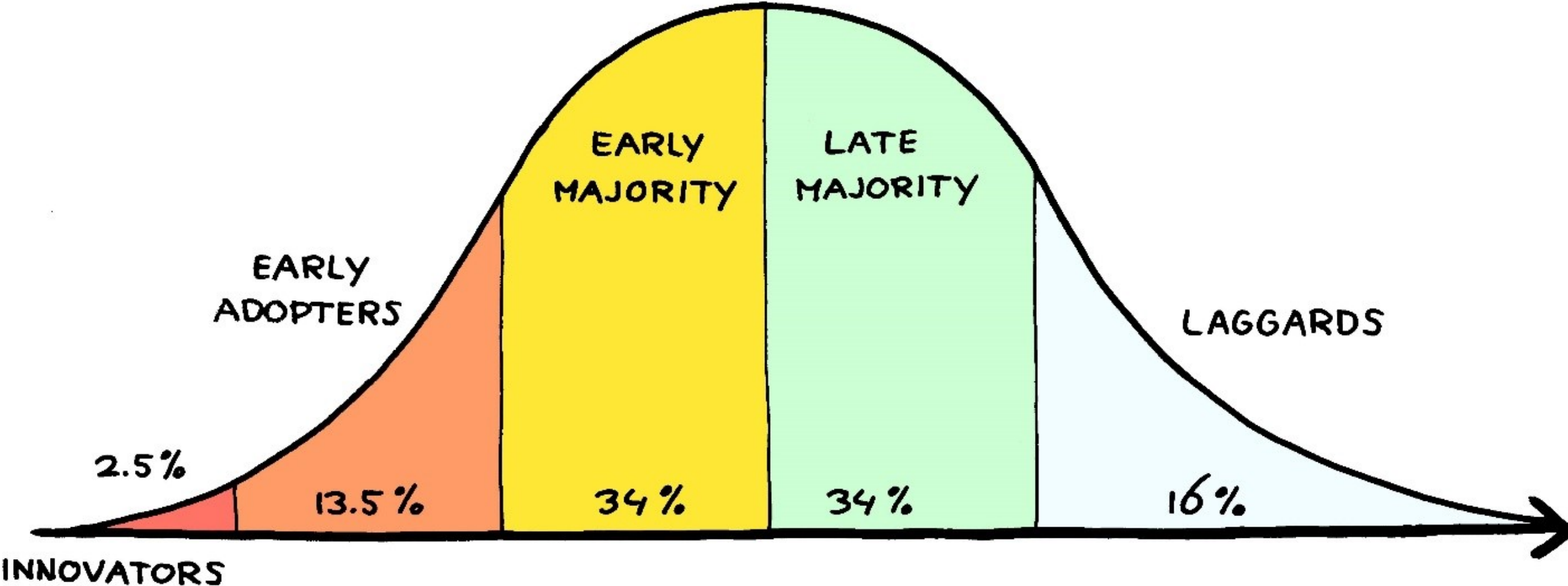
- Land-grab Universities by Robert Lee and Tristan Ahtone <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>
- "Why New Research Calls Some Flagships 'Land-Grab Universities'" by Bennett Leckrone <https://www.chronicle.com/article/why-new-research-calls-some-flagships-land-grab-universities/>
- The People Who Profited Off the Trail of Tears by Caitlin Fitz <https://www.theatlantic.com/magazine/archive/2020/05/claudio-sant-unworthy-republic-trail-of-tears/609097/>
- Archibeque-Engle S., (2015) "Visual Ethnography Assessment of Departments of Animal Sciences at Three Land Grant Universities: Who is Welcome?", Journal of Critical Thought and Praxis 4(1). <https://www.iastatedigitalpress.com/jctp/article/id/623/>
- Archibeque-Engle, S. and G. Gloeckner. 2016. Comprehensive study of undergraduate student success at a land grant university college of agricultural sciences, 1990-2014. NACTA Journal 60(4): 432-440. <https://www.nactateachers.org/attachments/article/2471/16%20%20Archibeque-Engle.pdf>
- Donato, R. (2003). Sugar Beets, Segregation, and Schools: Mexican Americans in a Northern Colorado Community, 1920-1960. Journal of Latinos and Education, 2(2), 69–88. https://doi.org/10.1207/S1532771XJLE0202_2
- Street, R. S. (2004). Beasts of the field: a narrative history of California farmworkers, 1769-1913. Stanford, CA: Stanford University Press.
- Martin, M. J., Hartmann, K., & Archibeque, S. L. (2023). A Critical Whiteness Exploration of the National FFA Organization. Journal of Agricultural Education, 64 (1), 136-155.
- Martin, M. J. 2020. Impact of Shifting Agrarian Ideologies on Agricultural Education. In proceedings of the 2020 Research Conference of the Western Region of American Association for Agricultural Educators.
- Martin, M. J., Hartmann, K., and Archibeque-Engle, S. 2020. A Critical Whiteness Exploration of the National FFA Organization. In proceedings of the 2020 Research Conference of the Western Region of American Association of Agricultural Educators.
- Martin, M. J., & Enns, K. J. (2017). The conflicts of agriculture: Exploring the agriculture values of university agricultural education students. Journal of Agricultural Education, 58(1), 210-255. doi: 10.5032/jae.2017.01207
- Martin, M. J., & Kitchel, T. (2013) Agrarianism: An ideology of the National FFA Organization. Journal of Agricultural Education, 54(3), 28-40. doi: 10.5032/jae.2013.03028
- Meier, M. S. & Ribera, F. (1993). Mexican Americans/American Mexicans from Conquistadors to Chicanos. New York, NY: Hill and Wang.



