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EDUCAUSE
Building an Inclusive Workplace: Session 2
Tuesday, February 4, 2020
1:00PM – 2:00PM Eastern
Hello, everyone, and welcome to today's webinar. This is Jamie Farrell and I'll be your moderator for today's event. You're probably familiar with the interface but here are a few reminders. We hope you'll join us in making the session interactive. Use the Chat window to share questions, resources, and comments. If you're tweeting please use the tag #EDUCAUSEwebinar. At any time, you can direct a private message to "Technical Help". A drop-down menu will appear. The session recording will be archived later today. While nimble technology can support many services, it is the people in an organization who provide creative solutions.

Good afternoon, this is Marcia. I just want to do a quick audio check before we start recapping last week's workshop. If you can hear me, yay, thank you, Amy and Jasmine, I appreciate that. As we are working with Jamie to get her back online with audio, we're going to go ahead and continue with our webinar. I know we're recording this, so we will make it work and we really appreciate you joining us and really appreciate you joining us in the chat. So, we are here as part 2 of Building an Inclusive Workplace. And as Jamie was saying that, we can do a lot of things with nimble technology. We can do a lot of things as we are the people in I.T. But the most important part of the organization is our people. And so we're going to continue with that conversation today. My name is Marcia Dority baker. I have the privilege of co-chairing. With that, I get to work in academic technology, I get to work with WIT, and building inclusive teams. We also have a design team. And I look forward to this conversation with you today. And I'm going to turn it over to Todd.

Good afternoon and good morning, everyone. Todd Jensen here again from the University of Nebraska as well. I help lead our service management efforts at the University of Nebraska in the Office of Information Technology Services. I've most recently been coordinating service management principles and practices throughout the organization. This effort that I've been working through definitely has a lot of interactions with many teams across the I.T. organization, especially I'm also privileged to show as the chair of the EDUCAUSE I.T. service management community group where I've been able to focus energy to facilitate multiple webinars and book clubs focused on DEI-related topics, better allies, building in I.T. and building inclusive teams. I found extremely rewarding elevating this of course. As our day-to-day workloads tend to consume every bit of energy we have, unconscious bias comes into play and inclusion can be lost in our everyday actions. I look forward to the conversation and onward.

Yeah, thank you. Well, as Todd noted, we are both CG leads with EDUCAUSE and the CG groups and we also work at Nebraska. For us this is a win win. We're always looking for ways to collaborate, and so this is one of those. We're excited to be here today. We encourage you to use the chats. We'll use a couple of polling breaks to hear from you in the chat and we'll also be asking questions and making time at the end to respond to questions and comments that we have from the audience. So we look forward to that. As noted, today is a part 2 of a two-part webinar or workshop series. And so we're happy that you're here. We want to just recap a few items that really stuck with us as the presenters, but we're
hoping if you were at last week's presentation, you can share in the chat something that you still remember coming into today's workshop about last week's. A few things that came up, we had a conversation about ageism and really the idea of digital natives and how different types of technology can really change how we approach perhaps teams and services. We also just, the conversation of teams in general. And so one of the benefits of having a two-part series is today we're going to talk about teams and how to build out those successful teams. We will continue with that Lego theme today. For me, the motivation activity continues to be one of those things I think about. It could be that we're starting a new month, and so being very purposeful about, okay, it's a new month. What am I doing? What can I be doing? And perhaps what should I do not do or find a new opportunity to do? So that was also there. And then also the idea -- and this was one of our questions is, is our workplace inclusive? That was one of the apology questions last week and many people said yes. But we had some people unsure and we also had some people who just said no, it's not. But I think the bigger part to that polling question was the fact that we want it to be an inclusive workplace and how can we do better. So I'm going to ask Todd what he's thinking about from last week and also take a look at our chat.

>> When ageism was brought up, I hadn't done a ton of research on that. I knew a little bit about it. I definitely understand that it's a real situation that happens in lots of different places. When I was doing a little research this week, one of the things I saw was that it was actually the very upper bracket of the age range. We're not talking like 40s and 50s, kind of where I'm at. It's really more in what they consider post-70. I think that is something definitely we need to think about and as our workplace becomes to age due to later retirements and research shows that's happening as we move forward, I think this is definitely something we need to pay attention to and be cognizant of.

