



**UVA**

**INCLUSIVE EXCELLENCE**

# **Toolkit for Equity-Minded Decisions & Policies**



**UNIVERSITY  
of VIRGINIA**

**Division for Diversity,  
Equity, and Inclusion**

# We Acknowledge

We acknowledge that the land we live, learn, and work on is the traditional territory of the Monacan Indian Nation. We pay respect to their elders – past, present, and emerging. We also pay respect to the Pamunkey Indian Tribe, the Chickahominy, the Eastern Chickahominy, the Upper Mattaponi, the Rappahannock, the Nansemond and many additional sovereign Indigenous nations who have an enduring relationship with and call our surrounding area home today. In addition, we acknowledge and pay respect to the enslaved people who built and labored at the University of Virginia.

# Equity-Minded Leadership

## Why Does Equity-minded Leadership Matter?

The ultimate purpose of UVA, as a public institution, is to serve the public. In fulfilling our mission, we know that the very best faculty, students, and staff want to live, work, and study at an institution in which they can believe wholeheartedly; an institution that is both outstanding and ethical; an institution that is not only excellent, but excellent for a purpose. If the animating purpose of UVA is to serve - we must ask ourselves if in the present we are laying the groundwork for a better future? Our actions today must be rooted in our values, chief among them equity, which creates a path towards not only a more just future, for all members of our community, but a healthier, more sustainable institution.

## Core Principles of Equity-Minded Leadership

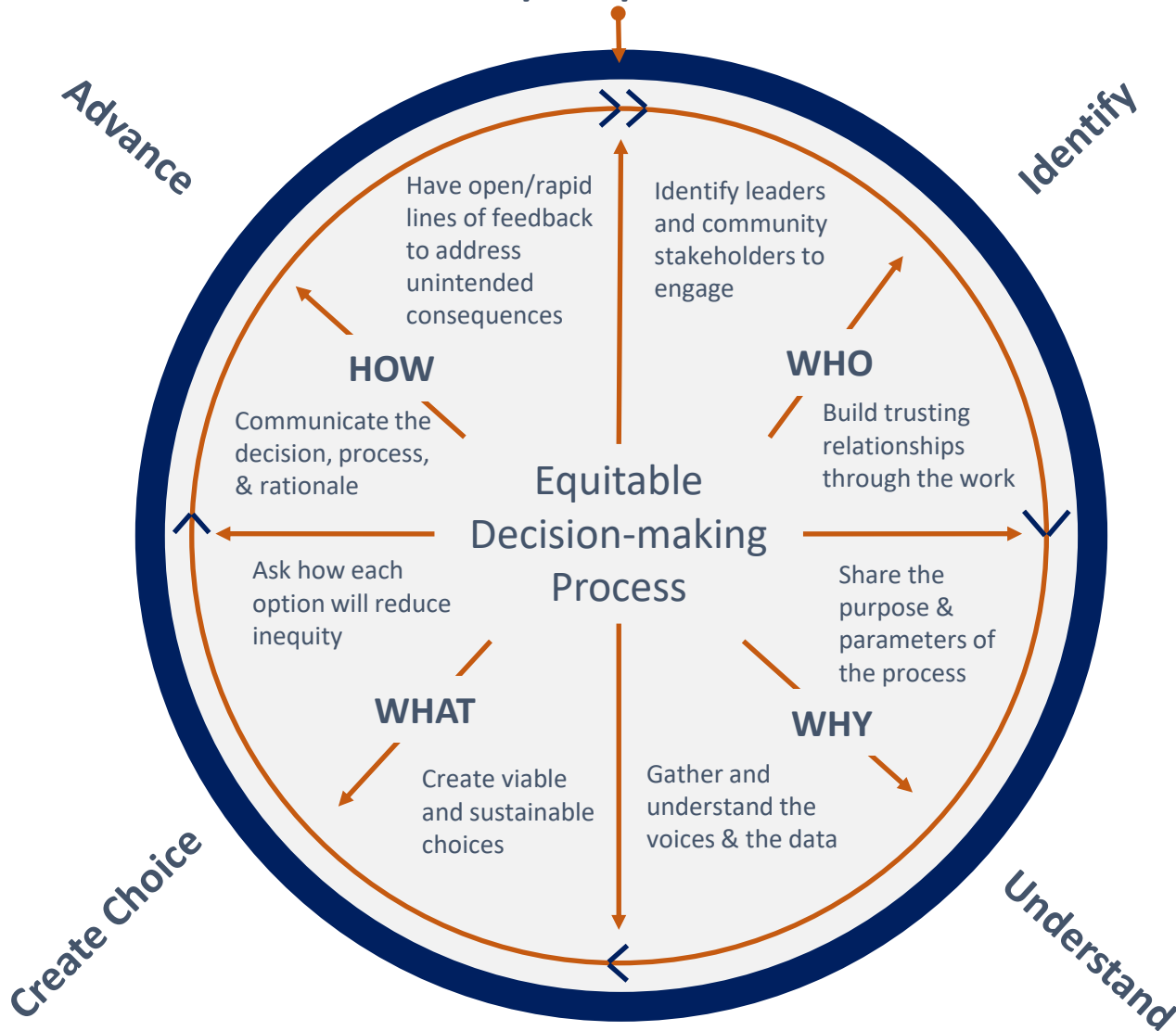
- Equity-minded leaders recognize that the differences in backgrounds, perspectives and experiences of our community are not a challenge to be overcome, or needing assimilation, but are assets to be affirmed and leveraged as part of that which defines excellence.
- Equity-minded leaders are aware of the systemic nature of inequities and work to address the ways that previous policies and practices have created inequities throughout institutions.
- Equity-minded leaders do not base their decisions and policies on assumptions or stereotypes. They rely on research, evidence, and multiple sources of input to guide practices.

