Phase II – Track Development

Making Excellence Inclusive
A UCR Diversity Certificate Program Capstone Project

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Executive Summary

This paper is phase-two of a continuing effort to develop a Multi-Track Diversity Certificate Program based on the white paper: Making Excellence Inclusive: A Multi-Track Diversity Certificate Program (Beving, Caso, & Cruz, 2010; Appendix B). The original proposal called for the creation of a new version of the MEI Diversity Certificate program, which offered eight specific diversity topic tracks designed for participants to experience the dynamics and develop a shared and inclusive understanding of diversity. Each track included five core courses along with a number of track-specific workshops focusing on certain diversity and cultural elements. The proposal was based on the idea of developing a means to expand participation in the MEI program to the greater campus (which requires a significant time investment by participants) by offering a six to eight month program of study aligned with selected topics of interest. The project proposal concluded with a ten hour internship which would provide an experiential component within the area of diversity in which participants would be interested. Upon completion, evaluations would be conducted to determine the effectiveness of the instruction, learning and behavior changes in the workplace.

Tasked with the Making Excellence Inclusive: A Multi-Track Diversity Certificate Program proposal for a Fall 2011 implementation date, the team aggressively approached the effort with a two-pronged approach:

1) Developing and applying a survey instrument to determine which tracks to develop based on campus priorities.

2) Assembling information and training materials for each of the program tracks identified by the survey.

After a thorough evaluation of available resources, potential limitations, and the program’s intended goals, the development team has revised the original white paper’s proposal and developed the requisite implementation groundwork to enable the Multi-Track Diversity Certificate Program to be realized for future implementation by Human Resources.

Background

Based on the original white paper, the team compiled information regarding the proposed program’s structure, workshops, and goals. The investigative effort included meeting with the original white paper’s author as well as Sue Anderson of Human Resources, as Human Resources would be the program’s host entity. Workshop investigation included communications with a number of UC campuses regarding diversity workshop materials and information. Almost all of UCR’s various diversity offices were consulted regarding partnering for the experiential internship facet of the program. Additionally, with the help of Cristina
Sanford of University Extension and Sue Anderson, the team developed a survey (Appendix C) to be applied to UCR supervisors to determine what track topics are of most interest to the campus. The 3 key factors surveyed were; 1) track topics, 2) program length and time, and 3) input on the experiential component. A total of 333 email invitations were sent to campus supervisors; 171 visited the online survey, and 48 participants responded. The results indicated that the most desired track options were Management Issues, Age topics, Community/Global topics and Disability issues. Most were of the opinion that 12 months is the appropriate time commitment and an internship completed either outside their department or within their department was acceptable (see Appendix D for detailed statistics and graphs).

We then set out to find applicable course resources prepared by an original project member, Derek Beving, and also consulted with other campuses, and with Sue Anderson in Training and Development.

We consulted with various diversity offices on campus as to their willingness to participate in the internship component of the program and as to what they felt would be a valuable experience for both their program and the participant. Several Directors of the programs responded enthusiastically about participating in a deeper project with a participant; while several Directors were excited about the program, but voiced concern either about confidentiality or a drain on their already small staff as far as mentoring participants. We also explored various published internships on the Women’s Resource Center website. We also conducted an informal survey of our colleagues and found that many of them felt that the word “internship” conjured up a feeling of an in-depth, time intensive project. They felt that if they were the participant in the program, they would not have time to do a time consuming project, especially in this budget climate. Therefore, we re-envisioned the internship to be a Cultural Awareness Practicum (CAP project). Some projects that would count as the CAP project would be participation in an awareness campaign, unity fair, or diversity conference or a workshop, creating a project, participating on a committee, or lending specific skills to a particular project.

Potential partners for the Cultural Awareness Practicum are listed in Appendix E. Please note that there are likely other opportunities that exist on campus or within a person’s department.

See Appendix A for the current version of the MEI Multi-Track Diversity Certificate.

**Implementation Process**

*Making Excellence Inclusive: A Multi-Track Diversity Certificate Program* is designed to be implemented by Human Resources similar to the other courses and programs administered by the department under the auspices of the Diversity Education and Leadership Initiative (DELI). Eligible participants must be in a supervisory role, have completed their probationary period, be endorsed by their department, and complete the application. In the early planning stages, our goal was to have the curriculum ready for an initial offering in the Fall of 2011. Unfortunately,
obtaining course content and existing materials proved more complicated than anticipated and implementation will need to begin in 2012 (as determined by HR).

