

On Shared Equity Leadership Series

Capacity Building for Shared Equity Leadership:

Approaches and Considerations for the Work



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Capacity Building for Shared Equity Leadership: Approaches and Considerations for the Work

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About the Study



With generous support from the Arthur Vining Davis Foundation, the American Council on Education (ACE) and the Pullias Center for Higher Education at the University of Southern California (USC) partnered to conduct a study of shared equity leadership. This effort benefits the higher education sector by filling a critical gap—providing a fuller understanding of what it means when leaders share leadership in service of equity goals. This project consisted of semi-structured interviews with groups of leaders at four institutions representing different institutional types, contexts, and regions, allowing us to learn more about shared equity leadership and the structures that support it.

About the American Council on Education

The American Council on Education (ACE) is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of more than 1,700 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. Our members educate two out of every three students in all accredited, degree-granting U.S. institutions.

About the Pullias Center for Higher Education

One of the world's leading research centers on higher education, the Pullias Center for Higher Education at the USC Rossier School of Education advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the performance of postsecondary institutions. The mission of the Pullias Center is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is currently engaged in research projects to improve access and outcomes for low-income, first-generation students, improve the performance of postsecondary institutions, assess the role of contingent faculty, understand how colleges can undergo reform in order to increase their effectiveness, analyze emerging organizational forms such as for-profit institutions, and assess the educational trajectories of community college students.

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Executive Summary

This report, the fifth in the On Shared Equity Leadership series, explores ways to build capacity for the work of shared equity leadership (SEL) in higher education. SEL is a leadership approach that scales diversity, equity, and inclusion (DEI) work and creates culture change by connecting individual and organizational transformation. Capacity-building efforts help leaders develop a repertoire of knowledge, skills, and dispositions to collectively lead equity-minded change efforts on campus. To create environments where SEL can thrive, campuses need to build capacity for both shared leadership and DEI. This distinction is important because shared leadership capacity building involves working and leading collaboratively, whereas capacity building for DEI is more focused on the knowledge, skills, and critical consciousness necessary to make progress toward DEI-related goals. Additionally, capacity for SEL must be built at multiple levels—the personal or individual level, the collective or team level, and the organizational level. The report identifies distinct strategies for building capacity at each level and indicates whether they can build capacity for shared leadership, DEI, or both. Additional takeaways from this research include:

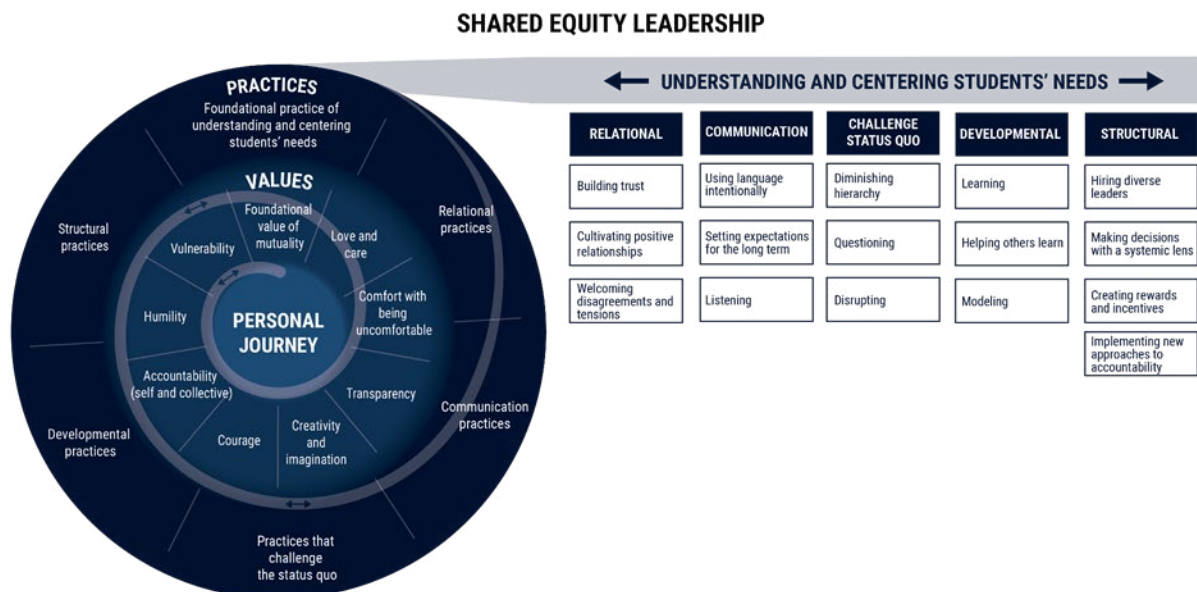
- Personal capacity building involves individuals building the knowledge, skills, and capabilities to do DEI work and to share leadership. Strategies for building personal capacity include professional development, trainings, and workshops as well as coaching, mentoring, and peer feedback.
- Collective capacity building helps groups of leaders learn how to work together effectively across differences and in solidarity. Collective capacity-building strategies include professional learning communities and communities of practices, affinity groups, and healing circles.
- Organizational capacity-building approaches focus on changes to structures and processes that support a particular organizational goal—in this case, the goal of promoting equity by making it everyone’s work. Campuses build organizational capacity by creating cross-cutting groups and structures; hiring, onboarding, and promoting diverse leaders; and incentivizing and rewarding the work.
- Some capacity-building strategies bridge multiple levels—for example, storytelling and story circles can build both personal and collective capacity as leaders gather to share their personal experiences.
- Many of the capacity-building strategies we identified are connected to aspects of the SEL model (see figure 1)—personal journey toward critical consciousness, values, and practices. We describe this connection and provide a chart that demonstrates alignment between capacity-building strategies and aspects of the SEL model.
- Our research broadly signals that campuses spend more time focused on individual capacity building, rather than on organizational and collective approaches, and more time on DEI capacity building than on capacity building for shared leadership. We strongly encourage more planning and thought to capacity building around shared leadership as well as at the collective and organizational levels to extend opportunity beyond top-level leaders and promote more inclusive processes and outcomes.

Additionally, the appendixes at the end of the report comprise an extensive toolkit to support campuses as they create capacity-building plans, and they also include a resource library of outside capacity-building opportunities to support leaders’ planning efforts.

Introduction

This report is part of a series of reports that explore specific aspects of shared equity leadership (SEL). SEL is a leadership approach that scales diversity, equity, and inclusion (DEI) work and creates culture change by connecting individual and organizational transformation. Individuals embrace a personal journey toward critical consciousness to become a different type of leader, and leaders collectively embody new values and enact a set of practices that form new relationships and understandings, ultimately working to dismantle current systems and structures that inhibit equitable outcomes. In our foundational report on this topic, we described the personal, collective, and institutional work necessary to enact this approach to equity leadership (Kezar, Holcombe, et al. 2021).¹ At the heart of SEL is the notion that leaders must first turn inward and do their own personal work in order to transform their institutions—this is what we call the personal journey toward critical consciousness. In this process, leaders reflect on their own identities and experiences, as well as the broader structural and systemic nature of inequities and how they fit within those structures and systems. When a campus has a critical mass of leaders engaged in this personal journey work, they can then work in concert using a new set of values and practices to meet equity goals and work for culture change. Figure 1 shows the SEL process and all of the values and practices that it features.

FIGURE 1. SHARED EQUITY LEADERSHIP



1 The reports in the On Shared Equity Leadership series are based on findings from a three-year multiple-case study of eight higher education institutions across the country. As part of the data collection efforts, our research team collected and reviewed thousands of pages of documents and interviewed over 100 leaders across the eight campuses, including presidents, provosts, and other executive leaders; DEI professionals; student affairs staff; faculty in a variety of disciplines; and staff in facilities, alumni affairs, development, and fundraising. For more information on the study's methodology, please see the first report in this series (Kezar, Holcombe, et al. 2021).



Other reports in the series focus on organizational structures for broadly distributing such leadership (Holcombe, Kezar, Dizon, et al. 2022), accountability (Kezar, Holcombe, and Vigil 2022), how leaders in varying roles are able to lean into particular values and practices that are associated with their role (Holcombe, Kezar, Harper, et al. 2022), and navigating the dynamics of emotional labor that are inherently part of the processes aimed at ameliorating equity issues. This report, the fifth in the series, examines capacity-building approaches that can help implement and enhance SEL.

SEL represents a departure from mainstream approaches to leadership in American higher education, which tend to focus on individual leaders' traits and behaviors rather than leadership as a collective process. This traditional approach to leadership is also evident in the ways that DEI work is organized and led on many campuses, with a single leader or office responsible for DEI work rather than having responsibility for equity work embedded throughout people's roles across the institution. Institutions are not structured to support either DEI work in general or shared leadership. These collective ways of operating are not the norm in our institutions of higher education, so campuses interested in engaging in SEL must think carefully about the ways that they might need to build capacity in order to do this work effectively. Leaders and institutions will struggle to meaningfully enact SEL if their campuses try to jump into working on values and practices without giving attention to the broader knowledge, skills, and structures that need to be built to support the work.

Capacity building involves “activities that strengthen the knowledge, abilities, skills and behavior of individuals, and improve institutional structure and processes, so that the organization can efficiently meet its goals in a sustainable way” (Brix 2018). For the purposes of this report, we conceptualize capacity building as an ongoing investment at multiple levels that is meant to support and develop a repertoire of knowledge, skills,

and dispositions to collectively lead equity-minded change efforts. Capacity building is iterative and can build on what exists instead of starting from the ground up (Milén 2001). In order to create environments where SEL can thrive, campuses need to build capacity in two overlapping yet distinct areas—shared leadership and DEI. This distinction is important because shared leadership capacity building is concerned with working and leading collaboratively, whereas capacity building for DEI is more focused on the knowledge, skills, and critical consciousness necessary to fully understand DEI and to then make progress toward DEI-related goals. Knowledge and skills in each of these categories is essential for SEL to function well.





Additionally, scholars of capacity building describe the importance of thinking about capacities that need to be built at multiple levels. For example, Brix (2018) describes the necessity of building capacity at the individual and organizational levels to ensure that individuals have the knowledge and skills necessary for engaging in a particular activity and that organizations are structured to support—rather than unintentionally undermine—this activity. Kezar, Ramaley, et al. (2021) elaborate on this dichotomy, adding the team or collective level as important to consider when building capacity for shared leadership. In this report, we developed a framework for conceptualizing different levels of capacity building that builds on and extends these existing frameworks. To create successful SEL environments, leaders need to pay attention to building capacity at the *personal*, *collective*, and *organizational* levels. Capacity building at these levels can—and should—happen simultaneously; it is not a linear process.

