**Instructions**: Review the organizational climate characteristics of each stage on the continuum. Identify the stage most representative of your organization. On the next page, review the types of strategies that may be helpful to consider implementing to progress along the continuum, or to maintain inclusive excellence.

Organizational Climate Assessment

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| **Stage 1:**  **“Excluding”** | **Stage 2:**  **“The Club”** | **Stage 3:**  **“Compliance”** | **Stage 4:**  **“Affirming”** | **Stage 5:**  **“Redefining”** | **Stage 6:**  **“Inclusive”** |
| **Characteristics:**   * 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 actions go unaddressed * Unsafe and dangerous environment for minoritized group members * Monocultural organization | **Characteristics:**   * Maintains privilege of those who have traditionally held power and influence * Monocultural norms, policies, and procedures of dominant culture viewed as the only   “right” way or “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, equity, and   inclusion only on “club” member’s terms and within their comfort zone | **Characteristics:**   * Committed to removing some of the bias 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 dominant group members * Efforts to change profile of workforce (at bottom of organization) * “Token placements” must be “team players” and must assimilate into organizational culture, must not rock the boat, must not raise issues of sexism, racism, ableism,   classism, heterosexism… | **Characteristics:**   * Committed to eliminating historically biased practices and naturalized system 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 are encouraged to be culturally aware and responsive * Employees must assimilate to organizational culture | **Characteristics:**   * In transition * Moving beyond non- discrimination and first level awareness * Working to create   environment that “values and leverages 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 towards 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 | **Characteristics:**   * 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 injustice and bias within the organization * Members across all identity groups are full participants in decision-making * Actively works in larger communities to eliminate all forms of injustice and to create inclusive excellence |

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| **Strategies for moving to Stage 2:**   * Assess current state and build shared understanding of current practices and negative impact on community and reputation of organization * Decrease exclusionary and biased practices * Identify self-interests of leaders and actors to make changes to the status quo * Increase visibility of leaders reinforcing their commitment to a safe and inclusive environment * Identify and communicate clear expectations for the boundaries of appropriate behavior and clear responses for inappropriate behaviors * Gather best practices and benchmarks from peers * Develop relationships with change agents across identity groups within the organization * Continually monitor and report on efforts and outcomes to create greater safety for all groups | **Strategies for moving to Stage 3:**   * Secure top leader support to begin formal organizational change process * From shared understanding, begin to build infrastructure to implement inclusive change strategies * Conduct a comprehensive audit (including all constituencies) covering cultural climate, data on recruitment, retention, promotion, development, tenure, co-curricular activities etc. * Review audit with top leaders, diagnose results, and discus amelioration * Accelerate skill and group development through retreats, in- depth diversity/inclusion training and authentic dialogue | **Strategies for moving to Stage 4:**   * Build and implement an evidence-based strategic plan * Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, costs of status quo, etc. * Deepen community’s   intercultural competencies   * Create opportunities for meaningful dialogue among leaders and members of minoritized groups (i.e. inclusion committees) * Identify core cultural competencies expected of all administrators, staff, and faculty * Revise performance system to hold people accountable for demonstrating competencies * Create meaningful opportunities for intercultural community building * Engage in developmental activities to examine privilege, dominant culture, and change behaviors | **Strategies for moving to Stage 5:**   * Increase attention to access and strategies to ensure success for all constituencies * Establish “champion” awards for those in area that contribute to inclusion goals * Educate leaders and managers on   “discretionary points” in polices, practices, and “unwritten” rules to mitigate implicit bias   * Develop internal coaches/facilitators to promote intercultural awareness and skills * Development for employees at all levels to integrate equity and inclusion into their day- to-day activities * Create structures that reward faculty and managers that integrate intercultural competencies into the learning and working environment | **Strategies for moving to Stage 6:**   * New norms of inclusive organization are communicated widely * Norms and expectations are included in on- boarding and all development opportunities * Annual process to review and revise internal policies, practices, and procedures with equity lens * Equity lens is engaged in all planning and decision- making processes * Enhance community outreach efforts and partnership initiatives * Continue to rigorously assess cultural climate, recruitment, hiring, admissions, support, development, promotion, etc. * Assess impact of strategies from prior stages and continually innovate and redesign programs, policies, and practices as needed | **Strategies for preserving stage attainment:**   * Implement continuous improvement strategies * Engage in regional efforts to share best practices and collaborate to build cross- organizational partnerships advancing equity and inclusion broadly for the profession/discipline/academe * Stay current on efforts of peer institutions and other organizations * Conduct regular, comprehensive audits * Continue to demonstrate commitment and success of inclusive environment * Continue learning opportunities that aid all individuals in building intercultural competencies that are integral to day-to-day activities |

Adapted from: Wall, V. & Obear, K. (2008). *Multicultural organizational development: Exploring best practices to create socially just, inclusive campus communities*. AAC&U Conference.