

Critical Leadership During a Critical Time

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DIVERSITY AND INCLUSION

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Critical Times



There must exist a paradigm, a practical model for social change that includes an understanding of ways to transform consciousness that are linked to efforts to transform structures.

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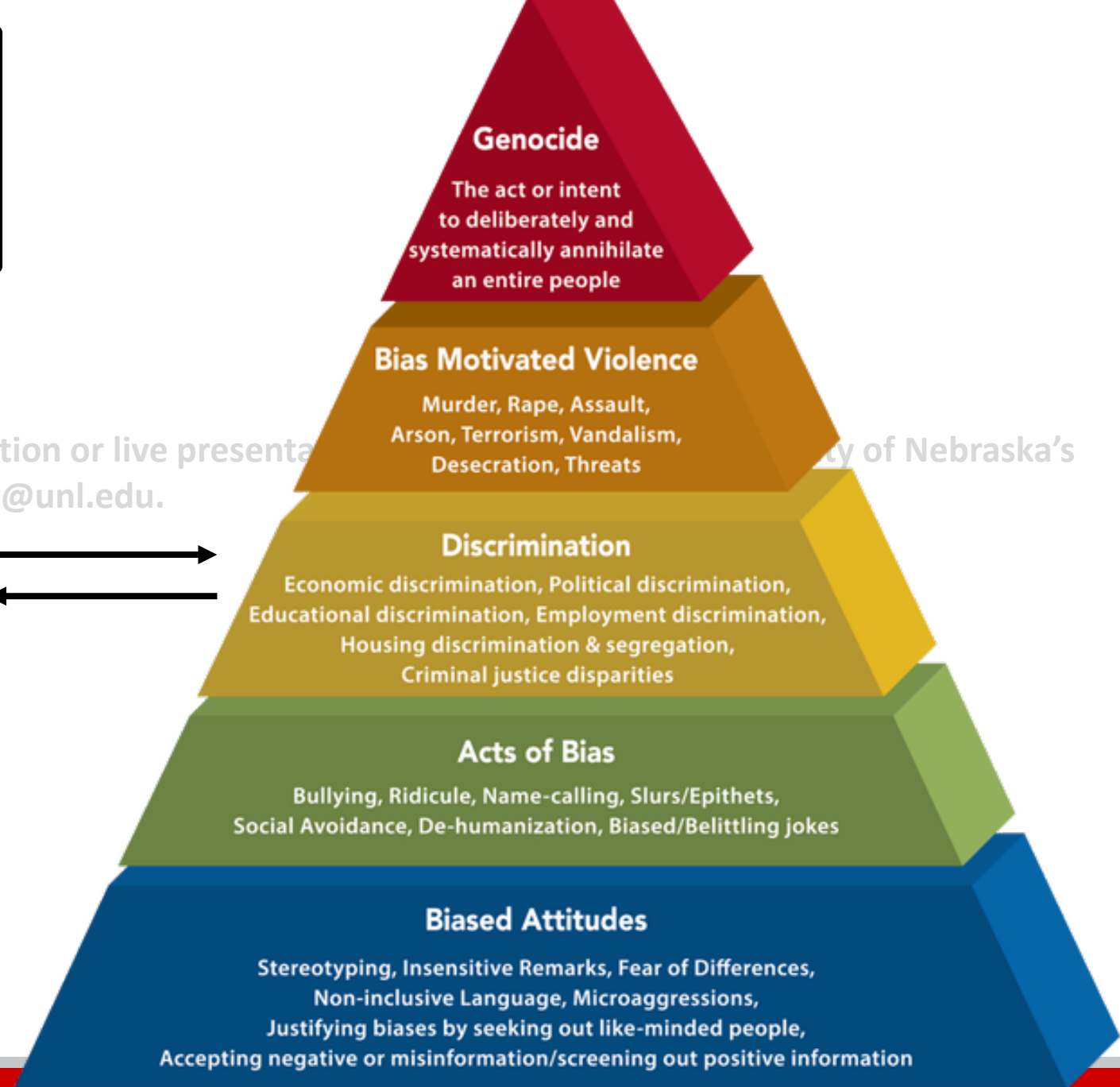
bell hooks

KILLING RAGE: ENDING RACISM

Why is addressing bias and systemic racism critical?

