

The IU Journey...



Setting of Expectations

"It is critical that we continue to build a team environment that allows us to create campuses and communities that keep our faculty, staff and students feeling safe, supported, and included.

We can do this by understanding that not everyone is offered the same opportunities and that inappropriate words, phrases, and actions sometimes normalize and encourage the mistreatment of others.

Every CPF team member can impact behavior change in a positive way when we respectfully acknowledge to each other on appropriate things to say and do.

– Vice President Thomas Morrison in his letter to Capital Planning and Facilities division, Oct 2020



In-House Leadership: CPF Diversity & Advocacy Team

1. Our department, CPF, should align with the University's mission by **embracing diversity and differences**, by ensuring there is **equity and inclusion** in our every day practices, and by providing a **culture of respect** in our workplace. This group is dedicated to identifying the steps needed to improve our department's culture and to ensure our colleagues and visitors feel welcome and included.
2. This group believes it is vitally important that **all staff** in the workplace feel **welcome, valued and included as part of the team**, regardless of one's age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, gender identity, etc. Through a grassroots effort led by individuals of CPF, this team will work toward ensuring we uphold these standards of conduct.
3. The Diversity and Advocacy Team will **support** our underrepresented colleagues and provide a **safe place** for them. We will **advocate** for change and encourage **open dialogue** with our peers about diversity and inclusion.

About DAT

The Diversity and Advocacy Team within Capital Projects is a grassroots, staff-founded team whose mission is to embrace diversity and differences; ensuring there is equity and inclusion in our every day practices, and providing a culture of respect in our workplace. We believe it is vitally important that all staff in the workplace feel welcome, valued and included as part of the team. Please join us and contribute your unique perspective to this important mission.

For more information
cpfcares@indiana.edu

When we
change the
way we look
at things,
the things
we look at
change.



Learning Objectives

Identify	Common Reasons for Confrontation
Understand	Core Behaviors
Increase	Awareness with Tips & Tools for Success
Discuss	How to have Inclusive & Safe Conversations at Work

Common Reasons for Confrontation

Misunderstandings

Lack of Planning

Work Style Differences

Leadership Style

Personalities

Stress

Workload

Communication






Core Behaviors for a Respectful Workplace

Learning comes from understanding your organization's relevant stories and turning them into conversations that outline expectations for behavior in the work environment.

Understand and Define...

- Respect
 - Diversity, Equity, Inclusion & Belonging
 - Cultural Characteristics
 - Sexual Harassment & Misconduct
 - Importance of Confidentiality
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Respect

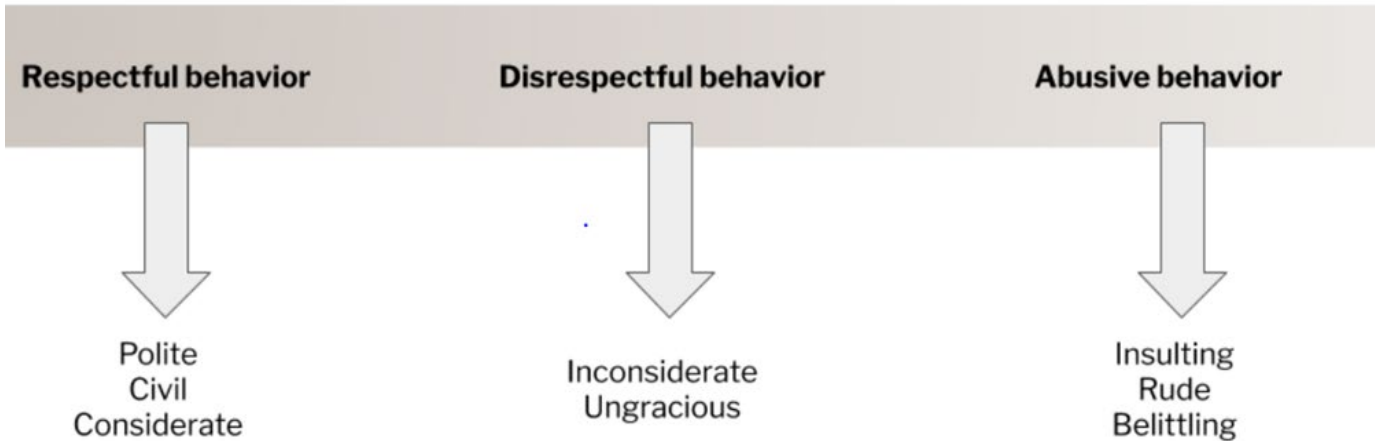
- Ask employees to define what respect means to them
- Talk through differences between **Earn** or **Give**.
 - Impact between seasoned staff and new staff; supervisors and employees
- Talk through examples of what a respectful work environment looks like.
 - IU's Definition: A respectful environment (workplace, campus, etc.) is one where all people (students, staff, faculty, and all IU Community members) are treated fairly and difference is acknowledged and valued. It is also one that is characterized with open, civil communication and conflict is resolved with respect and cooperation.