And a couple of books...

- Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities by Craig Steven Wilder
- White Guys on Campus: Racism, White Immunity, and the Myth of the "Post-Racial" Higher Education by Nolan L. Cabrera
- How to be an Antiracist by Ibram X. Kendi
- White Fragility by Robin DiAngelo
- An African American and Latinx History of the United States by Paul Ortiz





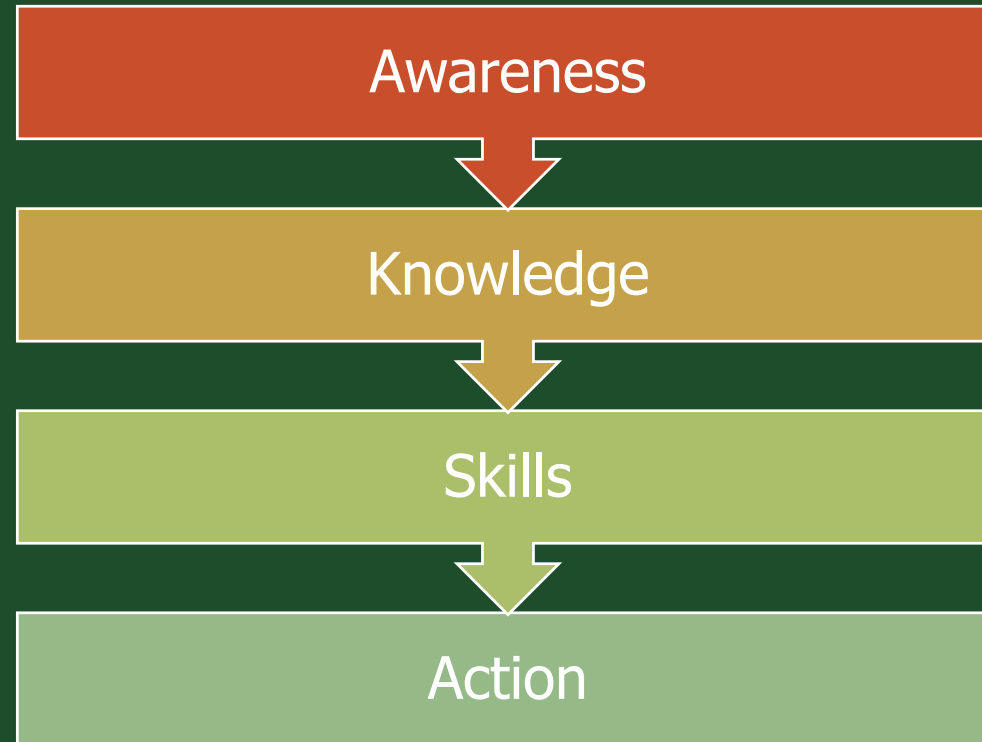
Goal

Dispel Myths

- We don't know what to do.
 - At least 40 (70) years of research and literature.
- The solution is recruitment.
 - National Academic Advising Association and others: *It is unethical to recruit without a retention plan.*
- We are without options.
- "Just because you are doesn't mean you understand and just because you aren't doesn't mean you don't."
-Rev. Dr. Jamie Washington



Multicultural Competency Model



Sue, D. W. & Sue, D. (2013). *Counseling the Culturally Diverse: Theory and Practice*. (6th edition). Hoboken, New Jersey: John Wiley & Sons.





Diversity

- Refers to all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.
- *CSU recognizes 19 different factors*

Equity

- Distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.
- *Examples: shoes that fit*

Inclusion

- Inclusion is the action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging
- *Welcomed, Valued and Affirmed*

Sources:

<https://www.aecf.org/resources/race-equity-and-inclusion-action-guide>

<https://www.racialequitytools.org/glossary>

Language of Appeasement by Dr. D-L Stewart