## Equity-Minded Leadership Practices

- Asking strategic equity and inclusion questions at every decision point;
- Engaging and empowering a diverse team to gather evidence, hear from the community impacted, and help identify viable and sustainable alternatives and recommendations on which leaders can act;
- Highlighting the core values that will inform the decision and policy making process, even if all details are uncertain;
- Engaging reciprocity, or leveling the power dynamic, such that those in the community most impacted by the decision or policy have an authentic voice in the process and greater stake in the outcome;
- Enabling and honoring the rapid surfacing of impactful but unanticipated consequences;
- Communicating early and transparently; and
- Conducting an "Equity Impact Assessment" for each policy and decision-making process.

# Equitable Decision-Making Process

Each School/Unit/Leader Starts Here



## Guiding Questions

**Who:** Who is impacted and whose relationships most shape the opportunities and challenges in the decision-making process?

**Why:** Why is the current context creating the situation that we are experiencing and why do we need to take action/make a change? What does the decision-making process seek to accomplish?

**What:** What alternatives and possibilities can we identify or create together? Are the choice sets equal in terms of potential impacts? What will reduce inequities and/or mitigate risk/harm for those with the least power?

**How:** How will we honor our values and hold ourselves accountable for achieving the purpose we started with, promoting equity, and mitigating risk/harm? How will we communicate why we chose a specific path/action/option?

# Equity-Mindedness in Action

## **Engagement and Communication Strategies**

For decisions big and small, co-creating with equity in mind is often simply about getting people involved and giving people options and information for making equal choices that best support their individual circumstances. The following are a few strategies that support these goals.

**Communicate Openly** – Communicate the circumstances you are facing and what goals you are prioritizing, who is involved in the decision-making process, how to get involved, and the rationale and potential impacts of the final decision.

**Communicate Authentically**– You should not communicate broad statements you cannot objectively back up with action, such as “we put our people first”. It is better for you to be specific. For example, if your goal is to save jobs while meeting your need to cut spending, say that.

**Get the People Impacted Involved** - Show people, do not just say, that you care about their opinions by offering meaningful and well communicated opportunities for groups impacted by the decision to voice their ideas and have a genuine impact on the decision-making process. Wherever you can, “share the air” in the deliberation process and seek to level the power dynamic of the interaction, serving with humility.

