UCCS Diversity Strategic Plan 2007

Appendix I— Action Plans 2007-2008

UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

This section details the implementations plans for each priority action for 2007-2008 including the responsible agents, implementation steps, resources, measurable targets, and accountability process.

I. ACTION AREA: INCLUDING DIVERSITY

A. Strategic Recommendation: Student Retention

UCCS faculty, staff, and students will take shared responsibility for enhancing diversity by integrating student retention into all aspects of university life.

1. Priority Action 2007-08— Evaluate the retention of diverse students by college and department to identify specific challenges and strategies **(I-A-1)**

Responsible Agents
Office of Institutional Research
Student Retention
Department Chairs
Deans

Implementation Steps
Develop methodology for comparing entrance and exit surveys
Organize evaluation of data by broader group working on retention
Evaluate by broader groups
Disaggregate data by college
Engage deans and departments in discussion of retention within each college
Acquire data for retention beyond first year

Resources
Support request for Assistant Director of Retention to be involved in this activity

Measurable Targets
Establish campus methodology for tracking retention
Develop strategies tailored to each college
Identify at-risk groups earlier for intervention

Accountability Process
Institutional Research
Student Retention
Vice Provost for Diversity

2. Priority Action 2007-08— Create continuing connection with students from underrepresented populations—for example, bridge support for students from such programs as Pre-collegiate and Smartgirls who choose UCCS, support in first year, student employment, and relationship building with faculty, staff and peers throughout college career **(I-A-2)**

Responsible Agents
Office for Student Multicultural Affairs and Outreach
Director of Pre-collegiate Development Program
Student Retention
LIONS
Student Success

Implementation Steps
Provide information on pre-collegiate students who attend UCCS to Office for Student Multicultural Affairs and Outreach
Strengthen mentorship and other support programs

Resources
Build resources available from Office for Student Multicultural Affairs
Assign Assistant Director for Student Retention to support these programs

Measurable Targets
Participation and retention rates for students from underrepresented populations
Link students from pre-collegiate programs with ongoing support

Accountability Process
Director of Student Multicultural Affairs and Outreach
Student Retention Office

3. Priority Action 2007-08— Develop menu of diverse opportunities for faculty and staff to engage with students as a part of their work **(I-A-3)**

Responsible Agents
Student Success
Student Multicultural Affairs
LIONS
Student Life

Implementation Steps
Develop categories of faculty/student engagement: social events, collaborative research, service learning, professional development, university service
Publicize opportunities for student engagement with faculty and staff

Resources
Existing faculty and staff

Measurable Targets
Increased participation rates for faculty and staff in mentorship and other student support programs
Increased student contact with faculty outside the classroom

Accountability Process
Colleges
Departments
Employment Units

4. **Priority Action 2007-08**— Communicate the experience of diverse students at UCCS to reinforce the unique identity of our campus **(I-A-4)**

Responsible Agents
Office of Campus Activities-
Student Life
Student Success
Marketing
Recruiting

Implementation Steps
Publicize the diversity of students who make up UCCS with series of visible student profiles that are displayed on campus
Create an electronic scrapbook that conveys the same information to virtual audiences

Resources
Student Life
Office of Campus Activities

Measurable Targets
Introduce and organize student profile program

Accountability Process
Vice Chancellor for Student Success

B. **Strategic Recommendation: Faculty Retention**
Commit resources to initiatives that focus on retention of diverse faculty

1. **Priority Action 2007-08**—Evaluate faculty retention by department to identify patterns and challenges **(I-B-1)**

Responsible Agents
Institutional Research
Human Resources
Vice Provost for Diversity
Provost
Deans

Implementation Steps
Compile retention data for all faculty members for the past ten years, broken

down by gender, race, college and department
Develop methods for assessing the reasons faculty left UCCS (past five years)
Ask responsible administrators and Human Resources to analyze this information and to develop actions for improving retention, particularly among underrepresented faculty

Resources
Existing Staff resources

Measurable Targets
Assemble historical database
Establish method for understanding why faculty leave
Establish process for analysis and follow-up

Accountability Process
Provost
Human Resources
Vice Provost for Diversity

2. Priority Action 2007-08—Conduct exit interviews of faculty members from underrepresented groups that leave UCCS **(I-B-2)**

Responsible Agents
Human Resources
Institutional Research

Implementation Steps
Research the types of surveys used on other campuses
Determine type of survey to use (online, face to face, mailed, paper)
Determine what questions to use based on samples
Design methods for compiling and analyzing data
Determine how far back to go, or just start from this point forward
Design methods for compiling and analyzing data
Involve Deans in study design
Implement survey, collect and review data annually
Evaluation of findings by Provost, Vice Provost for Diversity and Deans

Resources
Staffing within Human Resources and/or Institutional Research

Measurable Targets
Adopt methodology and begin exit surveys
Create process for analysis and follow-up

Accountability Process
Provost
Deans
Institutional Research

3. **Priority Action 2007-08**— Establish guidelines for departments to value diversity within the process of merit and promotion consistent with departmental criteria and regental standards **(I-B-3)**

Responsible Agents
Deans
Deans' Review Committees
College Diversity Catalysts
Chairs
Faculty Minority Affairs Committee

Implementation Steps
Deans, Deans' Review Committees, College Diversity Committees/Task Forces, get input from Faculty Minority Affairs Committee on possible guidelines to implement
Deans work with chairs to disseminate to department level
Chairs work with faculty to implement within department

Resources
Faculty Minority Affairs Committee
Examples from other campuses

Measurable Targets
Guidelines suggested to Deans by Faculty Minority Affairs Committee
Guidelines within colleges established by Deans, Deans' Review Committees, College Diversity Committees/Task Forces
Guidelines disseminated to Chairs
Guidelines established within departments by Chairs and faculty
Guidelines used by Chairs, Deans' Review Committees, and Deans to determine merit and promotion

Accountability Process
Chairs
Deans
Provost

C. **Strategic Recommendation: Staff Retention**
Commit resources to initiatives that focus on retention of diverse staff in state-classified and professional-exempt positions

1. **Priority Action 2007-08**—Evaluate staff retention by job types—including entrance and exit interviews **(I-C-1)**

Responsible Agents
Human Resources
Institutional Research

Implementation Steps
Identify relevant traits to be measured (race, ethnicity, disability, age, etc.), and determine the categories within each trait
Identify relevant categories of job type (professional vs. classified), job level, and position
Measure average length of service for all staff who have left in the past five years
Prepare averages and other relevant information from data on each trait/category
Interpret the findings to determine differences in retention among different groups by job category.
Develop specific questions related to diversity to be included in entrance and exit interviews, including reasons for seeking employment and reasons for leaving.
Utilize existing exit interview forms used in HR departments as a resource for developing the questions
Put these in a survey format for entrance interviews
Implement these questions in entrance and exit interviews
Consolidate responses to these questions into a document (annually or other relevant time frame)
Review the responses to these questions to determine the extent issues related to diversity impact staff decisions to seek employment or to leave UCCS

Resources
Hiring data (use to identify relevant traits and categories of interest)
Personnel data

Measurable Targets
Document the degree to which different groups of staff have different rates of retention
Determine the degree to which issues related to diversity affect the decision of different groups of staff to join UCCS and affect the decision to leave UCCS

Accountability Process
Human Resources
Associate Vice Chancellor for Administration & Finance

2. **Priority Action 2007-08**—Establish guidelines for valuing diversity in the merit and promotion process within state classified and professional exempt systems **(I-C-2)**

Responsible Agents
Campus Leadership
Vice Chancellor for Administration and Finance
Human Resources
Staff Council
Appointing Authorities

Implementation Steps
Develop a statement that can be included in both classified and exempt professionals' annual evaluations that describe the criteria and rationale for the way that the staff members will be assessed according to their contribution to diversity of the university
Determine the amount diversity contributions will be factored into the overall annual review (i.e., what percent of the overall evaluation will be related to diversity?)
List specific actions that a staff member can take to fulfill the criteria according to how their diversity contribution will be assessed (i.e. participation in certain activities or events, membership in certain organizations, completing training or other classes that include a significant learning objective related to one or more aspects of the diversity strategic plan)
Review the diversity contributions at the time of the annual review as an element of the overall review
Determine the amount that the diversity contributions will be weighted in promotion decisions
Supervisors will need to ensure that staff have adequate opportunities to make diversity contributions
Utilize cumulative diversity contribution factor (as documented on the annual reviews) as one of the criteria for promotion

Resources
Existing Resources

Measurable Targets
Establish process for valuing contributions to diversity strategies in performance evaluations
Create method to track campus-wide contributions to diversity strategies by job-type, level, and organizational unit

Accountability Process
Incorporated within annual review process

3. Priority Action 2007-08—Build inclusive programs for professional development and advancement for staff **(I-C-3)**

Responsible Agents
Leadership Team
Vice Chancellor for Administration and Finance
Human Resources
Staff Council
Appointing Authorities

Implementation Steps
Research and create a list of all professional development classes being taught on this campus or by the CU system that include a significant objective related to the diversity strategic plan
Determine how many staff members complete such UCCS classes using their employee benefits
Survey the number of staff members who have an interest in completing such classes
Determine how many staff members would prefer to audit rather than enroll in such UCCS classes for credit
Develop additional three-credit hour auditing option for staff to meet diversity strategic plan goals for professional development and advancement

Resources
Classes must be available for staff to attend classes for professional development
Leadership must approve the auditing option and additional 3-credit hour option

Measurable Targets
Increased participation of staff members in professional development classes.

Accountability Process
Associate Vice Chancellor for Administration & Finance
Vice Provost for Diversity
Appointing Authorities

D. Strategic Recommendation: Campus Climate

UCCS will have a campus climate that is inclusive of everyone and provides an environment of mutual respect.

1. Priority Action 2007-08— Introduce program for universal orientation and ongoing educational activities to develop awareness, knowledge, and skills about diversity, inclusiveness and cultural competency for all UCCS constituencies as recommended by the Building Inclusiveness Group in Appendix II **(I-D-1)**

Responsible Agents
Vice Provost for Diversity
Matrix Center
Human Resources

Implementation Steps
See BIG (Building Inclusiveness Group) Report in Appendix II

Resources
New position for Training Coordinator
Consultation and Training fee for trainers

Measurable Targets
Appoint Interim Training Coordinator
Establish training team
Establish content of training curriculum

Accountability Process
Vice Provost for Diversity

E. Strategic Recommendation: Resolving Conflict and Addressing Discrimination

The campus will vigorously and consciously address any discrimination and/or conflict related issues.

1. Priority Action 2007-08—Establish Ombuds office as a independent clearinghouse for issues that arise among students, staff, and faculty, mediating conflicts and providing independent and confidential advice on the proper course of action—this office would also identify groups that feel marginalized within the campus community **(I-E-1)**

Responsible Agents
Chancellor
Vice Chancellor for Administration and Finance
University Counsel
Vice Provost for Diversity

Implementation Steps
Identify appropriate unbiased actors to work in ombuds roles (possibly retired staff and/or faculty compensated part-time)
Appoint coordinator of ombuds office and assure independence
Build support for ombuds office with university counsel, colleges, dean of students, faculty assembly, staff council, student government
Obtain support from CU System and/or other campuses to establish policies and procedures
Dedicate office space and administrative support
Keep records of trends or multiple issues with certain people or departments
Point out patterns of problems/complaints to administration

Provide for evaluation by other campus units involved in grievance and conflict resolution.