- Diversity asks, "Who's in the room?"
Equity responds: "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"
- Inclusion asks, "Has everyone's ideas been heard?" Justice responds, "Whose ideas won't be taken as seriously because they aren't in the majority?"

• <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>



Diversity at CSU

- age
- culture
- disability
- ethnicity
- first generation status
- familial status
- gender identity and expression
- geographic background
- marital status
- national origin
- race
- religious and spiritual beliefs
- sex
- sexual orientation
- socioeconomic status
- physical appearance
- medical diagnosis
- documentation status
- veteran status

Special attention to historically marginalized and excluded populations.

Not everyone has had the same historical access to resources

We have multiple intersecting identities

Identities influence how we experience an organization

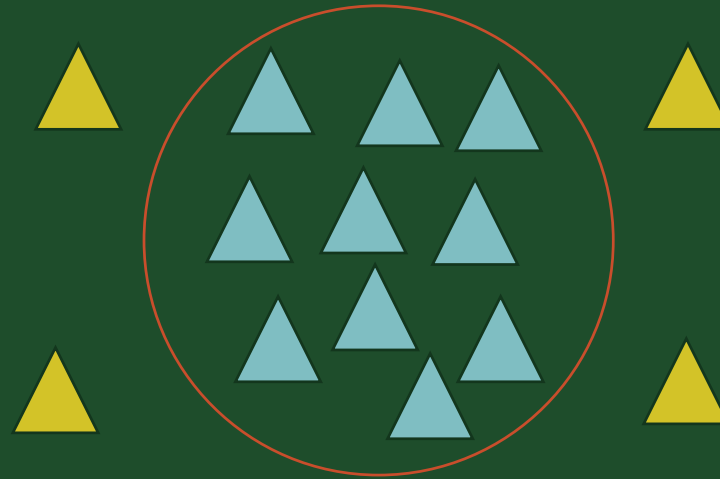
Mattering and Marginality

Mattering – indicates a person is important, appreciated and valued

- 1. Attention – feeling noticed
- 2. Importance - the belief one is cared about
- 3. Connection- feeling that someone will be proud of what one does or will sympathize with one's failure
- 4. Dependence - the feeling of being needed
- 5. Appreciation - the feeling that one's efforts are appreciated by others

=retention, success, productivity

Marginality – state where a person feels ignored, shunned, separated, or on the "fringe".