What do these behaviors actually look like in action?

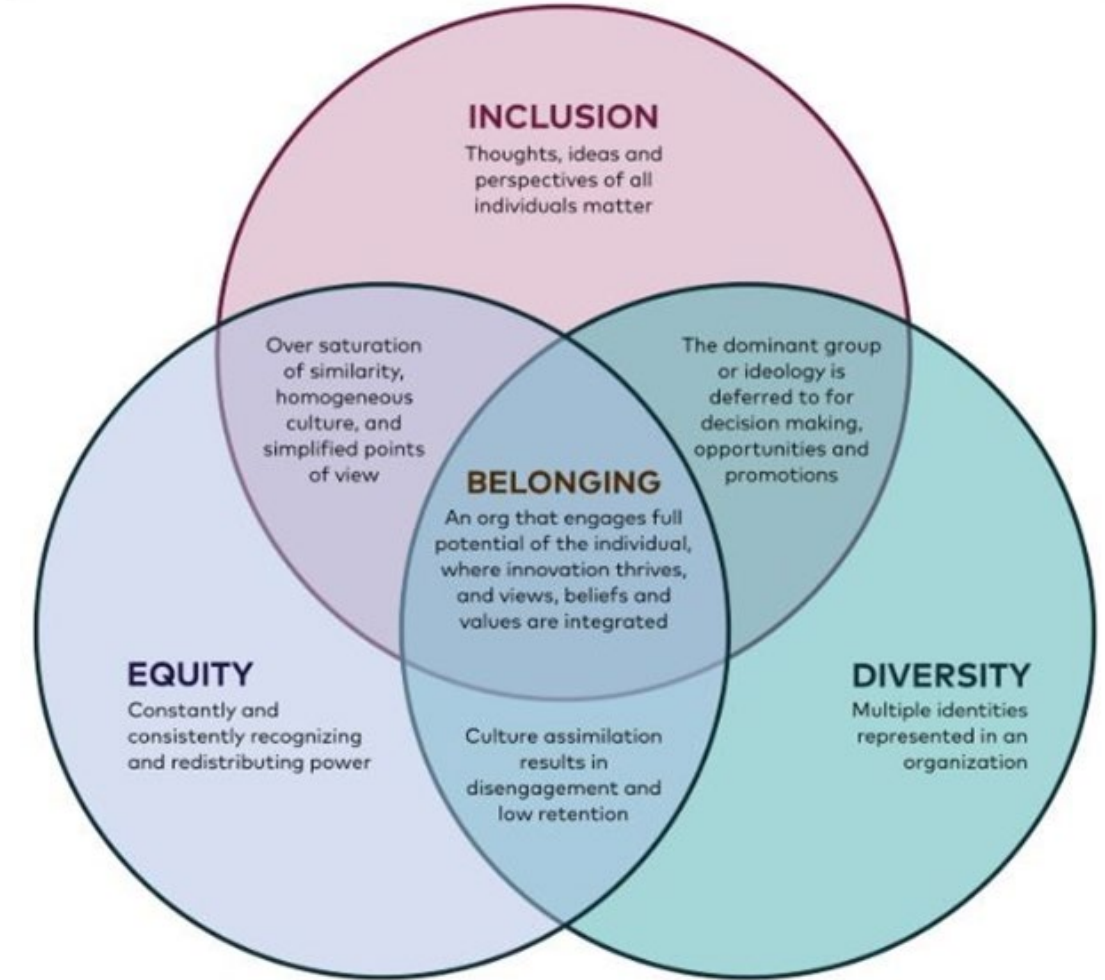
The following examples are a sampling of examples and are not meant to be a comprehensive list.