Resources
Human and financial resources to establish office
Effective collaboration with existing mechanisms for conflict resolution
State of Colorado
Ombuds offices at other campuses

Measurable Targets
Establish ombuds process that is accessible to staff, faculty, and students
Establish coordination with other mechanisms for conflict resolution
Provide information to administration on recurring issues

Accountability Process
Chancellor
Vice Chancellor for Administration and Finance
Vice Provost for Diversity
Academic Deans
Dean of Students

II. ACTION AREA: BRINGING DIVERSITY

A. Strategic Recommendation: Student Recruitment and Outreach

All members of the university community will take active roles in UCCS outreach and recruitment efforts to enhance student diversity to reflect the diversity of Colorado.

1. Priority Action 2007-08—Create campus oversight team for diversity recruitment representing all colleges and student success—the team will inventory and analyze current recruitment practices, gather data to determine student priorities, and coordinate recruitment activities **(II-A-1)**

Responsible Agents
Vice Chancellor for Student Success
Institutional Research
Diversity Foundations
Admission & Records
Deans

Implementation Steps
Contact all Deans and Vice Chancellor for Student Success, explaining purpose and expectations of oversight team
Request appropriate representative from each College for team
Determine appropriate representative from Student Success Division
Request representative from Admission & Records and Institutional Research
Coordinate meeting schedule for team

Resources
Request funding/stipend/work off-load for team members, as appropriate

Measurable Targets
Create recruitment oversight team.
Analyze and coordinate recruitment practices across campus

Accountability Process
Provost
Vice Chancellor for Student Success
Vice Provost for Diversity
Deans
Student Recruitment

B. Strategic Recommendation: Community Engagement

UCCS will create a welcoming environment for individuals and groups from outside the campus community and actively engage with diverse local, national and international communities.

1. **Priority Action 2007-08**— Convene a campus-wide committee to develop a comprehensive publicity effort to promote, advertise, and coordinate community and campus activities throughout the calendar year—this action will allow every UCCS community the ability to promote itself to the internal and external communities in a fair, equitable, comprehensive and professional manner. **(II-B-1)**

Responsible Agents
Chancellor
Diversity Foundations Committee
Director of Student and Community Engagement
Representative from each College
Web Services Department
Office of Campus Activities (OCA)
Recruitment Office – to reach potential students
University Relations Department
Parking Services

Implementation Steps
Disseminate "How-to" manual (see II-B-3) for promoting events, departments, and communities within UCCS to all internal and external populations
Develop protocol and accountability measures to insure advertising and promotion of community engagement procedures to encompass the needs of all diverse populations internally and externally
Develop a "best practices" plan for events that can be replicated and disseminated within each college
Develop one website which will promote ALL internal and external community events in the same manner

Resources
Administration
Public Relations
Web Design

Measurable Targets
Best-Practices Plan for community events
Web Site

Accountability Process
Chancellor and Executive Team

2. **Priority Action 2007-08**— Create contact information list of diverse community groups and organizations to invite to campus to events and/or as resources, and for outreach by members of the university community **(II-B-2)**

Responsible Agents
University Relations
Director of Student and Community Engagement
Student Multicultural Affairs Office

Implementation Steps:
Gather information from various resource people on campus and in community in order to generate list
Generate list, including full contact info, and circulate for input and suggestions
Send a letter to organizations on the list to inform them of UCCS outreach efforts

Resources
Web resources
Faculty and staff

Measurable Targets
Complete contact list
Send initial contact letter to list

Accountability Process
Chancellor and Executive Team

3. **Priority Action 2007-08**— Create "how to put on a public event" packet and identify the "go to" person/office for questions related to how to successfully host an events on campus, including how to publicize the event both on campus and in the community **(II-B-3)**

Responsible Agents
University Relations
Office of Campus Activities
Director of Student and Community Engagement

Implementation Steps
Generate list of what should be included in "how to" packet
Generate list of best practices regarding event planning on our campus
Gather necessary resource-people to make contributions to the "how to" packet
Gather material, compose, and revise "how to" packet
Distribute "how to" packet—electronically and as hard copies
Hold forum and/or workshops to educate UCCS community about the "how to" packet

Resources
Gathering of the necessary resource people on campus
Funds to print up hard copies of packet
Assign responsibilities to Director of Student and Community Engagement

Measurable Targets
Collaboration of resource people
Creation of packet
Dissemination of packet and ideas in forums and workshops

Accountability Process
Chancellor
Leadership Team
University Relations

4. **Priority Action 2007-08**— Create university speakers bureau and publicize to diverse communities **(II-B-4)**

Responsible Agents
Provost
Vice Provost for Diversity
Director of Student and Community Engagement

Implementation Steps
Make general call to faculty and administrators for volunteers to make public presentations at UCCS or at community events
Generate list of willing participants—note the range of topics for presentations
Generate list of community organizations to invite to lectures (see Priority Action II-B-2)
Create annual schedule of public lectures on campus and in the community

Resources
Define responsibilities of Director of Student and Community Engagement
Promotion of speaker bureau within the colleges

Measurable Targets
Generate list of campus speakers
Track UCCS participation in diverse community

Accountability Process
Provost
Vice Provost for Diversity
Deans
Director of Student and Community Engagement

5. Priority Action 2007-08—Coordinate UCCS representation at diverse community banquets and events throughout the year–budget resources and identify administrators, faculty and staff to represent the campus **(II-B-5)**

Responsible Agents
Chancellor
Provost
Vice Provost for Diversity
Director of Student and Community Engagement
Office for Student Multicultural Affairs and Outreach

Implementation Steps
Make general call to faculty and administrators for volunteers to represent UCCS at community events
Generate list of willing participants—note the appropriate categories and levels of representation
Generate list of annual events to aim for UCCS representation (i.e. Cinco de Mayo, Urban League, Hispanic Chamber of Commerce, NAACP, Pueblo Hispanic Foundation, Inroads
Access resources to fund table and sponsorship at various events annually

Resources
$18,000-20,000/ annually. Estimated cost for UCCS to attend and sponsor approximately 6 events at $3000 per event cost
The management and organization of these activities could be one of the responsibilities of a Campus Diversity Coordinator

Measurable Targets
Completed list of community events
Allocated budget
Establish pool of UCCS representatives

Accountability Process
Provost
Vice Provost for Diversity

6. **Priority Action 2007-08——** Encourage community members to visit the campus and assist prospective students by installing and staffing a visitor's center booth near one of our entrances on Austin Bluffs for drive-up information about the campus and parking. **(II-B-6)**

Responsible Agents
Vice Chancellor for Administration & Finance
Facilities Planning
Public Safety would be responsible for staffing and maintaining the booth

Implementation Steps
Evaluate the feasibility of information booth in terms of physical facility and staffing
Obtain approval and funding from the Chancellor
Determine appropriate site
Train the people who staff the booth

Resources
Physical facility for the booth
Training for staff
Ongoing staffing

Measurable Targets
Evaluate the feasibility of information booth in terms of physical facility and staffing

Accountability Process
Vice Chancellor for Administration and Finance
Chancellor

7. **Priority Action 2007-08—**Continue to create a more user-friendly UCCS website to provide diverse audiences with easy access to the entire campus website including information on colleges, campus life and admissions processes **(II-B-7)**

Responsible Agents
Web Services, Information Technology
Campus Webmasters Committee
Disability Services (in consulting role)
Campus Marketing Committee

Implementation Steps
Campus Webmaster convenes regular meetings of those who maintain major UCCS websites—the UCCS Webmaster Committee
UCCS Web Master Committee promotes consistent look across all colleges using current logos and branding tools
Enforce web standards to assure that campus pages are accessible to all web users including users with physical disabilities
Gather regular and diverse feedback from web site users—for example, focus groups with prospective students and parents, current students, staff & faculty
Assess the effectiveness of campus website on a semi-annual basis including multicultural appeal and accessibility
Identify cultural barriers—such as English proficiency— that reduce website effectiveness

Resources
Research support for focus groups
Consulting from Disability Service

Measurable Targets
Track increases in usage of UCCS website
Continue to incorporate feedback mechanisms within website
Establish process for gathering feedback from the full range of users and respond through redesign

Accountability Process
Information Technology, UCCS Web Master Committee and Campus Marketing Committee

C. Strategic Recommendation: Recruitment of Diverse Faculty

UCCS will increase representation of underrepresented populations throughout the university's faculty to reflect the diversity of the state.

1. Priority Action 2007-2008—Institutionalize funding for the "Policy to Promote Faculty Diversity" to assist departments in the recruitment of diverse faculty **(II-C-1)**

Responsible Agents
Provost
Vice Provost for Diversity
Faculty Minority Affairs Committee

Implementation Steps
Establish base-funding for existing *Policy to Promote Faculty Diversity*
Broaden policy with an explanation of how and when the funds can be requested
Establish procedures for reviewing requests
Include information about this fund in the training of search committees for faculty recruitment

Resources
Existing *Policy to Promote Faculty Diversity* initiated by Faculty Minority Affairs Committee funds have been raised from various sources and balance is rolled over every year
CU President's Recruitment and Retention of Diverse Faculty Fund

Measurable Targets
A protected fund, administered by the Vice Provost for Diversity in collaboration with Faculty Minority Affairs Committee
A published policy statement with guidelines for how and when the funds can be requested, and how and by whom requests will be reviewed
When requested, funds either promised or denied within a specified number of days [to maximize their potential impact on a search]

Accountability Process
Provost
Vice Provost for Diversity,
Faculty Minority Affairs Committee
Deans
Chairs and Search Committee Chairs.

2. Priority Action 2007-2008—Provide training and support to faculty search committees to effectively diversify search pools and thus faculty hires **(II-C-2)**

Responsible Agents
Vice Provost for Diversity
Compliance Office
Resource Team for search committees
Department Chairs
Deans
Provost
Human Resources

Implementation Steps
Gather best practices list from our campus, CU system, and other universities on how to diversify hiring pools and successfully recruit and hire diverse candidates
Organize trainings for search committees for faculty and professional exempt hires

describing best practices for identifying, recruiting, and hiring diverse faculty
Train resource team (faculty, students, staff) to serve on search committees and provide diversity perspective
Establish regular process for Search Committee chairs and search committees to have a workshop presented by training team group *before* publishing position advertisements
Many issues will be addressed at this training workshop including information about the *Policy to Promote a Diverse Faculty*
Develop a training manual for faculty search committees, to be supplied to all search committee chairs before each search begins

Resources
Vice Provost for Diversity
Funds to generate and print search information booklets
Faculty Minority Affairs Committee
Diversity Alliance Committee
Research on best practices, regionally and nationally

Measurable Targets
List of best practices generated
Creation of the Diversity Recruitment Resource Team
Diversity Recruitment Resource Team involvement in search committee process 2007-2008
Development of informational booklet

Accountability Process
Seek search committee feedback
Evaluate diversity of recruitment pools
Deans, Search Committee Chairs, Provost, Chancellor

D. Strategic Recommendation: Recruitment of Diverse Staff

UCCS will increase representation of underrepresented populations throughout the university's staff to reflect the diversity of Colorado.

