



Multicultural Competency Interviewing Rubric (MCIR)

The Multicultural Competency Interviewing Rubric (MCIR) is designed to assist committee members with evaluating the level of multicultural competency of potential leaders and other candidates in an interview process. This conceptual framework focuses on five dimensions of multicultural competency, which drive our assessment instrument (Banks, 1999, Johnson & Terrell, 2013). Our pilot framework presupposes that effective higher education leadership in the 21st century should include knowledge, skills, and personal action consistent with the multicultural competency framework. We attempt to measure values and beliefs toward diversity by assessing potential leaders' past behaviors as individuals or on teams in performing their leadership responsibilities. These leadership behaviors are then to be tied to College performance around *increasing diversity, equity and social justice*. These performances, should in turn, lead to greater institutional inclusion and student success.

Level 1: Mainstream

The candidate's perspective of their role is Eurocentric and possibly male-centric. This perspective ignores the experiences, voices, contributions, and perspectives of non-dominant individuals and groups. It denies non-dominant groups and individuals a significant role in developing and sustaining institutional success. At this stage, all references, including people, articles, workshops, and other learning tools, present information from a Eurocentric perspective and in a Eurocentric, male-centric manner.

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

Important Contemporary Issues

- Assessment of the needs of the general population within the institution
 - How do we grow our institution?
 - How do we retain our qualified faculty?
- Access, persistence and retention of all students
- Professional development for faculty, staff and administrators that focuses on general hiring practices – where everyone is treated equally

How have you personally addressed it? If the candidate were to choose assessment s/he might highlight the following points:

1. Lead or support assessment but would only focus on data related to the majority/dominant group.
2. Apply the data to serve the needs of all students, faculty, and staff
3. Specific data on non-represented groups would be ignored or a low priority
4. Main focus on assessment that focuses on revenue generating opportunities without concern of how it impacts underrepresented constituencies

Level 2: Associative

Candidate includes personal talk about superficial encounters or experiences with an underrepresented group. For ex., Our College or our administrative team implemented. . . At this stage the candidate seeks to authenticate their diverse experience or behavior by mentioning their participation in an organization that accomplished diversity outcomes without specifying their own personal role.

Though an improvement over the Mainstream Stage in that it values diversity at some level, it trivializes diversity by focusing on their associations with change-agents or members of spaces by non-dominant groups. Thus the locus of this singular focus is usually devoid of other meaningful cross-cultural experiences outside this particular context. This singular focus limits and reduces diversity to the level of intermingling with institutional change-agents or with members of non-dominant groups.

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

Important Contemporary Issues

- Assessment of the unique needs of the diverse populations within the institution
 - College Readiness/Preparedness
 - Changing Demographics for Students
 - Curriculum Modification and Student Services
- Access, persistence and retention of diverse students
- Professional development for faculty, staff and administrators around effective and inclusive hiring

How have you personally addressed it? If the candidate were to choose assessment s/he might highlight the following points:

1. Worked on a team that lead the initiative to assess progress by increasing the numbers within diverse populations –(transactional data) such as an increased number of faculty, staff, administrators from a particular, race, gender, military status --compared to comparable demographics).
2. Worked with other administrators or staff at an institution which has implemented a plan to increase its diverse population overtime.
3. Worked with a team that gathered numerical data from comparable institutions and talk about how their numbers of diverse employees and students stack up against other institutions

Level 3: Additive

The candidate can only answer the obvious multicultural question and uses general examples. So when answering the question: Give us an example of what you have done to recruit and maintain multicultural faculty and staff? – The candidate talks generally about the importance of diversity in higher education not necessarily how these diverse individuals can contribute substantively to the organization or institution. The candidate shows a limited understanding of diversity and how it impacts organizational development.

The strengths of the Additive Stage are that it transcends mere association to deal with real issues, but on a superficial level and therefore, it is more closely tied to diverse numerical outcomes.

However, many weaknesses remain: The candidate does not demonstrate an understanding of the value of having diverse employees, which suggests a lack of genuine appreciation of the knowledge and skills that these diverse employees bring to the College. The performance of this candidate does not indicate personal leadership that has created positive structural change.