### **Example: UVA's Community Working Group**

When James Ryan began service as the 9<sup>th</sup> president of UVA, a process for creating a new strategic vision was initiated. Among the top issues identified through that collaborative process was the need to focus on UVA's relationship with its Charlottesville-area neighbors. The President initiated a working group charged with engaging the community to identify and prioritize the major issues that UVA could begin to tackle with co-created solutions. The Community Working Group (CWG) included UVA faculty, staff, and students as well as members of the Charlottesville community. The CWG used face to face meetings and leveraged technology to engage with a broad range of stakeholders to inform their work and recommendations. While the efforts of the CWG continue, some of the first material actions resulting from their work included a sub-committee to work on pathways to employment with UVA for individuals from neighborhoods surrounding UVA and a commitment from UVA to work with community groups to lessen the impact of UVA's growing footprint on housing availability and cost. This process is an example of equity-minded decision making in action because it:

- Included a broad range of individuals with differing levels of power
- Included individuals impacted by the decisions being made
- Included a transparent communication plan and engaged the public
- Utilized technology to engage a broad range of individuals in the process

The Equity Decision-making Process model can be scaled from institution-wide decisions like those in this example or be used for more local or classroom level actions, policies, and proposals. The overarching goal is to make equity intentional rather than accidental.

# Equity Impact Assessment Guide

## Purpose of Tool

This guide can aid you in examining proposed actions or decisions through an equity lens to help minimize unintended adverse consequences in a variety of contexts. This assessment can be completed and converted into an Equity Impact Statement which could be a supporting document to the decision analysis and making process for proposed policies, institutional practices, programs, plans, and budgetary decisions. Where possible, list concrete action steps taken and/or roles/names of people involved in the process.

<b>STEP 1. IDENTIFY STAKEHOLDERS</b>
<ul style="list-style-type: none"><li><i>What groups, organizations or individuals may be most involved with, affected by, and/or concerned with the issues related to the proposal, policy, practice, plan, or decision?</i></li></ul>
<b>STEP 2. ENGAGING STAKEHOLDERS</b>
<ul style="list-style-type: none"><li><i>Have those stakeholders most involved or impacted been informed, meaningfully involved, and authentically represented in the development of the proposal, policy, practice, program, plan, or decision?</i></li></ul>
<b>STEP 3. IDENTIFYING AND DOCUMENTING INEQUITIES</b>
<ul style="list-style-type: none"><li><i>Which groups, organizations, or individuals are currently most advantaged and most disadvantaged by the issues this proposal, policy, practice, program, plan, or decision seeks to address?</i></li><li><i>How are they affected differently?</i></li><li><i>What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?</i></li></ul>

# Equity Impact Assessment Guide

## STEP 4. EXAMINING THE CAUSES

- *What factors may be producing and perpetuating inequities associated with this issue? How did the inequities arise?*
- *Are the inequities expanding or narrowing? Does the proposal, policy, practice, program plan, or decision address root causes? If not, how could it/they?*

## STEP 5. CLARIFYING THE PURPOSE

- *What does the proposal, policy, practice, program, plan, or decision seek to accomplish?*
- *How does it/they align with our mission and values?*
- *Will it reduce disparity?*

## STEP 6. CONSIDERING UNINTENDED CONSEQUENCES

- *What adverse or unintended consequences could (or has previously) result(ed) from this type of proposal, policy, practice, plan, or decision here or somewhere else?*
- *Is there research on this topic and prior case examples that could be reviewed?*
- *Is it possible some groups would be more negatively affected than others? Is that necessary or could it be minimized?*

## STEP 7. ADVANCING EQUITABLE IMPACTS

- *What positive impacts on equity and inclusion, if any, could result from this proposal, policy, practice, program, plan, or decision?*
- *Are there further ways to maximize equitable opportunities and impacts?*

# Equity Impact Assessment Guide

## STEP 8. EXAMINING ALTERNATIVES OR IMPROVEMENTS

- *Are there better ways to achieve the purpose and align with our goals?*
- *What provisions could be changed or added to ensure positive impacts on equity and inclusion?*

## STEP 9. ENSURING VIABILITY AND SUSTAINABILITY

- *Is the proposal, policy, practice, program, plan, or decision realistic, adequately funded, with mechanisms to ensure successful implementation and/or enforcement?*
- *Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation, and public accountability?*

## STEP 10. IDENTIFYING SUCCESS INDICATORS

- *What are the success indicators and progress benchmarks?*
- *How will impacts be documented and evaluated?*
- *How will the level, diversity, and quality of ongoing stakeholder engagement be assessed?*

*Adapted from the Center for Racial Justice Innovation "Racial Equity Impact Assessment" tool.*



# Policy Equity Guide

## Purpose of Tool

This guide is intended to aid you in examining your area's written and unwritten policies with an equity lens. The reflection questions can be used to guide a team discussion or individual written reflection.