Personal capacity-building approaches can help individual leaders foster the knowledge, skills, and dispositions necessary to engage in both shared leadership and in equity work more broadly. We chose to use the word “personal” rather than “individual” to describe this level because, while these capacity-building approaches were targeted at individual leaders, individual capacity building did not happen in isolation. Leaders were learning and growing together even while building their own personal capacities, and the word “individual” did not seem to take this relational aspect into account. Our data showed that campuses primarily used personal capacity-building strategies to build capacity around equity work—not for shared leadership. In this report, we describe the ways campuses used these strategies to build capacity around equity, and we also draw on outside research to suggest ways that they can incorporate development of knowledge, skills, and dispositions that support shared leadership as well.

Collective capacity-building approaches help groups of leaders learn how to work together effectively across differences and in solidarity. It makes possible things that organizations and individuals on their own cannot do, choose not to do, or are slow to do. We chose to describe this level using the word “collective” instead of “team”—as Kezar, Ramaley, and colleagues (2021) use—because the campuses in our study operated in a number of different ways beyond just teams. Many had more distributed approaches to leadership, through which leadership responsibility was dispersed widely across the institution rather than residing in a discrete team. We will describe how the campuses in our study used collective capacity-building strategies to support shared leadership and equity work.

Organizational capacity-building approaches focus on changes to structures and processes that support a particular organizational goal (Brix 2018, Kezar, Ramaley, et al. 2021)—in this case, the goal of promoting equity by making it everyone’s work. The campuses in this study created new structures to support and reward both shared leadership work and equity work. Table 1 shows the different levels and purposes of capacity building.

TABLE 1. CAPACITY-BUILDING STRATEGIES, BY LEVEL

Strategies	Builds Capacity for DEI, Shared Leadership, or Both?
 Personal: Individuals build knowledge, skills, and capabilities to do DEI work and to share leadership.	
Professional development training and workshops	DEI
Coaching, mentoring, and peer feedback	Both
 Personal and collective	
Storytelling	DEI
 Collective: Leaders learn with and from others in a group or team setting as they build relationships and community to support both DEI work and shared leadership.	
Professional learning communities or communities of practice	Both
Affinity groups	DEI
Healing circles	DEI
 Organizational: Leaders create new systems, structures, and processes within which SEL occurs.	
Cross-cutting groups and structures	Both
Hiring, onboarding, and promoting diverse leaders	Both
Incentivizing and rewarding the work	Both

Personal Capacity Building

A key level at which capacity building occurs is the individual or personal level (Brix 2018). Individuals engaging in shared equity leadership (SEL) must build knowledge, skills, and capabilities both to do DEI work and to share leadership. For example, capacity building for DEI work includes knowledge and understanding of different terminology and concepts of structural/systemic racism, microaggressions, unconscious bias, issues of gender and gender identity, race and racial identity, campus climate, and more (Williams 2013). Individuals engaged in DEI work need a firm grasp on these different concepts as well as the skills to engage in self-reflection and challenging conversations around these issues (Williams 2013). At the personal level, capacity building for shared leadership includes some skills that are similar to those needed to do DEI work, including how to navigate difficult conversations, manage disagreements and conflicts, and engage in self-reflection. Additionally, individuals engaged in shared leadership efforts need to develop learning and empowerment mindsets as well as skills for collaboration and consensus-building, coaching peers, and giving feedback (Kezar, Ramaley, et al. 2021). In this section, we describe the key strategies that campuses used to build personal capacity for SEL: professional development, trainings, and workshops; and coaching, mentoring, and peer feedback. For each strategy, we describe how it built capacity for either DEI work or shared leadership, or how it can be deployed to build skills and knowledge in both areas.

Professional Development Trainings and Workshops

One of the most common strategies for building personal capacity is through professional development trainings or workshops. Trainings and workshops varied in modality and time commitment—virtual or in-person, on-campus or off-campus, hour-long one-off sessions or ongoing weekly or monthly engagements. Most of the examples of trainings and workshops at the campuses in our study were designed to build capacity for DEI work rather than shared leadership. Topics for these DEI-focused trainings and workshops included intercultural development, unconscious bias, intergroup dialogue, equity-minded teaching and assessment, systemic racism, and topics related to specific identity groups (e.g., race/ethnicity, gender, sexuality, religion, disability status). Many of these trainings were facilitated internally by staff with DEI-specific roles, faculty who were experts in the subject matter, or staff at centers for teaching and learning, while others were facilitated by external experts such as consultants or national experts on equity and social justice.² In this section, we describe a selection of workshops and trainings that leaders in our study identified as particularly helpful in terms of building capacity to do DEI work on their campus. We then offer suggestions on how trainings and workshops can be leveraged to build knowledge and skills for shared leadership, as well.

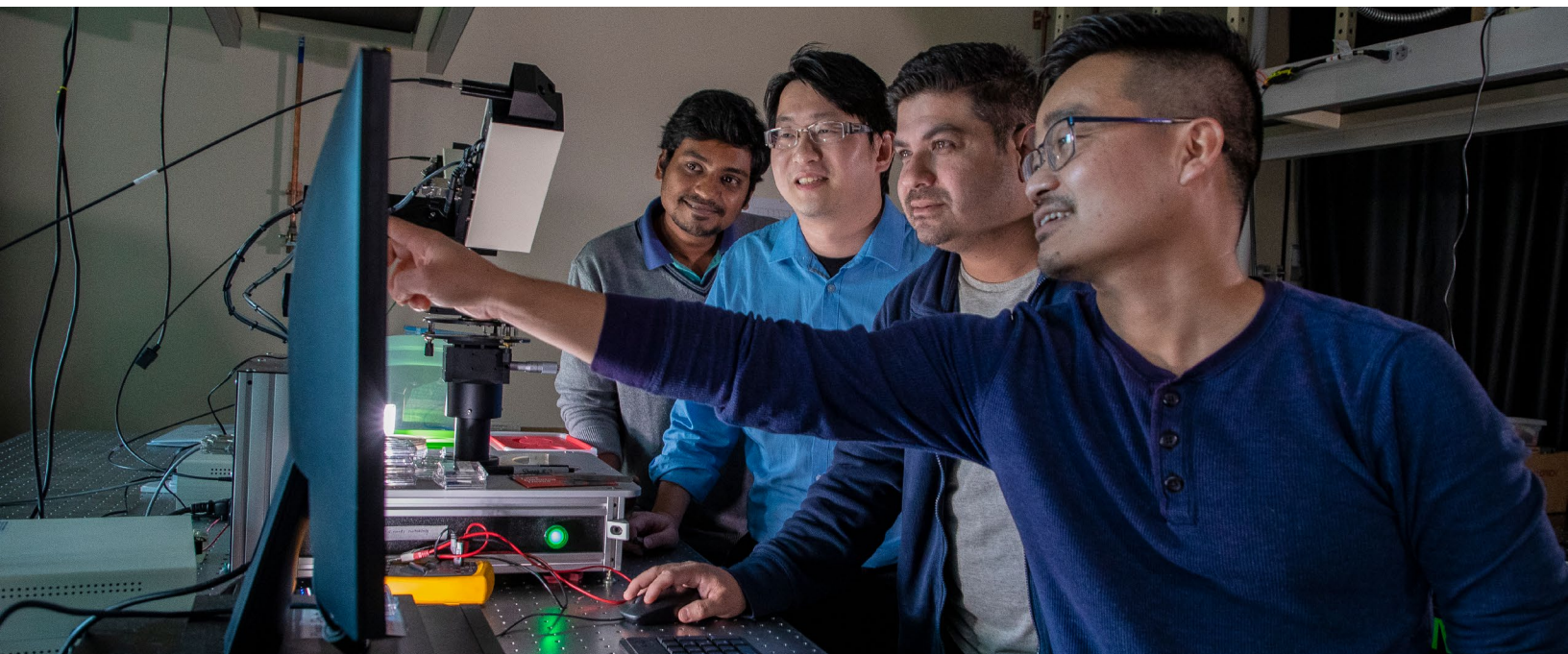
First, leaders engaged in *trainings around specific DEI topics* such as unconscious bias or exploring identity, which facilitated participants in working on understanding themselves, and on intergroup dialogue, which helped participants to work on understanding themselves in group settings. These trainings focused on self-reflection, identity development, and engaging across difference, key skills that were necessary for doing DEI work. One leader in a business and finance department described how they created a division-specific training on unconscious bias in the hiring process:

So one of the things that we've done across business and finance is that we developed an unconscious bias training that was specific to hiring and selection, which now all hiring managers across business and finance have to go through, to try to address bias in the hiring process.

This example is reflective of many other leaders we interviewed, who described ways they were building self-reflection skills in themselves and their staff through training opportunities such as these. Unconscious bias trainings, such as the one mentioned previously, helped leaders think differently about the ways that their unconscious, below-the-surface perceptions of a job candidate's name, clothing, educational background, or accent could influence their judgment of a candidate's effectiveness for a position, for example. Other types of workshops helped leaders reflect on their own identities and backgrounds and develop skills to engage in DEI work more confidently and effectively, as this leader described:

Once I developed myself because of the trainings [my institution] ha[d] and the conversations and the workshop and things like that, that definitely helped me more and helped me [feel] empower[ed] to know who I was and my specific voice. . . . So I feel it's very important to have that in our school because then—for me, at least—I get that training and I get that support from [my institution] and I could better support our students.

2 A more comprehensive list of external professional development opportunities can be found in Appendix B: SEL Capacity-Building Resource Library. We would like to note that we do not necessarily endorse any opportunity listed in the Resource Library in particular; rather, these opportunities were mentioned by participants in our study as helpful for them.



As this leader noted, the workshops in which she participated helped her gain the skills to reflect on her own identities and strengths, which allowed her to better support students as she engaged in equity leadership work. Many leaders also described the benefit of trainings and workshops on intergroup dialogue or engaging across differences, through which they learned how to have difficult conversations about race and privilege with people from different backgrounds:

Last year I went through a really amazing training—the program for intergroup relations, which largely does training for students on campus; they created a faculty/staff DEI leaders training on intergroup relations that some of us got to participate in, which was just phenomenal.

Trainings such as these helped faculty and staff work together more effectively across difference—an important skill for both DEI work and for shared leadership.

Second, leaders participated in *trainings and workshops with topics related to specific identity groups*, such as race/ethnicity, gender, sexuality, and religion. This type of training was also critical, as different groups may experience increasing marginalization due to societal changes. For example, many campuses talked about offering training about anti-Asian hate or antisemitism, which have been on the rise in recent years. Individual leaders must position themselves for continued learning around issues facing certain groups that they themselves are not a part of. One participant expressed awareness around this idea:

I would say any programs that speak to these topics are always useful to me. I just went to one yesterday on antisemitism on campus and what students are experiencing in that regard. It's always a check on what you assume is happening and what people may actually be experiencing.

By educating themselves on issues of relevance to particular identity groups, leaders could better target important issues and ensure that proposed solutions were a good fit for the challenges students were actually experiencing.

