

How to Make Diversity Tangible and Obtainable (Re-imagining Diversity to Make Equity and Inclusion Tangible and Obtainable)

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MEMBER THE TEXAS STATE UNIVERSITY SYSTEM



Telling your stories

Step 1: Go through the list, and whoever has a story, tell one. You may repeat a word to tell your own story.

Step 2: Go through the list of emotions and about each story you heard ask, “What feelings did you hear in the story told?”

Fear, anger, pain, instability, sadness, loneliness, worried, numbness, frustration, anxiety, uncertain, stressed, concerned, scared, confused tired, calm, hope, content, safe, stressed

Step 3: Have you had a faculty member share an experience with you? What emotion did you hear in their story? How did you respond?

Social Experience	Your Experience	Emotional Content	Situations in Your College/Department
Alienation (Social Isolation & Social Distancing)			
Marginalization (Discrimination)			
Loss (Death)			
Education (Family)			
Job			
Finances			
Health			

Please cite Benita R. Brooks for modifying this activity to include a conversation about the impact of a global pandemic on faculty

**Four key principles to
create an equitable and
inclusive environment**





Principle One: Intimacy

How leaders in higher education relate to faculty

- ❖ Leaders must be honest and vulnerable with their faculty, presenting themselves as fully human and recognizing their faculty's humanity as well.

Principle or Practice

- ❖ **Psychological Proximity**- "People tend to trust you when they believe they are interacting with the real you (authenticity), when they have faith in your judgment and competence (logic), and when they feel that you care about them (empathy)" (Groysberg, Abrahams, & Baden, 2021).

References

- Groysberg, B., Abrahams, R., & Baden, C. (2021). The pandemic conversations that leaders need to have now. Retrieved August 1, 2021 from the <https://hbswk.hbs.edu/item/the-pandemic-conversations-that-leaders-need-to-have-now>
- Groysberg, B. & Slind, M. (2012). *Talk, Inc.: How Trusted Leaders Use Conversation to Power Their Organizations*. Harvard Business Review Press.



Principle Two: Interactivity

How leaders use communication channels

- ❖ While **intimacy** creates a more genuine style of leadership communication, **interactivity** turns that communication into a two-way dialogue, allowing you to respond to faculty members' needs better, and act on their insights (Groysberg, Abrahams, & Baden, 2021).

Principle or Practice

- ❖ Dialogue is necessary for creating a shared reality.... People's pandemic experiences have varied widely depending on pre-existing factors... Each of your faculty members has a unique perspective on the past year. Have individual conversations (chairs), open forums (deans), or town halls (academic affairs) to find out what people need and what insights they might have. Make sure people feel heard. This is how we achieve equity.

References

Groysberg, B., Abrahams, R., & Baden, C. (2021). The pandemic conversations that leaders need to have now. Retrieved August 1, 2021 from the <https://hbswk.hbs.edu/item/the-pandemic-conversations-that-leaders-need-to-have-now>

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Principle Three: Inclusion

How leaders develop organizational content

- ❖ The principle of inclusion expands faculty's roles beyond listening and responding to co-creating the college/department's narrative and serving as brand ambassadors, thought leaders, and storytellers.

Principle or Practice

- ❖ **Connect the dots.** The conversations back to key organizational priorities. Help faculty members see how their work fits into the college/department's larger mission—and to their personal missions, as well.
- ❖ Discuss with faculty whether any of the basic elements of their work have changed or will change. Get them to prioritize whom they are trying to serve and what they need from you in order to be effective. This type of conversation can provide the clarity needed to personalize your college/department's purpose better than a college/department's vision or mission statement, which is often so grand that faculty have difficulty connecting it to their teaching/scholarship/service (Groysberg, Abrahams, & Baden, 2021).

References

- Groysberg, B., Abrahams, R., & Baden, C. (2021). The pandemic conversations that leaders need to have now. Retrieved August 1, 2021 from the <https://hbswk.hbs.edu/item/the-pandemic-conversations-that-leaders-need-to-have-now>
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- Groysberg, B. & Slind, M. (2012). *Talk, Inc.: How Trusted Leaders Use Conversation to Power Their Organizations*. Harvard Business Review Press.



Principle Four: Intentionality

How leaders convey strategy.

- ❖ Intentionality keeps these intimate, interactive, and inclusive conversations tethered to organizational goals and challenges. Unlike social conversation, organizational conversations are teleological—directed toward a specific end. In this case, that end is the shared understanding of the facts on the ground (intimacy), the plans going forward (interactive), and the rationale behind those plans (inclusive).

Principle or Practice

- ❖ **Know why you're communicating.** For each communication “event,” ask yourself: What are your goals? What effects do you want the communication to have? How will you know if the message has been received? How will you know if you are getting all the relevant information you need? What has and has not worked in your communication strategies thus far?
- ❖ **Structure conversations.** Set topics, agendas, and deliverables for meetings in advance, and share that structure with attendees. After the meeting, summarize the discussion to make sure everyone was heard, and let attendees know what will happen next.
- ❖ **Tie conversations to action.** While deliverables may not emerge at the meeting, they should emerge from the meeting in a prompt and direct way.