1. Priority Action 2007-2008— Develop training programs to make appointing authorities aware of the opportunities available to promote diversity through job description development, interviewing and performance management **(II-D-1)**

Responsible Agents
Human Resources Operations Manager
Deans
Associate Vice Chancellor for Admin. & Finance
Leadership Team

Staff Council
Appointing Authorities

Implementation Steps
Analysis of state system opportunities
Development of training
Creation of diversity and inclusiveness statement template for job descriptions
Inclusion of diversity and inclusiveness statement template for performance management documents

Resources
UCCS Legal Counsel Augustine
Colorado Department of Personnel and Administration
University Leadership Development Institute

Measurable Targets
Complete initial analysis
Document number of training opportunities
Producing template with minimum statement requirement
Adoption of template by the campus in job descriptions
Adoption of template in performance management

Accountability Process
Human Resources Operations Manager
Associate Vice Chancellor for Administration & Finance

2. Priority Action 2007-2008—Develop support and mentoring program for underrepresented classified and professional exempt staff and their supervisors **(II-D-2)**

Responsible Agents
Associate Vice Chancellor for Administration & Finance
Human Resources
Leadership Team
Staff Council
Diversity Action Council
Professional Exempt Staff Association Executive Committee

Implementation Steps
Create a committee of individuals committed to implementation of a mentoring program to oversee the development process. Chaired by the Associate Vice Chancellor for Administration & Finance
Conduct needs assessment
Research other models and best practice examples
Develop a proposed model for UCCS
Prepare for a pilot program in fiscal year 2008/2009

Resources
UCCS Legal Counsel
Consulting services
University Leadership Development Institute

Measurable Targets
Develop pilot program for launch Fall 2008

Accountability Process
Associate Vice Chancellor for
Administration and Finance
Vice Provost for Diversity

E. Strategic Recommendation: Diversity Leadership
UCCS will play a leadership role in coordinating, promoting, hosting, and supporting diversity in Colorado Springs and Southern Colorado.

1. Priority Action 2007-2008— Consistently communicate the university's commitment to the core values of diversity and inclusiveness **(II-E-1)**

Responsible Agents
Chancellor
University Relations
Deans
College planning committees
Vice Provost for Diversity

Implementation Steps
Incorporate diversity and inclusiveness into campus goals statement
Incorporate diversity and inclusiveness into campus core values
Incorporate diversity and inclusiveness into college mission statements.
Feature diversity and inclusiveness in internal and external communication (Communique, Silver & Gold, Scribe)

Resources
Use existing resources

Measurable Targets
Revised campus goals
Revised core values
Review of college mission statements
Integration of DSP within Campus Strategic plans
Media coverage of diversity commitment

Accountability Process
Diversity Foundations
Vice Provost for Diversity
Chancellor
Leadership Team
Deans

III. ACTION AREA: DIVERSITY INNOVATIONS

A. Strategic Recommendation: Cultural Competence
Members of UCCS community shall demonstrate the awareness and the ability to effectively interact with people of diverse backgrounds.

1. Priority Action 2007-08—Adopt and disseminate definition of cultural competency across campus to faculty, staff and students in multiple and varied formats **(III-A-1)**

Responsible Agents
Vice Provost of Diversity
Deans, Chairs, and Directors
Teaching Learning Center

Implementation Steps
Research definitions and generate a definition
Discuss definition with the committee and first group of responsible agents
Create plan to disseminate definition and ideas to faculty, staff, and students
Post definition on Web site and send final definition to all faculty and staff
Inclusion of definition in outcomes and syllabi
The definition appears on Web sites, in curriculum, and in assessment
Students address cultural competency in their FCQs and exit surveys

Resources
Web resources and faculty and staff lists
Campus workshops and forums

Measurable Targets
Adopt definition of cultural competency by the end of the spring 2007 semester
Incorporate this definition on Web sites, in curriculum, and in departmental assessments by end of 2008

Accountability Process
Provost
Deans
Vice Provost for Diversity

B. Strategic Recommendation: Curriculum and Instruction
UCCS curriculum and instruction as a whole shall encompass the experience and knowledge base of social groups that have been excluded or marginalized within American society or institutions of higher learning.

1. Priority Action 2007-08—Create instructional template to inventory current

diversity instruction across all UCCS academic units **(III-B-1)**

Responsible Agents
Diversity Foundations Committee
College Curriculum Committees
Deans

Implementation Steps
Design template for fall 2007 implementation
Contact Deans, or curriculum representatives to identify appropriate forum for introducing the project
Meet with college representatives in appropriate forums and launch inventory project for the fall
Gather inventory data by semester's end
Query College of Letters, Arts, & Sciences Curriculum and Requirements Committee about recovering data on Diversity and Global Awareness ("DOG") requirements

Resources
Material supplies and perhaps online tools for delivery and recovery of data

Measurable Targets
Template creation
Contacts made
Project launched
Data recovered for review and assessment (*DOG*) data recovered and mapped

Accountability Process
Diversity Foundations
College Deans
Curriculum Committees

2. **Priority Action 2007-08**— Consolidate support mechanisms for diversifying the curriculum and evaluate best practices, such as the Teaching Learning Center Partnership Grants (to be reinstated), the Matrix Center, Women's and Ethnic Studies, and the Knapsack Institute **(III-B-2)**

Responsible Agents
Deans
Chairs and Directors
Women's and Ethnic Studies
Matrix Center
Knapsack Institute
University Teaching Committee

Implementation Steps
Identify the best practices for diversifying the curriculum that are already in place
Identify how the programs exemplifying best practices can be better supported and

serve as the foundation for expanding diversity work on campus
Develop plan for support and implementation

Resources
Base budget allocations and staff support for relevant programs

Measurable Targets
List of "best practices" in diversifying the curriculum on campus
Outline of the institutional support needed to support best practices and associated programs.
Base budget allocated to support these practices and programs.

Accountability Process
Provost
Vice Provost for Diversity
Deans
Diversity Foundations Committee

C. Strategic Recommendation: Diversity Outcome Skills

Graduates of UCCS shall demonstrate critical problem solving skills that incorporate the experience and knowledge base of social groups that have been excluded or marginalized within U.S. society or institutions of higher education.

1. Priority Action 2007-08—Determine current diversity assessment mechanisms and how they can be further developed **(III-C-1)**

Responsible Agents
Learning Outcome Coordinator
Student Achievement and Assessment Coordinator
Teaching Learning Center

Implementation Steps
Meet with Student Achievement Assessment Committee (SAAC) to identify current general education assessment instruments, which capture diversity outcomes, either in content or skills.
Ask SAAC to generate baseline data for the undergraduate population.
Ask SAAC to integrate 2-3 items as a diversity assessment query within the 2007-2008 unit assessment template to inventory current diversity assessment processes
Gather "best practices" from other universities on diversity assessment

Resources
Buy-in of faculty and chairs to implement assessment goals

Measurable Targets
Production of SAAC template questions and generation of baseline data for general education

Accountability Process
Student Achievement Assessment Committee
Deans
Chairs
Teaching Learning Center

D. Strategic Recommendation: Research on Diversity
Research programs at UCCS will establish a broad representation of projects relating to diversity issues.

1. Priority Action 2007-08—Create research template to inventory current diversity research underway across all UCCS academic units **(III-D-1)**

Responsible Agents
Diversity Foundations Committee
College Curriculum Committees
Deans

Implementation Steps
Design template for fall 2007 implementation
Contact Deans, or research committee representatives to identify appropriate forum for introducing the project
Meet with college representatives in appropriate forums and launch inventory project for the fall
Gather inventory data by semester's end

Resources
Material supplies and perhaps online tools for delivery and recovery of data

Measurable Targets
Template creation
Contacts made
Project launched
Data recovered for review and assessment

Accountability Process
Deans
College representatives
Diversity Foundations Committee

2. Priority Action 2007-08— Initiate departmental conversation on diversity-based research **(III-D-2)**

Responsible Agents
Department Chairs
Faculty
Committee for Research and Creative Work

Implementation Steps
Convene departmental faculty to discuss and review current efforts and develop toolbox
Propose new courses
Propose new diversity-based research initiatives

Resources
Existing

Measurable Targets
Increase in number of diversity-based research proposals

Accountability Process
Departmentally or college-base assessment
Establish timetable for meeting goals discussed in proposals
Deans and Chairs

3. **Priority Action 2007-08**—Tailor existing grants and stipends to support diversity research by faculty **(III-D-3)**

Responsible Agents
Office for Sponsored Research
Provost
Committee on Research and Creative Work
College Deans
Research Award Committees
Faculty Governance
Teaching Learning Center

Implementation Steps
Bring proposals for broadening criteria to include diversity
Bring proposals for new grant categories
Departmental proposals for diversity research
Create stipend for grant development in diversity-based issues

Resources
Money for stipends, grant-writing for new grant categories
Community involvement

Measurable Targets
Increase in number of diversity-based campus and college grants

Accountability Process
Campus and college-based assessments
Associate Vice Chancellor for Research
Provost

4. **Priority Action 2007-08**— Tailor existing grants and stipends to support student diversity research **(III-D-4)**

Responsible Agents
Vice Chancellor for Student Success
College of Letters, Arts, & Sciences Scholar Awards
Office of Multicultural Affairs
Provost
College Deans
Matrix Center
Colorado Springs Student Undergraduate Research Conference
Teaching Learning Center

Implementation Steps
Bring proposals for broadening criteria to include diversity
Bring proposals for new grant categories
Student proposals for diversity research

Resources
Funding for new grant categories
Community involvement

Measurable Targets
Increase in number of diversity-based student research proposals

Accountability Process
Campus and college-based assessments
Associate Vice Chancellor for Research
Provost

5. **Priority Action 2007-08**— Increase visibility of research on diversity and diversity scholarship in teaching and research **(III-D-5)**

Responsible Agents
Silver and Gold
Provost
College Deans
Faculty
Associate Vice Chancellor for Research

Implementation Steps
Highlight diversity research in campus, college and departmental report

Resources
Existing

Measurable Targets
Increased representation of diversity research in university reports and publications

Accountability Process
Associate Vice Chancellor of Research
Provost

6. **Priority Action 2007-08**— Establish award for diversity research **(III-D-6)**

Responsible Agents
Provost
Committee for Research and Creative Works
Teaching Learning Center
Chancellor
Presidents Fund for the Humanities
Matrix Center
Deans

Implementation Steps
Create annual award
Set award amounts, $3,000-$5,000 per year
Set criteria and process

Resources
$3000-5000 per year for award

Measurable Targets
Establish and give diversity research/creative work award

Accountability Process
Associate Vice Chancellor for Research
Campus Awards Committee

E. Strategic Recommendation: Diverse Researchers
UCCS will actively engage faculty and students of historically underrepresented groups in research.

1. Priority Action 2007-08— Create toolbox for supporting research and creative works, including promulgating information about funding opportunities **(III-E-1)**

Responsible Agents
Office for Sponsored Programs
Teaching Learning Center
Provost
Deans
Matrix Center
Associate Vice Chancellor for Research

Implementation Steps
Grant investigation support to generate list of available grants
Grant writing support
Grant administration support
Unfunded research and creative works support
Sort grant and fellowship opportunities by disciplinary expertise

Resources
Course off-loads
Staff support for grant writing
Staff support for grant administration
Student research assistants

Measurable Targets
Provide access to resources listed above.