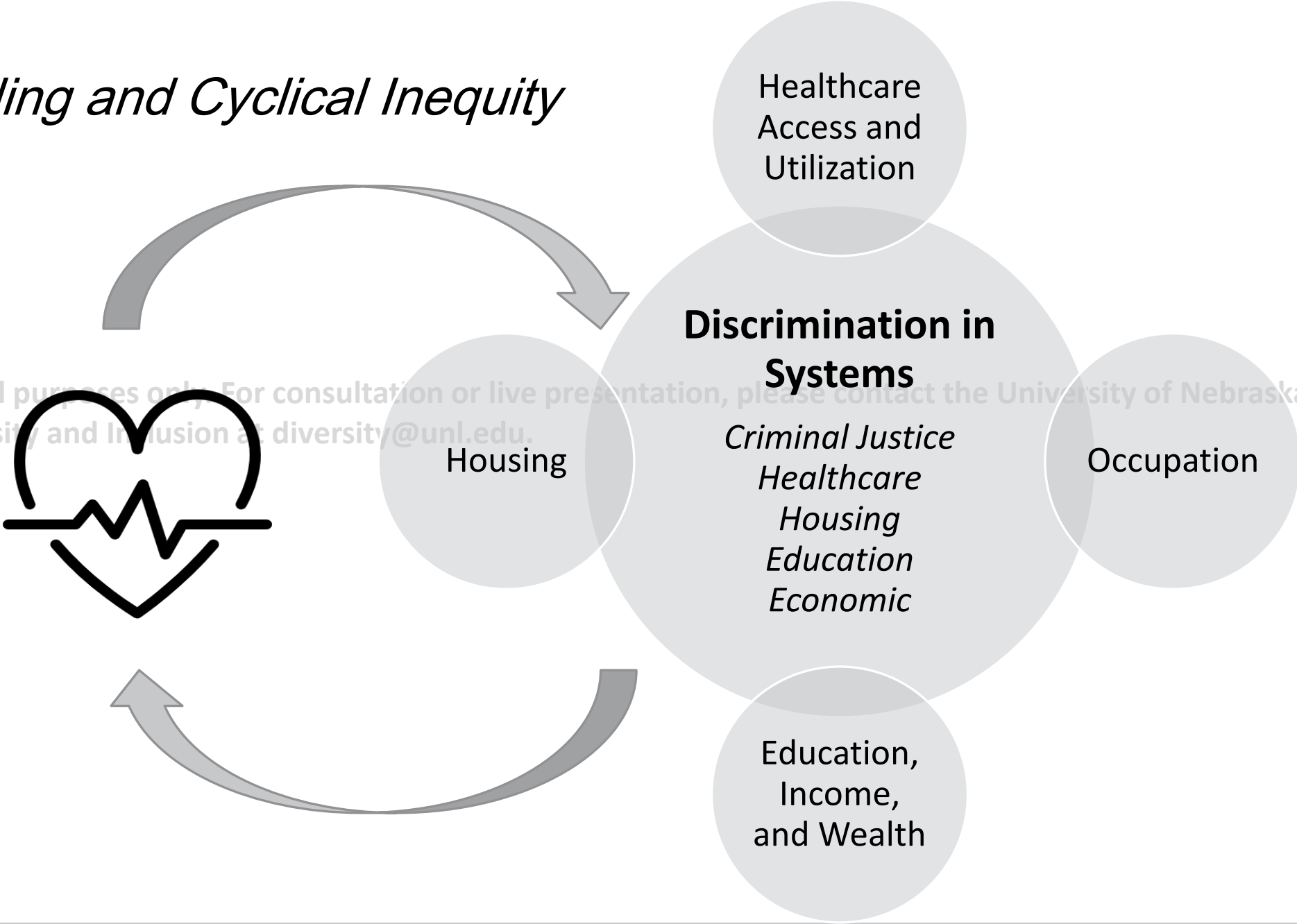
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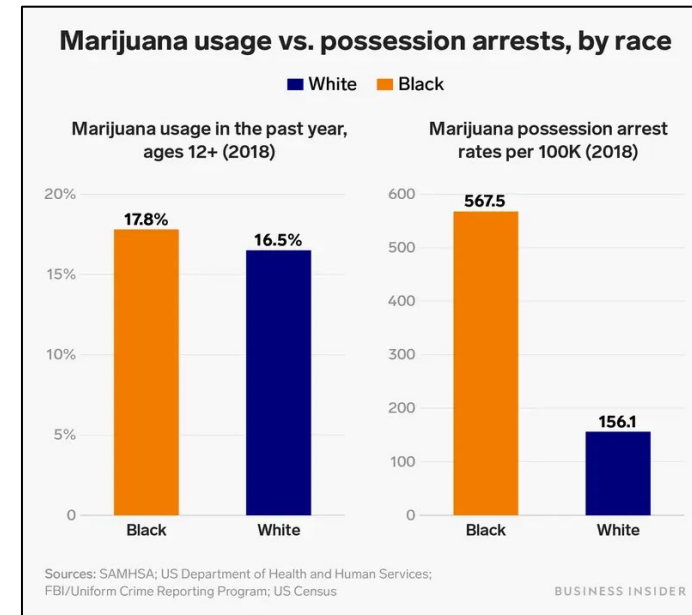