Third, many of the campuses we studied had *specific initiatives to educate faculty on equity-minded teaching and learning*. They created workshop series or trainings through their centers for teaching and learning or other faculty groups on campus, as one leader described:

One of the things that we talked about quite a bit was how we need to provide opportunities for our faculty to do better [in terms of equitable and inclusive teaching]. And we signed up with ACUE [Association of College and University Educators] to help faculty learn about how you can be better instructors from an equity-minded perspective. And all of that to me is huge and significant. The more we can create more opportunities for that, particularly as new people come in, to the point—I want folks to think, as they come in, “This is just something that you do,” that when you come in, these are the skills that if you don’t have coming in the door, that you can get, and that the university will provide regular workshops or trainings to allow you to continue to develop your skills and your knowledge base.

By creating regular workshops and trainings for faculty, campuses could help build faculty members’ capacity for DEI in their most meaningful and significant sphere of influence: the classroom. These trainings were designed to help faculty build a common base of knowledge around DEI work, which both helped their individual work in the classroom and potentially could help the collective campus-wide work, as faculty who completed these workshops began to take on additional DEI leadership opportunities.

Campuses in our study also realized the importance of sometimes *bringing in external voices and perspectives* to help build personal capacity. Faculty, staff, and administrative leaders could not facilitate every learning opportunity—in some cases because they were inundated with responsibilities and susceptible to burnout, and in other cases because they simply did not have the expertise to deliver the trainings required or desired. In these cases, campuses relied on external facilitators. One campus, for example, invited the Racial Equity Institute to facilitate an intensive two-day workshop on race and the historical roots of racism to train leaders across campus, as this leader described:

The Racial Equity Institute has a training that is a two-day training; it’s similar to the training done by The People’s Institute for Survival and Beyond. And the training really helps you ground and understand the history of systemic racism. And in social justice work you need to center race, because race is the glue that brings all the other “-isms” together. And we bought [this training] for two years, and we had over 130 people train across the entire university.

Leaders often described these external trainings and workshops as especially energizing and motivating. Participating allowed them to obtain new insights and perspectives from outside community members and draw connections to their own work on their own.

While participants described many trainings and workshops as useful for building their personal capacity to do DEI work, several leaders in our study critiqued existing trainings and workshops as being too simple or focused on educating White people around DEI. Often BIPOC faculty and staff leaders described the need

for a *more advanced level of training, or one focused on the needs and experiences of people of color*, as this leader described:

We have an association for Asian Heritage and Pacific Islander folks, and about two years ago we came out with a list of suggestions, demands, whatever you want to call them, and one of them was basically we want professional development for us in particular, but people of color in general. Because a lot of times we'll look at the choices of professional development for equity and it's fairly clearly targeting a White audience. . . . give me professional development that might be here's how to become a better organizer, or here's how to handle White fragility or things like that, where it's like that would actually have real value to me rather than here's why it's important to pronounce a student's name correctly.

This example speaks to the importance of not just considering, but also centering the needs of faculty and staff of color when building personal capacity for DEI work.

As noted, almost all the examples of trainings and workshops we found were intended to build individual leaders' capacity for doing DEI work—not for building skills and knowledge to engage in shared leadership. However, literature on shared leadership indicates that trainings and workshops can also be designed to help individuals build the skills and knowledge that are important for participation in shared leadership arrangements. At the most basic level, workshops on shared leadership and its benefits would be helpful for campuses interested in engaging in SEL. Additionally, as we noted earlier, some of the key skills that are important for individuals participating in shared leadership overlap with those that are important for DEI work—namely self-awareness and self-reflection, navigating difficult conversations, and coaching peers/providing feedback (which we describe in the next section) (Kezar, Ramaley, et al. 2021). Campus leaders can build on existing DEI trainings by bringing awareness of how these skills also support shared leadership and helping participants think about how to apply these skills as they lead collaboratively. Additionally, campuses can be intentional when designing new workshops or trainings to include a shared leadership lens so that workshops build skills to equip leaders more fully for SEL work.³

Coaching, Mentoring, and Peer Feedback

Another strategy that institutions utilized to build personal capacity was *coaching, mentoring, and peer feedback*. Coaching and mentoring involve one-on-one support for learning and development in a particular area, or for general leadership development. Sometimes the coaching or mentoring is peer-to-peer, while other times a more senior leader will coach a more junior leader. While we use the terms coaching and mentoring somewhat interchangeably in this section, there are subtle differences between the two practices. Coaching is aimed at supporting development and giving feedback on specific skills or practices, while mentoring is more broad-based and global and can be both professional and personal. On some campuses, coaching and mentoring programs were formalized and supported by the institution, while at other places mentoring was more informal, the result of faculty or staff connecting with others of similar backgrounds or identities to support them in learning and development. The campuses in our study primarily used coaching and

³ For examples of specific knowledge and skills that can be included in workshops or trainings around shared leadership, see *Shared Leadership in Higher Education* (Holcombe et al. 2021).

mentoring to build capacity for DEI work, but research on shared leadership shows that coaching can be an effective strategy for shared leadership development, as well (Beaudoin et al. 2021; Carpenter, Geletkanycz, and Sanders 2004; Kezar, Ramaley, et al. 2021; Wageman et al. 2008).

In terms of building capacity for DEI work, coaching and mentoring allowed individuals to receive tailored knowledge, advice, and feedback based on their respective position, their involvement in equity work, their identity, and experiences. Coaching and mentoring were safe sites for individuals to begin or continue building personal capacity for DEI. They provided a space free of judgment or repercussions and allowed individuals to have deeply personal conversations necessary for their DEI learning journeys. One participant shared the following:

I do a lot of coaching work and [have] confidential conversations where people are like, “I never say this out loud.” [Coaching] is where we can work through the block of what is perpetuating the harm and how we can let it go so that we can take action to get policies and practices that are not actively causing harm.

Coaching and mentoring, thus, were often reawakening experiences for individuals. Findings from our study showed that healing is a necessary element of personal capacity building and that coaching and mentoring were pivotal spaces to engage in that healing. One participant in our study noted that “one-on-one coaching is so critically important, whether it’s from a healing perspective or being able to look at yourself and being able to work through these habitual patterns of behavior that no longer serve us.” Many leaders described coaching and mentoring as particularly effective strategies for leaders who are just entering DEI work. For example, one campus is experimenting with what they call a “buddy system,” through which new people attempting to engage in DEI work are partnered with more seasoned DEI leaders and practitioners to build personal capacity for DEI in a less structured and more informal manner. Similarly, another leader described a “micro-mentoring program” that pairs “less experienced folks who are just kind of getting into the workforce . . . with more experienced folks.” This leader remarked on the “really fulfilling relationships cultivated from this micro-mentoring program” and described how these one-on-one personal interactions really helped newcomers to DEI work develop and grow very quickly in the work. A leader on another campus also remarked on how she mentored a junior colleague:

So I’ll point her in the direction of something and say, “I think you would be great at this, I think you would love this, I think you would like working with this person.” And she has come so far. She still really believes that equity should be equity, not racial equity. But just recently, she joined our culturally responsive teaching and the Brain Book Group, which is like huge, huge movement for her. And so that notion of making sure that you’re not pushing people to the breaking point, to the point where they disengage, of really trying to be a good listener, so that you know where that boundary is, that’s going to make them slightly uncomfortable, pushing them to grow, without pushing them over.

Because mentors/coaches get to know their mentees so closely, they can tailor their strategies very specifically to be just the right fit for their mentee’s needs to maximize their learning and growth.

Some coaching and mentoring programs were more formalized, either around a particular topic or using a particular tool to help support the growth and development of the mentee. For example, one campus supported the use of the Intercultural Development Inventory (IDI), which is concerned with “facilitat[ing] personal growth and insight and collective change in ways that improve people’s intercultural competence and their efforts at bridging cultural differences so that relationships are strengthened and the human condition is enhanced” (Intercultural Development Inventory 2022). Leaders could take the IDI and then discuss their results and a growth plan with a trained coach, who would support them in specific activities to learn and develop their intercultural competence.

Peer feedback draws on similar ideas to those informing coaching and mentoring. Leaders in our study specifically described the importance of receiving feedback from peers in terms of strengthening personal capacity for DEI. Feedback on their own work from a trusted peer helped leaders continue to grow and develop, as this leader described:

I think the time when I’ve been most effective in helping others think through their own journey is giving them time out loud to sort of reflect on maybe an experience that they had, whether it was going to a conference or something kind of a professional development, or whether it was, “Oh, my gosh. This just happened. Here’s how I responded. Was that right?” And then just talking through and being kind of [a] listening ear but also providing feedback in their own process of reflecting on a situation that’s happened.

While the institutions in our study generally focused their coaching and mentoring efforts on building capacity for DEI work, coaching is actually a key capacity-building strategy in the shared leadership literature, as is peer feedback (Carpenter, Geletkanycz, and Sanders 2004; Kezar, Ramaley, et al. 2021; Wageman et al. 2008). We did find a few examples in our study of coaching and mentoring for leadership development, though not specifically for shared leadership. For example, one leader described a coaching program for leadership development that had a focus on inclusive leadership:

I think about the services we provide around executive coaching. So, in addition to, in our formal in-classroom or virtual learning experiences, we have an internal executive coaching certification program, whereby we train faculty and administrative leaders to be executive coaches. [It’s a] six-month certification program. And we rely a lot on those coaches to support the development of leaders and many of whom are on their personal journey . . . around leading inclusively.

While this coaching program was focused more on traditional (non-shared) leadership development, there are other ways that coaching can help support shared leadership work. For example, many shared leadership teams have benefited from a senior leader helping to coach individual members on specific skills such as conflict management or establishing a shared vision (Kezar, Ramaley, et al. 2021). Other teams have had success bringing in external consultants or coaches from other parts of the institution to observe and provide feedback to team members (Kezar, Ramaley, et al. 2021; Beaudoin et al. 2021). Campuses engaged in or interested in SEL should consider how coaching and mentoring programs can be used to support both elements of SEL work.

Storytelling and Story Circles: Bridging Personal and Collective Capacity Building

Scholars have noted the importance of storytelling for social change and for DEI leadership (e.g., Harper and Kezar 2021a; Harper and Kezar 2021b; Zingaro 2009). Storytelling involves “sharing of knowledge and experiences through narrative and anecdotes to communicate lessons, ideas, [and] concepts” (Prasetyo 2017, 1). Our study demonstrated the value of storytelling for building capacity in a way that bridged personal and collective capacity building. Storytelling was especially powerful in helping leaders develop critical consciousness and advance on their personal journeys, as well as for building community and collective solidarity.

