

National Conference on Race and Ethnicity (NCORE)

An Assessment Tool to Hire Multiculturally Competent Leaders

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- Introductions
- History & Outcomes for Session
- Multicultural Competency Interviewing Rubric (MCIR)
- MCIR's Relationship to the Multicultural Organization Development Model (MCO)
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Multicultural Interviewing Rubric (MCIR) and Its Relationship to the Development of an Multicultural Organization

Multicultural Interviewing Rubric (MCIR)		Multicultural Organizational Development (MCOOD) Stage Model*
<p>Level 1: Mainstream</p> <ul style="list-style-type: none"> ■ References and examples are presented from a Euro/or male-centric perspective ■ Views diversity as a mandate of political correctness ■ Ignores contributions of non-dominant individuals and groups ■ Views diversity as being at the expense of excellence or serving traditional students ■ Supports a traditional or normative organizational structure 	<p>Stage 1: The Exclusionary Organization</p> <ul style="list-style-type: none"> -Openly maintains the dominant group's power and privilege -Deliberately restricts membership -Intentionally designed to maintain dominance of one group over others -Overt discriminatory, exclusionary, and harassing action go unaddressed -Unsafe and dangerous environment for subordinated group members -Monocultural organization 	
<p>Level 2: Associative</p> <ul style="list-style-type: none"> ■ Identifies superficial encounters with under-represented groups ■ Talks about participation in an organization that achieved diversity outcomes without specifying their own personal role ■ Discusses association with change agents, but not being one ■ Maintains the normative structure using basic and superficial language related to diversity work completed by others in the institution 	<p>Stage 2: "The Club"</p> <ul style="list-style-type: none"> -Maintains privilege of those who have traditionally held power and influence -Monocultural norm, policies, and procedures of dominant culture viewed as the only "right way: "business as usual -Dominant 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 with their comfort zone 	
<p>Level 3: Additive</p> <ul style="list-style-type: none"> ■ Talks generally about the importance of increasing the numbers of diverse people, but not necessarily how these diverse individuals contribute to the institution. ■ Talks about isolated examples in the organization/institution that support diversity ■ Speaks of appreciating diversity but not the skills the diverse individuals bring to the institution ■ Shows a basic understanding of diversity but not how it leads to change in the organization's culture, mission or structure. 	<p>Stage 3: The Compliance Organization</p> <ul style="list-style-type: none"> -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 organization culture, mission, or structure -Focus: Do not make waves, or offend/challenge dominant group members -Efforts to change profile of workforce (at bottom of organization) -Token placements in staff positions: Must be "team players" and qualified 	

Level 4: Structural Reform

- Presents personal stories about their intellectual and/or personal transformation
- Demonstrates the ability to communicate a commitment to promoting diversity, equity and inclusion
- Shows commitment to eliminating discriminatory and exclusive practices
- Goes beyond mere numbers and demonstrates informed levels of understanding regarding the value of diverse employees and students
- Gives evidence of broad institutional impact of actions which affect inclusive organizational development
- Demonstrates the ability and skills to effectively and strategically transform all aspects of the institution

Stage 4: The Affirming Organization

- Committed to eliminating discriminatory practices and inherent advantages
- Actively recruits and promotes members of groups that have been historically denied access and opportunity
- Provides support and career development opportunities to increase success and mobility
- Employees encouraged to be non-oppressive – awareness trainings
- Employees must assimilate to organizational culture

Stage 5: The Redefining Organization

- System In transition
- Moving beyond “nondiscriminatory practices”
- Working to create an environment that values and capitalizes on diversity
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works toward developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

Level 5: Social Action/Social Justice

- Demonstrates indicators present in Level 4 – Structural Reform
- Demonstrates how multicultural understanding should be implemented beyond their specific institution at a local, national and global level
- Demonstrates understanding of diversity at complex intersectional levels
- Articulates how they have provided strategic leadership on key social and educational issues
- Shows a personal commitment and responsibility to actively lead the efforts related to re-imagining diversity within a comprehensive framework
- Successfully champions the creation of a multicultural/inclusive organization

Stage 5: The Redefining Organization

Stage 6: The Multicultural Organization

- Mission values, operations and service 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

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

Obear, Kathy (2014). Social Justice Training Institute, www.sjti.org, kobear@earthlink.net in collaboration with Jackson, B.W., Social Justice Education, University of Massachusetts-Amherst.*

Johnson, Ernest & Terrell-Powell (2013) Multicultural Competency Interviewing Rubric (MCIR).