### STEP 1. IDENTIFY WRITTEN AND UNWRITTEN POLICIES/PRACTICES

#### What policies/practices are in place in our school/unit?

- *What formal written policies govern how our areal/unit is organized, operated and distributes resources and opportunities? (e.g. employee tuition support)*
- *What unwritten/informal decision-making processes and practices determine how we organize, operate, and distribute resources and opportunities?*

### STEP 2. INDIVIDUALLY EXAMINE FORMAL AND INFORMAL POLICIES/PRACTICES

#### 1. Foundations of the policy/practice:

- *What is the intent behind the policy/practice? What are the desired outcomes?*
- *Who is responsible for policy/practice implementation and oversight?*
- *How is the policy/practice communicated to policy decision makers and individuals impacted by it?*

#### 2. Equity in language:

- *Does the policy/practice make normative/stereotypical assumptions?*
- *What types of words are used to describe individuals/groups identified in the policy/practice?*
- *Is there language that includes or excludes communities that have been historically minoritized? (Ex. "She/He" > "They")*

# Policy Equity Guide

## 3. Data Collection and Reporting

- Who does the policy/practice impact? Who benefits and who does not?
- How is accountability measured? What data are collected to monitor policy/practice implementation and impact?
- Are data disaggregated in collection and reporting? What groups are disaggregated?
- Are there individuals and/or communities that are disproportionately affected by this policy?

## 4. Accountability for Equity

- At what points in the policy/practice are there points of individual discretion? Are those points structured (e.g., there is an evaluation rubric or guideposts for the decision)?
- Does this policy/practice have the potential perpetuate or help dismantle historical, or other barriers? How?

## STEP 3. ADDRESSING INEQUITIES

### If the policy perpetuates unnecessary barriers or inequities, how can they be mitigated or eliminated?

- What actions will we take to redress the inequities in our formal and informal policies/practices?

# Additional Learning Resources

The Praxis Project – “Developing an Equity Impact Statement”

<https://www.thepraxisproject.org/resource/developing-an-equity-impact-statement?rq=equity%20impact>

The Aspen Institute – “Ten Lessons for Taking Leadership on Racial Equity”

<https://www.aspeninstitute.org/publications/ten-lessons-taking-leadership-racial-equity/>

Association of American Colleges & Universities – “Understanding Equity-Mindedness”

<https://www.aacu.org/node/11118>

W.K. Kellogg Foundation – “Racial Equity Resource Guide”

<http://www.racialequityresourceguide.org/guides/guides-and-workshops>

Higher Education Administration for Social Justice and Equity: Critical Perspectives for Leadership [Edited by Adrianna Kezar & Julie Posselt]

<https://pullias.usc.edu/blog/higher-education-administration-for-social-justice-and-equity/>

USC Center for Urban Education – “Protocol for Assessing Equity-Mindedness in State Policy”

[https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final\\_Web.pdf](https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf)

Institute for Local Government – “Effective Public Engagement through Strategic Communication”

<https://www.ca-ilg.org/EffectivePE-Strategic-Communication>



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## **PAIRS: EFFECTIVE DIALOGUE SKILLS**

**P: PAN** the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

**A: ASK** about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...?
- Help me understand what you mean by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...?
- Can you give me some background on this situation...?
- How were you impacted when...? What were you feeling when...?

**I: INTERRUPT** the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

**R: RELATE** to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I... I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

**S: SHARE** about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel...?
- Just last week I... I remember when I...
- I was socialized to believe...
- I'm beginning to feel \_\_\_\_\_...
- My heart aches as you tell that story...
- I notice I'm having some uneasy feelings about...

