

Discussion: Building a Welcoming Community for Staff & Faculty

Pre-work Vector Solutions online course

STEP Session - August 15, 2024

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Office of Diversity, Equity, Inclusion & Belonging

AGENDA

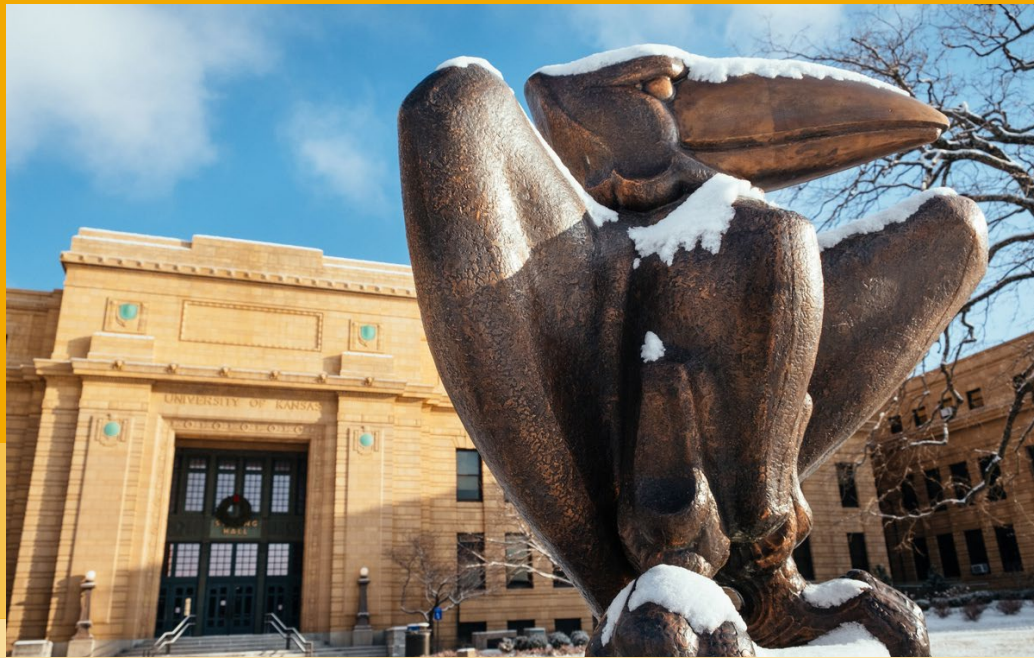
- Introductions
- Connecting to KU
- Concept Review
- Discussion of Online Scenarios
- Discussion of KU Scenarios
- Wrap Up

Office of Diversity, Equity,
Inclusion & Belonging

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CONNECTING TO KU



MISSION

To educate leaders, build healthy communities, and make discoveries that change the world

VISION

To be an exceptional learning community that lifts each member and advances society.

VALUES

Integrity
Respect
Innovation
Stewardship
Excellence

CONCEPT REVIEW



Building a Welcoming Community for Faculty and Staff

The workplace is filled with faculty with a variety of backgrounds and abilities. This course is designed as an introduction for faculty to navigate fostering belonging among their colleagues and students. This course introduces the concept and importance of belonging as well as how to recognize the role of values, identities and biases that often impact us individually and as a group. As faculty, this course asks you to be open and willing to reflect on your own identity and experiences as you learn communication skills to help create an institutional culture that is more productive, more innovative, and more engaging for everyone.



Building a Welcoming Community for Faculty and Staff

Course Sections

- Introduction
- Belonging
- Identity
- Biases
- Understanding our Impact
- Allyship
- Conclusion



DEFINITIONS

● Belonging

- Vector Solutions: an employee's sense that their uniqueness is accepted by their organization and colleagues. Belonging is more than just appreciation.
- KU: Within the context of higher education, sense of belonging refers to an individual's (student, staff, or faculty) perceived social support on campus, a feeling of connectedness, and an experience of feeling accepted, respected, and valued both by one's peers and within the broader campus community.

● Identity

Vector Solutions: what it means to be you in specific context, can include background, interests, group membership, goals/values, and more

DEFINITIONS

- Bias

Vector Solutions: biases are preferences for or against a thing, person, or group. Biases can be shaped by our personal experiences, including where we grew up and what we learned from those around us like family, friends, community members, and leaders. Biases can also be created in the absence of personal experience or objective information