Accountability Process
Associate Vice Chancellor for Research
Provost

2. **Priority Action 2007-08**— Encourage underrepresented students to attend conferences **(III-E-2)**

Responsible Agents
Faculty
Matrix Center
Financial Aid
Teaching Learning Center
Student Success
Department Chair
Office of Multicultural Affairs

Implementation Steps
Tell students and faculty about conferences
Have assessable information for faculty about student conferences
Stress importance of the faculty's role
Encourage students to give papers at conferences
Encourage students to participate in Colorado Student Undergraduate Research Conference

Resources
Stipends
Faculty to announce conferences

Measurable Targets
Increase student numbers at conferences
Set specific targets for Colorado Student Undergraduate Research Conference

Accountability Process
Annual departmental assessment report
Deans and Chairs

F. **Strategic Recommendation**: **Campus Planning**
UCCS will integrate diversity into the physical development of the campus as it grows and changes.

1. **Priority Action 2007-08—**Create more inclusive processes for the physical planning and development of the UCCS campus **(III-F-1)**

Responsible Agents
Vice Chancellor for Administration and Finance
Facilities Director
Facilities Designer/Planner
Faculty Assembly
Staff Council
Student Government

Implementation Steps:
Convene a meeting of responsible agents and student, faculty, staff representatives from the three governance groups

Establish a committee and regular meeting process to actively involve faculty, staff, and students in the long-term planning of the physical campus, including questions of architectural styles, use of space, culturally diverse styles, and campus art

Resources
Existing Personnel
Facilities Department
Campus Design Consultants

Measurable Targets
Organize campus planning committee to broaden participation and give regular input on upcoming projects

Accountability Process
Vice Chancellor for Administration and Finance

2. **Priority Action 2007-08**— Increase and diversify permanent art installations on campus through an inclusive selection process. **(III-F-2)**

Responsible Agents
Vice Chancellor for Administration and Finance
Facilities Director
Facilities Designer/Planner
Director of Resource Management
Chair of Visual and Performing Arts
Director of Gallery of Contemporary Art
Director of Heller Center
CU Foundation
Faculty Assembly
Staff Council
Student Government

Implementation Steps
Research the state requirements for art as part of the budget for any state-funded project
Convene committee for Campus Art to include responsible agents and representation of the students, staff and faculty through the governance groups
Campus Art committee will be charged withr ecommending art for new construction projects
Determe potential art sites on campus
Recruit diverse artists for proposal submissions
Identifying sponsors for campus art installations

Resources
$5000-10,000/year, to establish a pool of funds for the commissioning and installation of an annual/biannual permanent art installation on campus

Measurable Targets
Establish process for increasing the amount and the diversity of art on campus
Campus Art Committee identifies potential sites for permanent art installations across campus

Accountability Process
Vice Chancellor for Administration and Finance
Faculty Assembly

G. Strategic Recommendation: Budget and Business Practices

UCCS will integrate diversity strategies into the planning, implementation and utilization of human and financial resources through business and budgeting practices.

1. Priority Action 2007-08—Assess the inclusiveness of the campus contracting processes and develop strategies for diversifying business relationships **(III-G-1)**

Responsible Agents
CU Procurement Service Center
Procurement Service Center Senior Contracts Administrator
State Purchasing Director
Vice Chancellor for Administration and Finance
Facilities Director

Implementation Steps
Review State and University Procurement Procedures and Fiscal Rules
Identify procurement policies supporting women-owned businesses, minority-owned businesses, other under-represented groups and small businesses in the contract selection process
Identify programs for recruiting diverse contractors
Determine process for tracking diversity within contracting systems

Resources
Existing Personnel

Measurable Targets
Determine proportion of vendors from under-represented groups being awarded contracts
Establish goals for diversifying contractor base

Accountability Process
Vice Chancellor for Administration and Finance

UCCS Diversity Strategic Plan 2007

Appendix II—Building Inclusiveness Group Report

UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

BUILDING INCLUSIVENESS GROUP

A REPORT AND TRAINING RECOMMENDATIONS

Our Charge: To research, recommend, and plan universal orientation and ongoing educational activities to develop awareness, knowledge, and skills about diversity, inclusiveness and cultural competency for all UCCS constituencies.

Prepared for Kee Warner, Director of Diversity Strategic Planning
May 17, 2007
Co-chairs: Sherry Morreale and Mark Hoffman
Carmen Abeyta, Andrea Herrera, Eric Nissen,
Edwardo Portillos, Dena Samuels, Daniel L. Segal
Student Members: Charmaine Brown, Stephanie Mora, Shaun Werner

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Executive Summary

The Building Inclusiveness Group (BIG) is pleased to submit the recommendations contained herein for universal training of UCCS students, faculty, instructors and honoraria, and for staff and administrators, regarding campus inclusiveness and diversity. Members of BIG have met frequently for several months and engaged in intensive research, discussion, and debate in order to develop this report and to address this charge:

> **To research, recommend, and plan universal orientation and ongoing educational activities in order to develop awareness, knowledge, and skills about diversity, inclusiveness and cultural competency for all UCCS constituencies.**

Members of BIG have attended conferences and seminars on the topics of diversity and inclusiveness and have reviewed "best practices" on other campuses and at similar institutions. They have contacted colleagues, interviewed experts, and evaluated an array of possible resources in order to arrive at these recommendations. In addition to specific training recommendations, this report provides information to inform the reader's future decisions about developing and implementing an inclusiveness training program. For example, the report begins with a set of guiding principles for the training process. Then a description of the current situation on our campus with regard to inclusiveness training is provided – we describe the development needs of students, faculty, and staff/administrators; we outline opportunities already available at UCCS for becoming engaged in this topic; and, we highlight some start points on campus where the inclusiveness training activities could most logically and easily begin. Following the specific training recommendations for each of the three target audiences, we provide some exemplary content for trainings and lists of resources that could provide substance for our training program.

BIG's Recommendations for Priority Actions and Long-Term Actions***

To address the charge of helping all UCCS constituencies develop their awareness, knowledge and skills about diversity, inclusiveness and cultural competency, the Building Inclusiveness Group recommends the following immediate, priority actions and the following long-term, ongoing activities.

Immediate Priorities

- Appoint an Interim Training Coordinator for Diversity & Inclusiveness to serve for the academic year, 2007-2008 who is provided a significant and equitable stipend and offload or reallocation of duties. Those full-time duties will include oversight and implementation of all training activities herein described, coordination of a newly established Diversity & Inclusiveness Training Committee, creation and instruction in a campus-based "train-the-trainers" program, and liaison with outside consultants and trainers who would be used to develop and refine the training program and materials.
- Establish permanent, institutionalized funding for the creation of a new full-time position of Training Coordinator for Diversity & Inclusiveness, and hire for this position. (See duties listed for the interim coordinator).
- Convene a committee to assist the new Training Coordinator with such activities as researching of training best practices, implementation of training programs and BIG's recommendations, evaluation of new programs, as well as providing input and guidance about campus engagement and constituent relevancy.
- Develop and enhance train-the-trainer programs for diversity and inclusiveness.
- Provide start-up funding for the Training Coordinator's office for expenses such as resource acquisition (books, videos, etc.)
- Establish and provide a reward system for a team of UCCS faculty and staff (and possibly selected students) to be trained by the Training Coordinator to enable them to facilitate on-campus inclusiveness trainings and activities.
- Investigate funding and production possibilities for a UCCS-specific, campus wide film presenting diverse perspectives, to be used as the initial tool in raising awareness across all campus populations (similar to "In Plain English: Students of Color Speak Out," created by the University of Oregon – please see p. 17 for more information).
- Identify and consult as appropriate with outside professional diversity trainers to work with the Training Coordinator and the training committee to enhance the training program and training resources.

Long-Term and Ongoing Actions

The Training Coordinator, working with the Training Committee implements the following recommendations of the Building Inclusiveness Group:

- Centralize all diversity & inclusiveness resources, including the Office of the Training Coordinator, and publicize the location of these resources (possibly expand the existing Matrix Center for this purpose).

- Develop and enhance campus-wide recognition and rewards for participating in diversity & inclusiveness trainings, programs and events, including reasonable support and accommodation to attend such events.
- Commission the production of a UCCS-specific, campus wide film presenting diverse perspectives, to be used as the initial tool in raising awareness across all campus populations (similar to "In Plain English: Students of Color Speak Out," created by the University of Oregon – please see p. 17 for more information).
- Develop and recommend a compliance matrix for students, faculty, staff and administrators that outlines time frames and activities that will satisfy the diversity training requirement.
- Develop and implement a reward/stipend/compensation system for UCCS students, staff or faculty who deliver diversity & inclusiveness trainings and programs (above and beyond their normal position responsibilities).
- Explore and implement mechanisms for rewarding participation in diversity training by faculty and staff, in scholarly reports and performance reviews
- Examine the processes for evaluating teaching, for example Faculty Course Questionnaires, for potential bias.
- Implement an assessment process and to evaluate effectiveness of trainings.
- Implement a "campus climate" annual survey for diversity and inclusiveness.
- Serve as a diversity "liaison" with the community to leverage training opportunities between UCCS and the greater Colorado Springs area.
- Take advantage of community resources and organizations that could provide or help provide trainings and/or workshops on diversity and inclusiveness.
- Interface with other campuses in Colorado Springs, Pueblo, Denver, Boulder, etc. in the development of the UCCS training program.
- Enhance existing and/or evaluate and recommend new training opportunities and delivery methods, taking into consideration different learning styles and development levels, such as:
    - Panel discussions
    - Films
    - Plays, skits, comedies
    - On-line training
    - Use of narrative in training
    - Games
    - Lectures
    - Workshops
    - Dialogue groups
    - Retreats
    - Community projects/service learning
    - Speaker's bureaus
    - Study circles
    - Campus "read-ins"

***** Also please see the matrix of BIG's recommendations in the appendix of this report.**

General Principles to Guide the Training Process

The training program on inclusiveness is committed to engaging all campus constituencies with relevant and meaningful training activities that take into consideration each trainee's current perspectives on diversity.
To accomplish this goal, the training program should be created and informed by the following guiding principles. It will:

- Effectively address the development needs of each population
- Ensure universal involvement but offer options for complying
- Involve faculty and teachers, staff and administrators, and students
- Provide a clear definition of cultural competency, diversity, and inclusiveness
- Emphasize why the initiative is important to UCCS
- Promote ground floor understanding of inclusiveness and its importance, as well as skills training
- Distinguish between effective and substantive training (typically at least an 1 ½ to 2 hour experience) versus the dissemination and promotion of resources/information about diversity and inclusiveness on campus (i.e., 20 minute FYI session)
- Focus on first developing awareness, then knowledge, and then skills
- Incorporate options to meet various learning styles (Visual, Auditory, Reading, and Kinesthetic - VARK) and various levels of competency
- Consider the negative impact of political and social oppression on inclusiveness
- Provide skill-building trainings that move positively to a higher level of excellence – *not* "thou shalt not"
- Training must be conducted in a safe, open-minded and respectful atmosphere where an honest exchange of thoughts/ideas and discussion may occur.
- Encourage a welcoming campus for visitors demonstrating that inclusiveness is one of our core values

Development Needs for Three Target Audience

The training program on inclusiveness should focus on three target audiences on our campus as described below. The development needs of these three populations are in most ways similar and trainings should be created with an awareness of these needs. Note, however, that several of the development needs are particularized to the target market.