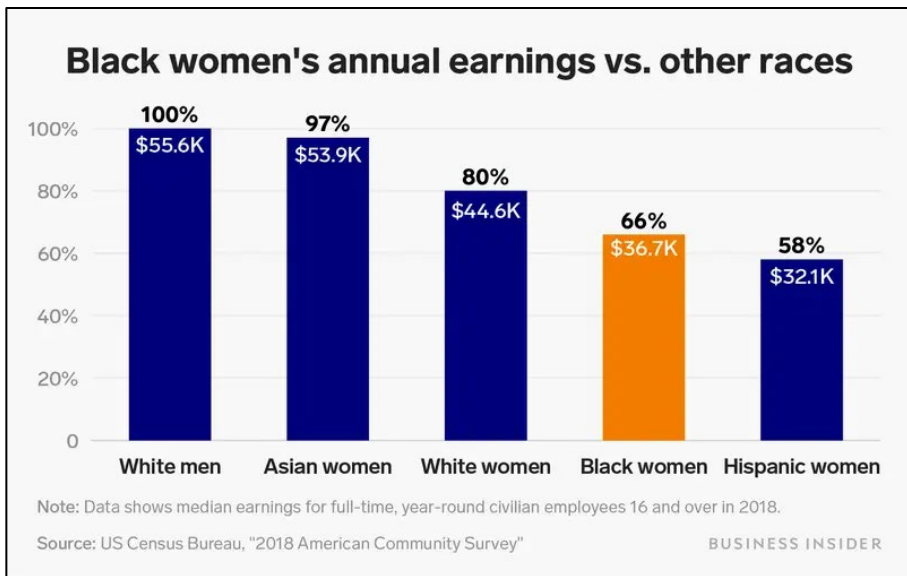
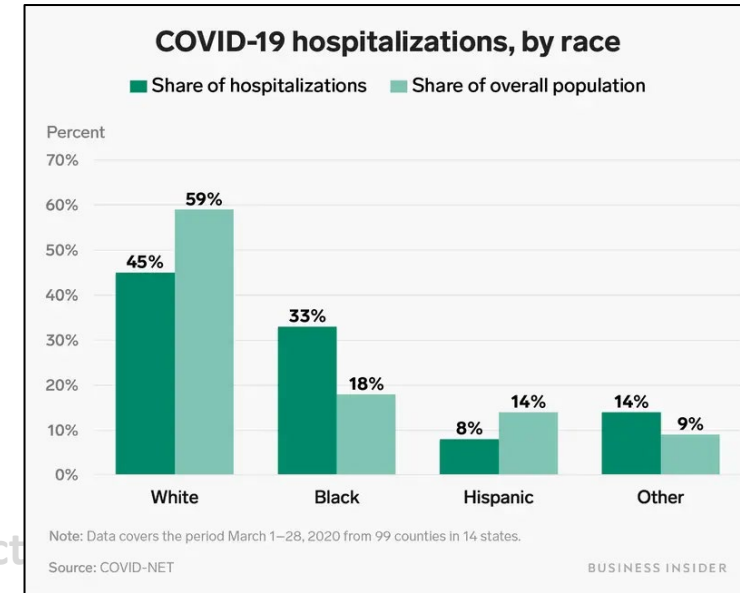
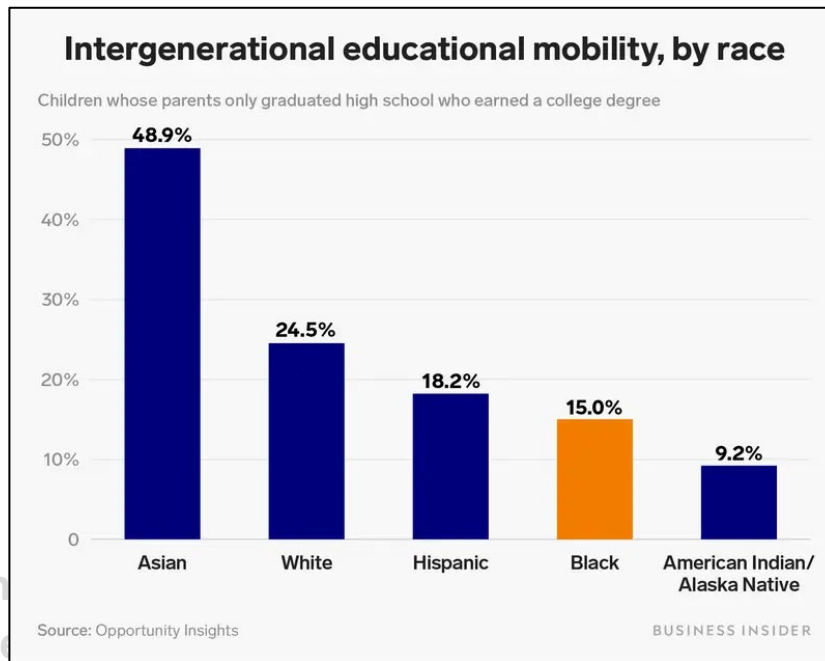
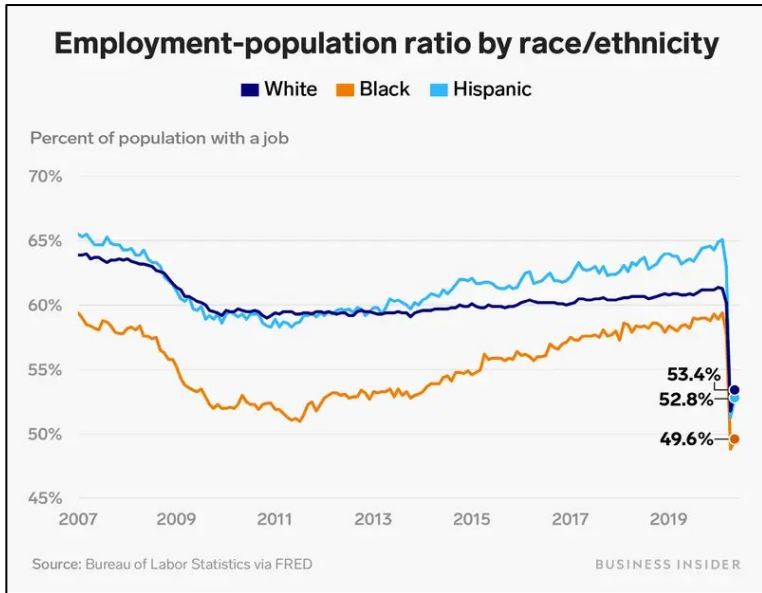
RACISM
the practices and policies of organizations (parts of systems) that lead to "different outcomes for different racial groups."