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

Important Contemporary Issues

- Assessment of the unique needs of the diverse populations within the institution
 - College Readiness/Preparedness
 - Changing Demographics for Students
 - Curriculum Modification and Student Services
- Access, persistence and retention of diverse students
- Professional development for faculty, staff and administrators around effective and inclusive hiring

How have you personally addressed it? If the candidate were to choose assessment s/he might highlight the following points:

1. Assess progress by increasing the numbers within diverse populations –(transactional data) such as increasing the number of faculty, staff, administrators from a particular, race, gender, military status --compared to comparable demographics).
2. Gather numerical data from comparable institutions and talk about how their numbers of diverse employees and students stack up against other institutions.
3. Discuss diversity from the perspective of individual programs and don't address the issue of how programs and services are connected to systemic change.

Note: Assessment of diversity is limited to programs that explicitly deal with diverse students. The candidate is unable to express the importance of assessment from a broad institutional perspective.

Level 4: Structural Reform

The candidate at this level demonstrates a breadth and depth of multicultural competency regarding issues of power and privilege reflected in policies affecting inclusive organizational development. Also, s/he demonstrates the abilities and skills to effectively: transform services, and communicate effectively between and among diverse constituencies. S/he can give evidence of the broad institutional impact of actions which they have taken. The candidate has gone beyond mere number and further demonstrates informed levels of understanding regarding the value of promoting diversity, at a pragmatic institutional and personal level.

The candidate demonstrates commitment to continuously expanding their knowledge-base through the exploration of various sources from different perspectives, and also sharing that knowledge with the campus community to create positive structural change.

The candidate articulates and demonstrates that s/he has provided leadership on key higher education and social issues. S/he provide examples of effectively lobbying critical decision-makers to create positive change that addresses the educational needs of local, national and international populations.

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

Important Contemporary Issues

- Assessment of the unique needs of the diverse populations within the institution
 - College Readiness/Preparedness
 - Changing Demographics for Students
 - Curriculum Modification and Student Services
- Access, persistence and retention of diverse students

- Professional development for faculty, staff and administrators around effective and inclusive hiring
- Hidden curriculum and organizational structures that systematically marginalizes and excludes women, people of color, and other underrepresented groups.

How have you personally addressed it? If the candidate were to choose assessment s/he might highlight the following points:

1. Shows an understanding of the assessment issue and how it impacts the campus community (vision, mission, teaching and learning, services, students, etc.).
2. Cites several sources that are dealing with the issues and methodologies used to assess those issues (Achieving the Dream, Voluntary Framework Accountability, Statewide Data, CSSE, etc.).
3. Approaches assessment from different levels – quantitative, qualitative, surveys of the campus (SWOT analysis; environmental analysis, etc.).
4. Shares with campus constituencies in an strategic and transparent manner
5. Demonstrates how they personally lead and implemented interventions or actions that had a positive impact within their institution –citing quantitative outcomes.

Level 5: Social Action/Social Justice

In addition to the understanding and actions evident in the Structural Reform stage, important social issues related to race, gender/sex, sexual orientation, religion, language usage, military status or socio-economic status, which are addressed explicitly as part of the response to the interview questions. This multicultural understanding should be reflected beyond the person's specific institution at a local, national and/or global level.

The voices, ideas, and perspectives of the marginalized communities within institutions are clearly evident in the response to questions. The diverse persons now become valued developmental resources within the institution, which the candidate utilizes to embrace and promote social justice outcomes.

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

Important Contemporary Issues

- Assessment of the unique needs of the diverse populations within the institution
 - College Readiness/Preparedness
 - Changing Demographics for Students
 - Curriculum Modification and Student Services

- Access, persistence and retention of diverse students
- Professional development for faculty, staff and administrators around effective and inclusive hiring
- Hidden curriculum and organizational structures that systematically marginalizes and excludes women, people of color, and other underrepresented groups.