>> Yeah, thank you. We're going to talk about teams, as mentioned, how to building off successful teams using things like roles, expectations, and those shared responsibilities. We'll talk about data because we can do best practices and talk about what we want to have as a future state, but having that data behind us to back up that conversation is always helpful. And we want to talk about those next steps and DEI in the workplace and have time for Q&A. So welcome. We're glad you're here. And we're going to get started. So we do have some learning objectives for today. And I purposely put these two slides here, one, to recap what we talked about last week and as a reminder, but also with our learning objectives, to have that framework on what we want to do today. We have approximately 48 minutes to talk about this. And so, we will share resources. We will make more information available. This is really a conversation, as noted, that we want to start and have. But like anything, we can make small changes that will over the long term make a big impact, but we want to know what we're doing. So we want to talk about DEI. That's diversity, equity, and inclusion. And why this is so important to our higher ed organizations and professionals. And this is really like that golden rule, do unto others as you would have done unto you and treating people with respect. And we want to plan with sustainable DEI improvement process. We're going to talk about how to do, how do you build out a team, how do you think about hiring, what are some of the things that each of us can do on our teams but also what can we ask for and start to implement within our organization. Well, all right. Well, as noted, we're continuing with the Legos. This is where we want participation from you. So, Legos are if -- fun to play with. There's many, many different parts, pieces, instructions. Your imagination can go wild with Legos. If you have these in your house, you might recognize that there are different figurines. So you have your standard Lego person, but then you can create these different characters. And you can use them in
different Lego themes and that kind of thing. For me when I look at teams, I kind of feel like I’m looking at this picture of these mini figs. Many of our teams have multiple characters of them. You may have inherited your team members. You may have joined a team. Sometimes I think we look around and go, wow, who are these people? But they’re all part of our team and they’re all our fellow humans. And they can be really fun to work with. So, our question for the group, and we would appreciate it if you can go ahead and put that in the chat, is out of these different mini figs, which one do you relate to? We have a skateboarder, hockey player, I think the guy in the orange suit is perhaps a nuclear radon tester, an artist, a surfer. And then in the back what do we have? Maybe a Viking and a knight, a sailor. I think the guy back there by the clown and the gnome maybe is a werewolf. So anyhow, out of all of these sitting there on your screen, which one resonates with you? And frankly, it could depend upon the day of the week and also the time of day. If you’re somebody who maybe gets hangry you might feel like Frankenstein when it gets close to lunch.

>> We were talking a little bit as we were chatting about which figures we are. Sometimes it’s about the hour, or the minute or meeting that you’re going to or person you’re interacting with. So I think it’s not necessarily a case where we’re all just one figurine or one character. We play different roles and act differently maybe in some of the discussions and meetings we’re in, in teams.

>> I like how people have multiple characters and I also appreciate; we need more diversity. This is true. Last week when we met, we talked about bias and how we all have perceptions. And based on how we see the world is a lot of times how we grew up. It’s the norm that we live and operate in. That is a good point. We could all use more diversity in our life and also embrace what is different. All right. We’re going to continue to add your mini fig as you want, but we’re going to continue on with this. For me, I agree with the conversation. It kind of depends upon the day. I’ll be honest with you, I like gnomes. One of the reasons I used this particular picture, I think this is group 11 of the mini figs. If you collect them, you buy them in a little package and put them together and you don’t know which one you’re getting. I had to locate that one online because I was buying too many and never located the gnome.

>> I’m seeing a lot of rockstars which is fantastic. People hitting it out of the park and calling out what you need to do and including other people. That’s fantastic to see.