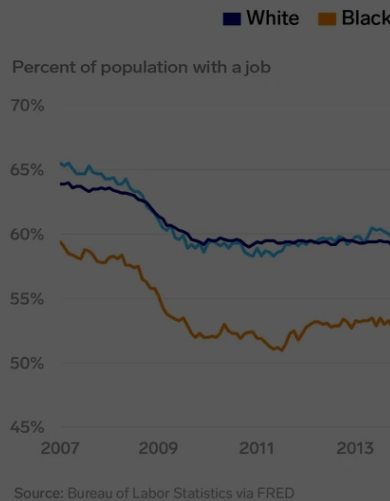
Compounding and Cyclical Inequity

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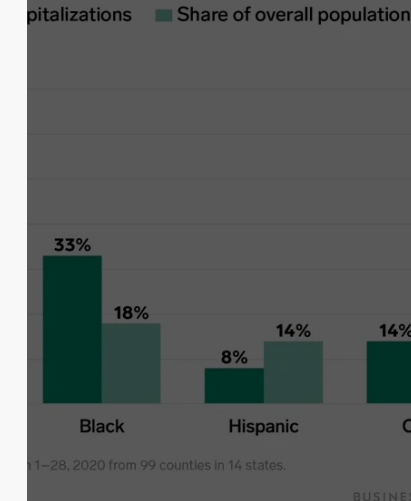
Employment-population ratio by race/ethnicity



Intergenerational educational mobility, by race

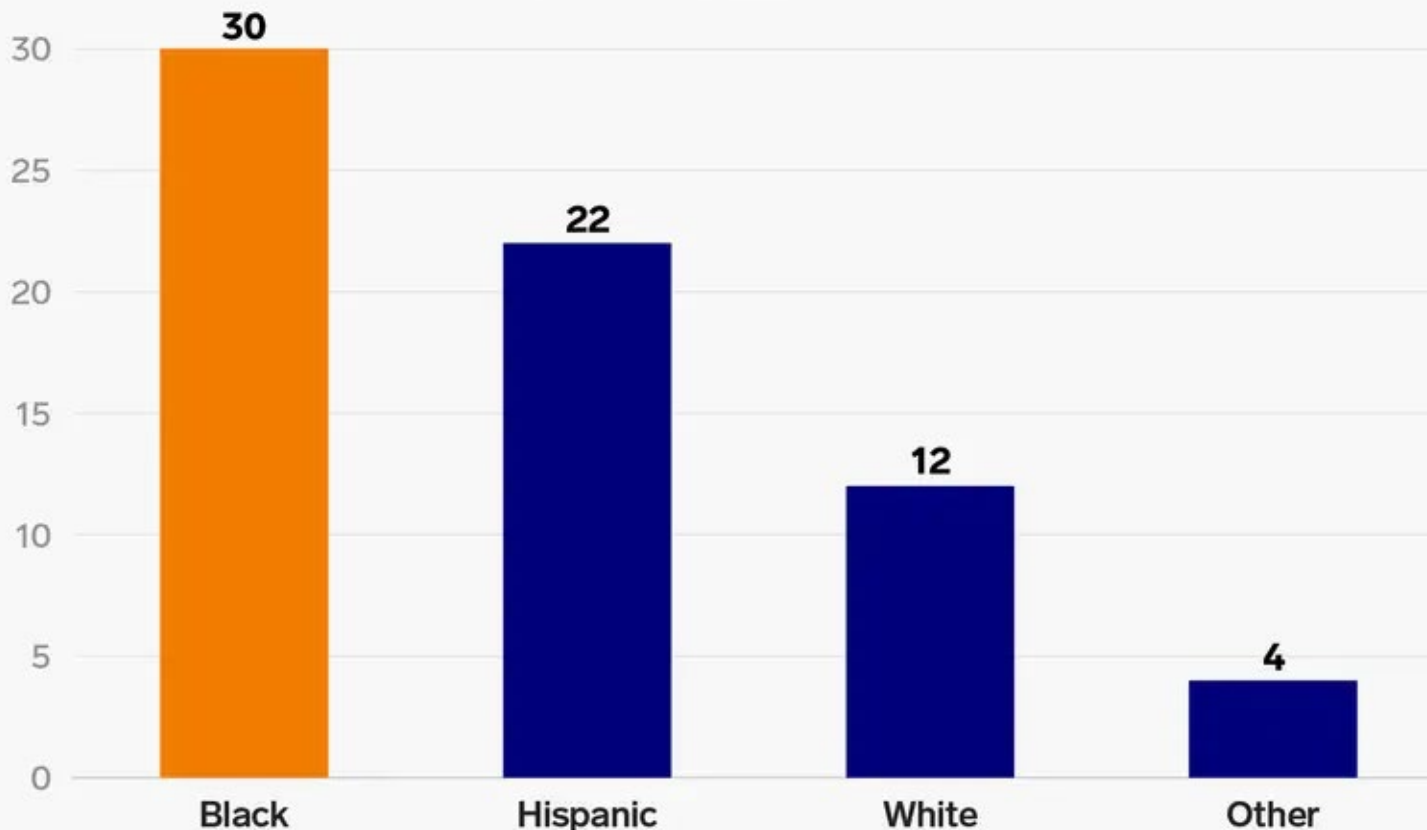
Children whose parents only graduated high school who earned a college degree