Listening to others’ stories of marginalization or oppression helped leaders from non-minoritized backgrounds develop an increased understanding of these issues, as well as empathy for colleagues and students experiencing them. One White, male leader described how a colleague of color shared stories of her experiences in ways that helped him not only to better understand her, but also himself and his own identities:

As a White, cis male on the staff, I have to say, that has affected my personal journey deeply, because of being exposed constantly, every day, in every interaction, to people like [my colleague], a Black woman who has a long history of activism, and who has learned over her life to describe her experience in ways that I can understand. Even though I have experiences myself that resonate with our very diverse student body, especially because I grew up poor and first-generation college-going, being around a diverse team like the one that I’m in has enabled me to really understand much better just how lucky I’ve been to have just been poor, and to be White. That there are all kinds of opportunities I had and all kinds of struggles I never had to have because of my identity. So, that’s been really transformative for me. . . . So, I think being around people like that every day, and being able to grow and understand and be forgiven when you don’t understand, those are—I mean, it’s a really amazing experience.

Sharing personal stories about one’s family or background also helped build solidarity, community, and belonging among leaders from minoritized backgrounds. For example, on one campus a faculty leader of Asian descent described how an Asian Pacific Islander American affinity group on campus came together with a Hispanic or Latino affinity group to share their family stories of immigration, culture shock, and assimilation. He described how this experience of sharing and listening to one another’s stories built connections across members of the two affinity groups:

We kind of did . . . [a] rotating series, where each person would basically get 20 minutes and you’d have your date on the calendar, and you’d bring your PowerPoint or whatever. I went to the family photo album, I talked to [my] mom, grandma, whoever, and [found out] how we came to America.

So all of these stories are deeply personal—they're immigration stories. So a lot of times there's stories of oppression. And even though we all came from very different periods in time and different places, it was obvious to see the commonality in that and struggle in that and building towards solidarity.

This storytelling exercise helped faculty and staff from minoritized backgrounds find solidarity in their experiences and build community across difference, as this quote explains.

Leaders also described the power of storytelling to motivate and inspire, helping sustain people in their conviction that the work matters and is worth the challenges that accompany it, as one leader described: "it's through personal stories and accounts that people are inspired and encouraged to continue on [in DEI work]." In the face of burnout or overwhelm, stories offer a hopeful and motivational reason to carry on, as well as a link to others and a sense of being part of a common cause or collective.

A few leaders in the study also described a more collective storytelling process known as "story circles," rooted in community organizing frameworks and Indigenous practices and intended to promote intercultural development and trust-building (Deardorff 2020; Martinez 2019; Lyons 2017). As Deardorff (2020) described:

Story Circles (also known as talking circles or peacemaking circles) bring people together into a situation of community where, based on the Story Circle process, everyone is respected and is considered equal and where participants are able to share more about themselves or a circumstance by telling their own stories based on their life experience. This sharing of personal experience not only validates the perspective of each individual but also generates new understandings and insights. In the Story Circles, life experience is highly valued as participants make themselves vulnerable in sharing stories of joy and pain as well as struggle and triumph, which engage participants on many levels including emotional, mental, spiritual, and even physical levels. (Deardorff 2020, 15)

While this strategy was used in a very limited way among our participants, we reference it here as a promising practice for readers to consider further.

It is crucial for campuses considering storytelling or story circles to be thoughtful and intentional when designing and implementing these strategies. Sharing one's story demands vulnerability and carries risk, especially for those leaders who are sharing stories of marginalization. Additionally, there must be some sort of feedback mechanism in place so that leaders feel valued and validated in sharing their stories—whether by using these stories to inform changes to policy and practice, or by creating a norm around the SEL value of mutuality so that stories are shared reciprocally and not just expected or taken from leaders from marginalized backgrounds. In the right context, stories of how non-marginalized leaders faced their racism, fragility, and growth also have a place in the storytelling process. Owning these shortcomings and talking about the challenges of what it has taken to grow and learn can allow for more shared vulnerability across communities.

Collective Capacity Building

In addition to capacity building at the personal level, it is important for campuses to think about how to build collective capacity for shared equity leadership (SEL). Scholars have noted that “capacity building requires collective responsibility where professionals are working together to improve practice through mutual support, mutual accountability and mutual challenge” (Harris 2011, 627). Collective capacity building involves learning with and from others in a group or team setting; it is inherently relational and social and less unilateral or didactic than individual capacity building. One leader in our study described the importance of collective capacity building in terms of building relationships:

I think part of what also that we've learned in the process is this type of relational work often times remains invisible, and it's not seen as action oriented. And we try to flip the script and say, that *is* the action. Creating the relationship and the foundation of trust is the first step towards making the institutional change that we want. Because part of social change is how we work collectively. And if we can't trust each other or have a relationship, there's no way that this collective can work towards something. So that's been hard because it's really soft skills. That's kind of to explain that in terms of administration, or even when we write a report. It's like what I was saying that it's relational. Well, what kind of action is that? And that's a different type of training that to really elevate the work of relationship building is part of the culture change that needs to happen.

Collective capacity building can happen in offices or departments, advisory boards, in committees that have an interest in sustained community, and in groups that coalesce around shared interests and responsibilities (such as DEI). Collective capacity-building efforts can be structured formally by campus leadership or can be more grass roots, coming from faculty or staff interests. Because it is group-focused rather than individual-focused, collective capacity building by its very nature builds skills for shared leadership, in addition to building skills for DEI work. In this section, we describe two strategies for collective capacity building that the campuses in our study engaged in: professional learning communities (PLCs) and communities of practice (CoPs); and affinity groups and healing circles.

Professional Learning Communities and Communities of Practice

Campuses used two related group learning experiences to build collective capacity for SEL—professional learning communities (PLCs) and communities of practice (CPs). PLCs are formalized groups brought together to learn and alter their practice. They can involve cross-functional groupings of faculty and staff, or they can be focused on a particular type of work, such as faculty learning communities (Wenger 1998; Wenger, McDermott, and Snyder 2002). CPs are more organic groups composed of people who conduct similar work and learn together toward improvement of their practice (Blankenship and Ruona 2007; Wenger 2004). The goal of both PLCs and CPs is to depart from the notion that learning happens individually or in



silos. Instead, individuals in these groups learned in community, which is supported by the idea that collective efforts work best to address organizational issues, especially issues related to DEI (Brown and Lambert 2013).

Most of the PLCs and CPs in our study were focused on building capacity for DEI rather than for shared leadership. PLCs and CPs built capacity for DEI work in three main ways. First, they helped build a critical mass of leaders who had a shared, baseline understanding of DEI issues. Second, they created space for leaders to share best practices and strategies with colleagues doing DEI work in other spaces across campus, which led to the spread and adoption of new practices. And third, they built community and relationships among DEI leaders and created spaces of support and solidarity for leaders who could otherwise feel overburdened or overwhelmed by the work.

The first way campuses used PLCs and CPs to build capacity was to build shared understanding around key DEI issues among a critical mass of leaders on campus. Several campuses developed book clubs as a type of learning community. These groups convened faculty and staff to read books on equity-related topics and learn together through discussion of these readings.⁴ In addition to building a shared understanding of DEI issues, PLCs that centered around readings also helped leaders develop on their personal journey, as one leader described:

So we engaged in book discussions around *White Fragility*. . . . I agreed to co-facilitate the book discussion with one of my leaders, who'd never been really exposed to that kind content and who had no lived experience whatsoever. And I knew that it was important for him to go on that journey for himself, but [also] know that I was there to support him.

⁴ In Appendix B: SEL Capacity-Building Resource Library, we share examples of some of the books that campus stakeholders mentioned frequently as part of these book clubs.

Campuses also used PLCs and CPs as forums for leaders to share practical information about doing DEI work with one another, learn from each other, and encourage the spread of effective practices. One campus created a CP for DEI leaders in each school, college, and unit on campus. This group met monthly (in person or virtually) to update each other on their work, share ideas, and work through challenges together. This CP also utilized a messaging app and a central website to communicate with other DEI leaders across campus and share knowledge and insights that emerged from their respective work. Leaders in the school of medicine, for example, could share an effective strategy for rewarding faculty participation in DEI work with the entire group, which could then be helpful to another DEI leader in other schools or divisions. A participant in a CP on another campus described their experiences with this group and its effectiveness at connecting leaders with one another to share concrete, practical strategies for doing the work:

[The] objective is not to get together and create initiatives, though that might happen. The idea is more of sharing insights from particular constituency work, workshopping new ideas, interpreting institutional data together, maybe identifying shared professional development stuff that we want to do. . . . So, it's that connectivity . . . so that the folks who are . . . the front-line DEI folks are connected to these other structures and informing that is part of the idea.

Finally, PLCs and CPs created space for DEI leaders to come together and support one another through the challenges of their equity leadership work. The collective nature of these groups helped leaders build and strengthen relationships to feel less alone in the work, as one leader noted:

[In] the DEI leads group, we spend a lot of time acknowledging the emotions, the stress, and how difficult this work is. And part of that is just simply to make that work visible and make it clear that it is appreciated. . . . It also results in the creation of a community that can provide emotional support. So when someone is particularly down, there are other people that are there that know they're not alone, that they can call and talk to.

While many campuses in our study used their PLCs and CPs to build capacity around DEI, we did not see as many examples in our data of campuses using these strategies to build capacity for shared leadership. Some of the PLCs worked on leadership development skills more broadly. The earlier example of the PLC of DEI leaders who met monthly featured some of this leadership development work, such as change management strategies, information about university budgets and finances, facilitation skills, and using data to drive decision-making. This group serves as a good template for how campuses can use PLCs to build collective capacity for both DEI and shared leadership.

Affinity Groups and Healing Circles

Another set of collective capacity-building strategies that leaders described were affinity groups and healing circles. These mechanisms differed from PLCs and CPs in that their purpose was primarily about being in community with people of similar social identities or backgrounds rather than with colleagues in similar professional roles learning about particular topics or working to improve their professional practice. Affinity groups bring together people with some sort of shared social identity, be it race, gender, sexuality, religion,

or something else. Participants in these groups build a sense of belonging by being in community with others who share similar experiences and backgrounds, especially if they share an identity that is minoritized. Through affinity groups, leaders are able to find commonalities around shared experiences with oppression and build support networks and solidarity for the challenging work of attempting to create a culture for DEI. One leader described the ways that the affinity groups (called “resource groups” on his campus) functioned:

Just to name a few, 'cause I probably will forget some of them, we have a veterans employer resource group. We have an LGBTQ+ resource group. We have a spirituality resource group. We have a working families resource group. We have a Black voices resource group. . . . It's just, I think, a way for . . . [building] social connection, feeling comfortable in a space with those who you share like experiences, like perspectives, so a place for folks to relax a little bit in the work environment. There's opportunities for mentorship and connection in these resource groups, as well. There's opportunities for partnerships [too], so resource groups working together.

These groups provided social support and community in environments where leaders with minoritized identities might otherwise feel isolated or marginalized.

