**Equipping the Future: Now is the Time for Inclusive Leaders**

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The number of bias related incidents on college campuses continues to rise. The Anti-Defamation League’s (ADL) Center on Extremism reports 346 incidents — including the distribution of flyers, stickers, banners, and posters — of hate and bias propaganda on campuses since Sept. 1, 2016. Two hundred and sixteen colleges and universities have been affected in 44 states and the District of Columbia (Bauer-Wolf, 2019; Nelson, 2019). Dr. Shaun Harper spoke about the issues associated with homogenous groups like National Panhellenic Conference member groups in his closing keynote at the 2019 AFA Annual Meeting in Anaheim, CA. He showed us data indicating the struggles students of color experience on college campuses. Dr. Harper highlighted reports from across the country where fraternity/sorority members were centered as the offenders. These facts cannot be ignored. They require action.

At Kappa Kappa Gamma, these actions began at their 2016 Convention, with a resolution establishing a Diversity, Equity, and Inclusion Task Force. Two years later, they invited Lawrence Ross to share a version of his “Blackballed” lecture at the 2018 Convention. The next-step decision was made to create comprehensive education tackling diversity, equity, and inclusion to be delivered at the chapter level. Kappa Kappa Gamma was already delivering facilitator-led programming tackling alcohol, mental health, and sexual misconduct — this addition made sense. Cultivating inclusive leaders who could drive conversations not simply within their chapters, but on campus and beyond was the priority. Recognizing the wide array of chapters, collegiate member demographics, and commonly misheld beliefs surrounding the concepts of diversity and inclusion, it was important to take a research-based approach.

**The Curriculum**

In fall 2019, the program “Are You Ensuring Everyone’s Asked to Dance? Doing Your Part” was piloted. The name of the program is derived from a quote attributed to Vernā Myers to distinguish diversity and inclusion, “Diversity is being invited to the party; inclusion is being asked to dance.” Utilizing the Six Signature Traits of Inclusive Leadership: Thriving in a Diverse World (Deloitte, 2016) as the framework — curiosity, cultural intelligence, collaboration, commitment, courage, and cognizance of bias — the highly interactive program seeks to ensure participants are equipped to serve as inclusive leaders. The curriculum is designed to build on itself by addressing the distinctions between diversity and inclusion, exploring identities and their intersectionality. This content lays the foundation to discuss privilege, cultural appropriation, and microaggressions. During the second half of this two-hour workshop, participants unpack unconscious/implicit bias and how to show up
strong as an ally and engage, not sitting idly by as a bystander. Finally, participants are asked to examine their own actions within the chapter and commit to reconciling a self-identified gap in their leadership practice.

The Results
Utilizing a pre- and post-assessment, facilitators are set up to engage chapters in a tailored manner, allowing them to spend time focusing on specific content needing the most education and conversation. In understanding microaggressions, ninety-seven percent of respondents reported a recognition that they “can contribute to preventing incidents of bias through the language that I use.” This was a nine percent increase from the pre-assessment. Related to cultural appropriation, there was a ten percent increase in respondents recognizing, “Images of people dressed in costumes, or styling their hair, from cultures that are not their own can contribute to cultural appropriation.” Engaging in meaningful, interactive programming yielded results —eighty-three percent or higher indicated they felt more equipped to address actions of their sisters that do not foster an inclusive environment and situations where someone engages in cultural appropriation. The most significant point of pride is that respondents felt eighty-three percent more empowered to serve as a leader in addressing the topics of the program within their community. Programming of this type is needed. It matters. However, it cannot stand alone. We must be prepared to address diversity and inclusion comprehensively.

Next Steps
Although the implementation of facilitator-led programs is important, that cannot be the only education that exists regarding these concerns. Kappa Kappa Gamma has also integrated education on using inclusive language, as well as understanding sex, gender, and sexuality onto their online learning platform. For education to be successful, programming cannot be presented in a vacuum, but instead must be part of a multipronged, strategic approach to comprehensive education.