DEFINITIONS

- Approaches to Intervene

Direct: directly address disrespectful or offensive behavior

Distract: interrupt or de-escalate the interaction

Delegate: talking to someone else who can help address the situation

Delay: take action later

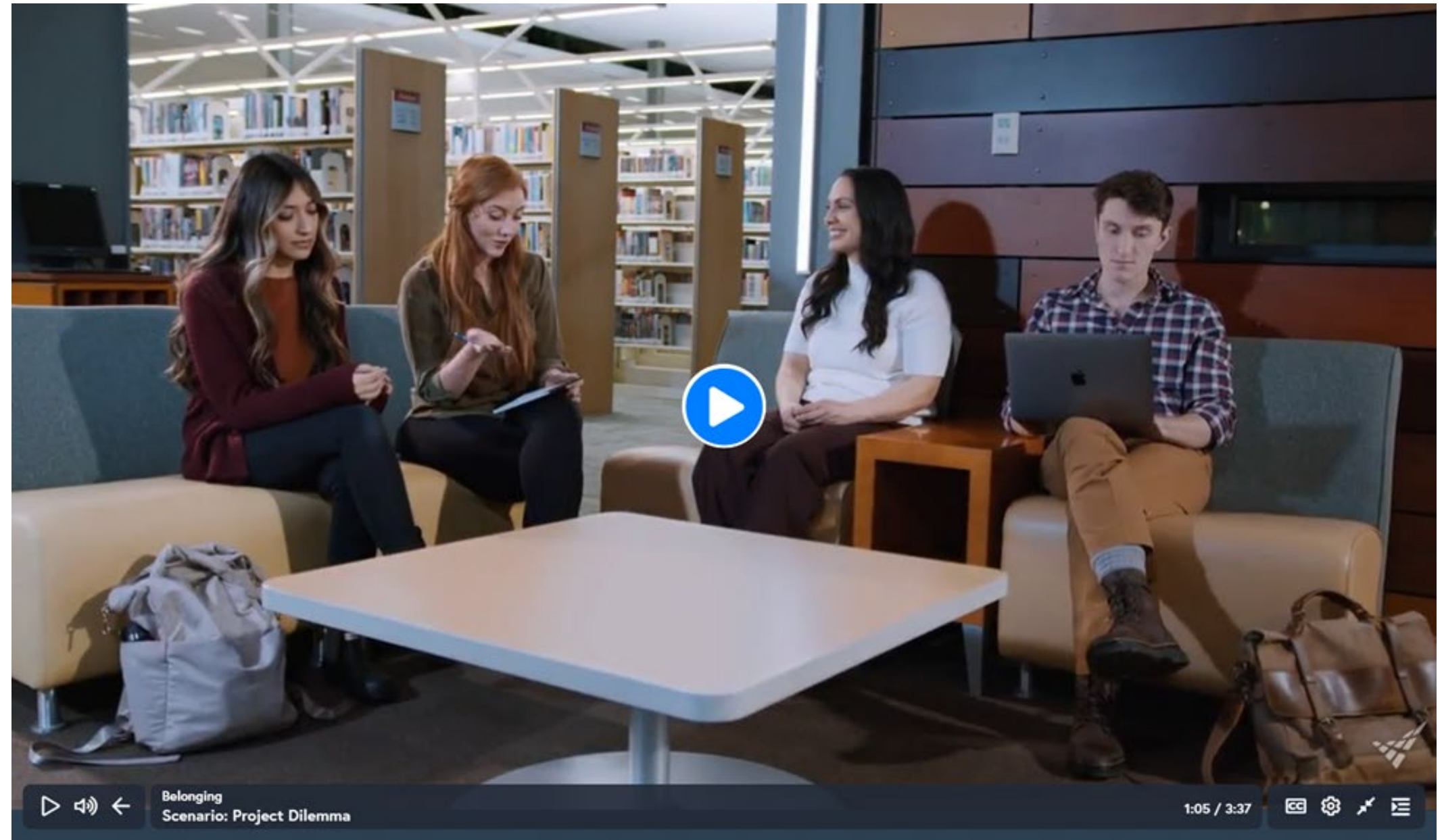
KU addition of Document: As mandatory reporters, we are required to report incidents of potential discrimination, harassment, sexual misconduct, sexual violence, and retaliation.

MODULE SCENARIOS



SCENARIO 1

“Project Dilemma”