Students (all students, with a particular emphasis on those involved in student government, student employees, recreation and residential facilities, and student clubs)

- An awareness of how social privilege (in terms of ethnicity, race, religion, sexual orientation, ableness, age, etc.) perpetuates systemic advantages and disadvantages that undermine the core purposes of public education.
- An understanding of the everyday marginalization that many people experience.
- An enhanced understanding and awareness of their own personal bias and prejudices and recognition of the ways in which individuals and institutions produce and reproduce patterns of inequality.
- An understanding of how diversity contributes to richness and excellence in the classroom and the workplace.
- A motivation to develop social consciousness, to work for social change, and to follow through with action.
- Training in communication, social and interpersonal skills that can help facilitate inclusiveness.

Faculty (Tenured, non-tenured, instructors, honoraria)

- An awareness of how social privilege (e.g. regarding ethnicity, race, religion, sexual orientation, ableness, age, etc.) perpetuates systemic advantages and disadvantages that undermine the core purposes of public education.
- An understanding of the everyday marginalization that many people experience.
- An enhanced understanding and awareness of their own personal bias and prejudices and recognition of the ways in which individuals and institutions produce and reproduce patterns of inequality.
- An understanding of how diversity contributes to richness and excellence in the classroom and the workplace.
- Training in communication, social and interpersonal skills that can help facilitate inclusiveness, specifically training pertaining to bias-based language and behaviors in the classroom.

Staff and Administrators (at all levels)

- An awareness of how social privilege (e.g. regarding ethnicity, race, religion, sexual orientation, ableness, age, etc.) perpetuates systemic advantages and disadvantages that undermine the core purposes of public education.
- An understanding of the everyday marginalization that many people experience.
- An enhanced understanding and awareness of their own personal bias and prejudices and recognition of the ways in which individuals and institutions produce and reproduce patterns of inequality.
- An understanding of how diversity contributes to richness and excellence in the classroom and the workplace.
- Training in communication, social and interpersonal skills that can help facilitate inclusiveness, specifically training pertaining to bias-based language and behaviors in the workplace.

Activities Already Available at UCCS

An array of opportunities and activities are already in place on our campus for students, faculty, staff, and administrators to become engaged in the topics of inclusiveness and diversity. The training program to be created should incorporate, take advantage of, and encourage participation in these activities.

For	Builds Awareness	Builds Skills
Students	1. BSU: Black Student Union 2. LSU: Latina/o Student Union 3. APISU: Asian/Pacific Island Student Union 4. SDC: Student Diversity Council 5. SAFE: Student Allies for Equality 6. AISES: American Indian Science & Engineering Society 7. International Student Club 8. NSBE: National Society of Black Engineers 19. SHPE: Society of Hispanic Professional Engineers 10. Spectrum: LGBTIQ-Straight Alliance 11. United Student Alliance 12. Requirements in certain classes pertaining to awareness of diversity issues (e.g. attending events). 13. Rosa Parks Scholarship Competition 14. Cesar Chavez Scholarship Competition 15. "Partners" Student Employee Training "Valuing Diversity" Segment	1. White Privilege Conference 2. Women's/Ethnic Studies programs 3. Valuing Diversity On-line training module at: finaidse.uccs.edu/StuEmp/Diversity_files/frame.htm
Faculty	1. The Matrix Center 2. Teaching and Learning Center 3. Sexual Harassment Training 4. Women's Faculty Committee 5.Faculty Minority Affairs Committee 6. Diversity Alliance Committee	1. Knapsack Institute 2. White Privilege Conference 3. Culturally Responsive Teaching Symposium 4. Women's/Ethnic Studies programs
Staff & Admin.	1. The Matrix Center 2. Diversity Alliance Committee	
	3. Sexual Harassment Training	

Logistical Opportunities for More Training Activities

Special events and activities already occur regularly on our campus that could provide excellent start points for introducing the topics of inclusiveness and diversity. The training program to be created should consider various ways to integrate or enhance inclusiveness training in these existing events as soon as fall 2007.
For each target population and its start points, we strongly encourage the inclusion of effective and substantive training (typically at least a 1 ½ to 2 hour experience) versus the dissemination and promotion of resources/information about diversity and inclusiveness (i.e., 20 minute FYI session).

Students

- New student orientation
- Freshman Seminar (ID101)
- Introductory courses/humanities
- Student government, clubs, and residence life personnel , at retreats and trainings
- Student employee trainings

Faculty

- New faculty orientation
- Scholarly Reports and Annual Performance Reviews
- Teaching and Learning Center
- President's Diversity Award

Staff and Administrators

- New staff orientation
- Professional/Staff Development Day
- Performance appraisals/plans
- President's Diversity Award

Training Resources Available

The following resources potentially could be incorporated in and used to enhance the training program to be developed and implemented on our campus. BIG recommends that these and similar resources be available on the campus in a central location along with access to and information about the various training activities and initiatives that will come to constitute the training program. The resources described include:

I. **Descriptions and statements that exemplify the types of diversity trainers who could consult with the Training Coordinator in the development of the campus' training program;**
II. **Internet resources and websites;**
III. **DVDs, videos, and CD-ROMs;**
IV. **Programs available in the UCCS Teaching and Learning Center; and,**
V. **Assessment instruments for diversity and intercultural communication.**

I. POTENTIAL TRAINERS AND TRAININGS

1. Melinda Joy Ming, Colorado Springs: A Brief Synopsis of Training Presented at UCCS February 1, 2007

Philosophy of Diversity Training: The foundation of the training is built upon the concepts of gaining a deeper understanding of the social construction of differences that lead to inequalities, and how these social constructions impact our view of society and our relationships with diverse groups of people across race, ethnicity, gender, sexuality, class, and disability. We will also unravel the ways in which race and ethnicity intersect with gender, sexuality, class, citizenship, and nationality in order to better understand how systems of power and inequality are constructed, reinforced, and challenged.

The training is not just a presentation type skills based training. It is rather a thought-provoking interactive training discourse that allows participants the opportunity to emerge themselves into the areas of awareness and sensitivity of the issues that diverse groups encounter. Participants will also be encouraged to use their experiences as a framework for looking into the lens of diverse groups and developing proactive solutions that are relevant to the campus of UCCS. The focus of this training is not just for the exchange of facts, but rather, the development of practical relevant abilities to challenge stereotypes and perceptions that are taken as "evidence" and "reality" when discussing diversity.

It has been well confirmed through the feedback of many participants of diversity training programs, that adults who initially experience a training environment that is hostile, or one that emerges them into a systematic paradigm of guilt do not wholeheartedly participate in the training nor do they become social change agents for diversity initiatives. It is rather the environment that presents a safe place and guidelines for discussing current and past issues in mature environments are one that are more likely to stimulate change and growth. Therefore, the training incorporates fun and relevancy into the intensity of the discussion of sensitive issues. Various training tools are used which along with the aid of scholarly academic resources, current books, movies, documentaries and relevant case studies.

Components of Diversity Training

- **What is diversity?**
  - Diversity is broader than race and ethnicity
  - Gender, Race, Class, Sexual Orientation, Age, Nationality/Ethnicity, Disability
- **Why is diversity important?**
- **How do problems arise with diversity issues?**
  - Stereotyping
  - Social and historical roots of racism
  - Prejudice and discrimination
  - Ethnocentrism
  - Intolerance
  - **Others**

Why Do We Stereotype?

- Prejudice and discrimination across diverse groups **-** How Do They Differ**?**
  - Case Studies
  - Stereotypes vs. Sociotypes
  - Sources of Prejudice

Results of Discrimination among diverse groups

- Personal reflection - Looking inward – Learned Culture, Absorbed Cultured, Inherited Culture
- Organizational responses – Historically and presently (three paradigms)
- Affirmative action
- Valuing diversity – Individual, Interpersonal, and Organizational Level
- Managing diversity
  - Group identities - Results of Assimilation into a majority cultural norm of what is `acceptable' vs. `non-acceptable
- Statistics
- Issues

Differences

Differences and Similarities – Compare and Contrast

Culture and Communication Styles

Cultures
Gender
Race
Nationality
Sexuality
Personality
Issues
Style of interaction
Purpose of interaction
Communication Inhibition

Time and space orientation

Leadership style among cultures
Power and privilege across cultures
Competitive vs. cooperative behavior

The Real Issues – Practical Application for UCCS
Influence of Media
Social Issues and Diversity
Managing differences
Communication among faculty, staff and students – Campus environment with diversity issues
Privilege vs. Power
Implementing diversity strategies

Tools for Transformation – Where do we go from here?

*Developed with participants

Applying Diversity Ideas at UCCS

Results of Diversity Training
A campus environment that not only manages diversity but values diversity
A campus environment that is willing to challenge stereotypes, discrimination, and preconceived fears about differences
A campus environment where people feel embraced, empowered, and engaged at all levels
An increased awareness and sensitivity to issues with students, faculty, and staff that deals with alienation and hostility due to ignorance, and measures in place to manage conflicts
A post training forum and group of persons who will champion the intentionality of diversity issues at the campus level
A heightened awareness of similarities across diverse groups
A positive campus environment that recruits and retains students regardless of race, ethnicity, gender, sexuality, age or disability
A proactive individual response to diversity that facilitates social change agents

2. Jody Alyn, Colorado Springs: A Proposal for Training Services to be provided to UCCS

February 28, 2007
Dr. Andrea Herrera, Chair
Ethnic Studies
University of Colorado
Colorado Springs

Dear Andrea,

Thank you for the invitation to submit information for discussion regarding diversity training and consultation at the University of Colorado, Colorado Springs. I would welcome the opportunity to contribute to the University's training goals.

UCCS seeks to define and evolve its campus culture. You described the University's interest in providing customized diversity training to meet different needs of faculty, staff and students. Customized diversity education is a core service of my company and I can provide exactly what you need.

The training I do, in great part, is experiential. It provides participants with tools for immediate application. Full customization means that each organization's unique blend of priorities, strengths, challenges, and resources are used to maximize training effectiveness. Partnership is also key. I partner with a diverse group of qualified external providers and internal associates to tailor-make teams that deliver high-impact programs.

Over the past decade, I've created both long-term diversity initiatives and targeted training programs for large and small organizations. My clients span public, private, academic, and nonprofit sectors. The educational processes I've built have multiple options to accommodate the needs of

diverse adult learners and to encourage a sense of "volunteerism" and commitment among participants.

You asked me to describe work I've done. While unexpected client commitments this week precluded lengthy presentation here, two examples follow.

First, I designed and delivered a multiple-year training process with customized programs for 300 staff and managers of a regional, community-serving organization. This process began with "awareness" training to build common language and understanding of key diversity concepts such as diversity, inclusion, culture and bias. It continued with a two-part "skill building" program that taught participants how to effectively confront bias, communicate across cultural boundaries and direct, then apply, aspects of their own learning. Programs in this organization were supplemented with a highly successful, annual all-staff diversity panel program. Some on your committee may recall that I also implemented a fully customized diversity education process, programs and curricula for 2500 employees and managers across all departments and functions of municipal government. This process accommodated different learning styles, from those of public works and parks employees with less than a high school diploma to those of engineers, economists and managers with PhDs. Program content, schedules and formats also accommodated needs of different departments, from those on 24/7 schedules to those working a conventional work week. Finally, "core" and "elective" class choices were augmented with a speaker series, a film and culture series and multiple community partnerships. Two current projects illustrate some of the work I do with academic institutions. One is a long term diversity development and cultural change process for staff and faculty. This project includes customized training across the organization. Here, diversity training is part of a comprehensive organizational change process. The second project (on a different campus) involves facilitation and support for a student-driven process of cultural change that is to be institutionalized over time. It's been especially gratifying to work with students as they address differences constructively and examine ways to build a shared and respectful campus community.