This approach informs the educational outcomes designed for Kappa Kappa Gamma’s inaugural service learning trips; both for alumnae and for collegians. It’s important to note that many times, the need for service is a result of social inequality. In order to truly address the “why” behind service, we must address the social inequalities creating the need for service to exist. Kappa Kappa Gamma is clear in the intended outcomes of their service learning trips, which include:

- **Understanding** privilege and oppression and how they are manifested in society.
- **Recognizing** personal privileges and identities and their role in systemic inequities.
- **Committing** to using your position of power and privilege to support the experiences of others.
- **Inspiring** other members and those around you to be active, civically engaged citizens.
● **Connecting** with a diverse group of individuals (racially, culturally, and socioeconomically).
● **Reflecting** on the importance of service and why it is critical to the development and success of others and the community around us.

2020 Diversity, Equity, and Inclusion Institute

Kappa Kappa Gamma and the Cross Cultural Fraternal Advisors Institute (CCFAI) Collaborative are excited to partner to host the inaugural Diversity, Equity, and Inclusion (DEI) Institute in May 2020. The institute is open to professional staff working for a National Panhellenic Council (NPC) member group, as well as their volunteer counterparts who focus on DEI initiatives within their role. It will address the unique dynamics, challenges, and issues NPC groups face in developing, implementing, and addressing diversity, equity, and inclusion policies, programming, and initiatives to impact their organization’s culture. An impactful and engaging two-day professional development, full-immersion experience will focus on history, DEI educational design components, and tackling more specific areas (e.g., macroaggressions, responding to bias-related incidents, self-educating methods, and assessments).

For too long, historically white organizations have found themselves as the catalyst of outright acts of bigotry and violence. It’s no longer acceptable to simply say we aren’t a part of the problem, but we must be a part of the solution. We cannot claim individual acts or chapters do not reflect the greater values of the organization, when the organization does nothing to educate its members on the values of diversity, equity, and inclusion. Until this education is not only available, but prioritized, we cannot be surprised when acts of bias and violence continue to occur. It is time for groups to prioritize this education, the same groups prioritize risk management, fraternity history, or growth. We challenge all groups to not only listen to the words of Dr. Shaun Harper from the 2019 Annual Meeting, but to commit to further understanding our role in addressing these concerns. Now is the time to build inclusive leaders and organizations.

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leadership. When she is not working, she loves spending time with her partner, Chris and two fur-kiddos, Spot and CoCo.

Alex Dudek serves as the manager of education programs and training at Kappa Kappa Gamma Fraternity Headquarters in Dublin, Ohio, where he is responsible for the development and implementation of the fraternity’s educational programs and harm prevention initiatives. Alex received his Bachelor of Arts from Bowling Green State University in 2014, and his Master of Education in college student affairs leadership from Grand Valley State University in 2016. Prior to working at Kappa Kappa Gamma, Alex served as the assistant director for fraternity/sorority life at the University of North Carolina, Charlotte. He lives in Columbus, Ohio, and is a member of Pi Kappa Phi.

Hillary Paulsen is a member of Delta Zeta and currently works for the National Panhellenic Conference as the director of educational initiatives. In this role, she develops programming and officer training, educational curriculum, leadership, and prevention programming. Hillary received her Bachelor of Arts degree from Baldwin Wallace University in 2012, and her Master of Education in college student personnel from Ohio University in 2015. Prior to working at the National Panhellenic Conference, Hillary worked at Kappa Kappa Gamma as the education programs & training manager where she created and implemented a harm prevention series comprised of four rotating programs that addressed topics including alcohol, sexual assault, mental health and diversity, equity and inclusion. Hillary currently lives in Columbus, Ohio with her husband, Tyler, their newborn triplets, Liam, Peyton, and Reese, and their two fur animals, Nala and Tucker.
References
