



94-837 | 62837 Spring Semester 2024 Leading with Equity & Inclusion

January 22 - February 26, 2024 | Mondays | 6:30 pm - 9:20 pm

January 22 and February 19 | in person HBH 2003

All other dates | virtual

Instructor information

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Course Description

Many talented and otherwise successful leaders lack the skills, competencies, and experience to practically embed their deeply held values of diversity, equity, and inclusion (DEI) into their management practice. DEI work requires a different approach and process than most other ways we learn to work, manage, and lead. Oppression manifests at four levels: personal, interpersonal, organizational, and structural or systemic. To create a more equitable society, leaders must be prepared to address oppression at all four of these levels, often simultaneously. Leading with Equity & Inclusion will focus on these four levels. Beginning with foundational knowledge of the evolution and current trends of DEI in organizations, you will examine how your identity, experiences, and culture shape your management style and work preferences, and how you show up at work and in your interactions and relationships with others. You will engage in critical discussions around topics of power and privilege, white dominant culture traits, intercultural competency, microaggressions, and unconscious bias. You will develop your personal inclusive management vision based on deep self-reflection and analysis of your personal and professional values. You will be introduced to tools, processes, and best practices for developing a culture of inclusion at all levels of your organization. You will practice evaluating an organization's current culture, policies, and practices with an equity lens. You will prepare to champion and/or lead organizational change to center equity and be an anti-racist organization.

Learning Outcomes

By the end of this mini-course you will...

- Understand and be prepared to articulate to others why leaders should care about and center equity.
- Be introduced to data about the racial leadership gap and the audiences served and left out of the social welfare market in order to build a sustainability case for centering equity and inclusion.
- Develop shared foundational language to understand and articulate what words such as diversity, equity, and inclusion (among others) mean in general, for employers, and specifically for you.
- Understand how your identity, experiences, and culture shape your management style and work

- preferences, and how you show up at work and in interactions and relationships with others.
- Practice communication and conflict resolution while centering equity and inclusion during group discussions
- Practice evaluating your decision-making processes and outcomes through an equity lens
- Develop your personal inclusive management vision- a document/tool you can continue to refine throughout your career that will be your north star for living into your values as a manager and leader
- Understand the Race Equity Cycle in organizations, using Race Equity Cycle levers to practice identifying where in the cycle different organizations may be and recommend next steps for moving along the cycle.
- Explore and practice using tools to review specific policies and practices with an equity lens and identify opportunities for revision.
- Be introduced to equitable evaluation practices such as how to measure progress on your organizational DEI work and how to embed your DEI values in how you collect and analyze data.
- Practice reviewing and conducting an equity audit of an organization, department, or project.

Learning Resources

- All required reading and viewing materials will be available via Canvas and/or via links in the syllabus.
- Given this is a mini-course, we will not have the opportunity to dive deeply into each topic. Therefore, additional, recommended reading materials will be listed in Canvas for those that are interested in further investigation.

Group Agreements

Due to the nature and content of this course, we will be engaging in challenging discussions that benefit from collectively held group agreements. The agreements below are a starting point for our time together and may be collectively expanded and/or refined during the course of the semester.

- We expect and lean into discomfort with curiosity
- We give ourselves permission to learn in public and respect that all questions are welcome
- We acknowledge that there are no easy answers
- We speak from our own experience using “I” statements and don’t argue with lived experience
- We commit to stepping up and stepping back by being aware of our “air time”
- We assume positive intentions and take responsibility for our impact
- We honor the trust and confidentiality of our peers and colleagues
- We ground our responses and feedback in empathy, centering being in right relationship with one another
- We honor the many ways our colleagues come to this work and contribute to our collective learning

Assessments

The final course grade will be calculated using the following categories:

Assessment	Percentage of Final Grade
Participation in Discussions	30%
Reflection Journal	30%
Inclusive Management Vision	10%
Policy & Practice Evaluations	15%
Equity Audit & Recommendations	15%

- **Participation in Discussions:** In order to get the most out of this course, students will be expected to engage in deep reflection of self and society, and practice engaging in sometimes difficult conversations and discussion topics. Therefore, a significant portion of the grade for this course will be based on participation in large and small group discussions which will take place during class and virtually through engagement on class discussion boards.
- **Reflection Journal:** Each student is required to complete a Reflection Journal which will include exercises and worksheets, as well as space for journaling. The Reflection Journal will be available as a Google Doc shared between instructor and student.
- **Inclusive Management Vision:** A final document of your Inclusive Management Vision will be submitted via Canvas.
- **Policy & Practice Evaluations-** Students will complete a series of practice evaluation worksheets to examine sample policies and practices through an equity lens
- **Equity Audit & Recommendations-** Students will complete a practice equity audit for an organization of their choosing. The audit will include recommendations for next steps and an action plan.