Based on your comments, I would like to talk further about project phases. Talking about UCCS' educational process in this way would allow us to appropriately conceptualize a framework for both the training itself and communication about the training; to customize (and pilot, if necessary) educational options for faculty, staff and students; and to respond to changes in the environment along the way. Such phases might include: Phase 1: Needs assessment, program design and planning

Phase 2: Educational process implementation – initial program options

Phase 3: Educational process enhancement – advanced program options

Phase 4: Continuity and alignment

The scope of each phase could be determined after further discussion, of course. Process consulting and facilitation services would be included in a project of this nature and would help create sustainable, effective programs.

Over the past decade, Jody Alyn Consulting has customized training options for many types of clients. While some seek services because they confront diversity challenges, others choose us because our diversity strategies are consistent with their long term goals of integrating diversity and inclusion into the way business is done. As an alumna, I've been proud to watch UCCS become a diversity leader in Colorado Springs and in the University system. I want to do this work for you and contribute to the campus' ongoing leadership and

development. I understand that the conversation about this project is just beginning. Please consider the information provided here as foundation for further discussion. I look forward to hearing more about your needs and to presenting a menu of options and specific curricula that would meet those needs. Thank you again for the opportunity to contribute.

Sincerely,
Jody Alyn

3. Proposal for Training Services from Brenda J. Allen, University of Colorado at Denver—March 13, 2007

I am excited about exploring an opportunity to assist you with developing and implementing a universal diversity program on your campus. I am qualified to assist with any of the three areas on which you intend to focus. However, I am especially interested in working on heightening awareness and increasing knowledge. I have experience working with a variety of stakeholder groups; therefore, I am willing to work with faculty, staff, and students. I enjoy helping people learn about how humans use communication to construct our social identities based primarily on dominant belief systems. I try to help them deal effectively with difference and embrace it as a positive force, rather than something to be shunned or feared. I share this perspective by explaining how constructions of social identities have impacted members of dominant and non-dominant groups. I provide historical information, including startling statistics from the past and present as well as examples of alliances between social groups that have helped gain civil rights. I also encourage learners to see that **everyone** is gendered, raced, and so forth, rather than imply that matters of gender, race, and other categories of difference are significant only for women and people of color, or members of other non-dominant groups (e.g., the aged, persons with disabilities, or gay, lesbian, bisexual, and transgendered persons). This inclusive approach invites individuals to see how we all are (usually) simultaneously members of dominant, privileged groups as well as non-dominant, dis-privileged groups in our society. I have been gratified by the success of my efforts to raise consciousness and to provide substantive information to help anyone with whom I work to imagine and generate plans for how they might make a positive difference in society.

Brenda J. Allen, Biography

Brenda J. Allen (Ph.D., Howard University) is Chair of the Department of Communication at the University of Colorado at Denver and Health Sciences Center. Her research and teaching areas are organizational communication, diversity, group communication, and computer-mediated communication. Among her publications is a groundbreaking book entitled *Difference Matters: Communicating Social Identity* (2004, Waveland Press). In addition to performing her duties at the University, she presents keynote speeches and conducts workshops for various groups on a range of topics, including diversity, presentational speaking, teamwork, and self-empowerment.

Dr. Allen has received numerous awards and accolades, including the Francine Merritt Award for Outstanding Contributions to the Lives of Women in Communication from the National Communication Association (2004), and the Faculty Ally of the Year Award from the Auraria Campus Gay Lesbian Bisexual Transgender Program (2002).
In January 2006, she won the first Annual Award for Outstanding Achievement for Commitment to Diversity at the University of Colorado at Denver and Health Sciences Center.

4. **Paul C. Gorski** (suggested/referenced by Dena Samuels)
   Hamline University & EdChange
   1536 Hewitt Avenue, MS-A1720
   St. Paul, MN 55104

   651.523.2584
   http://www.EdChange.org
   gorski @EdChange.org

5. **Linda Netsch** (suggested/referenced by Dena Samuels)
   Principal, Align Consulting
   Lecturer on Law, Harvard Law School
   http://www.aligncorp.com
   (843) 884-9668 (office)
   (843) 442-4722 (cell)

II. Internet Resources and Relevant Websites

- Teach Tolerance www.tolerance.org
- Southern Poverty Law Center www.splcenter.org
- Anti Defamation League (ADL) www.adl.org
- American Civil Liberties Union (ACLU) www.aclu.org
- National Association for the Advancement of Colored People (NAACP), www.naacp.org
- Higher education diversity issues: www.diversityweb.org
- National Multicultural Institute www.nmci.org
- Global Peace works www.center2000.org
- Religious Tolerance (drawing form Christian and Non Christian belief systems) www.religioustolerance.org
- Center for Research on Education, Diversity & Excellence www.crede.ucsc.edu
- Educators for Social Responsibility www.esrnational.org
- The History of Jim Crow www.jimcrowhistory.org
- Rethinking Schools www.rethinkingschools.org
- Human Rights Education Associates www.hrea.org
- The U.S. Census Bureau www.census.gov
- What Kids Can Do www.whatkidscando.org
- Oxfam's Cool Planet for Teachers www.oxfam.org.uk/coolplanet/index
- Amnesty International Human Rights Education www.amnesty-usa.org/education/
- United Nations High Commissioner for Refugees (UNHCR) www.unhcr.org
- Mobility International USA www.miusa.org
- Teachers Without Borders www.teacherswithoutborders.org
- The Fathers Network www.fathersnetwork.org
- Children of Lesbians and Gays Everywhere www.colage.org
- Parents, Family, Friends of Lesbians and Gays (PFLAG) www.pflag.org
- The National Information Center for Children and Youth with Disabilities www.nichcy.org
- Univ. of Minn. Human Rights Center www1.umn.edu/humanrts/hrcenter.htm
- United National Tribal Youth UNITY www.unityinc.org
- United Nations' Cyberschoolbus www.un.org/Pubs/CyberSchoolBus/index.htm
- UNICEF's Voices of Youth www.unicef.org/young/
- Generations United www.gu.org/
- Gay, Lesbian and Straight Education Network (GLSEN) www.glsen.org

III. DVDs/Videos/CD-ROMs

Title	Medium	Length	Focus	Builds Awareness	Builds Skills	Notes	Source
1. What's Race Got to Do With It? (California Newsreel, 2006)	DVD	49 mins	faculty	YES		shows a class going through awareness focus: race and class	
2. In Plain English: Students of Color Speak Out (University of Oregon, 1992)	VIDEO	42 mins	faculty staff	YES		focus: race/cultural competency	U of Oregon
3. Culture, Difference & Power (Teachers College Press, 2001)	Interactive CD-ROM		faculty students admin	YES	a bit	interactive, focus: race, gender, class	
4. Diversity Opportunity Tool (Vanderbilt University, 1997)	CD-ROM		faculty students admin	YES	YES	a tool to be used as a model for building own scenarios in UCCS classrooms to cover any aspect of O&P	

IV. UCCS Teaching and Learning Center (TLC)

Resources on Diversity

The TLC Spring 2007 programming incorporates diversity in every program event planned, and many specifically related to diversity in instruction. All programming is open to Faculty, Staff and Graduate Students. The following are exemplars of the diversity resources and activities available through the TLC.

- New Faculty Orientation: Student panel representing the diversity of our student body; Culturally Responsive Teaching presentation by Dean Lavonne Neal (Fall 2006)
- Teaching Round Tables best practices presentations: topics such as Getting to Know our UCCS Students, Learning Styles (Fall 2006)
- Issues in Teaching Discussion Groups: Defining Collaborative Learning - a Multicultural Approach (Spring 2007)
- Teaching Luncheon (Spring 2007) with keynote speaker, Anthony Cordova, Office of Multicultural Students and a student panel presenting "Mentoring Multicultural Students"
- "Teaching the First day of Class: Frontloading in Diversity Courses" workshop for faculty development, April 2004
- "Teaching in a Diverse Classroom" workshop for faculty development, March 2003

Contact: Kathryn Andrus, PhD, Director, Teaching and Learning Center
CU Colorado Springs Columbine Hall 203, 719-262-4108, kandrus
uccs.edu

V. Assessment Instruments for dimensions of intercultural communication and interactions

Title	Source	Context	Population	Administration
Intercultural Sensitivity Scale	Human Communication Research (2000)	Intercultural	College/Adult	24 items, Likert-type scale
Intercultural Willingness to Communicate	Communication Research Reports (1997)	Intercultural	College/Adult	12 items, estimate percentage
PRICA/PRECA	Communication Research Reports (1997)	Intercultural	College/Adult	14 items, Likert-type scale
Speech Evaluation Instrument	Journal of Language & Social Psychology (1985)	Intercultural	College/Adult	30 items, Semantic Differential
Gorski, P.C. Multicultural education and equity awareness quiz (and answer key).	Edchange and the Multicultural Pavilion. Retrieved March, 2006: http//www.edchange.org/multicultural	Intercultural &Multiculturalism	College/Adult	20 items

Intercultural Sensitivity Scale

Authors/Developers: Geo-Ming Chen and William Starosta

Contact information: Geo-Ming Chen, Department of Communication Studies, University of Rhode Island, Kingston, RI 02881, gmchen
uri.edu; William Starosta, Department of Communication, Howard University, Washington, D.C., 20059, wstarosta
fac.howard.edu

Source: Chen, G.M. & Starosta, W.J. (2000) The development and validation of the intercultural communication sensitivity scale. *Human Communication, 3*, 1-15.

Intended context or behavior: Affective dimension of intercultural communication competency

Intended academic level: College/Adult

Time required: 20 minutes

Description: On a five-point Likert scale (5=strongly agree; 1=strongly disagree), subjects respond to 24 statements on their feelings about interacting with individuals of a different culture.

Description of scoring: Nine items are reversed before totaling the scale. Subscales on interaction engagement, respect for cultural differences and interaction confidence are identified.

Norm referencing/criterion referencing populations: Undergraduates

Validity

Predictive: Subjects scoring high on the Intercultural Sensitivity Scale were also more effective in intercultural interactions and held more positive attitudes toward those interactions.

Concurrent: Significant correlations were reported with the five different scales measuring self-esteem, self-monitoring, perspective taking, attentiveness and impression rewarding.

Face/Content: The initial 73 items were drawn from a review of literature on intercultural communication competency.

Construct: A factor analysis indicated that intercultural sensitivity is composed of engagement, respect, confidence and enjoyment.

Reliability

Internal consistency: Cronbach Alpha coefficients of .86 and .88 were reported.

Evaluative Reactions

Practicality and usefulness: This measure would be useful for assessing the impact of intercultural training and experience. It could also be used to evaluate the impact of international study.

Clarity of instructions: Directions are clear.

Standardization in administration and evaluation: Responses are standardized.

Range of responses or degrees of competence: Ranges have not been identified.