Engaging Skills	Examples/Descriptions
<b>Ask the person for more information ~ seek to understand</b>	<ul style="list-style-type: none"> <li>• Can you tell me more...?</li> <li>• Can you give me an example...?</li> <li>• Can you give me some background on this situation...?</li> <li>• What do you mean when you say...?</li> <li>• Help me understand what you disagree with...find frustrating...</li> <li>• Help me understand how you came to that conclusion?</li> <li>• What were you feeling when...?</li> <li>• What's your perspective?</li> <li>• What led you to that conclusion?</li> </ul>
<b>Paraphrase the person's comments</b>	<ul style="list-style-type: none"> <li>• So, you're saying that...</li> <li>• So, you feel that...</li> <li>• So, you think that...</li> <li>• Are you saying that...?</li> <li>• So, from your perspective...</li> </ul>
<b>Explore their INTENT</b>	<ul style="list-style-type: none"> <li>• Help me understand your intent when you...</li> <li>• What had you wanted to communicate with your comment?</li> <li>• What was your intended outcome?</li> <li>• What is underneath your comment/question?</li> </ul>
<b>TRACK/PAN the person's body language, tone, and comments</b>	<ul style="list-style-type: none"> <li>• I notice you had a reaction to what I just said...</li> <li>• I don't believe she was finished with her comment...</li> <li>• I notice you just got very quiet...looked away...shook your head...</li> <li>• I'm noticing your tone of voice...</li> <li>• I'm noticing your body language...</li> </ul>
<b>Explore the IMPACT on them</b>	<ul style="list-style-type: none"> <li>• It seems my behavior had an impact on you...</li> <li>• How did that impact you?</li> <li>• What were you feeling when...</li> </ul>
<b>Acknowledge and validate their points as much as possible</b>	<ul style="list-style-type: none"> <li>• I hear that you feel...</li> <li>• I can see that from your perspective you think...</li> <li>• I'd probably feel _____, too...</li> </ul>
<b>Explore possible solutions</b>	<ul style="list-style-type: none"> <li>• What do you think we can do?</li> <li>• What do you see as the next steps?</li> <li>• One thought could be to...what do you think?</li> <li>• Might it be possible to...</li> </ul>
<b>State your desired outcome</b>	<ul style="list-style-type: none"> <li>• This is what I suggest we do...</li> <li>• I want to...I need...</li> </ul>
<b>Summarize the dialogue</b>	<ul style="list-style-type: none"> <li>• Summarize the dialogue without stating opinions or judging the dialogue.</li> <li>• So, we've discussed...we agreed to...</li> </ul>

# Organizational Climate Assessment

**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.

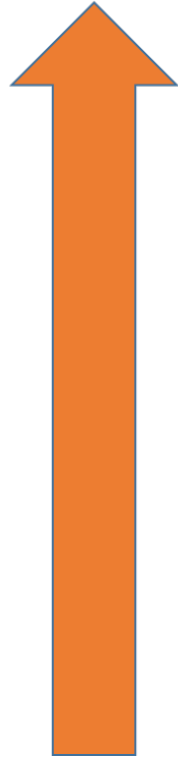
Stage 1: “Excluding”	Stage 2: “The Club”	Stage 3: “Compliance”	Stage 4: “Affirming”	Stage 5: “Redefining”	Stage 6: “Inclusive”
<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Openly maintains the dominant group’s power and privilege</li> <li>• Deliberately restricts membership</li> <li>• Intentionally designed to maintain dominance of one group over others</li> <li>• Overt discriminatory, exclusionary, and harassing actions go unaddressed</li> <li>• Unsafe and dangerous environment for minoritized group members</li> <li>• Monocultural organization</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Maintains privilege of those who have traditionally held power and influence</li> <li>• Monocultural norms, policies, and procedures of dominant culture viewed as the only “right” way or “business as usual”</li> <li>• Dominant culture institutionalized in policies, procedures, services, etc.</li> <li>• Limited number of “token” members from other social identity groups allowed in IF they have the “right” credentials, attitudes, behaviors, etc.</li> <li>• Engages issues of diversity, equity, and inclusion only on “club” member’s terms and within their comfort zone</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Committed to removing some of the bias inherent in the “Club organization”</li> <li>• Provides some access to some members of previously excluded groups</li> <li>• No change in organizational culture, mission, or structure</li> <li>• Focus: Do not make waves, or offend/challenge dominant group members</li> <li>• Efforts to change profile of workforce (at bottom of organization)</li> <li>• “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...</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Committed to eliminating historically biased practices and inherent advantages</li> <li>• Actively recruits and promotes members of groups that have been historically denied access and opportunity</li> <li>• Provides support and career development opportunities to increase success and mobility</li> <li>• Employee encouraged to be culturally aware and responsive</li> <li>• Employees must assimilate to organizational culture</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• In transition</li> <li>• Moving beyond non-discrimination and first level awareness</li> <li>• Working to create environment that “values and leverages diversity”</li> <li>• Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization</li> <li>• Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.</li> <li>• Actively works towards developing a multicultural organization</li> <li>• Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups</li> <li>• Leaders and members act on the organizational commitment to eradicate all forms injustice and bias within the organization</li> <li>• Members across all identity groups are full participants in decision-making</li> <li>• Actively works in larger communities to eliminate all forms of injustice and to create inclusive excellence</li> </ul>