Healing circles were another collective capacity-building strategy based around shared background or social identities. Healing circles are concerned with redressing and processing historical wrongdoings and serve as spaces to feel the full range of emotions connected to living through and dealing with oppression. These groups were necessary places of reprieve, places to sit with tensions and process inequities that people were facing. One participant shared:

We have something [originally] called . . . healing circles or healing-centered circles. And that's when you really have intentional kind of spaces where you come together and you just give folks equal time on the microphone. 'Cause sometimes . . . there are folks who dominate the microphone. And the healing-centered place is really where—it's more about active listening than anything. So you're listening to folks in their journey, in their sharing, and figuring ways how you can partner, learn together moving forward.

Healing circles allow participants the space to process, grieve, and heal from oppression and discrimination. They provide a venue where vulnerability is encouraged and participants can sit with discomfort to fully inhabit the emotions that come along with DEI work.

Because affinity groups and healing circles are designed around shared social identities, they are by their nature spaces for DEI capacity building, rather than shared leadership capacity building. The leaders in our study described these groups as especially important mechanisms for developing collective capacity for DEI work, as they center leaders of color and other leaders from marginalized backgrounds.

Organizational Capacity Building

Organizational capacity building differs from personal and collective capacity building in that the focus is on developing new systems, structures, and processes within which shared equity leadership (SEL) work can occur, rather than on the knowledge, skills, behaviors, and dispositions of individuals and groups. Because campuses have traditionally been organized to support hierarchical leadership—and in ways that decenter or even actively undermine equity—changes to systems, structures, and processes are necessary to begin to dismantle these existing ways of operating (Kezar, Holcombe, et al. 2021). In this section, we describe how campuses created new structures both within and across units to coordinate planning activities and share information; emphasized the hiring, onboarding, and promotion of diverse leaders; and created new incentives and rewards for equity work and for shared leadership. These new structures all built capacity for both DEI work and shared leadership work.

Hiring, Onboarding, and Promoting Diverse Leaders

Ensuring a diverse on array of characteristics—race, gender and gender identity, sexuality, family educational background, religion, and more—in a group of leaders is a crucial strategy in both DEI work and shared leadership. In terms of DEI work, leadership that is reflective of the diversity of a campus's student population is both powerfully symbolic for students to see themselves in their campus's top leadership and brings important perspectives to decision-making spaces from which they have previously been excluded. Similarly, there is ample evidence in the shared leadership literature that having leaders who are diverse on a range of characteristics leads to better decision-making and more effective organizations (Elrod et al. 2021). Thus, campuses can build important organizational capacity for both DEI work and shared leadership by establishing new processes around hiring, onboarding, and promoting diverse leaders.

Hiring diverse leaders was a top priority for campuses in our study, and leaders of all types described the importance of proactively recruiting colleagues who represented a range of identities and experiences. One leader noted, “I have done a lot of very specific . . . [active] recruiting of the folks on the team to ensure that there is diversity on the team and not just racial or ethnic diversity, but also life experience diversity, age diversity and just having different experiences.” In order to do this sort of recruiting and hiring, campuses needed to rethink and revamp existing structures and processes, as this leader described:

Right now, we are doing a pretty gargantuan overhaul of our hiring processes and trying to break some hierarchies that have existed. We're trying to bring students to the table, have the opportunity for part-time instructors to serve on these committees and really sort of take it from being, “Here are the elite, long-time faculty members and administrators and they're making the hiring decisions,” and [instead] open up this process. And at the same time [we are] really systematically looking at our policies and saying, “Okay, what are the barriers that we set up with these policies, what are the effects of these policies, and how do we get as diverse a pool as we can get and also how do we evaluate that pool in a way that's different than the way we have done before which has led to some fairly predictable outcomes?”



In addition to adding new people to hiring committees—for example, students or non-tenure-track faculty—changes to hiring processes also included strategies such as providing unconscious bias training to everyone who serves on a hiring committee; training a pool of DEI hiring experts across the institution who sit on every hiring committee and draw attention to key DEI issues; and standardizing interview protocols to ensure that interviews are fair and unbiased.

Campuses were also building capacity for their SEL work through their onboarding processes. By intentionally socializing new hires into their equity-minded, collaborative campus cultures, campus leaders set expectations for new hires up front. Leaders also described the importance of onboarding those who assumed new DEI-specific responsibilities into their roles and into the shared leadership process, as one leader mentioned:

But the Office of Diversity, Equity and Inclusion does a couple of things really well in terms of helping to make us feel like a community, one of which is there's an orientation process. So like when you are a new [DEI] lead, it isn't that you just show up to the first meeting. There's an actual orientation to help get you situated. All of the new leads get introduced to the whole group via some mechanism. As people transition off, they are recognized at one of the meetings or via email for their work and their efforts.

By paying attention to the ways in which new leaders enter their work, the campuses we studied help build a pool of leaders who had shared understandings of the importance of equity work and how to operate in a shared leadership environment.

Finally, the leaders in our study emphasized the need not just for diversity of new hires, but also in promoting diverse leaders into more senior positions and promoting and retaining diverse faculty. One campus leveraged

philanthropic funding to create a leadership training program for faculty of color who were interested in administrative leadership, while other campuses were grappling with how best to support and retain faculty of color as they advanced through tenure and promotion. For example, leaders at one campus described how they were very successful at recruiting new faculty of color, yet struggled to retain faculty of color as they hit mid-career. Most campuses were still struggling to find the most effective ways to think about retention and promotion, but they recognized the importance of including these issues in their plans for hiring and onboarding diverse leaders.

Incentivizing and Rewarding the Work⁵

Campuses also changed their incentives and rewards structures in order to reward leaders participating in DEI work and to more effectively reward collaborative or shared leadership work. For example, one campus paid faculty and staff to attend specific equity-focused workshops. This college also paid stipends for those who became a part of equity-focused governance work and allowed them to use their normal work hours to attend these governance meetings. A participant from another campus shared, “Providing financial incentive in the form of course release or a stipend or professional growth units or something like that shows people that the institution values equity and is willing to support people and train people and advise people in that regard.”

Institutions also incentivized and rewarded equity work by recognizing DEI-related activities and crediting them in faculty and staff performance reviews. One leader described efforts to change their performance review processes to include DEI work:

One of the projects that I’m working on right now is . . . to make sure that within the documents. . . [for] reviewing tenure cases . . . there is clear guidance for how we can almost credit and acknowledge and reward faculty who are doing DEI labor, including emotional labor, which they often perform sometimes based on their identity or their situatedness.

Another campus had already made considerable progress in changing their annual review processes. For their annual reviews, faculty at this campus can share how much time they spent in DEI-related service, how they put their efforts into making their teaching practices inclusive and equitable, or what efforts they have made to make their research projects responsive to the communities that are struggling for equity. Staff on the same campus are expected to report DEI-related events and training that they have participated in, DEI-related mentoring that they have provided, and how they have integrated DEI into their everyday practice. Staff are also given release time to attend DEI trainings and events. As this leader remarked, incentivizing and rewarding equity work helped embed it into campus culture:

This is a part of our values, and so we are going to ensure that you are striving towards that even if you don’t believe in it. And so thinking about—even incorporating it into annual reviews for faculty and staff. And it’s tied now to even raises and—those are things that—they’re human, and that’s something that they want to see. They want to do well. They want to continue to get these increases in pay and things like that.

5 More examples of changes to incentives and reward structures can be found in our report on accountability (Kezar, Holcombe, and Vigil 2022).

Campuses were still grappling with the best ways to reward shared or collaborative leadership—specifically, how to rethink performance and evaluation systems to recognize and reward leaders’ collaborative skills and to reward them for their participation in collaborative work. While campuses were still working on building capacity for shared leadership in this respect, incentivizing and rewarding DEI work built organizational capacity for the work by putting processes in place to encourage and sustain it.

New Messaging and Communication Processes

Establishing new messaging and communication processes was also an important tool to build organizational capacity for SEL work. These strategies established new processes to help campuses spread and sustain their SEL work. Across every campus in our study, leaders spoke about the importance of developing a communication or PR plan as a part of their DEI planning process to ensure that both internal and external campus stakeholders understand DEI goals, strategies, and approaches. For example, many campuses had made significant changes to their organizational structures to support more shared approaches to equity leadership, yet many stakeholders remained unaware of these changes. The impact of SEL is limited when it is not widely understood; leaders cannot participate in sharing leadership for equity if they don’t know about it. Leaders were working on developing more comprehensive messaging and communication strategies to accompany their work, as this leader described:

So there’s definitely I think a PR [public relations] thing, and so if we’re trying to increase capacity, increase people’s understanding and awareness, it’s almost like you’ve got to have a PR campaign that goes along with it so that people who are on the ground actually know, and when they want to be able to contribute that they can.

As this quote indicates, promoting awareness and understanding of a campus’s SEL approach is crucial for getting widespread participation. Establishing new processes for messaging and communication can help build organizational capacity.

Cross-Cutting Structures or Groups

Campuses also developed a variety of new structures or groups that cut across boundaries within their organizations. These structures could take many different forms, including summits, councils, or committees. The common threads among all these structures were that they created new dedicated space for collaborative DEI work to occur and brought together and supported disparate pockets of DEI work. These structures worked to mitigate the challenge of equity work in higher education being siloed or isolated in pockets across campus. These spaces also helped leaders think through potential workshops, trainings, and other professional development opportunities to strengthen collective and personal capacity for DEI. Structures could be campus-wide groups that bridged units and divisions, or they could be located within a single larger unit such as a college or school or a division of student affairs.

As noted, cross-cutting organizational structures helped pull together DEI work happening in separate pockets and allowed for more effective information-sharing and strategizing campuswide. They built capacity for equity work by creating new organization-wide spaces dedicated to DEI, and they also built capacity for shared leadership by creating collaborative spaces where shared leadership did not have to push against existing

hierarchical norms and structures. One leader described the process of using informal discussion groups to pull previously scattered DEI efforts together:

Any office, unit, division, department, school . . . that's doing some planning, whether it's a DEI-specific strategic plan or how to integrate DEI within a broader strategic plan . . . they've done it in such different ways and usually not in dialogue with one another. So, what I have been doing is . . . bringing those folks together and saying, "What do you think the lessons you learned were from doing this? What kinds of resources would have been helpful?" A lot happens in the discussion of it. Basically, they're talking about things that they haven't talked about outside of their units. The idea is that they're learning from one another, but I'm also picking up how to build an apparatus of support that will work for and that is based on the experiences of people who are already trying to do that work.

This leader (and their campus) were in the beginning stages of determining exactly what shape or form the "apparatus of support" would take. Creating discussion groups was a first step in developing structures that would cut across existing organizational boundaries.