>> Yeah, all right. Well, you can see where I put that in there. We were going to do a polling question, but we realized if we asked, you can see the picture. Let’s talk about teams. We just saw a whole bunch of silly Legos. Let’s be honest. They should hopefully make you laugh. But we want to talk about teams. We all have these characters on our teams, which is awesome, but sometimes we need everybody to go in the right direction. How can we do that? If you’re familiar with Google, which I assume we all are, was doing major research a couple of years ago and there was a really good New York Times article about this. I think it was the New York Times magazine they started putting together, a whole issue on teams. They were looking at what Google found about building teams. There’s a couple of things. And Google has the resources and the time to invest to this question about, well, how do you build a better team? And really, it’s about how to save money, how to be innovative, how to work in a timely manner, all of those constraints that we operate around. But they really wanted to build a better team. And they found five key dynamics to a really good team. I’m going to go through and just read all five so we have them and then break them down a little bit. Number one was psychological safety. Can the team
members take a risk without feeling insecure or embarrassed? Number two was dependability. Can the team's members count on each other to do high quality work on time? Number three was structure and clarity. So are the goals, roles, and execution plan for the team clear. Number four was meaning of work. Are we working on something that is personally important to each of us? And fifth was the impact of the work. Do we fundamentally believe that the work we're doing as a team really matters? Now, if you recall last week when we talked, we had a brief activity on motivation and what motivates people, why they want to be part of an organization or this bigger mission. And so motivation clearly falls into this, the meaning of work and the impact of work, but the number-one thing that Google found that was surprising out of all of the characteristics and the research that they did was this psychological safety. So if a team feels safe, if a team member feels like they can take a risk, they can speak up, they can speak out, they can share something that they think is going to make the group better or the project better, they can be innovative in some way, and they feel like they can take that risk and not be embarrassed or be made to feel insecure, then you have got a great team. So for me, that made me start thinking about, well, what about the teams that I'm on? Is that true? Are we -- do we have teams in our organization that we're part of and do we -- are we ready to think about our teams in a way that we say, are these teams where people feel successful and do they feel safe to take a risk? So, you'll see we have our Legos up here. Do you think you could take some risks with all those Legos? I'm not sure but Google seems to think that that's the case. So let's talk about those successful teams. We know that everybody wants to work on something that they feel important, that meaning of work. And we know that what we do matters to each of us. So what if we could build a team that had built-in assurances that it was going to be successful? What we're going to talk about is an activity that is possible and in a way that we've seen here at Nebraska that works for us to build out a team where we have roles that are clearly defined, so everybody participates, that we build in the opportunity to work together, to have meaningful work, that there's goals and roles, that key those that psychological safety.

>> One thing I might add to that is as you look at the Legos and reflect on the role or character you bring, one of the things that makes that delineation, and obviously Google didn't talk about this, but if you come into a discussion or group, I'll call it a group, and you really see the differences in people and you understand that people are coming from different directions, I think you're still a group. I don't know that you're really in that mode of being psychologically safe or able to count on other people in the group. But as you kind of morph into that, yeah, I bring this and I can share information safely and I can be dependable and I really owe my team members, no matter how different they are, and you get beyond the concept of people are different, the way we look maybe, in the sense in the way we view people, and we really get to high performance. And I think that's what Google brought out in the sense that you get to that point where you are safe, you can be dependable, you provide that structure and clarity and understand meaning of work and impact. So I think those are hugely important and we'll talk some a bit about the variation in what we would call a group versus a true team or high-performing team.

>> That's a really good point, that we're interchanging those words and maybe we're not ready to do that yet. And I appreciate in the chats, Amy mentioned working in an environment where there wasn't that psychological safety. It wasn't a fun place to be. It was stressful. Let's talk about the group of characters here, these mini figs. How can we turn that group into a team? Maybe we start to look at what that specific would be. So I'm assuming, if you are like however many Americans on Sunday, you
watched the Super Bowl. I am going to use a sports analogy. I know sports analogies aren’t always really the best thing to use, but I want to talk about a football team, right, because if you watched the game on Saturday, you saw two teams that were pretty evenly matched, but both teams had the same number of players on the field and both teams each had a quarterback, right? They both had offense and defense teams. So if you think about a team, there’s a group of individuals there, but each team had clearly defined roles. And who performed best in that clearly defined role was playing time. They got to be on the field. If you’re first string versus second string or backup. If you look at highly functioning teams, I think we can use the sports analogy to say that you wouldn’t have 11 quarterbacks on the field at Sunday’s game. We had one quarterback for each team on the field and only one on the field, depending upon who was on offense or defense. Now you might have several people on defense, several receivers depending on what play you were playing, but typically for sports teams we see defined roles and the person who does that role does a really good job. We’re going to move from this idea of group of our Lego characters to more of a team dynamic by looking at how we can use roles to level the playing field, so to speak. So while our teams are not going to be functioning like a football team at the Super Bowl, I think we can learn a lot from using roles that give everybody the opportunity to try out a role to learn and to grow from. So you should see about five pictures on your screen. And these are defined roles. And typically, this is an activity that we could do, a small group activity, and it’s a little more challenging when we’re on a webinar for many, many locations. So let me define what these pictures mean and then share how this works. In the upper left, you're going to see a board room table with a pretty good view. That is the facilitator role. Next to it you see a lady holding the scales. That is the devil's advocate. Bottom left you see two horses; those are the workhorse. The one with the pen is the notetaker. And on the right with the light bulb is the innovator. We break up and everybody gets a card with one of these pictures on it. And the person who has the facilitator card, that board room card, they’re responsible for building out their team. They need to define these other roles and start their team and then have a couple of minutes to have the notetaker take notes and the facilitator facilitate and they talk about their roles, if this is a new role to them or a role they always have. We can’t do this in the webinar but I want to share how this works to let you know this is something you can do if you want to think about how to do team building or do teams with specific roles and what do they mean. That facilitator is a role we use in Nebraska. In one of the leaderships I’m on, we have a facilitator for one year. We thought that would be part of what we do. And then we also have another defined role, which is the notetaker. And our notetaker holds that role for a month. So everybody takes a turn being the notetaker. And then the other roles are used depending upon the discussion and perhaps what small group activity is going on. So I would like to ask those of you that can see those pictures, do any of those pictures resonate with you? Is there one of those that you think, oh wow, that is me? Do you find that you tend to be a facilitator or maybe you’re the devil’s advocate, maybe you’re always the workhorse, maybe you end up being the notetaker, or maybe you’re the innovator, the person always saying, here’s what our peers are doing, or here’s what the other groups are doing and we should be aware of. If you want to put that in the chat.