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage Interval
A+	98-100%
A	94-97%
A-	91-93%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	74-77%
C-	70-73%
D,R (F)	>70%

Grading Policies

- **Late-work policy:** For all assignments- **if late** without prior approval, lose 10% for each 24 hours
- **Attendance and participation policy:** Due to the structure of the mini-course, attendance is essential for the in-person and virtual classes. If you are aware of scheduling conflicts that will prevent your participation, please consider enrolling in the course at another time or reach out to the instructor to make arrangements for a virtual make up session. While attendance itself is not graded, participation in group discussions is 30% of your final grade and will be tracked by tallying discussion contributions during in person and virtual class time, as well as engagement through discussion boards.

Accessibility and Accommodations

- **Accommodations for students with disabilities:** If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Self-Care and Support

- **Center your wellbeing.** Your physical, mental, emotional, spiritual, and social wellbeing should not take a back seat to other forms of “success” and “achievement.” Our sectors are plagued by the burnout of ambitious and talented folks with great intention and lots of passion. Doing good work for the betterment of society is a marathon, not a sprint. Prioritizing your personal wellness is something that requires practice and intention. I highly recommend developing a personal self care plan that will help you achieve your wellness goals and cope with stress.
- A supportive and responsive environment is also essential to truly practicing wellness. Please share feedback for ways this course can minimize barriers to practicing wellness and support you to prioritize your self-care and the collective care of your colleagues.
- All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of a professional education experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.
- If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.

Course Schedule

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due By Date of Class <i>(unless otherwise specified)</i>
1/22/24	Introduction, Definitions, Core Concepts, Evolution & Current State of DEI	<ul style="list-style-type: none">● Understand course purpose, focus, timeline, and instructor’s approach to DEI;● determine group agreements;● be able to clearly define the different terms and concepts most commonly used in DEI work from a personal perspective and how they are applied to an organization● be able to chart (broadly) the development of DEI initiatives and language;● be able to cite data and research to evaluate the current state of the field/organization;● recognize opportunities for improvement;● and articulate cases and recommendations for DEI	<ul style="list-style-type: none">● Review syllabus● Read/Watch:<ul style="list-style-type: none">○ Making Differences Matter: A New Paradigm for Managing Diversity;○ Getting Serious About Diversity: Enough Already with the Business Case○ The Failure of the DEI-Industrial Complex● Assignments Due<ul style="list-style-type: none">○ Section 1 of the Reflection Journal- Due 1/19/24● Optional content<ul style="list-style-type: none">○ Racial Equity Tools Glossary