Multicultural Interview Rubric (MCIR) Exercise: Questions & Scenarios

Question #1: As a senior administrator, what do you see as important contemporary issues surrounding diversity in higher education? How have you personally addressed one or more of these issues at your institution or organization?

Portion of a Possible Answer: The contemporary issues that come to mind surrounding diversity are the underrepresentation of minority students, faculty and staff. Also a major problem is the achievement gap between minority and mainstream students. This is a problem that I have worked on throughout my administrative career. At my last institution, I increased the outreach services for minority students and recruited a higher number of minority students during the time I was VP. I also was involved in funding and developing a cultural center at our institution/organization, which disproportionately served minorities and other students. I was involved in bringing on other services that increased the number of minority students such as streamlining the registration process. Our institution also consistently celebrates MLK Day on an annual basis and other holidays for under-represented groups on our campus. We also established a speaker's series that brought in diverse speakers attracting faculty, staff and students. Over the years, I have developed a track record of finding funding for diversity events. These are just some of things that I have done.

Using the MCIR checklist, which level best represents this person's response to the question? Please provide evidence from the candidate's responses that support your placement.

Share and discuss your individual placements for the candidate within your groups and arrive at a consensus of the placement of this candidate using the MCIR?

Please provide evidence from the candidate's responses to justify your group placement.

Question #2: Many institutions/organization have developed strategic plans to accomplish their mission. What would you consider to be crucial elements of a Strategic Plan in order to guide SCC into the 21st Century?

Portion of a Possible Answer: Several elements come to mind specific to strategic planning: There are three that I will focus on: Buy-in, Enrollment Management, and Budget

Buy-in: No lasting plans are implemented without input and buy-in from the campus community. One way to do this is to make data-informed decisions requiring a campus wide assessment, such as a SWOT analysis. The plan must be shared in an open and transparent process listening to and accepting campus-wide input in order to promote buy-in from the different consistencies. With the need to recruit more students, which includes under-represented students, there must be input from multiculturally competent stakeholders on campus and visible support for these students led by the Chief Executive Officer/President of the institution and her leadership team.

Enrollment: I know that your institution has increased its numbers of international students, and these students have unique needs and represent a distinct funding source. I am also aware that this baseline funding source has its challenges in the upcoming budgetary cycle. The strategic plan would need to anticipate a new funding model, because the existing model will not be sustainable. The plan must include enrollment strategies that follow best practices and address the needs of both residential and international students. It must also address the institution's commitment to inclusive excellence and stewardship. Using an inclusive enrollment management plan would be consistent with your vision and mission. The plan must target specific underrepresented populations of students who have been historically under-recruited. An example of my contribution in this area, as an administrator responsible for the Strategic Planning Committee at my current institution, I was able to work with our leadership team to review our data and develop strategies that doubled the number of residential students, even as our budget declined. More specifically, I led the team that increased our numbers of under-represented students, while sustaining the international student population. As we worked to increase our numbers of residential and international students, we used our campus-wide assessment data to determine how to better serve our diverse student populations.

Budget: The strategic plan must be aligned with the institution's budget and allocation model. It will be important to identify goals and strategies that supports its broader vision and mission. The budget should align with core values and strategic objectives. It would be imperative that the budget support the enrollment initiatives to increase residential enrollment and promote the establishment of an inclusive and sustainable

Which level best represents this person's response to the question? Please provide evidence from the candidate's responses that support your placement?

Discuss your individual placement within your groups and arrive at a consensus of the placement of this candidate on the MCIR?

Please provide evidence from candidate's responses to justify your group placement.