= decreased moral, lack of investment, departure



Efforts to increase DEI must exist in
THREE distinct areas



INDIVIDUAL



ORGANIZATIONAL



SYSTEMIC



INDIVIDUAL

If you want to:

- Enhance competency
- Increase Personal responsibility
- Develop individual awareness
- Learn and promote inclusive individual actions

You need to:

Participate in professional development

Learn language which promotes visibility and inclusion

Develop awareness of own implicit and explicit bias

Recognize and address microaggressions



ORGANIZATIONAL

If you want to:

- Change departmental culture
- Promote inclusive group norms
- Improve inter/intra group dynamics

You need to:

Hold people accountable

Consistent and relevant evaluations

Define and use equitable practices

Develop social identity consciousness



SYSTEMIC

If you want to:

- Make structural changes
- Create equitable policies

You need to:

Evaluate structures and policies for inequity

Audit physical space

Be willing to make changes



Goal:
Diverse, Equitable, and Inclusive (DEI)
Organization





What is a DEI Organization?

1. Inclusion refers to a cultural and environmental feeling of belonging.
2. It can be assessed as the extent to which employees are valued, respected, accepted and encouraged to fully participate in the organization.
3. Employees in inclusive environments feel appreciated for their unique characteristics and are therefore comfortable sharing their ideas and other aspects of their true authentic selves.
4. Diversity, equity, and inclusion are central to our organizational functions, priorities, and employee culture.



Benefits to the organization

- Higher job satisfaction and morale.
- Lower turnover.
- Higher productivity.
- Improved problem solving throughout the organization.
- Increased creativity and innovation.
- Improving the quality of personnel through better recruitment and retention.
- Decreased vulnerability to legal challenges.

Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management, 43*(2), 197-217.

Benefits to teaching

- You can connect and engage with a variety of students.
- You are prepared for when controversial material is discussed.
- Students connect with course materials that are relevant to them.
- Students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.
- Students are more likely to experience success in your course through activities that support their learning styles, abilities, and backgrounds.

Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.

If we know it's beneficial, what stops us?

1. How are you increasing your own awareness and competency?
2. How are you explicit about your commitment to DEI?
3. How are you attending to policy and metrics?





“The culture of any organization is shaped by the worst behavior the leader is willing to tolerate.”

Gruenter and Whitaker, 2015

Multicultural Organizational Development Model (MCOOD)

Developed by

Dr. Bailey Jackson

Dr. Rita Hardiman

Dr. Evangelina Holvino

Jackson, B. W. (2006). Theory and practice of multicultural organization development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pp. 139-154). San Francisco, CA: Pfeiffer.

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.

Marchesani, L. S. and Jackson, B. W. (2005), Transforming higher education institutions using Multicultural Organizational Development: A case study at a large northeastern university. In M. L. Ouellett (Ed.), *Teaching inclusively: Resources for course, department and institutional change in higher education* (pp. 241-257). Stillwater, OK: New Forums Press.

“a level of social justice must be achieved before social diversity can be pursued. Many have tried unsuccessfully to move directly to social and cultural diversity objectives.... without adequately attending to the absence of social justice.

... The goal of becoming an MCO involves achievement of social justice (an anti-exclusionary objective) and social diversity (an inclusionary objective)” (p. 179).