How have you personally addressed it? *Candidate chooses assessment.* S/he led the initiative with the goal of gathering data that is transformational

1. Show an understanding of the issue and how it impacts the campus community (vision, mission, teaching and learning, services, etc.).
2. S/he cites several sources that are dealing with the problem and methodology used to assess those problems (Achieving the Dream, Voluntary Framework Accountability, Statewide Data, CSSE, etc.)
3. Approach assessment from different levels – quantitative, qualitative, surveys of the campus (SWOT analysis; environmental analysis, etc.)
4. Share with campus constituencies in an strategic and transparent manner
5. Demonstrates how they personally lead and implemented interventions or actions that had a positive impact within the institution –citing quantitative outcomes
6. Utilizes assessment outcomes to support institutional changes that lead to best practices
7. Uses assessment data and outcomes to lobby peer institutions, policy makers, community leaders, and/or business partners to build programs that serve the needs of diverse populations.

Johnson, Ernest & Terrell-Powell, Yvonne L. (2013). Multicultural Competency Interviewing Rubric (developed from James Banks, Curriculum Transformation Model, Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.

Multicultural Competency Interviewing Rubric (MCIR) and Its Impact on the Development of an Multicultural Organization 

Multicultural Competency Interviewing Rubric (MCIR)	MCIR - Faculty*
<p>Level 1: Mainstream -The candidate’s perspective of their role is Eurocentric and possibly male-centric. -This perspective ignores the experiences, voices, contributions, and perspectives of non-dominant individuals and groups</p>	<p>Stage 1: Mainstream</p> <p>Curriculum & Content: Demonstrates a Eurocentric and possibly male-centric perspective. This perspective focuses on traditional content and pedagogy and ignores the experiences, voices, contributions, and perspectives of non-dominant individuals and groups</p> <p>-Course Material: Uses only traditional textbooks, mainstream content and materials</p> <p>-Teaching Strategies: May use high impact teaching strategies that increases student learning, but pedagogy only focuses on literature that supports a white/Eurocentric/male-centric narrative, lacks will and experience to engage multicultural issues.</p> <p>-Student Engagement: Lacks awareness of their impact on students. Lacks the skills and experience to engage with diverse student populations within a multicultural context. Lacks knowledge and skills to create a teaching and learning environment that allows students to engage across their differences and uniqueness</p> <p>Multicultural Disposition: No attempt to self-reflect on their identity and cultural perspective or that of people different from their own. No attempt to use a multicultural or social justice framework to reflect on social issues that impact under-represented groups.</p> <p>-Co-curricular Activities: Supports only mainstream student activities,</p>

	<p>groups and organizations.</p> <p>-Outreach & Community Involvement: Involves community organizations that focus on traditional issues with limited to no focus on multicultural matters. Outreach to traditional populations only related to the candidate's field of study.</p> <p>Research & Publications- Research focuses on traditional white student populations. No attempt to include non-represented populations. The faculty's research, committee work, fails to show a connection or commitment to teaching and learning opportunities that support diversity, equity and inclusion.</p>
<p>Level 2: Associative</p> <p>-The candidate includes personal talk about superficial encounters or experiences with an underrepresented group. -For ex., Our College or our administrative team implemented. . . At this stage the candidate seeks to authenticate their diverse experience or behavior by mentioning their participation in an organization that accomplished diversity outcomes without specifying their own personal role.</p>	<p>Stage 2: Associative</p> <p>Curriculum & Content: Focuses on heroes, holidays, and discrete cultural elements. Presents inadequate knowledge of inclusion curriculum and pedagogy. Only includes or can speak to content that supports special days, weeks, and months related to diverse groups (i.e., Women's History Month, Black History Month, Disability Awareness Week, Cinco de Mayo, Asian American History Week, etc.).</p> <p>Course Material: Uses mainly traditional textbooks, mainstream content and materials. May highlight a diversity component if included in the textbook. Textbook and instructor's knowledge viewed as the only perspective versus among many perspectives.</p> <p>Teaching Strategies: May use high impact teaching strategies that increases student learning, but pedagogy only focuses on literature that supports a white/Eurocentric/male-centric narrative, lacks will and experience to engage multicultural issues. Their pedagogy may only</p>

focus on materials that support and advocate White/Eurocentric and male-centric narrative. Their approach trivializes the experiences of non-dominant groups.