COVID-19 hospitalizations, by race



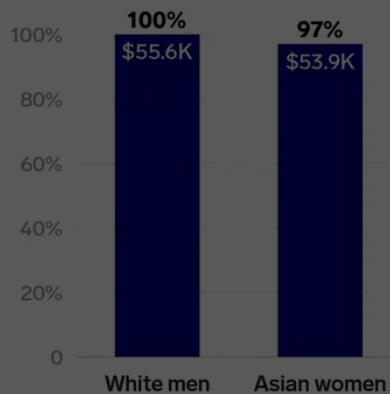
Fatal police shootings per million, by race

Deaths per million from January 1, 2015 – May 28, 2020



BUSINESS INSIDER

Black women's annual earnings



Source: The Washington Post

Sources: SAMHSA; US Department of Health and Human Services; FBI/Uniform Crime Reporting Program; US Census

BUSINESS INSIDER





African American Woman

High School Diploma

27 years in local factory packing and lifting boxes but cannot retire until age 60

Factory leadership is primarily white and male

Earning \$9.50 per hour

Suffers with chronic back pain*

**Company doctor ruled job was not related*

Family legacy of high blood pressure

One dedicated grocery store (not an organic store) with high prices (Walmart is the other option)

Had two types of cancer and a tumor has returned. Must travel an hour to specialist.

Age and nature of diagnosis prevents additional financial support or aid

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For the video, visit: <https://youtu.be/to7YrI50iHI>

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Framing the Issues and Adjusting Your Lenses

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Inclusive Excellence Model

Diversity

Individual differences, (e.g., personality, prior knowledge, and life experiences), **group and social differences** (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations

--<https://www.aacu.org/making-excellence-inclusive> (adapted)

Inclusion

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that **increase awareness, content knowledge, cognitive sophistication, and empathic understanding** of the complex ways individuals **interact within systems** and institutions

--<https://www.aacu.org/making-excellence-inclusive>



Equity

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion

--<https://www.aacu.org/making-excellence-inclusive>



Inclusive Excellence

It is designed to help institutions integrate diversity, equity, and educational quality efforts into their missions and operations. It calls for organizations to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which organizations achieve excellence in learning, teaching and research, people development, functions, and engagement in local and global communities.

--<https://www.aacu.org/making-excellence-inclusive>



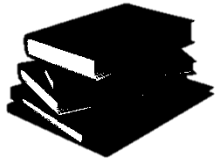
C.R.T.FUNDAMENTALS



Racism is part America's past and present

Racial Realism + Aspirations

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Rejects notion of a colorblind society or race neutrality