* Jackson (2014)

A Multicultural Organization

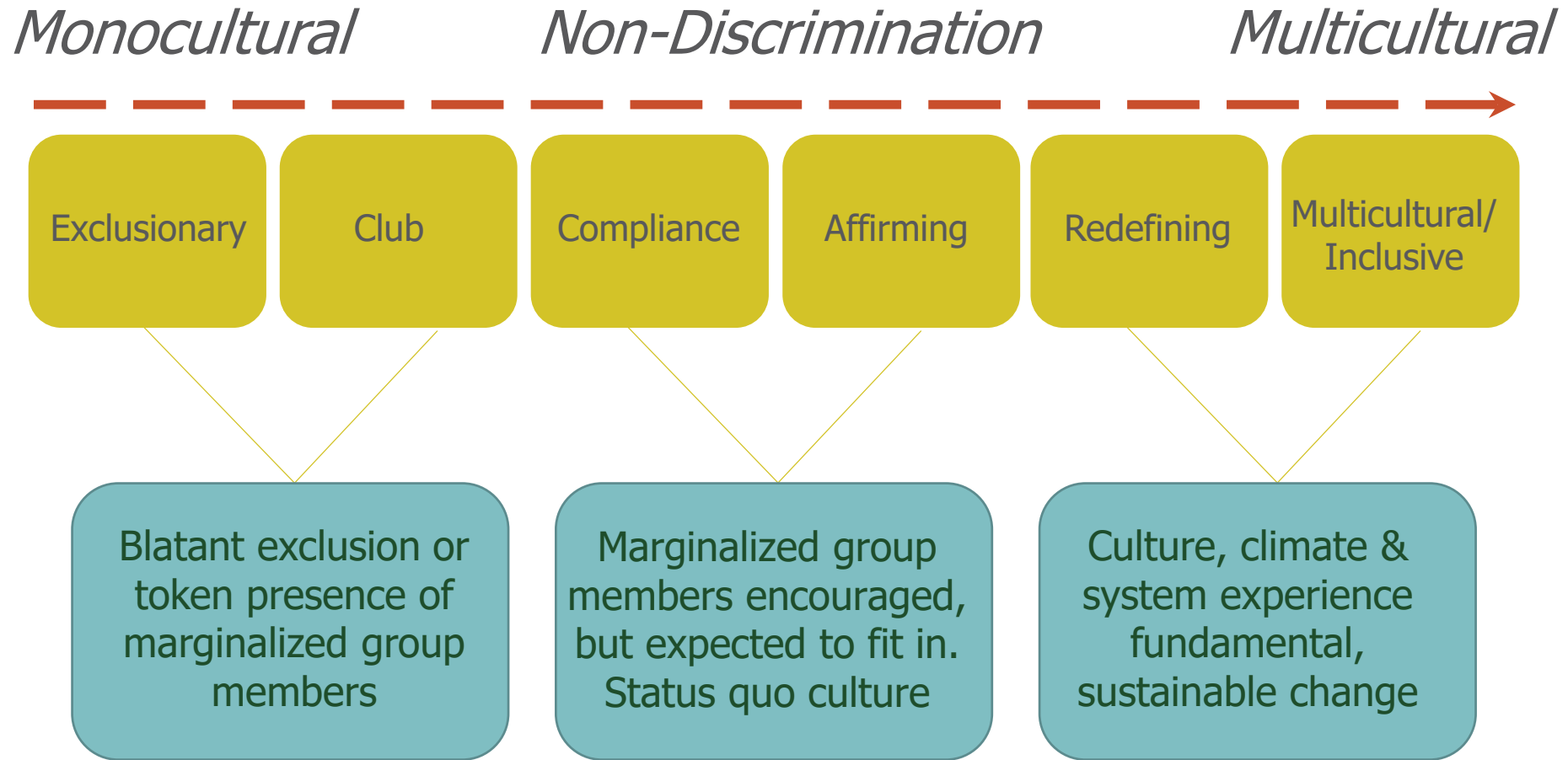
Jackson, Hardiman, and Holvino



1. Clear commitment to creating an inclusive organization
2. Seeks, develops, and values the contributions and talents of all members
3. Includes all members as active participants in decisions that shape the organization
4. Employees reflect diverse social and cultural groups throughout all levels of the organization; and demonstrate the multicultural competencies to serve the increasingly diverse student populations
5. Acts on its commitment to eliminate all forms of exclusion/discrimination within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
6. Follows through on broader social and environmental responsibilities



MCOD Continuum



MCOD Stages

Stage 1:

The Exclusionary Organization

- No way!