Respectful Behavior Polite, civil, and considerate	Asking a colleague to join you and other colleagues for lunch
Disrespectful behavior Inconsiderate, ungracious	Interrupting a colleague, lack of eye contact with a student, dismissing the feelings of a student or co-worker
Abusive Behavior Insulting, rude, and belittling	Deliberately making a rude comment about a student and or other IU community member when they are within hearing distance



Diversity, Equity, Inclusion & Belonging

- Define the differences between these terms.
- Know and share your institution's definition.
- Talk about the variety of differences that are both visible and non-visible characteristics.
- Identify and share similarities amongst team.



Each element represents a different piece of the full human experience. Addressing only one or two of these falls short on gaining, what I think is the full human experience — a sense of belonging.

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.



Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of "self" ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth



Sexual Harassment & Misconduct

- Understand the difference between:
 - Harassment
 - Misconduct
- Know who is included in *Protected Classes*
- Know your institution's policies related to Title IX and Sexual Misconduct
 - Responsibility of Supervisors, Faculty and Administrators to report

The Spectrum of Sexual Misconduct at Work

Knowing where a behavior falls depends on the situation, history of the relationship, tone of delivery, and nonverbal actions.

- 1 Generally not offensive**
Common remarks on things such as hairstyle and dress
- 2 Awkward/mildly offensive**
Comments involving or implying gender distinctions unfavorable to women
- 3 Offensive**
Gender-insensitive or superior manner
- 4 Highly offensive**
Intentionally denigrating comments or behaviors
- 5 Evident sexual misconduct**
Behaviors that are crude or physically intrusive
- 6 Egregious sexual misconduct**
Behaviors involving coercion, sexual abuse, or assault

SOURCE KATHLEEN KELLEY REARDON, PROFESSOR EMERITA, UNIVERSITY OF SOUTHERN CALIFORNIA MARSHALL SCHOOL OF BUSINESS © HBR.ORG

Why is Confidentiality so Important?

Matters for legal and reputational reasons

- Personal information
- “Trade Secrets”
- Managerial Information

No Confidentiality = NO TRUST

- Fear builds
- Accountability fails
- Morale & Motivation drops
- Teamwork and collaboration decreases

Sharing someone else’s story without their permission removes a person’s ability to consent.



Limits of Confidentiality

When is it our responsibility to violate confidentiality?


When there is a credible belief that someone represents a threat to themselves or others or if required to do so by law.

What have you experienced?

What do you say?

Inform individual of your duty in that moment to break confidentiality and make clear the reporting process you feel obligated to follow.

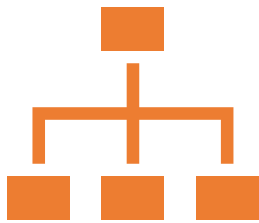
Never promise confidentiality up front!

A photograph of two hands shaking in a firm grip. The hand on the left is darker-skinned, and the hand on the right is lighter-skinned. A white square outline is drawn around the point where the hands meet. The background is a light, neutral color.

If no clear ethical or legal reason to share, the most respectful action you can take is to keep the vault secure!

Practice cultivating trust by respecting someone's experience as confidential: when in doubt, assume confidentiality.

Tips & Tools for Success



Think about current or past organizational challenges and be aware of **Unconscious Bias**



Keep in mind that no matter what programs or guidelines are in place, people are **TALKING**



Teach people how to discuss **APPROPRIATELY** in the workplace



What is unconscious bias?

- Unconscious biases are social stereotypes about certain groups of people that individuals form outside of their own conscious awareness. Everyone holds unconscious beliefs about various social and identify groups, and these biases result in one's tendency to categorize.
- Biases cause people to prejudge, and applying those pre-judgments creates stereotypical thoughts and behaviors. Micro-inequities and micro-aggressions (which will be explored in more detail in the next section) are rooted in bias.
- An individual's state of mind:
 - We HOLD a position.
 - positions we hold about others are influenced by past experiences
 - We FORM filters.
 - experiences form mental filters that cause us to reach conclusions about groups
 - We REACH a conclusion.
 - and the conclusion impacts our behaviors

Unconscious biases are so prevalent because our brains can only process so much information at a time. In fact, our brain can only consciously process about 40 to 50 pieces of information every second, but nearly 11 million pieces of information can be unconsciously processed (Thakrar 2018). Because of this fact, our brains look for patterns and create shortcuts to help us make decisions.