<b>Stage 1: “Excluding”</b>	<b>Stage 2: “The Club”</b>	<b>Stage 3: “Compliance”</b>	<b>Stage 4: “Affirming”</b>	<b>Stage 5: “Redefining”</b>	<b>Stage 6: “Inclusive”</b>
<p><b>Strategies for moving to the next stage:</b></p> <ul style="list-style-type: none"> <li>• Assess current state and build shared understanding of current practices and negative impact on community and reputation of organization</li> <li>• Decrease exclusionary and biased practices</li> <li>• Identify self-interests of leaders and actors to make changes to the status quo</li> <li>• Increase visibility of leaders reinforcing their commitment to a safe and inclusive environment</li> <li>• Identify and communicate clear expectations for the boundaries of appropriate behavior and clear responses for inappropriate behaviors</li> <li>• Gather best practices and benchmarks from peers</li> <li>• Develop relationships with change agents across identity groups within the organization</li> <li>• Continually monitor and report on efforts and outcomes to create greater safety for all groups</li> </ul>	<p><b>Strategies for moving to the next stage:</b></p> <ul style="list-style-type: none"> <li>• Secure top leader support to begin formal organizational change process</li> <li>• From shared understanding begin to build infrastructure to implement inclusive change strategies</li> <li>• Conduct a comprehensive audit (including all constituencies) covering cultural climate, data on recruitment, retention, promotion, development, tenure, co-curricular activities etc.</li> <li>• Review audit with top leaders, diagnose results, and discuss amelioration</li> <li>• Accelerate skill and group development through retreats, in-depth diversity/inclusion training and authentic dialogue</li> </ul>	<p><b>Strategies for moving to the next stage:</b></p> <ul style="list-style-type: none"> <li>• Build and implement an evidence-based strategic plan</li> <li>• Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, costs of status quo, etc.</li> <li>• Deepen community’s intercultural competencies</li> <li>• Create opportunities for meaningful dialogue among leaders and members of minoritized groups (i.e. inclusion committees)</li> <li>• Identify core cultural competencies expected of all administrators, staff and faculty</li> <li>• Revise performance system to hold people accountable for demonstrating competencies</li> <li>• Create meaningful opportunities for intercultural community building</li> <li>• Engage in developmental activities to examine privilege, dominant culture, and change behaviors</li> </ul>	<p><b>Strategies for moving to the next stage:</b></p> <ul style="list-style-type: none"> <li>• Increase attention to access and strategies to ensure success for all constituencies</li> <li>• Establish “champion” awards for those in area that contribute to inclusion goals</li> <li>• Educate leaders and managers on “discretionary points” in policies, practices, and “unwritten” rules to mitigate implicit bias</li> <li>• Develop internal coaches/facilitators to promote intercultural awareness and skills</li> <li>• Development for employees at all levels to integrate equity and inclusion into their day-to-day activities</li> <li>• Create structures that reward faculty and managers that integrate intercultural competencies into the learning and working environment</li> </ul>	<p><b>Strategies for moving to the next stage:</b></p> <ul style="list-style-type: none"> <li>• New norms of inclusive organization are communicated widely</li> <li>• Norms and expectations are included in on-boarding and all development opportunities</li> <li>• Annual process to review and revise internal policies, practices, and procedures with equity lens</li> <li>• Equity lens is engaged in all planning and decision-making processes</li> <li>• Enhance community outreach efforts and partnership initiatives</li> <li>• Continue to rigorously assess cultural climate, recruitment, hiring, admissions, support, development, promotion, etc.</li> <li>• Assess impact of strategies from prior stages and continually innovate and redesign programs, policies, and practices as needed</li> </ul>	<p><b>Strategies for preserving stage attainment:</b></p> <ul style="list-style-type: none"> <li>• Implement continuous improvement strategies</li> <li>• 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</li> <li>• Stay current on efforts of peer institutions and other organizations</li> <li>• Conduct regular, comprehensive audits</li> <li>• Continue to demonstrate commitment and success of inclusive environment</li> <li>• Continue learning opportunities that aid all individuals in building intercultural competencies that are integral to day-to-day activities</li> </ul>