Student Engagement: See themselves engaging students through acknowledging heroes, holidays and discrete cultural elements. However, fail to engage students on matters related to issues concerning power and privilege and critical multicultural theory. Lacks skills and experience to create a teaching and learning environment that allows students to engage across their differences, different experiences and perspective and to think critically about multicultural issues, social justice and social change within the context of the subject matter and broader social and global perspectives.

Multicultural Disposition: Shows little to know understanding of the need to expands their multicultural awareness, knowledge and skills. Lack awareness of the need to understand the impact of their positionality and articulate the impact of power and privilege within their personal and professional life.

Co-Curricular Activities: Supports co-curricular activities that focus on traditional holidays and heroes (i.e., MLK Day, Cinco de Mayo, etc.).

Outreach Community Involvement: Limited diversity outreach and support for diverse students (i.e., multicultural student clubs, E & I Student Center support, Social Justice activities, etc.)

Research & Publications: Acknowledges other multicultural research by other researchers but doesn't include this information in research. Research fails to show a connection or commitment to teaching and learning that integrates multicultural topics or issues.

Level 3: Additive

- The candidate can only answer the obvious multicultural question and uses general examples.
- The candidate shows a limited understanding of diversity and how it impacts organizational development

Stage 3: Additive Approach

Curriculum & Content: Theory, content, concepts, themes, and perspectives related to diversity are added to curriculum with limited change to the course structure. Diversity content is added in isolated incidents to curriculum, not integrated.

Course Materials: Traditional course materials with added multicultural topics and issues. A limited number of course resources that focus on multicultural content and issues. Limited ability to discuss the material within the context of the course or broader social issues.

Multicultural Disposition: Shows limited understanding of the need to expand their multicultural awareness, knowledge, and skills. Lack awareness of the need to understand the impact of their positionality and articulate the impact of power and privilege within their personal and professional life.

Teaching Strategies: May have high impact teaching strategies. Difficulty allowing students to discuss multicultural and social justice issues due to limited understanding of the issues and lack of facilitation skills needed to ensure there is critical dialogue that focuses on the issues and not individual students.

Student Engagement: Diversity and multicultural topics will be added to the classroom discussion. Individual may be able to address a specific multicultural topic with a focus on multicultural awareness and knowledge, but lack the ability to approach the topic from a broader view and introduce social criticism, social change and decision making

	<p>skills.</p> <p>Co-curricular Activities: Students encouraged to participate in co-curricular in isolated incidents and during typical diversity activities and celebrations (MLK Day, Coming Out Day, etc.)</p> <p>Outreach & Community Involvement: Involved with community organizations that focus on traditional issues with limited to no focus on multicultural matters. Outreach mainly to traditional populations related to their field of study and/or participation in teaching and research opportunities.</p> <p>Research & Publications: Limited review of research that focuses on multicultural issues. Research involves the ability to acknowledge that a diverse population is also needed; remains largely on traditional committees but may be a member of a committee that focuses on issues related to a specific population, student retention, etc.). Community involvement – may have membership on local or state organizations that focuses on diverse students or issues of diversity.</p>
<p>Level 4: Structural Reform</p> <ul style="list-style-type: none"> -The candidate at this level demonstrates a breadth and depth of multicultural competency regarding issues of power and privilege reflected in policies affecting inclusive organizational development. -They demonstrate the abilities and skills to effectively transform services and communicate effectively between and among diverse constituencies. 	<p>Stage 4: Structural Reform</p> <p>Curriculum & Content: Structure of the curriculum seamlessly weaves new materials, issues, perspectives and voices to provide new levels of understanding creating a more inclusive and complete curriculum. Facilitate students' capacity to examine events, concepts, and facts using a power and privilege analysis and a structural and systems lens. Develop students' knowledge and skills needed for personal reflection, critical analysis, decision making, and social change.</p> <p>Course Materials. Uses publications, textbooks and online resources</p>

that integrate multicultural issues; provides students with a diverse view of the materials to enhance their understanding of the complexities of multicultural issues. The course materials highlight the intersectionality of diverse groups and social action/justice emphasis.

Multicultural Disposition: Dedicated to personal work that continuously expands their knowledge and understanding through the exploration of various sources from various perspectives. Discuss the impact of their positionality and articulate that impact in their personal and professional life. Integrate their experiences related to social change using a critical multicultural analysis.