>> And one of the things you can think about and this is an activity you can take back to your work teams, whether it’s professional life or community leader or whatever the case is, this works well in many different situations. But one of the things as I reflected on this slide and kind of the different types of roles, is you may even associate different people that play those roles well. I’m thinking of one specific individual in our organization that plays a devil’s advocate in a great, great way. And sometimes
that person gets called out in the meeting because of that, but I think that that brings a different perspective. And sometimes maybe it's not even a person that regularly attends the meeting is playing that role but you bring in the person that's really strong at that role and have them provide perspective if you can do that, if they're not part of that meeting. That's a nice way of playing on someone's strengths. I think you also don't want to put people in boxes, if you will, and that's what we're talking about to some degree, trying out different roles. But I think it is helpful if that person's really good at a role. And I'm not saying notetaker specifically because I think some people can take notes and they love it and get placed in that role and kind of almost get stuck. That's different than devil's advocate, if you will, in the sense of what you might bring to that meeting. That's something else to give thought to, if you have that ability in your team, to bring in those different types of characters or roles that maybe are strong in your organization.

>> And I think the notetaker tends to be, in my experience, that tends to be the role that nobody wants and it feels like it always defaults to the same person. And so one of the purposes behind thinking about how we can build inclusive teams, is the idea of level setting what a team is. And so stepping back and realizing that we're all on teams, we all have projects. There's always services we need to maintain. Let's just talk about the services that we have in our organizations and how we need to keep those up and running so that we support the mission of our institution. A lot of times we get caught doing the same thing all the time and people get stuck in a certain role. I don't think any of us want to get stuck in a rut. If we go back to what Google found, Google found that teams perform well with these dynamics. Number one was psychological safety. So perhaps it would be time to mix up the roles of the team. This is a good time to do it. We're at the beginning of the year or semester. And rethink about how do we structure our team. Everybody gets a little fatigue. If you're tasked with doing the same role in all of the areas of your life, it can just get tiger after a while. We would probably see more engaged staff as well if we gave them the opportunity to rotate through different roles on different teams. So one of the things that's worked for some of the projects I've been on, is as we're getting ready to start something, we sit down and say, okay, here's the roles we need as part of that timeframe. Who would be the best person, who has capacity right now to do that? Maybe we want to have something take off with good facilitator to get the ball rolling. And they don't have to do it all the time. And it would be a stretch opportunity for somebody we want to groom into a new role or practice doing something like facilitating or note taking. Now, somebody who's always been the notetaker, maybe they feel like it's keeping the peace. Frankly, it's typically the women that have to take the notes. And I have been in plenty of meetings where when it's one of my colleague's turns to take notes, they complain, I don't have good handwriting, I can't take notes. We say everybody can type. So the mindset is, we all take turns doing this. And so, that's the -- typically that facilitator and notetaker tend to be the more emotional roles people play. But frankly we could not do a lot of what we do in the organizations without people who are the workhorse. These are the people on the team who always get things done. An if they're tasked with an assignment, they come back within a timely manner to do so. Maybe that's a role we could give to other people who need to be learning how to do something like that. The devil's advocate is fun role if you don't get to do that all the time. If you're the person always making sure things are going to ahead, that you're meeting the mission, that you're following with those services and those priorities for your organization, what if you had the opportunity to play devil's advocate and say, wait a minute, are we putting the best interest?