Stage 2:

The Club

- Our way or the highway!

Stage 3:

The Compliance Organization

- The letter of the law!

Stage 4:

The Affirming Organization

- We welcome "diverse candidates."

Stage 5:

The Redefining Organization

- Inclusion is central to our success and daily practices.

Stage 6:

The Multicultural Organization

- We live inclusion values and practices every moment.

Monocultural Organizations

modified from Dr. Kathy Obear, drkathyobear.com

Stage 1: The Exclusionary Organization

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and *within their comfort zone*



Non-Discriminating Organizations

modified from Dr. Kathy Obear, drkathyobear.com

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be “team players” and “qualified”
 - Must assimilate into organizational culture
 - Must not challenge the system or “rock the boat”
 - Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture



Multicultural Organizations

modified from Dr. Kathy Obear, drkathyobear.com

Stage 5: The Redefining Organization

- In transition
- Actively working towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively inclusive
- Actively working to create environment that “values and capitalizes on diversity”
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations



Strategic Goals for moving through MCOB

modified from Dr. Kathy O'bear, drkathyobear.com

- Stage 1: The Exclusionary Organization
 - Identify all areas where discrimination and harassment occur
 - Eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating
 - Implement policies, practices, and accountability structures to ensure the physical and psychological safety of members
- Stage 2: "The Club"
 - Create the infrastructure to recommend organizational changes
 - ❖ Assess the current climate, culture, and organizational practices
 - Review and revise, as needed, core statements and policies: mission, vision, human resource policies/practices, etc.
 - ❖ Map out current recruitment and hiring practices; shift practices and policies in order to successfully hire a racially diverse, culturally competent staff and faculty
 - Identify current retention and development practices for members of under-represented groups; implement additional programs and practices



Climate Audit

- Does your student body reflect the demographics of the state?
- Do your faculty and staff reflect the demographics of the state?
- Student Success Indicators
 - 4 and 6 year graduation rates
 - FG/Pell/Minoritized vs. not FG/not Pell/White, etc.
(<https://www.nactateachers.org/attachments/article/2471/16%20%20Archibeque-Engle.pdf>)
- Salary Equity Exercises
- Student Climate Survey
- Employee Climate Survey
 - <https://diversity.colostate.edu/data/employee-climate-survey/>



Recruitment, Retention, and Promotion

Best Practices, A. Romero Jr. (2017)

- Inclusive Interviewing
- Onboarding
- Campus Climate Assessment
- Comprehensive Diversity Plan
- Promoting Diversity
- Search Processes
- Cluster Hiring
- Multicultural Resource Directory
- Funding Initiatives
- **Mentoring Programs**
- Retention Studies
- Leadership Opportunities for Minoritized Hires