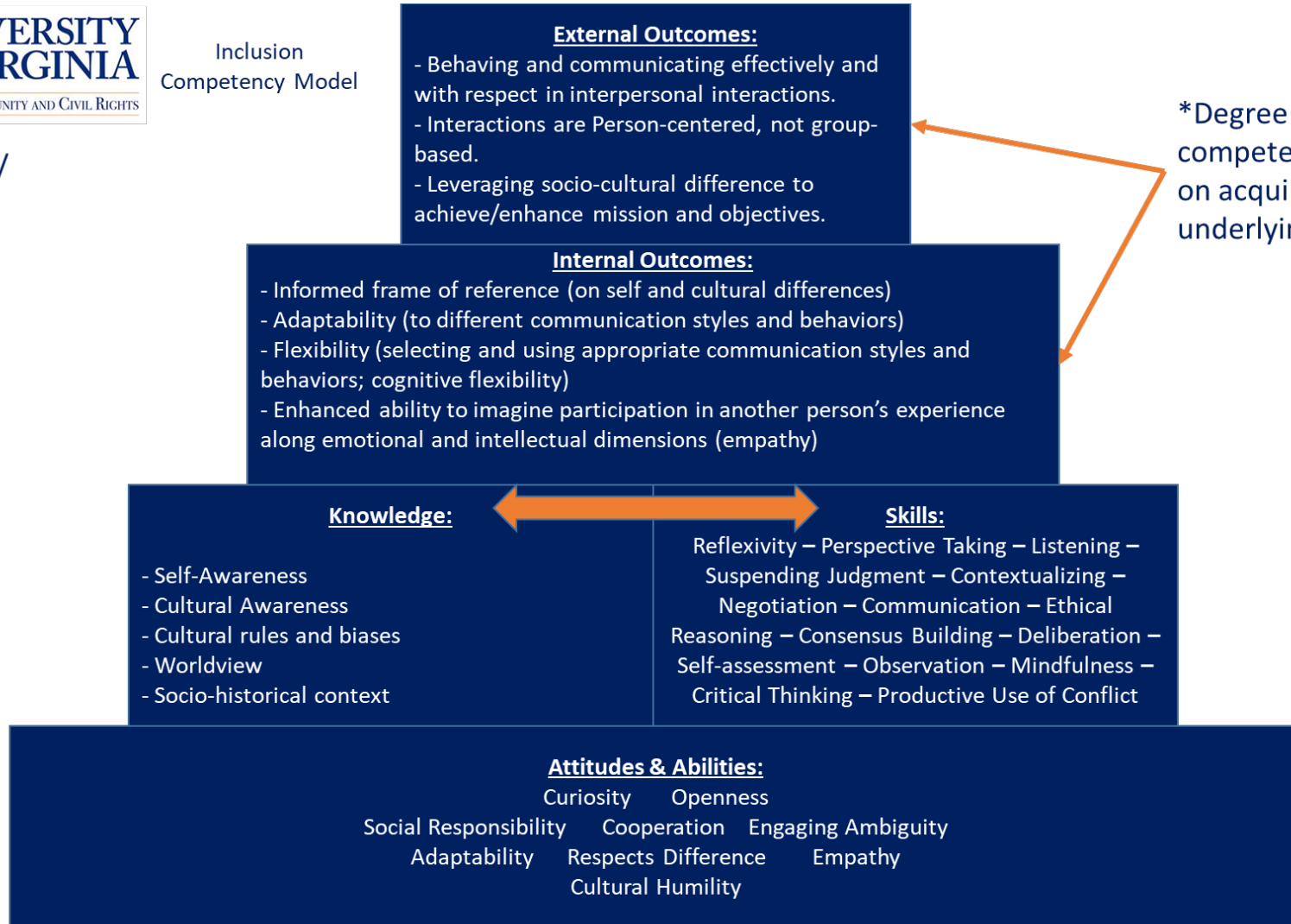
Adapted from: Wall, V. & Obear, K. (2008). *Multicultural organizational development: Exploring best practices to create socially just, inclusive campus communities*. AAC&U Conference.



Interpersonal/  
Interactive



Personal



\*Degree of inclusive competence depends on acquired degree of underlying elements.

Adapted from Deardorff's (2004) Pyramid Model of Intercultural Competence.

## Definitions

### Attitudes/Abilities

**Curiosity** (Threshold) – General interest in learning, including but not limited to the self, others, cultures, and socio-historical context.

