SAMPLE

PREFACE

"I want to live the rest of my life, however long or short, with as much sweetness as I can decently manage, loving all the people I love, and doing as much as I can of the work I still have to do. I am going to write fire until it comes out my ears, my eyes, my noseholes — everywhere. Until it's every breath I breathe. I'm going to go out like a fucking meteor!"
—Audre Lorde

How to Use This Workbook

We are so pleased you have decided to engage in the process of learning to lead with a mindset of equity and inclusion. By using this workbook, you are showing a commitment to create an inclusive and equitable climate and department/unit practices in your role in higher education.

This is not a "how-to" DEI manual—no tips and tricks are contained within the pages of this workbook. This book does, however, guide you through building and sharpening a tool to be used in every situation in which you may find yourself. That tool is your *mindset*. Becoming more adept at being equity-minded will lead you to viable, equitable, and inclusive solutions, of which there can be many. The readings, case studies, and microcontext and self-reflection questions offered in this workbook will help you to develop your ability to identify inequities and power dynamics related to privilege more quickly, and to then find equitable and inclusive solutions, no matter the current state of your institution/unit. This approach recognizes that different functions/components of your department/unit may be at different stages of DEI development. Therefore, a one-size-fits-all "how-to" approach would fall short in helping you to determine effective solutions.

We believe it is important to take the time to provide a foundational perspective of the landscape and create some shared language and understandings. While you don't have to agree with us about each idea, we believe it's important that we all share an understanding of our underlying assumptions and that we define the terms used in this workbook. Some may suggest that, given who is likely to read a workbook such as this one, this initial discussion of terms and assumptions may be "preaching to the choir," and that others might need to be part of these conversations. However, while you and we might be the "choir," we still need to make sure we're singing in harmony and in the same key. Defining our terms and assumptions will aid us to harmonize.

We will unpack this throughout our workbook, and at the end, you will be asked to develop your own plan for how you will begin to dismantle inequities in your departmental/unit practices and policies, in order to create a more inclusive department/unit. As we move through each chapter, we will pose different questions for self-reflection and will ask you to gather some data about your own micro-context: the institution in which you work. Ultimately, these activities will provide you with a **Landscape Design** to help build this plan, which you will assemble in the final chapter.

The first four chapters will be useful as a foundation for all readers. You may want to revisit them often to help make and keep the hegemonic norm visible. The remaining chapters can be read in any order, depending on what part of your garden you wish to prepare and grow next. We include case studies from one fictional institution, Jackson Rockgrove University, to help apply concepts; a description of the institution and its cast of characters can be found in Appendix B.

In the following pages, we'll share what you can expect in each chapter.

Chapter One: Getting Your Hands Dirty

We start the workbook by inviting you to consider our *garden* metaphor in Chapter One. Imagine that our institutions are our gardens. (A garden can be the entire university or our particular department or unit.) Even if you don't have a green thumb, most everyone enjoys the beauty of flowers and the flavor of ripe produce. Join us in imagining that the people—employees and students—are the plants, each with our own potential for growth, and that these plants can be drastically affected by our environments.

While the metaphor is not perfect, we like how it affirms the cyclical nature of growth that all living things share. The garden metaphor also reminds us that we are always growing in our understanding of DEI and in how to apply our deepening understanding. If we don't succeed in some part of our garden this season, we'll always have more opportunities.

Chapter Two: The Landscape

Chapter Two presents some assumptions that underlie the ideas presented in the workbook and begins to discuss each of our roles to help create an equitable and inclusive environment. Our focus is on institutional-level change, but we recognize that none of us have ever lived in a completely equitable and inclusive community. To participate in the creation of such a community requires a parallel process of our own growth as well as a continual examination of the institution. It takes courage to do both, and it takes self-care to enable us to engage for a lifetime.

Chapter Three: The Gardener

It's time to get a bit personal in Chapter Three. Although lasting change occurs at the institutional/system level, each of us is part of that system. This chapter will provide a context for you to do an honest and intentional self-

assessment. This will enable you to internalize an intersectional understanding of yourself, so that you can more readily and consistently act with integrity and congruence as an equity-minded leader. We will also explore how sociocultural hierarchies are maintained, and will share definitions of diversity, equity, and inclusion as important foundations to institutional change.

Chapter Four: Your Garden

Chapter Four introduces you to the underlying values and assumptions embedded in four types of institutional DEI functioning. By the end of the chapter, you will have the tools to be able to assess your institution's readiness for systemic change at the policy and practice level. This is an essential step toward transformation, as it enables you to think about how to tailor interventions to move your unit/institution toward equity and inclusion. Of course, you cannot do this alone, so this chapter will also revisit power dynamics related to your interactions with others.

Chapter Five: The Master Gardener—The Inclusive and Equitable Leader

How does one practice equity-minded leadership? Chapter Five explores this question by beginning to define the attitude and actions of an equity-minded leader. The inclusive and equitable leader does not consider DEI as an add-on activity, but seamlessly and intentionally embeds DEI into their approach to leadership. This intentional behavior, which we express in terms of an **Equity-Minded Leadership Practice Wheel**, yields results when applied consistently. This chapter also discusses how the equity-minded leader uses policy development and revision, budget development, and outcomes assessment as tools to support an equitable and inclusive student and employee experience.

Chapter Six: Cultivating Others

Chapter Six covers how to work collaboratively with colleagues in your unit to advance DEI. You are guided to use the inevitable departmental conflicts as opportunities for learning and growth toward an equitable and inclusive unit. This is achieved by speaking up to challenge the status quo and by using data to make inequities visible. This chapter closes with a discussion of power dynamics in titles and identities when interacting with others, and with a look at ethics and professionalism through a lens of equity and inclusion.

Chapter Seven: Perennials

Equitable and inclusive hiring practices are the focus of Chapter Seven. Talent acquisition strategies, such as cluster hiring and Grow Your Own programs, are discussed as ways to build a cadre of faculty and staff that is more diverse. This chapter also focuses on gathering data to determine what issues impact retention and promotion of faculty and staff who are members of marginalized groups, as well as to detect the obvious, invisible, and subtle biases built into the evaluation process.

Chapter Eight: Cross-Pollination

Chapter Eight encourages you to look beyond your unit to work toward the ultimate goal of creating an equitable and inclusive campus community. This chapter explores building a critical mass and involving others effectively, meeting them where they are, and leading them to join you. Power dynamics related to titles, identities, and relative privilege and marginalization are taken into consideration when enlisting the help of others.

Chapter Nine: Seedlings

Chapter Nine emphasizes that true student success must include equity and inclusion. This chapter focuses on the multiple layers of power dynamics that students must navigate—some related to their role and others related to their identities—while negotiating the power dynamics with faculty and staff. The chapter closes with a discussion of three basic models related to student success and DEI: "Sink or Swim," "Life Jacket," and "Synchronized Swimming."

Chapter Ten: Sustenance

This workbook was designed to help you develop a preliminary, unique plan for your unit to become a flourishing, equitable, and inclusive garden, with you as an equity-minded leader. Chapter Ten compiles the ideas embedded throughout the workbook and provides you with guidance on how to develop your plan. For those of you who benefit from a bigger picture, you may want to read this chapter early and refer back to it often as you engage with the other chapters. Your Landscape Design will, and should, change as you deepen your ability to think with equity and inclusion, and as those around you deepen their own abilities. As your unit grows toward equity and inclusion, you will want to nurture what is growing, while continuing to test the soil and make amendments to it. Remember, the best tool is your ability to keep equity and inclusion at the forefront, and your landscape plan should grow with you.

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