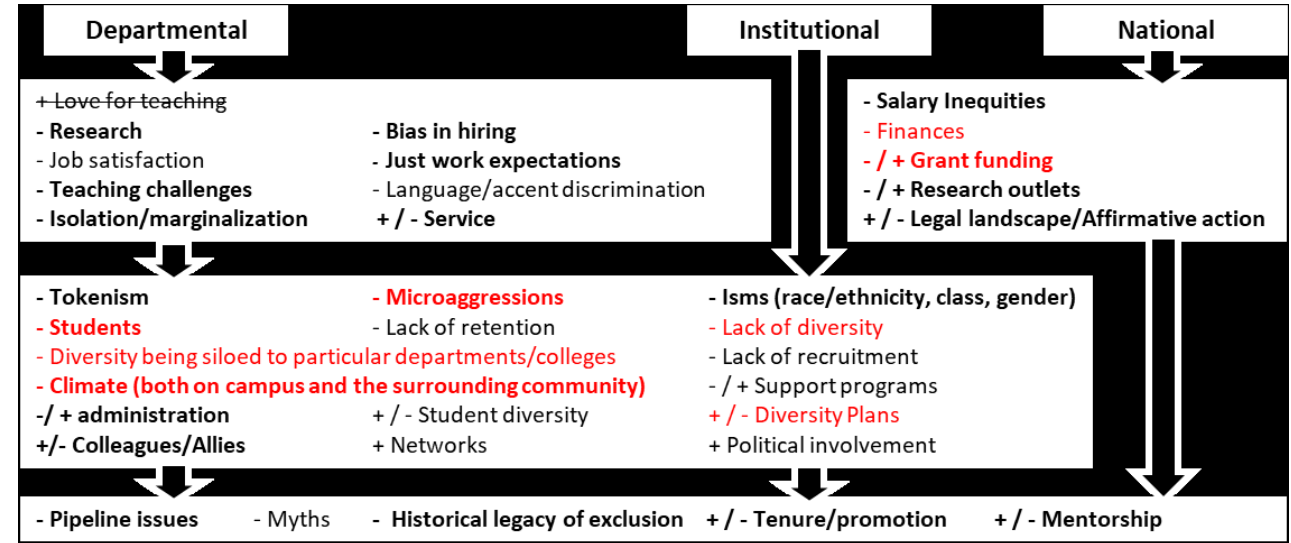


Figure 1 - Supports (+) and challenges (-) within and across departmental, institutional and national contexts - adapted Turner et al. (2008). Faculty of color in academe: What 20 years of literature tells us (note: items crossed out were identified by Turner, but not during recent studies)



Resources



- [Diversity.colostate.edu](https://diversity.colostate.edu)
- <https://www.racialequitytools.org/plan/informing-the-plan/organizational-assessment-tools-and-resources>
- University of Southern California's Center for Urban Education, <https://www.cue-tools.usc.edu/>
- 'More Rivers to Cross' <https://diverseeducation.com/article/174016/>
- <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>
- Consultants
 - Rev. Dr. Jamie Washington, <https://washingtonconsultinggroup.net/>
 - Dr. Kathy Obear, <https://drkathyobear.com/>
 - dra. becky martinez, <https://www.infinitymartinez.com/>
 - Dra. Carmen Rivera, seerivera@gmail.com





Thank You



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY

QUESTIONS?



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Northeastern
IPM
Center

Some Questions for You



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY

Northeastern
IPM
Center



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Upcoming Webinars

LGBTQ in IPM in Northeast Round Table Discussion

June 20, 2022, 2:00 p.m.

Facilitators: Mary Centrella, Cornell Cooperative Extension Pesticide Safety Education Program & Kim Skyrn, Chief Apiary Inspector, Massachusetts Department of Agricultural Resources



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

www.northeastipm.org/ipm-in-action/deij-in-ipm/

Northeastern
IPM
Center

Find a Colleague

To post a profile about yourself
and your work:
<http://neipmc.org/go/APra>



“Find a Colleague” site
<http://neipmc.org/go/colleagues>



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Northeastern
IPM
Center

Recording of IPM Toolbox Webinar Series



<http://www.neipmc.org/go/ipmtoolbox>



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Northeastern
IPM
Center

Land Acknowledgment

Cornell University in Ithaca, New York.

Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of Gayogohó:nq' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogohó:nq' leadership.



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Northeastern
IPM
Center

Funding Acknowledgment

Northeastern
IPM
Center

This presentation was funded by the Northeastern IPM Center through Grant #2022-70006-38004, Accession Number: 1017389 from the USDA National Institute of Food and Agriculture, Crop Protection and Pest Management, Regional Coordination Program.



United States
Department of
Agriculture

National Institute
of Food and
Agriculture