SCENARIO 1

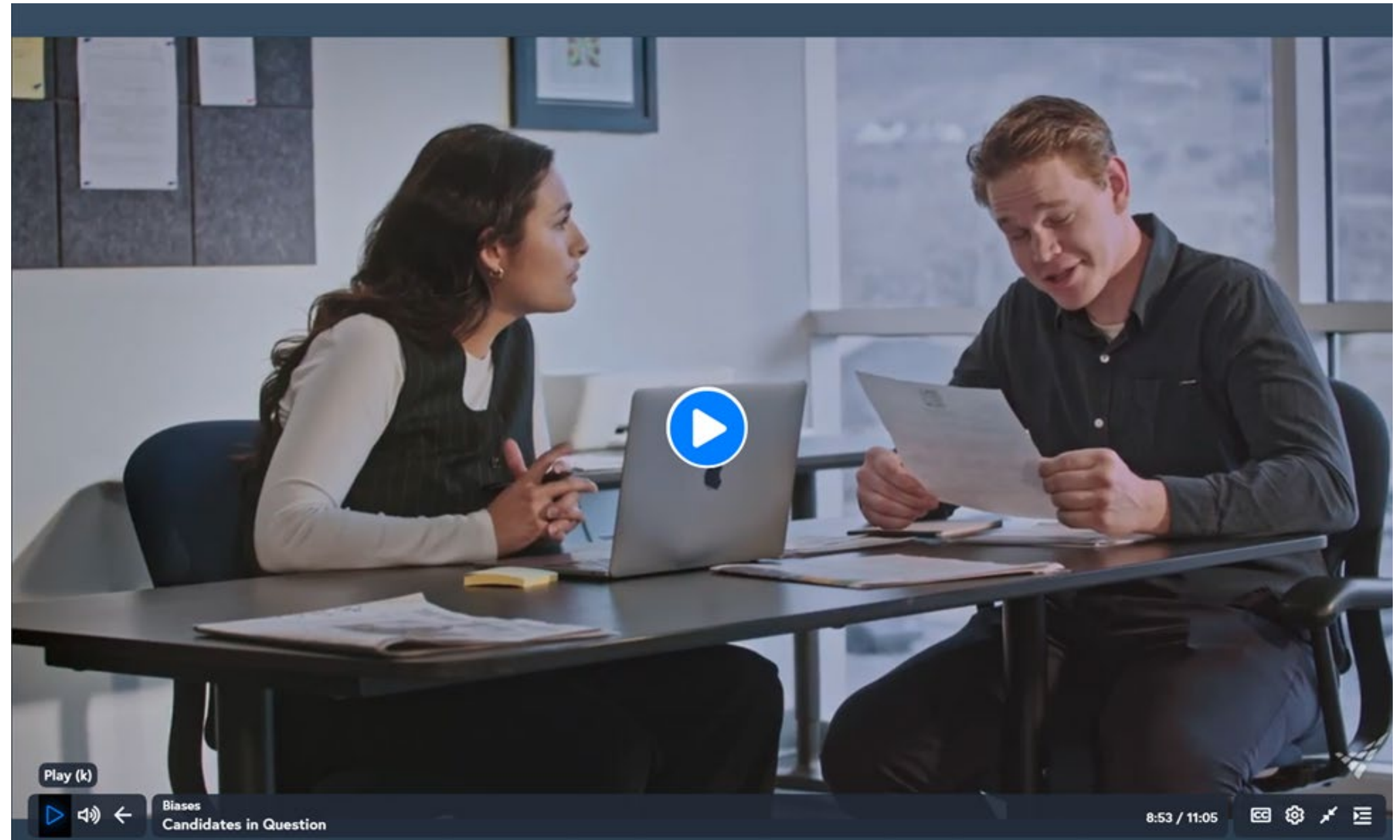
“Project Dilemma”

During a meeting, a teammate says the group needs to decide who will give their presentation. Maria, says that before going back to college, she did a lot of public speaking and presentations in her job and she feels confident in her skills. Two other team members say that they will do it instead because it takes a lot of tech work. Sam looks uncomfortable. Later, in a group chat without Maria, two people talk about how they were glad that Maria would not be presenting. Again, Sam seems uncomfortable.

- How might this affect belonging in the work or learning environment?
- As a supervisor, how might you respond?

SCENARIO 2

“Candidates in Question”



SCENARIO 2

“Candidates in Question”

Naomi and Michael are reviewing applicants for positions in journalism. Michael speaks favorably of an applicant and says the candidate reminds him of himself. Naomi suggests that there may be bias at play and suggests using different strategies to evaluate applicants.

- How might this affect belonging in the work environment?
- As a supervisor, how might you respond?

SCENARIO 2

“Candidates in Question”

KU Resources

- online materials:
humanresources.ku.edu/recruitment
- Search Committee Training
- Interview Question Builder

The screenshot displays the 'KU Human Resources Interview Question Builder' web application. At the top, there is a header with the KU logo and the text 'Human Resources Interview Question Builder'. Below the header, there is a navigation bar with an 'Instructions' button and a form to 'Enter Position Title' with an 'Add Title' button. The main content area is divided into two columns. The left column, titled 'Core Competencies/Categories', contains five blue buttons: 'Leadership', 'Collaboration', 'Problem Solving', 'Time Management', and 'Detail Oriented'. The right column, titled 'Add Interview Questions from Selected Core Competency/Category', contains a list of questions: 'Tell about a time when you had to take disciplinary action with someone you supervised.', 'Tell about a specific instance in which you were able to encourage others to take a chance with a new idea or project.', 'How do you make the decision to delegate work?', 'Tell about a training program that you have developed or enhanced.', 'What have you done to help your subordinates to be more productive?', and 'Who have you coached or mentored to achieve success?'. Below these columns is a 'Selected Questions' section with a '+ Create Custom Question For Form' button and 'Print to PDF' and 'Open in Word' buttons. At the bottom, a list of selected questions is shown, with the first question being 'Tell about a time when you had to take disciplinary action with someone you supervised.'.