What their thoughts or what their opinion on something is and then we go around and share that out. And that let's everybody have a chance to talk. Jot it down on a sticky note or a notebook and then it's time to go around the room or table or resume meeting with all of the little windows and share out their thoughts. That helps build the inclusivity and goes back to the psychological safety. If there's an expectation that everybody's going to share their idea or thoughts, then everybody has to listen to each other's. As noted, we use the facilitator and notetaker and we have something called open, narrow, and close. And we'll build this into our agendas. A lot of times we'll have maybe five to ten minutes to discuss something and then we need to talk about here's this thing that's going on, what was the impact, what services are we seeing affected by it, do we have a downstream impact to discuss that kind of thing? And then we need to narrow that and talk about, okay, what's really impacting our people today, what do we need to do about it and close that out by saying here's the action item, who's going to do it and when are they going to do it by. It helps us make decisions and it also helps our notetaker know exactly what's important, what we need to document as part of the process of the team really becoming the high-functioning team. So we have roles defined. We have a calendar, so to speak, or a rhythm of what happens, we have those agendas for us. We typically send an agenda out 24 hours in advance and that's the responsibility of the facile -- facilitator. We use I time and report out. We use the open, narrow and close to really have discussion to discuss what the impact might be and then to have those action items of who's going to do what and when. That way people know who's responsible for what. Now, sometimes with teams we need to make sure that everybody is part of it. And so this is something that even our leadership teams at the very top, our senior leadership team, does. This is our normal operation for the most part. Sometimes it works and sometimes it doesn't work. I think we all know that we can have agendas and best practices and sometimes we have emergency issues that we have to do that really hijack that meeting agenda. And, you know what, that's life. And so as we talked about the beginning of this session, sometimes having those best practices in place and knowing that we're going to tweak little things really will help this. So if in general there's always an agenda, always roles and people know who is doing what, and we give everybody time in the meeting to speak up and speak out, then if other things happen in life and we have to deal with those, we do know what our regular scheduled plans are. So, I'm going to pause and ask a couple -- well, two questions. I'm hoping that everybody's still participating and can hear. The second is, in the chat can you tell us what does it look like in your organization on your teams? Let's look at teams in particular. Do you have defined roles? Do you rotate through those? Do you have a timeframe for who sits in that role? Is it a year, a calendar year, an academic year, a fiscal year? Does it work for your group? So, let's move to our polling question and ask.

Yep, I can hear you great. Thank you. I was going to mention, I'm not one of those people that follows instructions really well, but I definitely understand instructions and I really like it when they're provided. That may be not an inclusive perspective but sometimes that structure is super important no matter where we come from and how we do things. I think it's adding to that to the prescriptive way of doing things sometimes helps.

And that's a good point with instructions. We're using roles with names that are familiar to us, but that might not be the same everywhere. So having instructions is helpful. And also, if your team is growing or your organization is growing, as we have new hires, that's a really good opportunity to say, well, who should be on this team, what is the purpose of this team, and what is the expectation of what
we’re going to do, right? We’ve had some new staff and they say, well, what is the point of this meeting? And that’s kind of -- that’s a very frank question to ask but that’s also a very healthy question for us to ask. Are we really being as efficient as we should be? So let’s step back and make sure we have those roles. I’m looking at the chat and I see a couple of people say there are no defined roles. And other people are saying that we have rotating roles. Thank you. Appreciate the feedback.

>> Yeah, and as we were chatting a little bit about the conference today, we were talking a little bit about maybe some assumptions that we come in to meetings specifically, that there is always an agenda and we follow these instructions or these rules, if we will, and sometimes that might not always be the case. I know I’ve participated in a number of boards and community events and everything and sometimes it’s less structured and you have to work through the situation. And maybe over time bring in some of that structure. That might help with some of the discussion as well.