Teaching Strategies: Uses high impact teaching strategies to enhance the learning experience of students. Possesses knowledge and skills to address anti-bias instructional strategies. Uses a range of strategies that empower students to use their voices, share their understanding of the topics, critically analyze the materials, and share personal stories, ideas and perspectives within a social justice framework.

Student Engagement: Facilitate students' engagement with each other and the materials by developing or refining the necessary multicultural competencies. Supports students' ability to effectively communicate their understanding of the material. Develop critical skills to create change that impacts communities and other social systems/institutions. Creates opportunities for students to share their personal stories and engage in discussion of their social justice practices.

Co-curricular Activities: Require students to interact and learn about how different groups are socialized and oppressed and the issues impacting those groups (i.e., racism in higher education, sexism in public health; pipeline to prison, etc.). Design activities to allow students to

	<p>engage in high-impact service learning amongst specific targeted communities.</p> <p>Outreach & Community Involvement: Actively involved in campus committees or student groups that focus on addressing equity and inclusion issues. Actively involved or a member of a Board that addresses the needs of marginalized groups.</p> <p>Research & Publication: Identify, discuss and apply relevant data from multicultural competent researcher. Own research and publications focuses on issues of marginalized groups using a social justice lens, related to race/ethnicity, gender identity, religion, socio-economic status, and its impact on diverse groups</p>
<p>Level 5: Social Action/Social Justice In addition to the understanding and actions evident in the Structural Reform stage, important social issues related to race, gender/sex, sexual orientation, religion, language usage, military status or socio-economic status, which are addressed explicitly as part of the response to the interview questions.</p>	<p>Stage 5: Social Action & Social Justice Approach</p> <p>Curriculum & Content: The structure of the curriculum weaves new materials, issues, perspectives and voices of diverse groups. Explicitly address social issues such as, racism, sexism, heterosexism, and economic justice in the curriculum. This social action approach Integrates new materials that require students to make decisions and take actions related to the new concepts, issue, or problems. Student learn the skills needed for leaderships, social criticism, social change and decision making.</p> <p>Multicultural Disposition: Dedicated to personal work that continuously expands their knowledge and understanding through the exploration of various sources from various perspectives. Able to discuss the impact of their positionality and articulate the impact in their personal and professional life. Able to talk about their experiences related to social change and justice.</p>

Course Materials. Uses a number course materials, such as, textbook, publications, media to create an integrated multicultural curriculum and broader perspective; provide students with a diverse view of the materials and that enhances their understanding of the complexities of multicultural issues. The course materials highlight the intersectionality of diverse groups and social justice issues, responsibilities and actions.

Teaching Strategies: Uses high impact teaching strategies to enhance the learning experience of students. Possesses knowledge and skills to address anti-bias instructional strategies. Use a range of strategies that empower students to use their voices, share their understanding of the topics, critically analyze the materials, and share personal stories, ideas and perspectives within a social justice framework.

Student Engagement: Students are expected to engage the materials and develop the necessary multicultural competencies to actively communicate their understanding of the material and impact within the social system. Students are expected to use their voices and share their personal stories, ideas and perspectives that highlight their multicultural experience – students become a multicultural classroom resource.

Co-curricular Activities: Create exercises that require that students interact and learn about different groups. Include activities that require students to participate in a wide-range of multicultural events and service learning opportunities. Create activities that require students to actively engage across cultures and learn about the issues different groups experience (racism in higher education, sexism in public health; pipeline to prison, etc.). Student learn the skills needed for leaderships, social criticism, social change and decision making.

Outreach & Community Involvement: Actively involved in campus committees that focus on addressing equity and inclusion issues. Use their knowledge and skills to help address issues related to equity and inclusion for faculty, staff and students. Contribute to teaching, learning and institutional efforts by implementing pedagogical strategies to advance an inclusive curriculum, equity pedagogy, microaggression reduction, and empower the institution to strive toward inclusive excellence.

Research & Publication: Able to identify, discuss and apply multicultural research. Research and publication mainly focus issues related to race/ethnicity, gender identity, socio-economic status, etc. and its impact on diverse groups and communities.