The fact is...

- We are *all* guilty of sending negative micro-messages to our colleagues at one time or another.
- We are *all* part of the problem – this is why it is so BIG!
- FACT: It is estimated that we send 2,000-4,000 micro-messages every day.

Be more mindful.

Accept that we all have biases and that's ok. Having them is not an excuse for poor behavior. Be aware of yourself in the moment and figure out why you are reacting or behaving in a certain way.

Dive into comfort.

Put yourself in situations and conversations that cause discomfort and tension, to talk openly about our biases.

Engage with the "Others."

Spend time getting to know people you consider to be "others." Make a conscious effort to spend time with people outside your normal and comfort zones to debunk some of the inaccurate stereotypes and unconscious biases.

Consciously engage in positive stereotyping.

Pay close attention to make sure you get positive images and coverage of non-dominant groups (e.g., annual reports, posters, websites, and others). This is one way to counter unconscious bias in the workplace.

Pause (P.A.U.S.E for constructive uncertainty)

The PAUSE (model was developed by Howard J. Ross, [Everyday Bias \[2014\]](#)). Halt unconscious biases from wreaking havoc in the workplace and PAUSE before making a decision. Here's what to do:

- **P**ay attention to what's happening behind the judgments that you make.
- **A**cknowledge your own judgments, interpretations, and reactions.
- **U**nderstand other possible judgments, interpretations, and reactions.
- **S**earch for the most productive, empowering, constructive way to deal with a situation.
- **E**xecute your action plan.

The key is to remember that we all have unconscious biases and that awareness of them is our first step forward, but not our last. The list above helps to lay out a process for understanding and overcoming our biases.

Topics being discussed at work...

Race and Racial Tensions

- Race based organizations or movements
- Topic of 'privilege'
- Non-racist vs. anti-racist

Language

- Jokes, cursing, slang, sarcasm/tone, connotation

Politics and the Military

- Current events, political stances, military support

Gender Identity & Orientation

- Acceptance of all orientations
- Challenges faced by the LGBTQ+ community

Religion

- Religious books and discussions
- Religious apparel

Persons with Disabilities

- Visible vs non-visible abilities

Inclusive Conversation Tips

Inclusive communication should include information on:

- The societal context of the conversations & importance to the organization
- What you will do with the feedback from the conversations
- Why it's okay for employees to engage in these conversations
- The fact that the conversation is uncomfortable for all parties.
- What help and support is available for anyone who is challenged by the topics being discussed



Keep communications simple, honest and direct.

Create Opportunities for Safe Space Conversations

Key attributes include the feeling of being free of:

- Judgement
- Minimization of experiences
- Consequences from expressing views

Key principles to follow:

- Acknowledge different perspectives
- Acknowledge fear and feelings of others
- Acknowledge discomfort for those involved
- Exercise humility and know when to pause
- Seek shared meaning




Constructive confrontation *with a learning mindset*

Being an active bystander means **being aware of when someone's behavior is inappropriate or threatening** and choosing to challenge it.

- Clearly articulate the topic or issue and use non-accusatory language.
- Listen attentively and consider the other person's point of view.
- Be aware of peer-to-peer communications and influence. Uses phrases like:
 - *You may or may not be aware...*
 - *Help me to understand...*
 - *Let me think about what you said...*
 - *How is this productive to our work...*
 - *How does this impact our relationship...*
- Involve leadership immediately if unable to work through on own.



Post Conversation Tips:

- Share **gratitude** for those who took part and recognition of the emotional energy spent by everyone.
 - Identify **key themes** of the learnings gained from the conversations.
 - Connect conversations to university's values and mission.
 - Make a **commitment** to action as a result of your learnings.
 - Communicate how you intend to **keep the conversation going** to learn from and hear the voices of protected class employees.
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- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.



"I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel."

Dr Maya Angelou

Next Steps

- *Respect* differences
- *Value* each person's contributions
- Build a sense of *Belonging*
- Ask to *Self-Reflect* on one critical take-away
- On notice for future *Accountability*
- Provide institutional resources

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