Another new structure leaders described that cut across organizational boundaries was a campus-wide DEI summit. Like the discussion groups we described, DEI summits often served as precursors to more enduring and formal cross-cutting structures. They established a template for collaboration across units and divisions in service of equity work, as this leader noted:

We initially had a DEI summit so that all of the folks who've been doing many different things over many years could feel valued and bring those to the table . . . looking at the pockets of work that existed, and the senate had done a piece, and the English faculty had another piece, and the counseling faculty had another piece. And so we had a college-wide summit that was very successful and involved panels of people presenting what they had done successfully . . . and [now we are] looking at how we can integrate and then sequence our activities and . . . establish new ways of working that could leverage where people were, and not undervalue the wonderful contributions they've been making for years.

Strategies like DEI summits served as jumping-off points for longer-lasting processes of cataloguing and tracking existing efforts and looking for areas of collaboration and connection. It is also important to note that both DEI summits and discussion groups were used to get meaningful input from leaders who have been doing equity work on what more permanent cross-cutting structures could look like. Lifting and honoring existing work and the leaders responsible for it was a key strategy in making new structures effective.

Campuses also used cross-organizational structures to build capacity in the face of the very real pressures and challenges of rapid turnover of top-level leaders. One leader described how their campus established a council that brings together faculty, staff, and students to oversee progress on DEI strategic planning and hopefully maintain momentum in the face of leadership transitions:

The [council] . . . was created in part based on an insight that the predictable rapidity of senior leader turnover and the shortening of time cycles for strategic planning, capital campaigns, and all of that kind of pressure to condense strategic thinking



into smaller and smaller bits is not conducive to actual institutional transformation around some of the deeper intractable issues that especially DEI folks face. So, the [council] was trying to create a structure that could think longer-range and would be a consistency of developing institutional capacity for longer-range action and thinking. A resource to new leaders as they come in for that kind of continuity of longer-range strategic thought.

This council provided a space for longer-term strategic thinking that had not previously existed on campus. At the time of our data collection, the campus was undergoing the transition of a key senior leader and testing the efficacy of this structure.

Other campuses used cross-cutting structures as action groups or implementation groups, bringing together whichever experts have the knowledge and skills required to solve a particular challenge at a particular moment in time. These emergent and flexible groups are aligned with much of the business and management research on shared leadership, but this campus was using them in service of their equity agenda:

And rather than longstanding committees, we have more action-oriented, functional—cross-functional groups that get together, do what they need to do, and then go back to their respective areas. . . . There are lots of faculty and staff from a variety of areas that might get called in. We just think about, “who are the experts that we need around the table for particular issues?”

Cross-cutting structures were also developed within larger units or divisions on campus, such as within the student affairs division or within a particular school or college. These organizational units often have unique

cultures that differ from the larger university. Further, they are large enough to also have distinct subcultures within themselves (e.g., faculty and staff in a school, or first-year experience and career services in student affairs), which can make coordination difficult across the unit. Committees or groups focused on DEI work across the division or unit helped create dedicated space to discuss, plan, and bring together individuals from across the division to work toward common goals. These new structures supported DEI work in ways that had not previously existed.





On one campus, for example, a school of health sciences formed an anti-racist oversight committee to ensure that their work to promote an anti-racist environment within the school became institutionalized. The oversight committee was composed of roughly 60 individuals from across the school of health sciences. The committee provided a structure to bring stakeholders from across the school together and cut across departments within the school to establish a shared set of expectations for a new anti-racist way of operating.

We also saw examples of these within-unit structures in other divisions such as student affairs or business affairs that, like schools or colleges, can be quite large and complex. One student affairs division created a structure that reflected their organization's overall structure, in which each department within student affairs appointed a lead who was in charge of DEI work in that department. These leads came together on a regular basis to discuss their work and report on progress toward their strategic goals. Leaders in a large business and finance division also described how they created a structure to support collaboration and learning by bringing leaders across the division together to regularly discuss their common challenges and successes:

So we really established—worked hard to establish a community of leaders across our organization. So we engaged—I mean pre-COVID[-19], I will say, we engaged our expanded leadership team, which is about 160 leaders . . . [and] represents roughly the top three to four layers of leadership. And during the academic year, we convened them once a month for two and a half hours to do nothing but work on culture. And we would always make them sit with different people each time so that they would get to know people, there could be some cross-departmental sharing, and the folks that manage the bus drivers would be sitting with the people who manage the treasurer's office, and they could learn from each other and see where there were differences, but also where there were commonalities. And we really wanted to create this community of leaders who could share with each other and learn from each other.

These within-unit groups helped ensure both that progress was being made on DEI goals and that the work was effectively distributed and shared across the unit or division. Overall, cross-cutting structures and groups supported campuses in both embedding equity work more broadly throughout campus and in developing skills and spaces to shore up shared leadership.

TABLE 2. CAPACITY-BUILDING STRATEGIES AND GOALS

Strategies	Goals
 Personal: Individuals build knowledge, skills, and capabilities to do DEI work and to share leadership.	
Professional development training and workshops	<ol style="list-style-type: none"> 1. Allow participants to understand themselves and facilitate their personal journey 2. Develop participants' knowledge about DEI topics 3. Develop participants' capacity to engage across differences
Coaching, mentoring, and peer feedback	<ol style="list-style-type: none"> 1. Provide tailored knowledge, advice, and feedback in equity work 2. Facilitate their personal journey by having deeply personal conversations 3. Help newcomers to DEI work develop and grow quickly
 Personal and collective	
Storytelling	<ol style="list-style-type: none"> 1. Help leaders from non-marginalized backgrounds develop understanding and empathy for colleagues and students experiencing marginalization 2. Build solidarity, community, and belonging among leaders from minoritized and non-minoritized backgrounds 3. Motivate, inspire, and help people sustain their conviction that the equity work matters and is worth the challenges
 Collective: Leaders learn with and from others in a group or team setting as they build relationships and community to support both DEI work and shared leadership.	
Professional learning communities or communities of practice	<ol style="list-style-type: none"> 1. Build a critical mass of leaders 2. Share best practices and strategies 3. Build community and relationships among SEL leaders
Affinity groups	Build support networks, solidarity, and a sense of belonging by being in a community of people who share similar backgrounds
Healing circles	Allow participants to process, grieve, and heal from oppression and discrimination
 Organizational: Leaders create new systems, structures, and processes within which SEL occurs.	
Hiring, onboarding, and promoting diverse leaders	<ol style="list-style-type: none"> 1. Expand a pool of leaders who effectively engage in DEI work 2. Bring diverse voices and perspectives into the institutional decision-making on DEI work
Incentivizing and rewarding the work	<ol style="list-style-type: none"> 1. Motivate everyone, regardless of their level of commitment to equity work, to take part in the DEI work 2. Facilitate faculty and staff to be accountable for their DEI work 3. Allow them to use their normal work hours to do DEI work 4. Recognize and reward emotional burdens of the DEI work
New messaging and communication processes	Establish new processes to communicate and share about new SEL work
Cross-cutting structures and groups	<ol style="list-style-type: none"> 1. Pull together DEI work happening in separate pockets 2. Exchange experiences and perspectives 3. Look for areas of collaboration 4. Create centralized resources and information hubs 5. Provide a space for longer-term strategic thinking 6. Bring together whichever experts have the knowledge and skills to solve a particular challenge at a particular moment in time

Capacity-Building Strategies: Alignment with SEL Model

The capacity-building strategies we identified align with various aspects of the shared equity leadership (SEL) model (see figure 1) that we specified in our earlier reports (**personal journey, values, and practices**) (Kezar, Holcombe, et al. 2021); table 3 elaborates on this alignment. The personal and collective capacity-building strategies can all build capacity for leaders' **personal journeys toward critical consciousness**. For example, learning about and reflecting on identity, systemic and structural racism, equity and inequity, and other key DEI issues through professional development, training, and workshops builds leaders' critical consciousness. Participating in collective activities, such as affinity groups or healing circles, can help leaders along their personal journeys by learning from one another's experiences.

Many of the capacity-building strategies we identified were also aligned with specific SEL **values** and **practices**. These strategies sometimes required embodiment of a particular value to be effective, sometimes built capacity for a particular value or practice—and often did both simultaneously. In other words, capacity building strengthens SEL, while SEL makes capacity-building efforts more effective. For example, leaders participating in healing circles must be *vulnerable* and show *love and care* to their fellow participants—yet their participation in healing circles also strengthens and deepens these values. The value of *transparency* leads equity leaders to develop new comprehensive systems of messaging and communication about their SEL work so that the SEL work is more widely understood, which further enhances and spreads this value of transparency across campus. The strategy of storytelling requires *vulnerability* and *courage* for leaders to be open and share their personal stories of pain and joy of living and fighting through oppression; through storytelling, leaders inspire those who listen to their stories to further commit to equity work and build community and solidarity among leaders, which also deepen their values of love and care.

The personal and collective capacity-building strategies generally aligned with *developmental* and *relational practices*, as these strategies were all about individual and group learning and development of strong relationships. For example, the strategy of coaching and mentoring includes *developmental practices* such as *learning and helping others learn*—mentors or coaches help others learn, while mentees learn about DEI and SEL work. Further, coaching and mentoring requires *relational practices—building trust* and *cultivating positive relationships*—for effective learning and development to occur.

Additionally, some of the personal and collective capacity-building strategies were aligned with *practices that challenge the status quo* (i.e., *diminishing hierarchy, questioning, disrupting*). For instance, healing circles provide spaces to share experiences and emotions connected to living through oppression and give participants the opportunities to fully engage with and challenge the status quo that sustains systems of oppression. In healing circles, participants also actively diminish hierarchy and listen to those who are often silenced in a hierarchical structure of an institution. Similarly, affinity groups challenge the status quo by building community and solidarity among those from similar backgrounds, which becomes a driving force to create a new culture that centers on equity and collaborative work.





Organizational capacity-building strategies were aligned with *structural* and *communication practices*, as these strategies are aimed at changing processes, systems, and structures. They were also aligned with *practices that*



challenge the status quo, especially challenging the structures that sustain inequity. For example, the strategy of creating cross-cutting structures and groups is related to all three of these categories of SEL practices. Cross-cutting structures and groups create spaces within which leaders can work collaboratively to connect existing work across campus (*structural practice—making decisions with a systemic lens*). Cross-cutting structures and groups can also support long-term equity efforts and strategic thinking (*communication practice—setting expectations for the long term*). Finally, cross-cutting structures themselves challenge the status quo of equity work being siloed (*practices that challenge the status quo*).

As leaders reflect on their campus's capacity for SEL and think about the best ways to build capacity, they should also keep in mind these aspects of the SEL model. If, for example, they want to focus on strengthening relationships and building trust among leaders across campus, leaders should look to the personal and collective capacity-building strategies, rather than the organizational strategies. Conversely, if leaders want to prioritize making changes to hiring and accountability systems, they should not expect that personal strategies, such as workshops, will get them where they want to go. To be clear, all of these areas are important, and we are not suggesting leaders should focus on one to the exclusion of another. We do recommend ensuring that capacity-building strategies are aligned with goals and intended outcomes. The information in table 3 can help leaders think through this alignment.