References

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Jackson, B. W. (2006). Theory and practice of multicultural organization development. In Jones, B. & Brazzel, M. Eds.). *The NTL Handbook of Organization Development and Change* (pp. 139-154). Arlington, VA: NTL Institute.*

Obear, Kathy (2014). Social Justice Training Institute, www.siti.org, kobear@earthlink.net) in collaboration with Jackson, B.W., Social Justice Education, University of Massachusetts-Amherst.*

Multicultural Interviewing Rubric (MCIR) –Checklist Example

Question: As a senior college administrator, what do you see as important contemporary issues surrounding diversity in higher education? Which issue(s) have you personally addressed at your institution? Please provide one or more examples.

MCIR Levels	Example of Interviewers comments
<p>Level 1: Mainstream</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents a Eurocentric/male-centric perspectives <input type="checkbox"/> Ignores contributions of non-dominant individuals and groups <input type="checkbox"/> References and examples are presented from a Euro/or male-centric perspective <input type="checkbox"/> Views diversity as being at the expense of excellence or serving traditional students <input type="checkbox"/> Supports a traditional or normative organizational structure 	<ul style="list-style-type: none"> -Supported assessment but focuses on data related to majority/mainstream group <i>“I use the data to assist me in serving the needs of all students, faculty and staff”.</i> -Focused on revenue generating opportunities for traditional students -Focused on serving the needs of all constituencies and ignores the specific needs of under-represented group
<p>Level 2: Associative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies superficial encounters with an under-represented group <input type="checkbox"/> Talks about participation in an organization that achieved diversity outcomes without specifying their own person role. <input type="checkbox"/> Discusses s/he association with change agents, but not being one <input type="checkbox"/> Maintains the normative structure using superficial language of diversity related to work completed by others in the institution 	<ul style="list-style-type: none"> -Worked on a team that lead the initiative to assess progress of diverse populations <i>“We increased our numbers of diverse faculty, staff and administrators while I was working at the institution”.</i> -Served in an administration which has implemented a plan to increase its diverse population -Mentioned how their institutional numbers of diverse employees and students compare to other institutions
<p>Level 3: Additive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talks generally about the importance of increasing the numbers of diverse people, but not necessarily how these diverse individuals contribute to the institution. <input type="checkbox"/> Speaks of appreciating diversity but not the skills the diverse individuals bring to the institution <input type="checkbox"/> Shows an understanding of diversity but not how it leads to change in the organization’s culture, mission or structure. 	<ul style="list-style-type: none"> -Assessed progress by increasing the numbers of diverse populations -Gathered numerical data to show how her/his institutions compares to other institutions -Discussed diversity from the perspective of individual programs without connecting these programs and services to systemic change. <i>“I established a tutorial for under-represented students. It doubled the size of our basic skills students”.</i>

<p>Level 4: Structural Reform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents personal stories about their intellectual and/or personal transformation <input type="checkbox"/> Demonstrates the ability and skills to effectively transform programs and services <input type="checkbox"/> Demonstrates the ability to communicate a commitment to promoting diversity, equity and inclusion <input type="checkbox"/> Shows commitment to eliminating discriminatory and exclusive practices <input type="checkbox"/> Goes beyond mere numbers and demonstrates informed levels of understanding regarding the value of diverse employees and students <input type="checkbox"/> Gives evidence of broad institutional impact of actions which affect inclusive organizational development 	<ul style="list-style-type: none"> -Showed an understanding of how assessment impacts the entire campus community (vision, mission, teaching and learning, students, etc.) Gave examples of personal actions, which lead to structural changes that promoted diversity and inclusive excellence <i>“I assessed the College’s data and shared the results with the campus community which resulted in my decision to create a new position, Assistant to the President on Diversity and Inclusion”.</i> -Cited multiple sources when dealing with diversity issues, and the methodology used to assess those issues -Approached assessment from different perspectives; qualitative, quantitative, campus surveys, etc. -Shared information with campus constituencies in a strategic and transparent matter
<p>Level 5: Social Action/Social Justice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates indicators present in Level 4 – Structural Reforms <input type="checkbox"/> Demonstrates how multicultural understanding should be implemented beyond their specific institution at a local, national and global level <input type="checkbox"/> Demonstrates understanding of diversity at complex intersectional levels <input type="checkbox"/> Articulated how s/he has provided leadership on key social and educational issues <input type="checkbox"/> Showed a personal commitment and responsibility to actively lead the efforts related to integrating diversity into all aspects of the institution <input type="checkbox"/> Champions the creation of a multicultural/inclusive organization 	<ul style="list-style-type: none"> -Utilized data and the College’s mission statement and values to promote institutional changes and social justice outcomes that lead to best practices <i>“In reviewing program data, it led me to conclude that Gender and Women’s Studies classes were under-enrolled. Administrators suggested that we cut the department. I decided to retain the program because of my personal commitment to gender equity and our Colleges historical commitment to diversity and social justice. I also opened up a discussion regarding this issue among concerned constituencies”.</i> -Used assessment data and outcomes to lobby peer institutions, policy makers, community leaders and/or business partners to serve the needs of diverse populations -Talked about how diversity is a shared responsibility and how they have transformed their institution using best practices and outcomes related to promoting diversity. -Value all human beings and are capable of inspiring them to promote individual excellence, inclusion and success for all.