>> Okay. So -- oh, that’s a good question. Some roles like the devil’s advocate can hijack meeting agenda. Any tips to prevent that? That’s a good question. It is a bit iffy when you define roles to people, especially if they’re a devil’s advocate or an innovator. I think that would be when you have a meeting agenda, that you assign a time to how long you’re going to have that conversation. And then that’s also where you need a strong facilitator who will keep the group moving forward. So some of my colleagues do a really good job at facilitating and they have a very diplomatic way of saying, we assigned ten minutes to this conversation. Obviously, this is something that we need longer time for. We’re going to add it to next week’s meeting with a longer amount of time or we’re going to table this for a future meeting. There’s diplomatic ways that you can have that conversation of, hey, you’re shut off. We need to continue on. There’s also people who are good at kind of pulling that conversation back around to keep it on task. So I think that would be a conversation to have somebody who’s a really good facilitator to ask what those tips might be. But I’ve noticed that if we have an amount of time assigned to somebody, part of the meeting, they can’t go off track too bad. Okay, we’re going to keep going. So we’ve talked about what a group of people, a team, and what are some of those key elements of that team. Obviously, we had five roles that we used. Teams can be much bigger than five people. We’re going to ask a polling question. So if you could go ahead and just note in the chat what works for your organization, how big are your teams? Let me rephrase that question. What can still work for you? I think there’s probably still a big number for -- and I’m pretty sure Google had it in theirs. But for your organization, go ahead and put that in the chat, if it’s approximate. I know for us our leadership teams can have about 11 people on them. Yeah, and if you want to put it in the chat, you’re more than welcome to, or if you want to go ahead and put that in the poll, either way, whatever way works best for you based on your connection. I think we tend to do odd numbers. Especially if you’re on a team or project that has to make some decisions. Wow, I just saw from 4 to 35. That is a really big size. If you can go ahead and type that in there, we’re going to keep moving. There’s a few more slides that we want to talk about. All right. As noted, we had a group of Legos and we’re talking about moving to a team. Let’s recap this. Purpose or that group to become a team. For most of us, it’s aligning to the priorities of our organization and making sure that we help our institution with their mission, that shared commitment, right, that we’re all in it. We talked about motivation during workshop number one. And that’s a really good point, that we want to make sure that we’re committed to the cause, that people are invested. That also brings -- that’s a bit of an icebreaker, so to speak, and it breaks the team together. We have those ground rules. And so we’ve been talking about the different roles and we’ve talked about what a
role is, but really ground rules are kind of the logistics or the operation behind that. Respect those individuals. As Google noted, the number one point for them with dynamic teams is psychological safety. And that really is taking care of our people, respecting their opinion, respecting values. We talked about an inclusive workplace last week, and that is the workplace that values people's input. We want to respect that to build that inclusivity. We want to make sure we have good group process. That's that whole open, narrow, close concept where we're going to talk about it, we're going to decide how it's impacting us and make an action plan and get it fixed and who's going to be responsible for this. I think the final one is an excellent reminder that communication is key. You need to communicate. You need to probably over-communicate but be clear on the communication with our team streams, with the organization. We have some really good questions and we've got some really good coming into the chat. We'll save some questions to the end and thank you for asking those.

>> Yeah, Marcia, you envision these ideas as being built or established from the team itself or set from leadership or high?

>> Great question. I'll be honest, I think it's kind of a hybrid. Leadership really sets the standard for an organization. And as noted, leadership is there at the level they can see what those priorities, what that future state should be. And so I think they have the responsibility for saying, here's what's important and here's where we're headed and how long it's going to take to get there. And then within those teams, I think a strong facilitator or a lead would be the person saying, hey, we have an expectation here what we're going to do, so let's go ahead and get started and let's use a particular format. So you define those roles, assign people. I know at the end of December, beginning of January, we did this for 2020. We said, okay, who's going to facilitate next year? Who's going to take notes for the first six months? We were very purposeful for setting up a team for success. I think it's a hybrid approach. Great question. Okay. Quickly, Legos, they're fun, right? One of the things that I appreciate about this graphic is that it's colorful. But, you know what, sometimes Legos can also be painful. And that's a little bit of this as well. It can be hard to change. It can be really hard to make small tweaks. But in the long run, it really is going to be better for us. So I guess one of the things that I take away from talking about teams is how can I improve my teams, how can I make those small changes that are going to position us later this year to be more efficient? I think we're all coming up against budgets and most of us have a fiscal year that starts in July 1. Can we do the next six months to set us up for the new fiscal year? So hopefully the graphic gives you some snickering, but it's very true. We can do things a little bit different. We also know that the data makes a difference. So EDUCAUSE recently released -- excuse me, data on HR and hiring. I'm sure somebody will put that in the chat. It's a really good report. And so taking a look at what our structure is, looking at our organizations and how we can be more inclusive is important. There's a couple of different ways that we can make change. We can either do it because it's the right thing to do or we can do it because it's the efficient and the cost-effective thing to do. I prefer because it's the right thing to do. But we do have data out there to support this. So let's move to diversity and inclusion in the workplace. We're talking about turning a group into a team, but if you are at a place where you get to hire, this becomes even more relevant and more important to you. So there was a recent EDUCAUSE blog, checklist for inclusive hiring. And that came out back in November, so it's fairly new. It had a good list of ways that you could -- thank you, Jamie, for putting that chat in there. A great list of ways to build an inclusive team. We'll make sure that gets in there as well. A couple of things that we do here in Nebraska, we're on the list, one of them is job descriptions, creating inclusive job descriptions, making
sure that it’s not too tech, not too specific on things that maybe should just be preferred but not required. Also, making sure that your hiring team has training so that they have the bias training to explain why the team is there, what the group is looking for, and how we can make sure that we treat everybody with respect. And then another one was a rubric, making sure that everybody knows how to review applicants and what the organization is looking for. In the chat, does your organization have a particular way that you do job descriptions or hiring? Please share that out, because I know all of us would like to learn how to do that and we'll make sure we also share out the blog post so you can see all of the list.