The program will be advertised on the Education and Development web page along with the other existing diversity programs. The schedules, presenters, and administration of the Certificate will be maintained by Human Resources staff.

The cohort model will be used for the core courses. Participants will then be able to choose a track option and enroll in the individual track courses as those are scheduled. The HR staff will schedule the track courses and let the cohort know of their availability and enrollment process. Similar to existing programs, the use of iLearn (Blackboard) will play a major role in materials distribution and participation, including discussion forums, reading lists, and other details about the courses.

The CAP (Cultural Awareness Practicum) is the capstone component of the program. Initial contact with several of the cultural offices has been completed by members of our team. The proposed offices and contact information is provided in Appendix D. Participants may begin their CAP after the core courses are completed. It is anticipated, however, that most participants will begin their CAP after all courses are completed including the track courses. Each participant will schedule a time and/or activity with the cultural office(s) of their choice. Time spent on the CAP can include visits or short meetings, assisting with a special project, working on the Diversity Fair or other related activities. Participants will develop their CAP proposal and submit it to the administrator of the Certificate (via iLearn). Participants will provide a brief report or evaluation on each of their CAP experiences via the iLearn discussion forums.

Certificates of Completion will be awarded upon successful completion of all required courses and the CAP hours. Graduates will be listed on the HR web site. A celebration may be held to acknowledge the participants who completed the Certificate arranged by HR (one time per year or as the budget permits).

**Risks**

We believe there is a desire and a need by campus supervisors to participate in diversity training. The success of the existing certificate course and our continuation of this particular project to develop a multi-track program are testimony to this. We have a few concerns, however about costs of the program, especially during these budget times. The pricing of the Certificate is still unknown.

Another risk with the project is the great time and care it will take for the staff in Training and Development to assemble the various speakers and presentations to ensure that all the courses are available. Despite our best efforts, several courses which were named in the original proposal did not have course materials for us to provide to Ms. Anderson.
The overarching concern we have is the reality of our economic climate and what the future will be for faculty and staff at UCR. Several of our group are either Directors or Supervisors and come from offices where some staff was lost through layoff or attrition. We are all concerned about the enormous workloads placed on a trimmed down staff in the departments. As we have learned firsthand, it is extremely difficult to break away from our mounting workloads back at the office and focus on other projects.

**Solutions**

We were assured by Sue Anderson that the Human Resources Department would strive to keep costs down. This can be achieved by using in-house speakers, existing courses and reducing as much printing and reproduction costs as possible by placing course materials in iLearn. In addition, it is hoped that scholarships will continue to be available through Assistant Vice Chancellor Gladys Brown’s office for those supervisors whose departments are not able to support the cost. We also encourage Staff Assembly to place scholarship requests of this type high on the list for approvals.

Ms. Anderson has informed us that she will have several college interns working with her this summer with the intention that they will be able to use the time later this spring and during the summer to substantiate course needs for the program and to map out a viable schedule.

Regarding the issue of heavy workloads in a participant’s main job, the scheduling of the courses will be planned over a twelve to eighteen month period. The CAP is designed to be scheduled independently by the participant.

**Measures**

A tiered evaluation process can be implemented to determine the effectiveness of the program. Participants can be evaluated at the conclusion of each course to be sure presentations are adequate and the experience is satisfactory. An evaluation should also be completed after the participant has been awarded the Certificate, asking them to evaluate the overall program. Annual evaluations should then been requested that will help determine if the participation in the program is changing behavior in the workplace. Additional statistics that may also prove beneficial (in the long term) include the number of complaints or cases submitted to the UCR legal office. The results would ideally indicate a reduced number of cases and/or complaints.
Resources
The following resources were used in coming up with the proposed certificate program:
1.) 2009-10: Making Excellence Inclusive: A UCR Diversity Certificate Program Capstone Project. Authors: Derek Beving, Oscar Caso, and Nancy Cruz
Appendix A

As a less time intensive choice to the 6 month MEI Certificate program, the Multi-Track MEI Certificate option is available for all university supervisors to experience the MEI dynamics and develop a shared and inclusive understanding of diversity.