Multicultural Interviewing Rubric (MCIR) and Its Relationship to the Development of an Multicultural Organization

Multicultural Interviewing Rubric (MCIR)	Multicultural Organizational Development (MCO) Stage Model*
<p>Level 1: Mainstream</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents a Eurocentric/male-centric perspectives <input type="checkbox"/> Ignores contributions of non-dominant individuals and groups <input type="checkbox"/> References and examples are presented from a Euro/or male-centric perspective <input type="checkbox"/> Views diversity as being at the expense of excellence or serving traditional students <input type="checkbox"/> Supports a traditional or normative organizational structure 	<p>Stage 1: The Exclusionary Organization</p> <ul style="list-style-type: none"> -Openly maintains the dominant group's power and privilege -Deliberately restricts membership -Intentionally designed to maintain dominance of one group over others -Overt discriminatory, exclusionary, and harassing action go unaddressed -Unsafe and dangerous environment for subordinated group members -Monocultural organization
<p>Level 2: Associative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies superficial encounters with an under-represented group <input type="checkbox"/> Talks about participation in an organization that achieved diversity outcomes without specifying their own person role. <input type="checkbox"/> Discusses s/he association with change agents, but not being one <input type="checkbox"/> Maintains the normative structure using superficial language of diversity related to work completed by others in the institution 	<p>Stage 2: "The Club"</p> <ul style="list-style-type: none"> -Maintains privilege of those who have traditionally held power and influence -Monocultural norm, policies, and procedures of dominant culture viewed as the only "right way: "business as usual" -Dominant culture institutionalized in policies, procedures, services, etc. -Limited number of "token" members from other social identity groups allowed in IF they have the "right credentials", attitudes, behaviors, etc. -Engages issues of diversity and social justice only on club member's terms and with their comfort zone
<p>Level 3: Additive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talks generally about the importance of increasing the numbers of diverse people, but not necessarily how these diverse individuals contribute to the institution. <input type="checkbox"/> Speaks of appreciating diversity but not the skills the diverse individuals bring to the institution <input type="checkbox"/> Shows a basic understanding of diversity but not how it leads to change in the organization's culture, mission or structure. 	<p>Stage 3: The Compliance Organization</p> <ul style="list-style-type: none"> -Committed to removing some of the discrimination inherent in the Club organization -Provides some access to some members of previously excluded groups -No change in organization culture, mission, or structure -Focus: Do not make waves, or offend/challenge dominant group members -Efforts to change profile of workforce (at bottom of organization) -Token placements in staff positions: Must be "team players" and qualified
<p>Level 4: Structural Reform</p> <ul style="list-style-type: none"> <input type="checkbox"/>-Presents personal stories about their intellectual and/or personal transformation <input type="checkbox"/> Demonstrates the ability and skills to effectively transform programs and services 	<p>Stage 4: The Affirming Organization</p> <ul style="list-style-type: none"> -Committed to eliminating discriminatory practices and inherent advantages -Actively recruits and promotes members of groups that have been historically denies access and opportunity -Provides support and career development opportunities to increase success and mobility

Level 4: Structural Reform cont.