KU SCENARIOS



SCENARIO 3

Team Meeting

After a team meeting, Susan goes up to her supervisor Sam, and says that she feels her points of discussion are not being heard during team meetings. Susan shares that it feels as though time is always being cut short and her discussion points are always the ones left out.

- How might this be affecting belonging in the work environment?
- As a supervisor, how might you respond to Susan?

SCENARIO 4

BBQ Fridays

On Monday, Tim's supervisee Amir seems upset. After asking what was wrong, Amir told Tim he's been feeling left out of the team because he has never been invited to the team BBQ outings on Fridays. Because Amir had shared he was from India during his onboarding, Tim thought Amir did not eat pork or beef so he never invited him.

- How might this be affecting belonging in the work environment?
- If you were Tim, how might you respond?

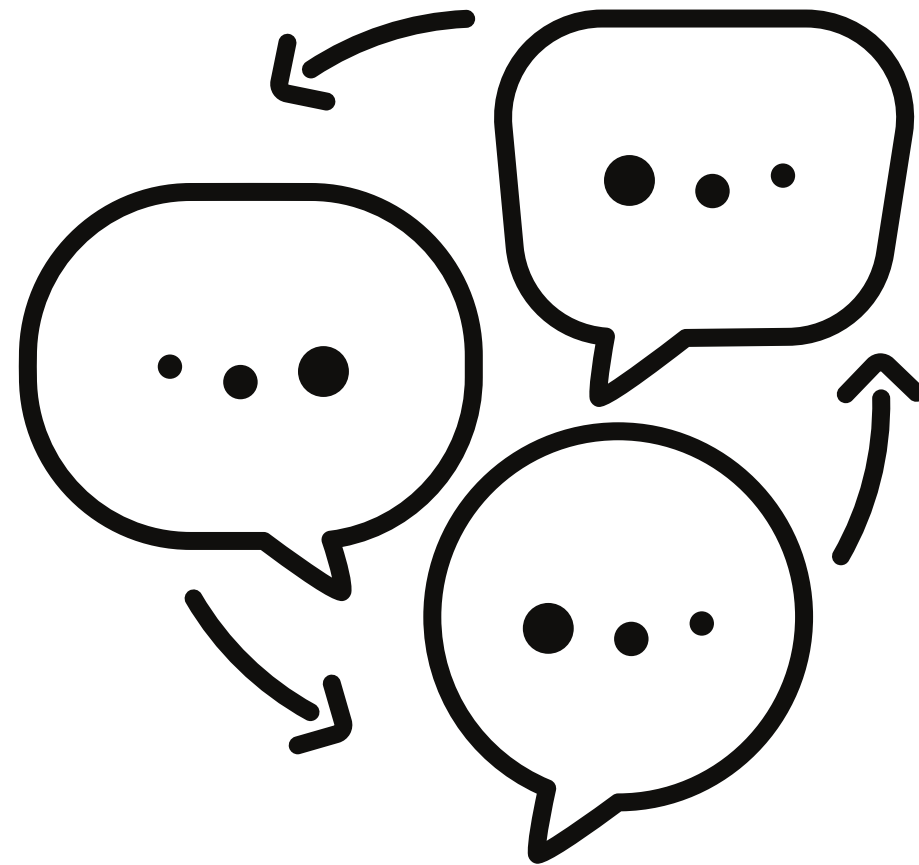
SCENARIO 5

Employee Pregnancy

Your supervisee approaches you and tells you that she is expecting a baby soon. She wanted to let you know that depending on medical visits and potential symptoms, it may affect her capacity/ability at work. She is letting you know months in advance of her potential due date and is giving you the time to make any accommodations, if necessary.

- How might this be affecting belonging in the work environment?
- How might you respond to this employee?

DISCUSSION & QUESTIONS



ASSESSMENT



REFERENCES & CITATIONS

Vector Solutions (2024). Building a Welcoming Community for Faculty and Staff. MyTalent.KU.edu

<https://diversity.ku.edu/concepts-definitions>

<https://policy.ku.edu/civil-rights/mandatory-reporting>

<https://provost.ku.edu/hb-2105>

<https://policy.ku.edu/publication-requirements-diversity-non-discrimination-and-related-training-materials>

CONTACT & CONNECT WITH US

Instagram:
[@ku_belonging](#)

Website:
diversity.ku.edu

Email:
belonging@ku.edu



Scan to receive emails
from us
rockcha.lk/deiblistserv

KU ∴ Office of Diversity, Equity,
∴ Inclusion & Belonging