The Multi-Track MEI Program is designed to provide the basic core elements of the MEI program combined with focused learning in a specific topic track. The program consists of approximately 30 total hours of learning engagement over a 12 month period to optimize accessibility. The Multi-Track MEI is comprised of three distinct learning areas: core workshops for 8.5 hours; specific track workshops for a minimum of 11 hours; and a Cultural Awareness Practicum experience for a minimum of 10 hours.

Core Workshops:

Ethical Bias: Everything You Ever Wanted to Know but are Still Afraid to Ask (2 hours)

Introduction to values, stereotypes and ethical reasoning skills. Participants will be able to clarify their own values and explore diverse value systems. Lessons on how to respond to everyday bigotry will ensure through a combination of group activities, lectures, role plays and discussions. Resources for bias, discrimination and harassment are included. This course will encourage development of a culture of inclusiveness through application of decision making techniques.

Topics Covered
• Bias definitions and types
• The importance of stereotypes
• The effects of personal experience

Multicultural Competence and Leadership (2 hours)

Participants explore and apply new multicultural leadership models and developed skills for effective and meaningful interactions with those who are from different cultural backgrounds.

Understanding Stereotypes and Biases (3 hours)

This session will examine the meaning of ‘stereotypes’, how they develop, and why they persist. We will study how both positive and negative stereotypes have an impact on the way people interact. We will examine the barriers and opportunities people experience in the workplace as a result of stereotyping. An important part of understanding the impact of stereotypes is developing a greater sense of self-awareness,
and this session will offer opportunities to uncover unrecognized stereotypes that we all hold.

Topics Covered

• Positive and negative stereotypes
• Self-awareness

Sexual Harassment/Sexual Assault Awareness (1.5 hours)

Designed for non-supervisory students and staff this workshop assists participants in recognizing sexual harassment as well as providing tools for prevention, reporting and advocacy for both sexual harassment and sexual assault. Participants will be provided with resources to seek additional services from both on and off campus providers. This training does not satisfy the requirement for supervisory sexual harassment prevention training.
Multi-Track Option
Management and Hiring Track

Engagement in this track is designed to help participants appreciate a broader definition of diversity and to become more informed regarding such topics as prejudices and discrimination issues within the workplace. The track enables participants to identify the diversity of employee strengths and practice skills which provide a supportive environment free from bias or prejudice, while gaining the tools they need to run a harmonious and effective office.

Management and Hiring Track Workshops:
11 hours minimum

Equal Employment Opportunity Laws and Adverse Actions (3.5 hours)
This workshop focuses on how collective bargaining agreements, job stewards and equal employment opportunity laws become tools for either increasing or preventing conflict in a multicultural workforce.

Intercultural Selection Processes (3.5 hours)
Managers are challenged to understand and develop skills to respond to the needs of a multicultural workforce. In the important task of hiring the best candidate for a job, managers must be aware of how culture affects the way people communicate throughout the selection process. This course will help managers assess their own cultural values and explore how they affect the recruitment, interviewing and selection processes.

Leading and Managing in a Multicultural Community (3.5 hours)
Building an environment that doesn’t just tolerate, but values diversity requires the active participation of everyone in the organization. This course will provide a model for developing our knowledge and skills to work and lead in a multicultural community. Participants will gain practical information about developing personal and organizational cultural competence that can be applied at work, at home or in community organizations.

Understanding Religious Differences (3.5 hours)
Our campus community includes a rich diversity of religious and spiritual beliefs and practices. This provides us with both opportunities and challenges as we strive to create environments that respect our various values and observances. This course will share information about various religious and spiritual traditions and offer strategies for honoring religious and spiritual differences in the workplace.
Discrimination: Lessons Learned from Past UC Litigation (2 hours)

What strategies should units use to prevent and resolve discrimination complaints? How can a unit respond effectively to a lawsuit or employment discrimination complaint? What are common pitfalls experienced by administrators at the various UC campuses? Using actual cases litigated within the UC system, participant teams will learn to avoid common pitfalls and apply proactive approaches in addressing complaints and minimizing legal risks.