TABLE 3. CAPACITY-BUILDING STRATEGIES: ALIGNMENT WITH SEL MODEL

Strategies	Personal Journey	Values	Practices
 Personal Capacity-Building Strategies			
Professional development training and workshops	✓	Self-accountability, humility	Developmental practices
Coaching, mentoring, and peer feedback	✓	Humility, comfort with being uncomfortable, self-accountability	Developmental practices relational practices, communication practices
 Personal and collective			
Storytelling	✓	Vulnerability, courage, love and care	Relational practices, communication practices, practices that challenge the status quo
 Collective Capacity-Building Strategies			
Professional learning communities or communities of practice	✓	Mutuality, creativity and imagination	Relational practices, developmental practices, communication practices
Affinity groups	✓	Vulnerability, love and care	Relational practices, developmental practices, practices that challenge the status quo
Healing circles	✓	Vulnerability, love and care	Relational practices, developmental practices, practices that challenge the status quo
 Organizational Capacity-Building Strategies			
Hiring, onboarding, and promoting diverse leaders	–	Creativity and imagination	Structural practices, practices that challenge the status quo
Incentivizing and rewarding the work	–	Creativity and imagination	Structural practices, practices that challenge the status quo
Messaging and communication processes	–	Transparency	Communication practices
Cross-cutting structures and groups	–	Creativity and imagination	Structural practices, practices that challenge the status quo, communication practices

Recommendations and Conclusion

Shared equity leadership (SEL) is an approach to DEI work that goes against normative ways of working in higher education. By embedding DEI throughout the institution to make it everyone's work—when traditionally it has been ignored, marginalized, or siloed in one role or one office—and by requiring collaborative and nonhierarchical approaches to leadership, SEL pushes the boundaries of traditional ways of operating. Because this approach is outside the norm, campuses must be thoughtful and intentional about building capacity to work in this new way.

Capacity must be built in two distinct yet overlapping areas—DEI and shared leadership. Building capacity for DEI means ensuring that leaders across the organization are familiar and comfortable with DEI principles and engaged on their personal journey toward critical consciousness, and it requires that equity-mindedness is embedded in organizational processes and policies. Building capacity for shared leadership means ensuring that individuals have the skills to navigate working collaboratively, that experimentation with collective processes is nurtured, and that organizational structures support collaborative ways of working.

Capacity must also be built at three different levels of the organization—the personal or individual level, the collective or group level, and the organization level. The personal level involves building knowledge, skills, and capabilities to do DEI work and to share leadership. Strategies to build personal capacity include professional development trainings and workshops; coaching, mentoring, and peer feedback; and storytelling. The collective level involves learning with and from others in a group or team setting, and it is inherently relational and social. Strategies to build collective capacity include communities of practice, professional learning communities, affinity groups, and healing circles. Building capacity at the organizational level involves creating new systems, structures, and processes to support DEI work and shared leadership. Strategies to build organizational capacity include establishing cross-cutting structures or groups; hiring, onboarding, and promoting diverse leaders; and incentivizing and rewarding the work.

While we found examples of all types of capacity building, our research broadly signals that campuses spend more time focused on individual capacity building than organizational and collective approaches and more time on DEI capacity building than capacity building for shared leadership. This result is unsurprising given that our organizations—and our society—are not set up in ways that encourage collective thinking, collaborative working, or shared leadership. Leadership development is almost always targeted at individual leaders, rather than at groups or collectives, and thinking about capacity building in terms of individual knowledge and skill development is the default. We strongly encourage more planning and thought to capacity building around shared leadership and capacity building at the collective and organizational levels, as they extend opportunity beyond top-level leaders and promote more inclusive processes and outcomes. Indeed, many of the necessary skills to be strong equity-minded leaders overlap with those necessary for operating in a shared leadership environment. For example, navigating disagreements and tensions, developing self-awareness and self-reflection, and cultivating trust and strong relationships are skills that are highlighted in research on both shared leadership and equity leadership (Kezar and Lester 2011; Kezar, Holcombe, et al. 2021; Kezar, Ramaley, et al. 2021; Pearce and Manz 2005; Williams 2013; Zhu et al. 2018).

Campuses that take the time to intentionally evaluate existing capacity and plan for how to fill gaps in capacity will be better positioned to implement SEL. We conclude with several recommendations for leaders thinking about ways to build capacity for SEL:

- Create a comprehensive capacity-building plan that explicitly targets capacity building for both DEI and shared leadership and at all three levels—personal, collective, and organizational (see Appendix A for a set of resources to help you develop a capacity-building plan).
- Inventory existing DEI professional development opportunities and build from there.
- Look for existing examples of shared leadership or collaboration on campus for ideas to enhance collective capacity building and capacity building for shared leadership.
- Examine the ways in which your current hiring, onboarding, and promotion policies prioritize diverse hires.
- Study the rewards and incentives policies on your campus to determine whether they explicitly reward collaborative work or prioritize individual accomplishments. Additionally, look at whether they recognize and reward DEI work.
- Create an evaluation plan to examine the effectiveness of different capacity-building strategies to ensure that time and resources are being used effectively and to determine the best ways to build capacity.

Appendix A: Developing Your Capacity-Building Action Plan

When thinking about how to build capacity for shared equity leadership (SEL), leaders should consider developing a comprehensive action plan that explicitly builds capacity for both DEI work and shared leadership and creates opportunities to build capacity at the personal, collective, and organizational levels. The following guidelines will help you and your team create a holistic, comprehensive plan rather than a series of piecemeal opportunities.

1. Begin with a reflection on existing capacity and capacity-building opportunities on your campus. You can also review our other [SEL tools and resources](#) for reflection and ideas. These may be especially helpful at the personal and collective levels and will build skills and capacity for both DEI work and shared leadership.
2. Inventory the capacity-building opportunities that already exist on your campus. Make sure you are examining opportunities at the personal, collective, and organizational levels and reflecting on whether current opportunities build capacity for DEI, shared leadership, or both. Identify where gaps exist.
3. Reflect on who can provide capacity building in areas where gaps exist—internal campus stakeholders, external groups, or both? See [Appendix B: SEL Capacity-Building Resource Library](#) for ideas on external opportunities and resources.
4. Develop an evaluation plan. Ensure that your strategies are aligned with your intended goals and outcomes.
5. Create a capacity-building timeline and prioritize your actions.

Action Planning Step One: Reflection and Brainstorming

Directions: Please use these reflection and brainstorming questions to get started on this work. You can also see our other SEL tools and resources for more ideas. This reflection can be completed individually or with a group, but we recommend that you at least share your answers with other colleagues even if completing the reflection individually.

Personal Capacity Building

- What type of personal capacity-building opportunities (e.g., professional development trainings, workshops, coaching, mentoring, storytelling) does your institution offer? Which have you engaged with?
- Choose one of the types of personal capacity-building methods you have participated in. What was especially impactful for you about this activity? (Consider modality, topics, speakers, length, repetition, and tools/resources.)
- What challenges or barriers do you anticipate when planning for personal capacity-building activities on your campus?

Collective Capacity Building

- What type of collective capacity-building opportunities (e.g., professional learning communities or communities of practice, affinity groups, healing circles, storytelling) does your institution offer? Which have you engaged with?
- Choose one of the types of collective capacity-building methods you have participated in. What was especially impactful for you about this activity? Why was it impactful and important?
- What challenges or barriers do you anticipate when planning collective capacity-building activities on your campus?

Organizational Capacity Building

- What organizational capacities already exist on your campus (e.g., cross-cutting structures, rewards and incentives that reflect DEI and/or shared leadership work)?
- What commitments, if any, exist around hiring a diverse group of leaders? You can look at the language that appears in mission/vision statements, strategic plans, etc., and compare it with demographic hiring data to begin these reflections.
- What organizational capacity-building opportunities do neighbor or peer institutions have? Could you adopt or adapt strategies from these other organizations?
- What challenges or barriers do you anticipate while strengthening organizational capacity on your campus?

Action Planning Step Two: Inventory of Existing Opportunities

Directions: Now that you've reflected on existing capacity and capacity-building opportunities, let's make it more specific and actionable. Work with a group of leaders to inventory where these strategies may already exist on your campus. Are they currently being used to build capacity for DEI, shared leadership, or both? If there are other capacity-building strategies we did not list here, please fill them in the blank spaces at the appropriate level (e.g., personal, collective, or organizational).

Level	Strategies	Examples on Campus (Be sure to name the program, the division/unit, and the participants.)	Purpose (DEI, shared leadership, or both)
Personal	Professional development training and workshops		
	Coaching, mentoring, and peer feedback		
	Storytelling		
Collective	Professional learning communities or communities of practice		
	Affinity groups		
	Healing circles		
Organizational	Cross-cutting groups and structures		
	Hiring, onboarding, and promoting diverse leaders		
	Incentivizing and rewarding the work		

Step Two Reflection Questions

1. Where is our capacity building currently the strongest? Look at both level (personal, collective, organizational) and purpose (DEI, shared leadership).
2. Where are there gaps in our existing capacity-building opportunities?
3. Have we identified any small programs that could be expanded?
4. Do we have evidence about efficacy or outcomes for any of these opportunities? How can we think about tracking effectiveness of capacity-building strategies as we move forward with our plan?

Action Planning Step Three: Determining Source of Capacity Building for Areas of Need

Directions: Please fill in the boxes in the left-hand column with the areas for which you need to build capacity (e.g., personal capacity building for DEI, organizational capacity building for shared leadership). In the middle column, list any internal resources you could draw upon to help you build capacity in this area, such as faculty experts who could host workshops on DEI content or student affairs staff with expertise in facilitating healing circles. In the right-hand column, list external resources you may need to draw upon to build capacity in this area, such as online courses or materials, books, or consultants (see [Appendix B: SEL Capacity-Building Resource Library](#) for ideas).

Area for Capacity Building	Internal Resources	External Resources

Action Planning Step Four: Evaluation Planning

Directions: It is important to think about how to evaluate the success of your capacity-building efforts in order to determine which activities to continue, scale up, or wind down. In this activity, work with your team to brainstorm what outcome you hope to accomplish with each strategy and what metrics you will use to define success.

Level	Strategies	Purpose (DEI, shared leadership, or both)	What Goal or Outcome Do We Hope to Achieve with This Strategy?	Metrics for Success
Personal				
Collective				
Organizational				

Action Planning Step Five: Timeline and Prioritization

Directions: First, make a list of all the capacity-building activities you would like to implement. Second, identify a timeline or time frame for implementing these activities. It could be a longer-term, comprehensive timeline such as a three- or five-year plan, or you could start with what you hope to accomplish this semester or this year (we recommend doing both!). Next, go through your list of activities and rank them in order of importance or urgency—you can do this individually and then compare with other members of your team to reach a final decision. Finally, create a calendar that aligns with your designated timeline and mapping your newly prioritized list of activities onto that calendar. We have included an example and a blank table that you can use to guide your work.