Primary strengths: This is a standardized, efficient means of identifying whether individuals are open to intercultural interactions.

Primary weaknesses: The measure only considers the affective dimension of intercultural competency. Other measures would be needed to assess the behavioral and cognitive dimensions.

Overall adequacy: This measure would help students focus on their responses to intercultural encounters and develop an awareness of their emotional reactions.

Additional References

Fritz, W., Mollenberg, A. & Chen, G.M. (2002) Measuring intercultural sensitivity in different cultural contexts. *Intercultural Communication Studies, 11*, 165-176.
Peng, S.Y. Rangsipaht, S. & Thaipakdee, S.(2005) Measuring intercultural sensitivity: A comparative study of ethnic Chinese and Thai nationals. *Journal of Intercultural Communication Research. 23:*2, 119-137.

Reviewer: Ellen A. Hay

Intercultural Willingness to Communicate Scale

Author/
Developer: Jeffrey Kassing

Contact information: Department of Speech Communication, St. Cloud State University, St. Cloud, MN 56301

Source: Kassing, J.W. (1997). Development of the intercultural willingness to communicate scale. *Communication Research Reports, 14*, 399-407.

Intended context or behavior: Predisposition to interact with individuals from different cultures

Intended academic level: High school, college, adult

Time required: 5-10 minutes

Description: The 12-item scale includes six statements describing various intercultural interactions that are interspersed with six filler statements from the original Willingness to Communicate Scale (McCroskey, 1992). On a scale of zero to 100 percent, respondents indicate the likelihood of interacting with individuals in these situations.

Description of Scoring: The six items are summed. A mean score of 29.67 was reported. In one study a median split was used to categorize subjects as high or low in intercultural willingness to communicate.

Norm/criterion reference population: Undergraduates

Culture and gender bias: The sample was primarily Caucasian. The impact of gender of was not reported.

Validity

Content/Face: The IWTC scale was based on the WTC scale. The six statements were drawn from current conceptualizations of intercultural communication.

Predictive: Individuals high in IWTC had more friends from other countries.

Construct: The appropriate relationship between WTC and IWTC was established. IWTC seems to be a separate construct from WTC.

Reliability

Internal consistency: An alpha coefficient of .91 was reported.

Evaluative Reactions

Practicality and usefulness: This is a very simple and efficient yet powerful measure of the affective dimension of intercultural communication.

Clarity of instructions: The directions can be easily followed.

Standardization in administration and evaluation: The scale can be administrated in a variety of settings.

Range of responses or degrees of competence: The 100-point scale is adequate. Break points of high and low IWTC would be helpful.

Strengths: Previous research has demonstrated that individuals from different cultures vary in their willingness to communicate. This measure provides a means of comparing intracultural WTC with intercultural WTC.

Weaknesses: The instrument needs more testing with a more diverse sample. Such research has been initiated.

Overall adequacy: In addition to evaluating the impact of instruction in intercultural communication, the IWTC scale would be helpful in monitoring the impact of international study experiences.

Additional References

Knutson, T.& Posirisuk, S. (2005) A Study of Thai Relational Development and Rhetorical Sensitivity: Jai Yen. A paper presented at the annual meeting of the International Communication Association, New York, NY.
Yang L., Rancer, A.S.& Sunhee Lim, A.S.(2003). Ethnocentrism and intercultural willingness to communicate: A cross-cultural comparison between Korean and American college students. *Journal of Intercultural Communication Research, 32*, 117-129.
Yang L. & Rancer, A.S.(2003). Ethnocentrism, intercultural communication apprehension, intercultural willingness-to-communicate, and intentions to participate in an intercultural dialogue program: Testing a proposed model. *Communication Research Reports, 20*, 189-190.

Reviewer: Ellen A. Hay

Personal Report of Intercultural Communication Apprehension (PRICA)

Authors: James W. Neuliep and James C. McCroskey

Contact: James W. Neuliep, St. Norbert College, Department of Communication, 100 Grant Street, De Pere, WI 54115-2099. Phone: 920-403-3135. E-mail: jim.neuliep snc.edu

Source: Neuliep, J. W. & McCroskey, J. C. (1997). The development of intercultural and interethnic communication apprehension scales. *Communication Research Reports, 14*(2), 145-156.

Intended Context or Behavior: Intercultural / Interethnic Communication

Intended Academic Level: College

Time Required: 15-25 minutes

Description: Both instruments (PRICA and PRECA) are self-report measures including 14 items each and are modeled after the PRCA-24 (Personal Report of Communication Apprehension). PRICA has statements about the fear or anxiety associated with real or anticipated communication with people from different cultural groups. PRECA has statements about the fear or anxiety associated with real or anticipated communication with people from different ethnic and/or racial groups.

Scoring Description: Respondents rate on a five-point Likert-type scale how true the statements are for them concerning their fear or anxiety associated with intercultural or interethnic communication. A score of five indicates "Strongly Agree" and a score of one indicates "Strongly Disagree." There are seven items that describe positive communication behaviors and feeling and seven items that describe negative behaviors or feelings. The total score of negative items is subtracted from the total score of positive items. Higher scores reflect lower levels of communication apprehension. Scores that are one standard deviation above and below the sample mean are used to determine categories of respondents with low and high communication apprehension.

Norm/Criterion Reference Populations: These instruments are based on a population of college students. Two out of four published studies reported the range of scores from the reference population. These ranges of scores provide a basis for comparison through norms. There is no information about specific criteria that respondents are expected to know or be able to do.

Culture and Gender Bias: Respondents have been predominantly Caucasian or Euro-American. Men have scored significantly higher on both measures than women in initial tests. Later studies did not examine the effect of gender on test scores.

Validity

Concurrent: The PRICA and PRECA were both significantly correlated with the PRCA-24. Therefore these instruments have the ability to distinguish between groups of people with various levels of communication apprehension and have concurrent validity.

Face/Content: By looking at the face validity of the PRICA and PRECA instruments, the items appropriately measure the construct of intercultural communication apprehension. Intercultural communication apprehension relates to a person's fear or anxiety with communicating with people from different cultural, ethnic, and/or racial groups. Measuring intercultural communication apprehension should focus on the circumstances in which a person would interact with different types of people. Both PRICA and PRECA have items that deal with those circumstances. The items were modeled after the PRCA-24 that is recognized as a valid instrument for measuring communication apprehension. The article provides a detailed description of how to define the content of intercultural and interethnic communication apprehension.

Construct: PRICA and PRECA are highly correlated to each other since they measure similar communication behaviors. Respondents react to different cultural groups much like they react to different ethnic and/or racial groups. PRICA and PRECA are not identical to the PRCA-24 since they focus on communication with different cultural, ethnic, and/or racial groups. Therefore both instruments have construct validity.

Predictive: Both PRICA and PRECA are predictive of the frequency of contact with people from a different country; however PRECA is additionally predictive of the frequency of contact with people from a different race. In another study, PRECA is significantly associated with communication satisfaction and anxiety of people who engaged in an interaction with someone of a different ethnicity. Therefore both instruments have predictive validity since there is evidence of these instruments correctly predicting something that they should theoretically be able to predict.

Reliability

Alternate Form: Information not available.
Test/Retest: Information not available.

Internal Consistency: Cronbach's alpha for PRICA ranged from .90 to .941. Cronbach's alpha for PRECA ranged from .915 to .94.

Evaluative Reactions

Practicality and Usefulness: PRICA and PRECA can be administered to teachers, teaching assistants, and students on college campuses to determine intercultural or interethnic communication apprehension in multicultural classrooms. These measures could also be administered to managers and employees in multinational organizations to identify intercultural or interethnic communication apprehension in diverse work settings. Finally, these measures could also be administered for government use.

Clarity of Instructions: Clarity ranges among published studies. The instructions for administering and scoring the PRICA and PRECA are provided in three studies (Bippus & Dorjee, 2002; Hong, 2003; Toale & McCroskey, 2001). However, the developers of these measures did not provide instructions for administering and scoring the PRICA or PRECA (Neuliep & McCroskey, 1997).

Standardization in Administration and Evaluation: Neuliep and McCroskey (1997) published the questionnaire items for both the PRICA and PRECA. However, the descriptions of how to score these measures differ among published studies. Some researchers have summed all 14 items to determine the score for communication apprehension. Others have split the score into a positive-item sum and negative-item sum. The negative score is subtracted from the positive score to get the final score. There is standardization in determining low and high levels of communication apprehension by using the standard deviation above and below the sample mean. There is no description of how these instruments were used for evaluation of students.

Range of Reponses or Degrees of Competence: In two out of four published studies, there is no information about the range of respondent scores. However there was a study in which 158 Korean international students and 158 domestic students attending two Midwestern American universities completed the PRICA instrument and the range of responses was reported (Hong, 2003). American students scored between -16 and 28 while Korean students scored between -21 and 24. In another published study (Bippus & Dorjee, 2002), 150 college students attending a large Western university completed the PRECA instrument. Scores on the PRECA ranged from 16 to 54. High, middle, and low scores of communication apprehension are based on standard deviations from the sample mean. These anchor scores constitute various degrees of competence but only based on the sample. The ranges of responses or degrees of competence have not been standardized on a large scale.

Primary Strengths: These self-report questionnaires are easily administered as paper and pencil tests. Each measure has only 14 items that can be answered quickly. Since the PRICA and PRECA are modeled after the reliable and valid PRCA-24, there is confidence in their use.

Primary Weaknesses: PRICA and PRECA have been tested mostly on Caucasians. Not enough information is known how other ethnic and/or racial groups experience communication apprehension. There is also the possibility of a social desirability bias in which respondents are reluctant to report their apprehension about communicating with different cultural, ethnic, and/or racial groups.

Overall Adequacy: These measures provide a valid option for measuring intercultural or interethnic communication apprehension among Caucasians, but more research is needed to assess communication apprehension among other cultural, ethnic, and racial groups.

Additional References

Bippus, A. M., & Dorjee, T. (2002). The validity of the PRECA as an index of interethnic communication apprehension. *Communication Research Reports, 19*(2), 130-137.

Hong, J. (2003, May). *A cross-cultural comparison of the relationship between ICA, ICMS, and assertiveness/cooperativeness tendencies.* Paper presented at the meeting of the International Communication Association, San Diego, CA.

Toale, M. C., & McCroskey, J. C. (2001). Ethnocentrism and trait communication apprehension as predictors of interethnic communication apprehension and use of relational maintenance strategies in interethnic communication. *Communication Quarterly, 49*(1), 70-83.

Reviewer: Sherry Wien

Speech Evaluation Instrument

Author: C.J. Zahn and R. Hopper

Address: C.J. Zahn, Dept. of Communication, Bachelor Hall 160, Miami University, Oxford, OH 45056

Source: C.J. Zahn & Hopper, R. (1985). Measuring language attitudes: The speech evaluation instrument. *Journal of Language and Social Psychology, 4*, 113-123.

Context or communication behavior for which intended: Reactions to various dialects and vocal qualities

Academic level for which intended: College/adult

Time required: 20-30 minutes

Description: After listening (or reading a transcript) to speakers of various dialectics,
respondents rate each on 30 qualities (a 22-item version is also available) structured on a seven point bipolar semantic differential. The items have been factored into three subscales: superiority, attractiveness, and dynamism.