Disability Awareness: Roles, Responsibilities and Resources (3 hours)

This information packed session will enable faculty, staff and administrators to respond to requests for accommodation, provide resources to individuals with disabilities, and navigate the often complex interactive process. Workshop goals include increased awareness of and sensitivity to issues that may arise in the school and work environment for those with disabilities and the communities in which we all interact.

Prejudice Reduction Model (National Coalition Building Institute) (4 hours)

This workshop consists of a series of incremental, experiential activities that engage participants in leadership skills necessary to build inclusive environments and increase cultural competence.

Topics Covered

- Valuing similarities and differences
- Examining stereotypes impacting actions and attitudes
- Preventing and interrupting bigoted remarks and behaviors
- Developing empathy toward others

Controversial Issues Model (National Coalition Building Institute) (4 hours)

This workshop trains leaders to deal constructively with tough conflicts, enabling them to move disputing parties toward future cooperation. Skills developed in this workshop include accurately defining a controversy, listening to and repeating back another’s concerns, asking questions that elicit the heartfelt concerns underlying another side’s position, mapping out the concerns on each side of an issue, and reframing the issue in a way that produces action points that all sides can support.

Topics Covered

- Dealing constructively with tough conflicts
- Defining a controversy
Multi-Track Option
Disabilities Track

Engagement in this track is designed to help participants explore the challenges and rewards regarding hiring and working with the disabled. The workshops presented within this track provide training on understanding disabilities and what responsibilities and resources are available to enable participants to move beyond tolerance to accepting an individual for their talents. Like the other tracks, an additional learning outcome is for participants to appreciate a broader definition of diversity and to become more informed regarding prejudices and discrimination issues within the workplace.

Disabilities Track Workshops:
11 hours minimum

Understanding Disabilities (3.5 hours)
Each of us brings special talents and abilities to the campus. All too often our lack of knowledge about disabilities results in inaccurately assessing someone’s skills. Those who attend this workshop will learn about the unique as well as varied experiences of people with disabilities and how to create a workplace that values the talents of everyone.

Disability Awareness in the Workplace (3 hours)
This course will increase your awareness of the lives and experiences of people with disabilities. We will also focus on developing skills to create a workplace environment that is respectful and inclusive of persons with disabilities.

Deaf and Hard of Hearing Sensitivity Training (1.5 hours)
Attend this workshop and hear from expert trainers from the Center on Deafness Inland Empire (CODIE), who will discuss ways to improve communication between the deaf linguistic, hearing, and hard of hearing (HOH) communities.
Topics Covered
• Myths and misconceptions about deafness and deaf community
• Self-advocacy (if you are an ASL speaker)
• Getting your message across to someone who is deaf (if you don’t speak ASL)
• Major myths and misconceptions about hearing loss
• Identifying likely hardness of hearing in another or in yourself (!)
• Environmental factors in the ability to hear
• Self-advocacy (if you are hard of hearing)
• Getting your message across to someone who is hard of hearing

Disability Awareness: Roles, Responsibilities and Resources (3 hours)
This information packed session will enable faculty, staff and administrators to respond to requests for accommodation, provide resources to individuals with disabilities, and navigate the often complex interactive process. Workshop goals include increased awareness of and sensitivity to issues that may arise in the school and work environment for those with disabilities and the communities in which we all interact.

Disability Advocacy 101: Terms and Etiquette (1 hour)
Introduced the basics of respectfully interacting with a UCR community member with a disability.

Responding to Bias with the STAR Treatment (2 hours)
This session help participants increase self-awareness of biases they may have and gain knowledge of how biases are formed. Through discussion and role-plays, participants will learn how to respond to bias statements in a positive, non-threatening way using the STAR treatment.

Prejudice Reduction Model (National Coalition Building Institute) (4 hours)
This workshop consists of a series of incremental, experiential activities that engage participants in leadership skills necessary to build inclusive environments and increase cultural competence.
Topics Covered
• Valuing similarities and differences
• Examining stereotypes impacting actions and attitudes
• Preventing and interrupting bigoted remarks and behaviors
• Developing empathy toward others
Multi-Track Option
Age Track

Engagement in this track is designed to help participants recognize different talents and skills in their generation-diverse workgroups without stereotyping. By learning to build a bridge across generational gaps in a workplace, participants will be enabled to maximize resources as well as build staff confidence and intercommunication skills. Additionally, this track includes learning outcomes to foster and appreciation of a broader definition of diversity and for participants to become more informed regarding prejudices and discrimination issues within the workplace.