- Demonstrates the ability to communicate a commitment to promoting diversity, equity and inclusion
- Shows commitment to eliminating discriminatory and exclusive practices
- Goes beyond mere numbers and demonstrates informed levels of understanding regarding the value of diverse employees and students
- Gives evidence of broad institutional impact of actions which affect inclusive organizational development

Stage 4: The Affirming Organization cont.

- Employees encouraged to be non-oppressive – awareness trainings
- Employees must assimilate to organizational culture

Level 5: Social Action/Social Justice

- Demonstrates indicators present in Level 4 – Structural Reforms
- Demonstrates how multicultural understanding should be implemented beyond their specific institution at a local, national and global level
- Demonstrates understanding of diversity at complex intersectional levels
- Articulates how s/he has provided leadership on key social and educational issues
- Shows a personal commitment and responsibility to actively lead the efforts related to integrating diversity into all aspects of the institution
- Champions the creation of a multicultural/inclusive organization

Stage 5: The Redefining Organization

- System In transition
- Moving beyond “nondiscriminatory practices”
- Working to create an environment that values and capitalizes on diversity
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works toward developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

Stage 6: The Multicultural Organization

- Mission values, operations and service reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Jackson, B. W. (2006). Theory and practice of multicultural organization development. In Jones, B. & Brazzel, M. Eds.). The NTL Handbook of Organization Development and Change (pp. 139-154). Arlington, VA: NTL Institute.*

Obear, Kathy (2014). Social Justice Training Institute, www.sjti.org, kobear@earthlink.net) in collaboration with Jackson, B.W., Social Justice Education, University of Massachusetts-Amherst.*

Johnson, Ernest & Terrell-Powell (2013). The Multicultural Competency Interviewing Rubric (MCIR).

Multicultural Interviewing Rubric (MCIR) –Notes Sheet

MCIR Levels	Interviewers Comments
<p>Level 1: Mainstream</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents a Eurocentric/male-centric perspectives <input type="checkbox"/> Ignores contributions of non-dominant individuals and groups <input type="checkbox"/> References and examples are presented from a Euro/or male-centric perspective <input type="checkbox"/> Views diversity as being at the expense of excellence or serving traditional students <input type="checkbox"/> Supports a traditional or normative organizational structure 	
<p>Level 2: Associative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies superficial encounters with an under-represented group <input type="checkbox"/> Talks about participation in an organization that achieved diversity outcomes without specifying their own person role. <input type="checkbox"/> Discusses s/he association with change agents, but not being one <input type="checkbox"/> Maintains the normative structure using superficial language of diversity related to work completed by others in the institution 	
<p>Level 3: Additive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talks generally about the importance of increasing the numbers of diverse people, but not necessarily how these diverse individuals contribute to the institution. <input type="checkbox"/> Speaks of appreciating diversity but not the skills the diverse individuals bring to the institution <input type="checkbox"/> Shows a basic understanding of diversity but not how it leads to change in the organization’s culture, mission or structure. 	

<p>Level 4: Structural Reform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents personal stories about their intellectual and/or personal transformation <input type="checkbox"/> Demonstrates the ability and skills to effectively transform programs and services <input type="checkbox"/> Demonstrates the ability to communicate a commitment to promoting diversity, equity and inclusion <input type="checkbox"/> Shows commitment to eliminating discriminatory and exclusive practices <input type="checkbox"/> Goes beyond mere numbers and demonstrates informed levels of understanding regarding the value of diverse employees and students <input type="checkbox"/> Gives evidence of broad institutional impact of actions which affect inclusive organizational development 	
<p>Level 5: Social Action/Social Justice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates indicators present in Level 4 – Structural Reforms <input type="checkbox"/> Demonstrates how multicultural understanding should be implemented beyond their specific institution at a local, national and global level <input type="checkbox"/> Demonstrates understanding of diversity at complex intersectional levels <input type="checkbox"/> Articulates how s/he has provided leadership on key social and educational issues <input type="checkbox"/> Shows a personal commitment and responsibility to actively lead the efforts related to integrating diversity into all aspects of the institution <input type="checkbox"/> Champions the creation of a multicultural/inclusive organization 	