		efforts	
1/29/24	Identity, Values, & White Dominant Culture	<ul style="list-style-type: none"> Understand one's own intersectional identities and the role of privilege associated with those identities; consider authenticity in the workplace in regards to identities identify personal and professional values and how those values are created, expressed/realized; understand how values contribute to work style and management style be able to define and identify examples of white dominant culture, how it shows up for the individual and how it shows up in workplace culture/norms 	<ul style="list-style-type: none"> Read/Watch: <ul style="list-style-type: none"> 7 Cultural Dimensions TedTalk Kimberle Crenshaw: The Urgency of Intersectionality White Fragility by Robin DiAngelo White Supremacy Culture- Still Here Assignments Due <ul style="list-style-type: none"> Section 2 of the Reflection Journal- Due 1/26/24
2/5/24	Intercultural Competence, Unconscious Bias, Inclusive Communication, Intercultural Conflict	<ul style="list-style-type: none"> understand how we associate values with culture to recognize our own unconscious bias; be able to recognize differences that make a difference and how we adapt in situations of difference identify and understand different communication styles and how to adapt to others' communication styles; be able to recognize and respond to microaggressions; be able to receive and provide effective feedback understand and identify different types of conflict and conflict resolution styles 	<ul style="list-style-type: none"> Read/Watch: <ul style="list-style-type: none"> How to Outsmart Your Own Unconscious Bias Valerie Alexander 11 Harmful Types of Unconscious Bias and How to Interrupt Them Your Unconscious Bias Training Keeps Failing Because You're Not Addressing Systemic Bias When and How to Respond to Microaggressions Radical Candor in 6 Minutes with Kim Scott Assignments Due <ul style="list-style-type: none"> Section 3 of the Reflection Journal- Due 2/2/24 Optional content <ul style="list-style-type: none"> Developmental Model of Intercultural Sensitivity The Intercultural Conflict Style Inventory: A conceptual framework and measure of intercultural conflict resolution approaches
2/12/24	Power, Equity, & Inclusion in Leadership & Decision Making	<ul style="list-style-type: none"> consider the influence of identities and positional privilege; Identify and recognize when to use different types of power; Understand how does power and privilege impact perspectives in workplace and impact relationships; Consider what power sharing means and how it is enacted 	<ul style="list-style-type: none"> Read/Watch: <ul style="list-style-type: none"> Equity in Decision Making Racial Equity Toolkit: An Opportunity to Operationalize Equity 8 Types of Power for Today's Leaders Why Inclusive Leaders are Good for Organizations and How to Become One How Inclusive is Your Leadership? Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap

		<ul style="list-style-type: none"> • use an equity lens/framework to evaluate decisions in real time • Identify and understand characteristics and competencies of inclusive leadership • Be able to articulate and operationalize personal inclusive management vision 	<ul style="list-style-type: none"> • Assignments Due <ul style="list-style-type: none"> ◦ Section 4 of the Reflection Journal- Due 2/9/24 ◦ Inclusive Management Vision- Due 2/16/24 • Optional content <ul style="list-style-type: none"> ◦ Advancing Health Equity: Key Questions for Assessing Policy, Processes, and Assumptions ◦ The 5 Disciplines of Inclusive Leaders: Unleashing the Power of All of Us
2/19/24	Organizational Culture, Frameworks for Change, Evaluation & Analysis Through an Equity Lens	<ul style="list-style-type: none"> • Understand how to apply multiple frameworks for organizational culture change • Be introduced to concepts of equitable evaluation; • Practice using tools and frameworks to evaluate practices, policies, and decisions through an equity lens • Practice completing and analyzing an equity audit 	<ul style="list-style-type: none"> • Read/watch: <ul style="list-style-type: none"> ◦ Awake to Woke to Work: Building a Race Equity Culture ◦ Enduring Ideas: The 7S Framework ◦ Continuum on Becoming an Anti-Racist Multicultural Organization ◦ Equity in Decision Making ◦ What is an Equity Audit? An Interview with Desiree Adaway ◦ Michigan Nonprofit Association: Diversity, Inclusion, & Equity Toolkit • Assignments Due <ul style="list-style-type: none"> ◦ Section 5 of the Reflection Journal- Due 2/16/24 ◦ Policy & Practice Evaluation Worksheets Due 2/23/24 • Optional content <ul style="list-style-type: none"> ◦ Gathering Ground Episode 25: Sean Thomas-Breitfeld and Race to Lead: Revisited ◦ What's Race Got to Do With It? Equity & Philanthropic Evaluation Practice ◦ Advancing Health Equity: Key Questions for Assessing Policy, Processes, and Assumptions
2/26/24	Recommendations & Action Planning	<ul style="list-style-type: none"> • Practice developing recommendations and starting an organizational DEI Action Plan 	<ul style="list-style-type: none"> • Read/Watch: <ul style="list-style-type: none"> ◦ Racial Equity Toolkit: An Opportunity to Operationalize Equity ◦ Race Equity & Inclusion Action Guide ◦ Raising the Bar- Integrating Cultural Competence and Equity: Equitable Evaluation • Assignments Due <ul style="list-style-type: none"> ◦ Section 6 of the Reflection Journal- Due 2/23/24 ◦ Equity Audit & Recommendations- Due 3/1/24 • Optional content <ul style="list-style-type: none"> ◦ Learning Together: The Peer Action learning Network for Diversity & Inclusion ◦ Demos Racial Equity Transformation