>> Yeah. And one of the things she highlights about job descriptions is trying to decrease the number of requirements and the vocabulary obviously in the requirements. And not necessarily decrease them as a requirement for the job but actually as a posting. And so then you get the people applying and interview them and find out if they truly have those skills and if they might work in those teams. Those are things to keep in mind and take advantage of in the sense of how they're described. We mentioned the Better Allies book. And we don't work for her or get in it royalties, but I've found it to be super helpful in the sense of just action that you can take and things to keep in mind as far as what you're doing day to day.

>> Mm-hm, yes. So, she just released her new book. It's the Better Allies Approach to Hiring. There's the discussion about hiring. She makes a comment, don't hire more of what you don't want in your organization. And so, this is a brand-new short primer on how to hire better. All right. So we're going to start wrapping up, but if you have questions, go ahead and put those in the chat now and we'll start prepping for those. So diversity inclusion is important. And I want to share out this slide here because EDUCAUSE has a BI – DEI vision. And we are doing a webinar and we have the opportunity to continue to learn and grow. And so we've talked about different terms, but let's define what this statement looks like. Diversity, our professional community reflects a his yad of demographic, characteristics, perspectives, and backgrounds. Equity is that all members of our professional communities have access to opportunity and advancement because we promote fair treatment and remove barriers that PREFRNLT participation by underrepresented groups. And inclusion, all colleagues in our thriving community experience a sense of belonging. So with that today, we’re going to move into questions and comments. We want to say thank you for being part of the conversation. We realize we're at the top of the hour and people need to move onto the next thing in their day. Thank you so much for being here. We are a group in higher ed and we can become a team of reflective people.

>> Yes, thank you everyone for joining us today and bearing with us. If we do go over by a minute or two to answer questions, all of that will be captured in the recording. Marcia, we did have a question, what about disabilities? This is often forgotten from conversations.

>> Yeah, that is a great question. Most of our campuses have an office for diversity and inclusion. And then all of our campuses will have typically services for students with disabilities. Sometimes these partner very well together. Sometimes it’s a bit of a divide, depending upon how your campus is structured. Inclusion really is making sure everybody feels valued and they’re part of the team. And so I think sometimes we look at the things that we can see and that we don't see. So we have some learning disabilities. We have some people who are working for us or are students on our campuses that we might not always see what accommodation that is they might need, but stepping back and saying, how
can we build a better team, is helpful. And we have a lot of people that we could learn from and we could include that in conversation. Unfortunately, I don't have a really good answer for you in just a few minutes, but I know it's important and there are resources on the EDUCAUSE DEI website that talks about that.

>> Great. Thank you so much. I want to say on behalf of EDUCAUSE and our speakers, this is Jamie Farrell, and thank you. Before you sign off, please click on the session evaluation link which you will find in the Chat window. Your comments are important to us. The recording and presentation slides will be posted to the site. Finally, please join us for our next webinar. On behalf of EDUCAUSE, this is Jamie Farrell, thanks for joining us today for today's EDUCAUSE webinar.

[End of Webinar]