Counternarratives or Counterstories



Revisionist History

Interest Convergence

Meritocracy \neq Equality

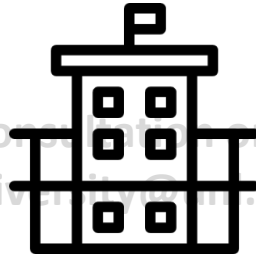


Leadership Through Lenses



Human Resources

Climate
Human Interactions
Hiring
Development



Structural

Process and Procedures
Curriculum
Data
Roles
Resources



Political

Power/
Decision Making
Systems
Policy Making
Resource Allocation

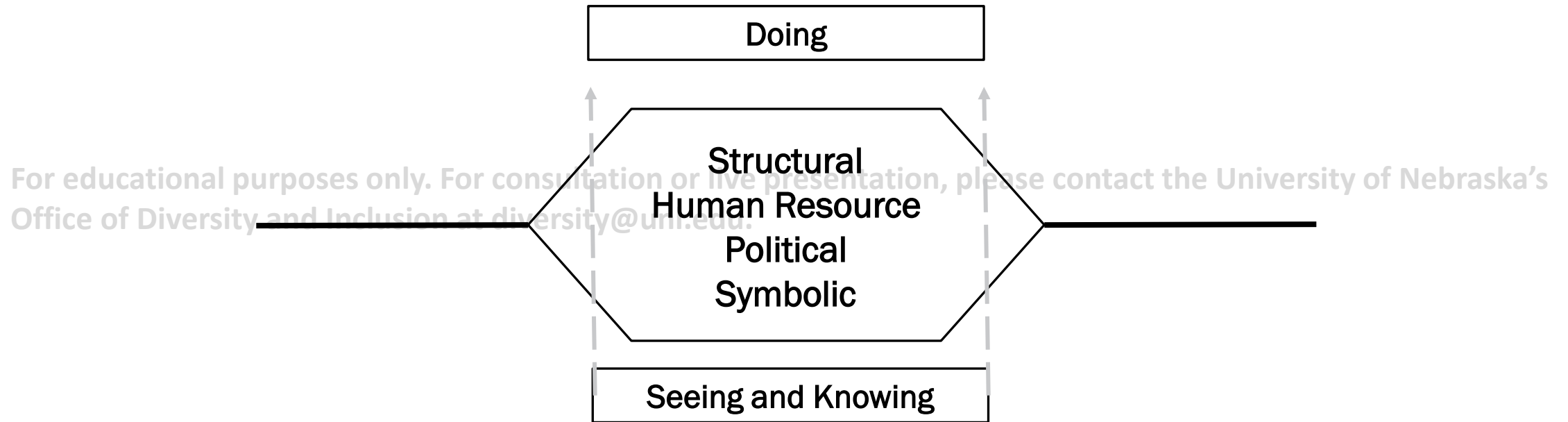


Symbolic

Communication
History
Traditions
Artifacts
Imagery

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Applying Multiple and Different Lenses



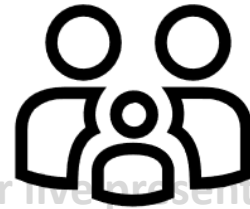
Inclusive Excellence
Critical Frameworks, Concepts, Factors, and Terms
Data
Histories

Strategies for Leaders



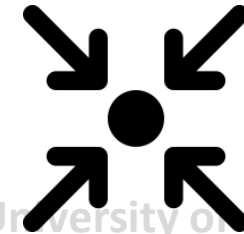
EDUCATION

incorporating concepts, like racism, intersectionality, decolonization, universal design, and classism into training, development, and research along with how to address these intersecting issues as a society or to change how you systemically operate.



INFLUENCE

identifying spheres of influence and act in anti-racist and inclusive ways. This entails a shift from framing groups through a “deficit” lens as “needing to be fixed or helped” to recognizing the need for the structure, institution, or program to change to foster greater inclusion.

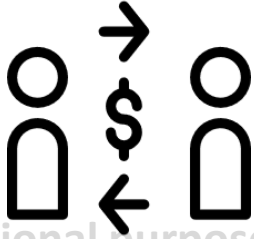


POWER

recognizing what power (structural, positional, or social) exists and how to dismantle power structures that creates shared power or collaborative environments. *For example: what perspectives are represented in leadership roles or in places where decision-making occurs.*

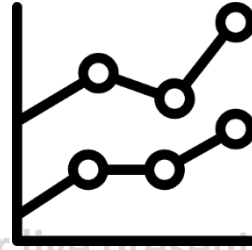
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Strategies for Leaders



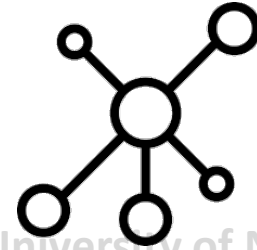
RESOURCES

providing the tools and support to ensure that everyone has the necessary resources to be successful—with attention to and appreciation of unique identities, backgrounds, and experiences.



ASSESSMENT

conducting equity audits and assessments to identify where there might exist disparities and inequity among minoritized and marginalized groups--collecting disaggregated data by race and gender/gender identity and identifying what data is historically not collected or available.



PRIORITIZATION

situating anti-racism, equity, and universal design as a core value and/or goal that is inextricably connected to your organization's mission and philosophy. This becomes communicated to broader audiences.

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Questions