Description of scoring: The authors suggest considering each subscale separately and comparing the speakers across subscales. Since scores will depend upon the stimulus, no interpretative ranges are offered.

Norm referencing/criterion referencing populations: Various groups of undergraduate students have been used in studies of this measure.

Validity

Predictive: The authors report that various studies have been conducted demonstrating the predictive validity of each subscale.

Concurrent: The authors report that appropriate correlations were found with related measures.

Face/Content: During development factor analyses were used to validate the items in the subscales.

Reliability

Internal consistency: Reliability co-efficients for the three subscales ranged from .80 to .90.

Evaluative Reactions

Practicality and usefulness: This instrument might be adapted for intercultural/multicultural courses as an indicator of changes in student sensitivity to diversity.

Clarity of instructions: Directions for completing the instrument are very clear.

Degree of standardization in administration and evaluation of responses: Test administrators develop their own tapes as the stimulus for this measure so standardization occurs only with a particular context.

Identification of a range of responses or degrees of competence: Interpretation of scores is not provided.

Primary strengths: This measure has been successful used to study reactions to various groups of people. It would be an interesting starting point for discussion of cultural or gender difference.

Primary weaknesses: The instrument seems better suited to research than to classroom use.

Overall adequacy: The semantic differential is very thorough and the three subscales would provide for interesting discussion.

Reviewer: Ellen A. Hay

Additional References

Gundersen, D.F. (1989, April). An application of the SEI short form to public speaking events. Paper presented at the annual meeting of the Southern States Communication Association, Louisville. (ERIC Document No. 306617)
Gundersen, D. F., & Perrill, N. P. (1989). Extending the 'speech evaluation instrument' to public speaking settings. *Journal of Language and Social Psychology. 8* , 59-61.
Zahn, Christopher J. (1989). Some data on the predictive validity of the Speech Evaluation Instrument. *Communication Research Reports. 6* , 53-58.
Zahn, C.J. (1989). The bases for differing evaluations of male and female speech. Evidence from ratings of transcribed communication. *Communication Monographs, 56*:1, 59-74.

Multicultural Education and Equity Awareness Quiz
A N S W E R K E Y

By Paul C. Gorski (gorski
earthlink.net)
for **EdChange** and the *Multicultural Pavilion*
http://www.edchange.org/multicultural
http://www.mhhe.com/multicultural

1. According to the U.S. Census Bureau, the majority of poor children live in:

a. urban areas
b. suburban areas
c. **rural areas***

2. According to the U.S. Bureau of Justice, between 1995 and 2001, the percentage of students reporting that they had been a victim of a violent crime in school:

a. increased from 6% to 18%
b. increased from 18% to 30%
c. decreased from 25% to 3%
d. **decreased from 10% to 6%***

3. What percentage of U.S. toxic waste dumps that do not comply with Environmental Protection Agency regulations are found in predominantly African American or Latino communities?

a. 10%
b. 50%
c. **75%***
d. 90%

4. Which of the following variables most closely predicts how high someone will score on the SAT test?

a. Race
b. Region of residence
c. **Family income***
d. Parents' academic achievement

5. In a national study of college students, 27.5% of women reported that they had been the victim of a rape or attempted rape since the age of 14. What percentage of these rapes or attempted rapes was reported to police?

a. **5%***
b. 20%
c. 35%
d. 50%

6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:

a. the next 5 countries combined
b. the next 10 countries combined
c. the next 15 countries combined
d. **the next 20 counties combined***

7. How many of every thousand senior level male managers of Fortune 1000 companies are Asian or Asian American?

a. **3***
b. 47
c. 99
d. 153

8. According to a Business Week study of 3,664 business school graduates, how much more, on average, does a man with an MBA from one of the top 20 business schools in the U.S. make during the first year after graduation than a woman in the same situation?

a. About $1,500 more
b. About $3,000 more
c. **About $6,500 more***
d. About $10,000 more

9. The two richest people in the U.S. own more personal assets than:

a. the 10 poorest countries combined
b. the 25 poorest countries combined
c. the 40 poorest countries combined
d. **the 60 poorest countries combined***

10. Compared with schools in which 5% or less of the students are people of color, how likely are schools in which 50% or more of the students are people of color to be over-crowded (25% or more beyond capacity)?

a. equally as likely
b. twice as likely
c. **four times as likely***
d. six times as likely

11. Powder cocaine (largely used by wealthy white people) and crack cocaine (largely used by socio-economically disadvantaged Latino and African American people) contain roughly the same amount of the drug per gram. Under federal law, how much of these substances must an individual be convicted of possessing to be sentenced to a mandatory minimum of five years in prison?

a. 500 grams of powder or crack cocaine
b. 50 grams of powder or 5 grams of crack cocaine
c. **500 grams of powder or 5 grams of crack cocaine***
d. 5 grams of powder or crack cocaine

12. Children raised by single mothers attain, on average:

a. 4 fewer years of education than children raised by two parents
b. 2 fewer years of education than children raised by two parents
c. **the same level of education as children raised by two parents***
d. 2 more years of education than children raised by two parents

13. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?

a. **roughly 3,500,000***
b. roughly 1,000,000
c. roughly 500,000
d. roughly 150,000

14. According to the Public Citizens Health Research Group, what percent of U.S. jails and prisons routinely hold people with a mental illness without any criminal charges?

a. 13%
b. ***27%****
c. 45%
d. 99%

15. 97% of all students in public high schools regularly hear homophobic comments from peers. What percentage report hearing homophobic remarks from school staff or faculty?

a. 5%
b. 27%
c. ***53%****
d. 74%

16. What percentage of the world population regularly accesses the Internet?

a. ***2%****
b. 15%
c. 29%
d. 51%

17. In 1999 the average U.S. worker earned $26,105. This represents what percentage of the average CEO salary that year?

a. **0.21%***
b. 1%
c. 6%
d. 17%

18. According to the U.S. Department of Education, about 61% of public school students in the U.S. are white. What percentage of public school teachers are white?

a. 61%
b. 73%
c. **87%***
d. 99%

19. According to the National Survey of America's Families, how much more likely are non-elderly Hispanic adults to be without any health insurance than non-elderly white adults?

a. **three times as likely***
b. four times as likely
c. five times as likely
d. twice as likely

20. What percentage of the U.S. Government budget goes to welfare and Social Security?

a. 25% to welfare and 25% to Social Security
b. **less than 1% to welfare and 20% to Social Security***
c. 20% to welfare and 1% to Social Security
d. less than 1% to welfare and less than 1% to Social Security

Appendix II-A

Recommended Readings

These few selected readings represent but a few such resources potentially could be included in the Inclusiveness Resource Center (in addition to those listed elsewhere in this report). Over time, of course, this list of readings should be considerably expanded.

Adams, M., Bell, L., & Griffin, P. (eds.). (1997). *Teaching for diversity and social justice*. London: Routledge.

Clayton, A.R. (2006). *Using multimedia to build intercultural communication skills*. Washington, DC: Association of American Colleges and Universities.

Collett, J. (2006). Teaching strategies for the culturally diverse classroom. *Faculty Teaching Excellence Program, University of Colorado at Boulder, 22*.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.

What's race got to do with it? Social disparities and student success. (A film and facilitators guide). California Newsreel. Retrieved March, 2006 from whatsrace.org.

Pease, K. and others (2005). *Inclusiveness at work: How to build inclusive nonprofit organizations*. Denver, CO: The Denver Foundation.

Appendix II-B

Matrix of Training Recommendations and New Initiatives

For Each Target Audience

After reviewing best practices on other campuses and an array of possible resources on inclusiveness and diversity, BIG members developed the following recommendations for new training activities and initiatives for the UCCS campus.

General Recommendations	
Immediate Priorities:	appoint an Interim Training Coordinator for Diversity & Inclusiveness to serve for the academic year, 2007-2008
	create/fund/hire a Permanent Training Coordinator
	newly hired inclusiveness/diversity Training Coordinator establishes and works with inclusiveness/diversity committee to develop & implement recommendations of BIG
	appoint committee to help develop and implement training program
	provide start-up funding (books/videos; stipends for trainers)
	use outside consultants as appropriate in assisting Training Coordinator & Training Committee in establishing training program & resources
	explore potential to produce campus-wide inclusiveness/diversity film (i.e., like #2 film/DVD resources)
	develop train-the-trainer program (i.e., Knapsack Institute; TLC programs, in house resource development)
	establish reward system for team of on-campus trainers

Secondary Priorities:	centralize & publicize campus resource area & library (i.e., expand on the resources of The Matrix Center)
	enhance existing and/or create panel discussions on inclusiveness/diversity topics
	show existing film & discussion
	enhance existing and/or create new inclusiveness/diversity plays/skits/theater (e.g., use of comedy)
	enhance and/or create On line interactive training
	utilize games (e.g., Diversophy) inclusiveness/diversity training
	organize and arrange lectures, workshops and retreats
	evaluate effectiveness of the training program
	expand inclusiveness/diversity center for: training/resources/coordination/accountability (see above: i.e. Expand Matrix Center resource library/area; high profile area?)
	establish study circles (coming to learn vs. debate)
	campus "read-in" w/ discussion
	expand & develop new conferences
	enhance current community projects/service learning
	develop and implement process and outcome training evaluation/assessment program
	conduct campus climate survey—annual
Tertiary Priorities:	Enhance campus-wide recognition & rewards (i.e. monetary) for inclusiveness/diversity trainers & trainees
	encourage/reward/fund attendance at multi-cultural conferences & events
	encourage TLC to continue and enhance inclusiveness/diversity trainings
	provide ongoing/institutional funding
	interface with w/ local resources/agencies/companies
	create speaker's bureau--inclusiveness/diversity specific; campus & community

Student Recommendations	
Immediate Priorities:	include module on inclusiveness/diversity training at orientation
	include module on inclusiveness/diversity training at Freshman Seminar
	require attendance at 1 inclusiveness/diversity campus event each term
	encourage/require attendance at 1 inclusiveness/diversity off campus event each term
Secondary Priorities:	utilize DOT--Diversity Opportunity Tool for training (develop or purchase)(scenarios created by class/group; acted/film; computer--shows what they are thinking)
	make service learning available/required for curriculum (e.g., require 90 hrs/yr)
	provide resources to enhance and/or create retreats/advances/trainings for student government/residence life
	apply inclusiveness/diversity universal training to all student employees
Faculty Recommendations	
Immediate Priorities:	include module on inclusiveness/diversity training at orientation
	recognize participation in diversity trainings in scholarly reports
	establish and reward educational program participation (e.g., White Privilege Conference)
	provide incentives for trainers
	develop and implement first semester inclusiveness/diversity module for new faculty member
Secondary Priorities:	encourage incorporation of diversity in classes (e.g., provide grants for participation in the Knapsack Institute)
	make service learning available/required for curriculum
	provide training/support/resources for those adding module to classes

Staff/Administrator Recommendations:	
Immediate Priorities:	recognize participation in diversity training as part of performance review
	establish, allow and reward educational program participation (e.g., White Privilege Conference)
	include module on inclusiveness/diversity training at orientation
	supervisor training in inclusiveness/diversity issues
	provide incentives for trainers
Secondary Priorities:	Ensure that chairs and review committees utilize processes for evaluating teaching, including FCQs, that do not contain gender, racial, ethnic and other biases (per articles reviewed and discussed in the Faculty Minority Affairs Committee (FMAC))