**Openness** (Threshold) – Receptivity to interacting with culturally different others.

**Social Responsibility** – The ability to recognize one's responsibilities to develop a perspective on ethical and power relations. This requires developing competence in ethical reasoning and action.

**Cooperation** – Receptivity and ability to work effectively with other people on an equal basis towards commonly held aims and objectives.

**Engaging Ambiguity** – Recognizing that information may be interpreted in more than one way while understanding ambiguity not as a negative state but one which can compel exploration and discovery of complex practices, places, structures.

**Adaptability** – Involves the ability to adjust (behaviorally and communicatively) to a wide range of social situations, contexts, and individuals from a broad array of backgrounds.

**Respects Difference** – Recognizing that in a multicultural society individuals have a right to difference, differences enhance the social world and therefore suspend an expectation that all individuals conform to a culturally specific set of norms or ideals.

**Empathy** – The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining their perspective (not by assuming the person's position).

**Cultural Humility** – Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.

### Knowledge

**Self-Awareness** – Continuum through which individuals develop a mature, integrated identity with an understanding which recognizes the interrelationships of the self, local and global communities, and the natural and physical world.

**Cultural Awareness**- Understanding of the differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture. Usually gained through experiences of interactions with an individual or groups of people whose culture is different from one's own our through intentional study.

**Cultural rules and biases** – Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values (explicit and implicit) present and potentially shared by that society or group.

**Worldview** – The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

**Socio-historical context** – The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

## Skills

**Reflexivity** – Active process whereby individuals reflect upon and observe how the cultural information and data impacting their own interpretations, conclusions or judgments that are being made were collected and/or transmitted in a social and value-laden framework, calling into evaluation the objectivity of the information and data.

**Perspective Taking** – Engaging and learning from perspectives and experiences different from one’s own and understanding how one’s place in the world both informs and limits one’s knowledge. Developing the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Listening** – Is a communication act where one attempts to understand a speaker/communicator. In this setting the goal is to not only receive the words of a speaker but to listen to “the whole person”; understanding and seeking out contexts, potential thoughts, and motivations.

**Suspending Judgment** – Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.

**Contextualizing** – Interpreting specific acts as occurring not in a vacuum but as having a situational and broader context that is important to enhance understanding.

**Negotiation** – A communication process between two or more individuals (each with their own aims, needs, and viewpoints) seeking to discover a common ground and/or reach an agreement on a matter of mutual concern or to resolve a conflict.

**Communication** – The verbal and nonverbal imparting or exchanging of information and intended meaning. Communication is a process that engages multiple skills, in this instance the focus is on language and general transmission of ideas and meaning.

**Ethical Reasoning** – Reasoning about human conduct. Requires individuals to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

**Consensus Building** – A communication process that is sometimes referred to as collaborative problem solving. When there is a dispute or conflict, consensus building is used to settle complex, multiparty disputes through working together to develop a mutually acceptable solution. Negotiation, deliberation, listening, cultural humility and respecting difference, among others, are key knowledge and skill areas.

**Deliberation** – An internal thinking and external communication process of identifying and assessing circumstances, risks, opportunities and potential actions emphasizing the use of logic and reason rather than power struggle.

**Self-assessment** – Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

**Observation** – The action or process of observing something or someone in order to gain information. This process informs us about objects, events, attitudes and phenomena using one or more senses. Observation is a base-line ability and skill in communication processes.

**Mindfulness** – A process orientation that involves being aware not only of thoughts, feelings, bodily sensations, and surrounding environments but in the context of building inclusive competence, being aware of the learning that takes place moment-by-moment in intercultural exchanges and interactions and the necessary process skills that are needed for acquisition of competence.

**Critical Thinking** – A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Productive Use of Conflict** – A dynamic communication process where disagreement is transformed into positive, creative, and productive insights/outcomes through open exchange of conflicting or differing ideas in which individuals feel equally heard, respected, and engaged.

## Outcomes

**Behaving and Communicating Effectively** – Based on one's knowledge, skills, abilities, and attitudes - interacting appropriately and with respect to achieve goals.

**Leveraging Difference** – The capacity to use people's distinctive competencies and approaches (resulting from individual and cultural differences across the spectrum of human attributes) to the organization/department/field/team by which to transform processes, thinking, practices, achieve results, and create sustainable advances.

**Cognitive Flexibility** – The readiness with which one can selectively switch between mental processes to generate appropriate behavioral responses in the face of changing environments.