Staff Day 2014
A Story
The ODMI
A Framework for Getting to Inclusion
ORGANIZATIONAL DEVELOPMENT MODEL OF INCLUSION®

GOAL: Increase importance of inclusionary beliefs & identify external motivators

INTERVENTIONS:
- Identify legal risks/WASC
- Identify & articulate limits of conducting “business as usual”
- Training on human relations concepts
- Identify how individuality is not valued
- Make explicit impact and cost of stereotypes, prejudices & discrimination

EXCLUSION
- Structured to be exclusionary
- Structured to maintain privilege of the dominant group
- Does not understand that “standards” for inclusion are founded on dominant culture values and norms
- Will allow “others” as long as they assimilate
- Does not overtly decide to exclude; just does “business as usual”

GOAL: Continue to increase level of importance; address motivational imperative

INTERVENTIONS:
- Increase the number of “diverse people”
- Individual & group support to prevent isolation
- Make visible differential treatment
- Creation of nondiscrimination policies, equitable salary scales, review of institutional policy-making
- Education about differences and differential treatment
- Identify & articulate initial benefits of inclusionary efforts
- Identify incongruence

SYMBOLIC INCLUSION
- Usually precipitated by external forces
- “Qualified” others must fit in, ignore difference
- Fear of difference supports avoidance
- Norms don’t change
- To avoid conflict, systems place those who were excluded in “symbolic” positions

GOAL: Consolidate belief that inclusion effort is important

INTERVENTIONS:
- Accountability for recruitment, retention, integration of new people
- Clearly defined goals, timetables
- Projections; mentoring & coaching systems that articulate how to be successful in the organization
- Personal responsibility for fostering inclusion and evaluated accordingly
- Group formed to support continuation of efforts
- Initiate effort to resolve incongruence between expressed values and behaviors

PRESCRIBED INCLUSION
- Begin to develop more tolerance for differences
- Can start to believe diverse people have a place in the organization
- Previously excluded populations develop their own networks
- Institution becomes more responsive to discrimination
- Issues of power, culture, and need for change begin to surface
- Numerical goals as plans
- Incongruence is recognized and addressed

GOAL: Inclusion is both important & internally motivated institutional imperative

INTERVENTIONS:
- Institutionalized, self-assessment, mechanisms and policies to help new people adapt to inclusionary culture

INCLUSION
- Can see value of diversity
- Empowers individuals and groups (retention/integration)
- Recognizes value of diverse ideas, opinions, styles of operating
- Believes that inclusion yields greater creativity, synergy and effective outcomes
- Recognizes development and maintenance of a multicultural org. as a process; willing to learn & grow
- Congruence between expressed values and behaviors

EXTERNAL (COMPLIANCE DRIVEN) ➔ MOTIVATIONAL IMPERATIVE ➔ INTERNAL (IMPORTANT)
Getting to the Next Level of Inclusive Community

Symbolic

“Qualified” others must fit in (play by my rules)

Difference is feared so conflict avoided (I’ll just leave/ignore problems)

Norms don’t change

Focus on the individual

...to Prescribed

From personal to group responsibility

Mentoring and coaching systems for success in organization (explain and adapt)

Develop tolerance for ambiguity

Resolve incongruence between values and behaviors – equity, favoritism
Climate Survey 2014
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Administered to Staff and Faculty 2006-8-10-12-14

Highest response rates ever
+ Staff from 196 to 320
+ Faculty from 132 to 240

Six year trend data with shifts of 5% or more
**JOB SATISFACTION**

Percent = "Very Satisfied" or "Satisfied"

- INTEGRATION OF THE STAFF CAMPUS LIFE: 57% = ↑18%
- CAMPUS ADMINISTRATIVE LEADERSHIP: 58% = ↑17%
- ACCESS TO TECHNICAL SUPPORT AND ASSISTANCE: 76% = ↑16%
- CAMPUS ADMINISTRATION SHARING INFO: 54% = ↑15%
- OPPORTUNITIES TO INTERACT WITH FACULTY: 63% = ↑10%
- STAFF COUNCIL: 59% = ↑8%
- JOB SECURITY: 79% = ↑8%
- OPPORTUNITIES TO INTERACT WITH STAFF: 82% = ↑7%
- QUALITY OF SUPERVISION: 70% = ↑5%
CAMPUS CLIMATE
Percent = “A Great Deal of Emphasis” on:

+ DEVELOPING AN INCLUSIVE COMMUNITY 48% = ↑20%
+ DEVELOPING APPRECIATION FOR MULTICULTURAL SOCIETY 47% = ↑17%
+ PROMOTING...DIFFERENCES OF OPINION AIRED OPENLY AND REGULARLY 32% = ↑16%
+ INCREASING REPRESENTATION OF PEOPLE OF COLOR
  + In the staff: 26% = ↑14%
  + In the administration: 20% = ↑15
  + in the faculty: 22% = ↑7%
+ ENCOURAGING COLLABORATION BETWEEN OFFICES 19% = ↑8%
+ DEVELOPING A SENSE OF COMMUNITY 39% = ↑5%
How often have you seen or heard insensitive or disparaging comments...directed towards:

+ WOMEN 28% = ↓14%
+ PEOPLE OF COLOR 16% = ↓14%
+ GAY, LESBIAN, BISEXUAL, OR TRANSGENDER 18% = ↓12%
+ GENDER 8% = ↓11%
+ ETHNICITY 3% = ↓7%
+ MEN 12% = ↓6%
+ AGE 9% = ↓6%
Microclimates?
Absolutely.
The Working Environment

Double Digit Improvements from 2008:

Often given feedback – 64%, up 18%

Duties match job description – 70%, up 14%

Work contributions appreciated by supervisor – 83%, up 11%

Single Digit Areas of Note:

Some sense of favoritism, of supervisor not understanding job, can’t attend campus events, not always respected, need to change personal characteristics to fit in
Getting Back to Inclusion

- CHECK MY ASSUMPTIONS (and baggage) – Is My Way the Only Way? The Best Way?
- EQUITY - By Changing the Rules for One, Who Else Gets Hurt?
- BEYOND “ME” TO “WE” – Can I Get to Know the Identities of the People Around Me, On Their Terms, and Be Challenged to Learn and Grow?
SMC Cares
Personal Responsibility + Partners in Community