EXAMPLE: Capacity-Building Prioritization and Timeline for College of Arts and Sciences at Palms University

For the 2022–23 academic year, the College of Arts and Sciences at Palms University has prioritized four capacity-building strategies (starred in the following list). They will use the included table to map out their activities and goals for each strategy over the course of this year.

PERSONAL CAPACITY BUILDING

- Workshops on structural racism*
- Workshops on shared leadership*
- DEI leadership mentoring program

COLLECTIVE CAPACITY BUILDING

- SEL community of practice*
- Healing circles

ORGANIZATIONAL CAPACITY BUILDING

- New college-wide SEL council*
- Changes to performance evaluations to include DEI work and shared leadership efforts

Capacity Building for Shared Equity Leadership

Month	Capacity-Building Strategy	Action/Goal
August 2022		
September 2022		
October 2022		
November 2022		
December 2022		
January 2023		
February 2023		
March 2023		
April 2023		
May 2023		
June 2023		
July 2023		

Appendix B: SEL Capacity-Building Resource Library

This resource library includes resources that participants in our study described as helpful for building capacity for shared equity leadership (SEL) on their campus. While we do not necessarily endorse any particular resource in this library, we share these links as a starting point for campus leaders as they begin planning for SEL capacity building. The resources in this library are grouped into the following sections:

- General Resources on DEI Skill-Building
- Building Collaboration Skills and Shared Leadership
- Equitable and Inclusive Teaching
- Diverse and Equitable Hiring
- Incentivizing and Rewarding Equity Work
- DEI Strategic Planning and Reporting

General Resources on DEI Skill-Building

Racial Equity Institute

Racial Equity Institute offers a series of Racial Equity Workshops that you can host virtually at your institution. The workshops focus on analyzing institutional and structural forms of racism beyond individual racial and implicit bias. Its programs include:

Latino Challenge Workshop: A two-day workshop for people who work with and for Latino communities and are interested in examining how racism disempowers the communities and how we can address and end racial disparities.

Racial/Ethnic Affinity Group Development Process Consultation and Technical Assistance: Consultation and assistance to develop racial and ethnic affinity groups within your community and institution, where people can share unique collective experiences and begin the process of progressing into intergroup dialogue.

University of Southern California (USC) Race and Equity Center

This center at USC partners with higher education institutions across the United States to achieve equity goals and provides the following opportunities:

USC Equity Institute: An eight-week professional learning series through virtual modules for 20 leaders and/or faculty members on a single college or university campus.

Racial Equity Leadership Academy: In-person professional learning on USC's campus for higher education leaders and faculty members to elevate their skills in the practice of racial equity and to design strategic equity projects for their campuses.

Undoing Racism Workshops

The People's Institute for Survival and Beyond offers workshops that help participants understand the structures of class, power, privilege, and racism that hinder social equity and learn how to build effective multiracial coalitions.

The National Association of Diversity Officers in Higher Education (NADOHE) Conference

This conference for higher education professionals working to advance equity and inclusive excellence in higher education takes place each spring.

National Conference on Race and Ethnicity (NCORE)

NCORE takes place each spring and hosts higher education leaders, administrators, and other professionals to discuss racial issues and institutional changes in higher education.

Right to Be—Bystander Intervention Training

Right to Be (formerly known as Hollaback!) offers a series of trainings on how to intervene and prevent harassment on the streets and workplaces, how to de-escalate conflicts, and how to build resilience in the face of hardships. Some training is specific to support particular groups, such as Black, Asian/Asian Americans, Latino, and LGBTQ+.

Stand Up—Bystander Intervention Training

Stand Up offers a 10-minute digital training and a one-hour live training with experts on how to safely intervene in street harassment. It partners with Right to Be, a nongovernmental organization.

Self-Paced Learning: Webinars and Online Trainings

NCORE

NCORE offers webinars on demand where you can watch at your convenience and learn about effective strategies to improve racial relations in colleges and universities.

NADOHE

NADOHE offers webinars that are especially useful for higher education professionals who engage in the issues of diversity, equity, and inclusion on college campuses.

A²MEND Anti-Racism Institute

A²MEND hosted its Anti-Black Racism Webinar Series in November 2020 to have dialogue on the impacts of anti-Black racism on higher education institutions.

Toward an Anti-Ableist Academy

The University of Michigan held a monthlong virtual conference in October 2021, which focused on the issues of accessibility and anti-ableism on college campuses to advance equity for people with disabilities. Eleven one-hour-long conference videos are available.

“Anti-Racism Primer: What Can I Do?”

The Office of Organizational Learning at the University of Michigan offers this self-guided course designed to introduce the topic of anti-racism activism. [The quick-start guide](#) (pdf) includes resources, articles, videos, podcasts suggested to complete each week over a month.

Becoming Anti-Racist Resource

Rutgers University offers resources on this website to educate yourself about how to become anti-racist, including articles, books, videos, documentaries, and podcasts.

NCID Events, Seminars, and Symposia

In the National Center for Institutional Diversity’s archives, you can find recorded videos of past events, seminars, and symposia (since July 2020) focusing on racism, racial equity, and social justice research.

Books

- *White Fragility: Why It’s So Hard for White People to Talk About Racism*, Robin DiAngelo
- *The Person You Mean to Be: How Good People Fight Bias*, Dolly Chugh
- *A Black Women’s History of the United States*, Daina Ramey Berry and Kali Nicole Gross
- *Hood Feminism: Notes from the Women That a Movement Forgot*, Mikki Kendall
- *Ain’t I a Woman: Black Women and Feminism*, bell hooks
- *White Tears/Brown Scars: How White Feminism Betrays Women of Color*, Ruby Hamad

Building Collaboration Skills and Shared Leadership

Courageous Conversation

Courageous Conversation offers training, coaching, and consulting for institutions to facilitate effective interracial dialogues and address persistent racial inequities, using its Framework for Systemic Racial Equity Transformation.

National Summit for Courageous Conversation: This summit takes place each fall for educators, civic and community leaders, and professionals to engage in conversation about racial equity and systemic racism.

Courageous Conversation Academy: A series of online courses to learn how to transform institutional culture through the lens of racial equity.

Courageous Conversation Certification Program: Two comprehensive certification programs offered to build individual knowledge, skills, and passion to engage in racial equity work and to facilitate courageous conversations.

Seminars, Coaching, and Consulting: Topic-specific seminars, coaching that helps clients navigate a current racial-equity issue, and consulting that guides them to navigate predictable issues and redesign policies and practices within their institutions.

Truth, Racial Healing & Transformation (TRHT) Campus Centers

The American Association of Colleges and Universities partners with institutions to implement TRHT framework from the W.K. Kellogg Foundation, helping communities to eliminate a belief in a hierarchy of human value and promote racial healing.

Consultations and Training for Intergroup Dialogue

The Program on Intergroup Relations at the University of Michigan offers onsite workshops, consultation, and coaching customized to specific needs, goals, and interests.

Book

- *Emergent Strategy: Shaping Change, Changing Worlds*, adrienne maree brown

Equitable and Inclusive Teaching

Creating an Inclusive and Supportive Learning Environment

The Association of College and University Educators (ACUE) offers this micro-credential course with five modules that help educators learn strategies to create an equitable learning environment.

Inclusive Online Teaching

ACUE provides other resources on inclusive online teaching, including past webinar videos and its Inclusive Teaching Practices toolkit.

USC Equity-Minded Teaching Institute: USC Race and Equity Center offers this six-week program with weekly sessions where faculty can learn about how to embed equity-minded principles into their teaching practices to create racially conscious and equity-minded classrooms.

Equity-Focused Teaching

The Center for Research on Learning and Teaching (CRLT) at the University of Michigan describes the concept and practice of equity-focused teaching and shares resources that help faculty and instructors cultivate equitable learning environments for students.

Inclusive Teaching

The College of Literature, Science, and the Arts at the University of Michigan offers comprehensive resources that help educators apply inclusive teaching in the classroom, including focused activities and guides for online courses, large courses, and science, technology, engineering, and mathematics (STEM) courses, as well as practicing anti-racist pedagogy.

Inclusive Teaching in Engineering

CRLT-Engin at the University of Michigan focuses on engineering teaching and provides a range of resources that help faculty and instructors for engineering incorporate inclusive teaching practices in their classrooms.

Online Equity Affirmation and Anti-Racism Strategies

This document developed by Foothill College serves as a tool that helps online course instructors develop, incorporate, and implement anti-racism strategies in their online classrooms.

Inclusive Pedagogical Strategies

This University of Richmond web page introduces the ideas of inclusive pedagogy and the faculty cohort program that promotes inclusive teaching practices across campus.

Diverse and Equitable Hiring

STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence Committee)

The STRIDE Committee at the University of Michigan provides information and resources to identify and recruit diverse candidates for faculty positions. Although the committee only works internally, this web page provides resources that are useful for leaders at other institutions, including workshop slides, recommended readings, applicant and candidate evaluation tools, and more.

Recruiting for Staff Diversity

The Office of Organizational Learning at the University of Michigan offers resources to recruit, onboard, and retain a diverse staff community. Some of the tools might be unavailable to the external audience, but the website still presents useful advice, information, and resources for the leaders in other institutions.

Diversity and Search Advocate Guidelines

This document outlines the processes and expectations of for search committee members participating in faculty searches to function with an awareness of the equity, diversity and inclusion goals implemented at the University of Richmond.

USC Racial Equity Faculty Hiring Institute: A five-week program with weekly sessions where you can learn how to practice racial equity in the faculty hiring process.

Anti-Racism Tenure-Track Faculty Hiring Program

The Office of the Provost at the University of Michigan shares its anti-racism faculty hiring initiative on this website.

LSA Collegiate Fellows Program

This program recruits early career scholars who are committed to advance diversity, equity, and inclusion and prepares them for tenure-track appointments in the liberal arts colleges at the University of Michigan.

Incentivizing and Rewarding Equity Work

Faculty Performance Evaluation

This document is an example of faculty performance evaluation used by the University of Michigan Medical School. The assessment acknowledges the DEI contributions and impacts of a faculty member under evaluation.

DEI Strategic Planning and Reporting

DEI Strategic Planning Toolkit

This website provides a toolkit, grounded in experiences and insights from the University of Michigan, to help university leaders at any institution with DEI strategic planning and implementation. This toolkit covers a wide range of topics, from DEI planning to implementation to evaluation.

Examples: DEI Strategic Plan Reports

University of Richmond—*Making Excellence Inclusive*

Faculty and Staff Development Report

Student Support Services Report

University of Michigan's DEI Annual Progress Report

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