Age Track Workshops:
11 hours minimum

Understanding Generational Differences (3.5 hours)

There is a growing awareness of the “generational diversity” that exists in the workplace. Older, middle-aged and younger staff members may share common work tasks, but their values, approaches to work, communication styles and perceptions of each other may differ greatly. This course will explore some of the generational differences and provide useful approaches to creating a work environment that is productive and compatible for everyone.

Responding to Bias with the STAR Treatment (2 hours)

This session help participants increase self-awareness of biases they may have and gain knowledge of how biases are formed. Through discussion and role-plays, participants will learn how to respond to bias statements in a positive, non-threatening way using the STAR treatment.

Leading and Managing in a Multicultural Community (3.5 hours)

Building an environment that doesn’t just tolerate, but values diversity requires the active participation of everyone in the organization. This course will provide a model for developing our knowledge and skills to work and lead in a multicultural community. Participants will gain practical information about developing personal and organizational cultural competence that can be applied at work, at home or in community organizations.
Prejudice Reduction Model (National Coalition Building Institute) (4 hours)

This workshop consists of a series of incremental, experiential activities that engage participants in leadership skills necessary to build inclusive environments and increase cultural competence.
Topics Covered
• Valuing similarities and differences
• Examining stereotypes impacting actions and attitudes
• Preventing and interrupting bigoted remarks and behaviors
• Developing empathy toward others

Understanding Diversity and Social Justice (3.5 hours)

This course provides the foundation for understanding various concepts of diversity work by offering a format for exploring topics of social justice, privilege and power. Through personal sharing, group exercises, and dialogue, the ever persistent and ever changing dynamics of personal and societal structures which support inequality will be examined. Participants will also engage in learning skills to become allies for social equity.

Intercultural Communications (3.5 hours)

Explore what the challenges are that people face in communicating across cultures. What opportunities does diversity provide for contemporary leaders? These and other intercultural themes will be addressed in this workshop.
Topics Covered
• Challenges of communicating across cultures
• Diversity opportunities for leaders
Multi-Track Option
Community and Global Track

Engagement in this track is designed to help participants explore and appreciate the diverse communities that create the world in which we live and work. Workshops and learning outcomes are designed to encourage participants to expand their cultural competencies and communication skills, as well as appreciate a broader definition of diversity and to become more informed regarding prejudices and discrimination issues within the workplace. Leaders who understand the diversity of community will be better placed to help shape ideas, practices, and policies that address issues of diversity, inclusion, and equity as critical to the morale and production of the staff community.

Community and Global Track Workshops:
11 hours minimum

Understanding Diversity and Social Justice (3.5 hours)
This course provides the foundation for understanding various concepts of diversity work by offering a format for exploring topics of social justice, privilege and power. Through personal sharing, group exercises, and dialogue, the ever persistent and ever changing dynamics of personal and societal structures which support inequality will be examined. Participants will also engage in learning skills to become allies for social equity.

Intercultural Communications (3.5 hours)
Explore what the challenges are that people face in communicating across cultures. What opportunities does diversity provide for contemporary leaders? These and other intercultural themes will be addressed in this workshop.
Topics Covered
• Challenges of communicating across cultures
• Diversity opportunities for leaders

Prejudice Reduction Model (National Coalition Building Institute) (4 hours)
This workshop consists of a series of incremental, experiential activities that engage participants in leadership skills necessary to build inclusive environments and increase cultural competence.
Topics Covered
• Valuing similarities and differences
• Examining stereotypes impacting actions and attitudes
• Preventing and interrupting bigoted remarks and behaviors
• Developing empathy toward others

**Controversial Issues Model (National Coalition Building Institute) (4 hours)**
This workshop trains leaders to deal constructively with tough conflicts, enabling them to move disputing parties toward future cooperation. Skills developed in this workshop include accurately defining a controversy, listening to and repeating back another’s concerns, asking questions that elicit the heartfelt concerns underlying another side’s position, mapping out the concerns on each side of an issue, and reframing the issue in a way that produces action points that all sides can support.

**Topics Covered**
• Dealing constructively with tough conflicts
• Defining a controversy

**Leading and Managing in a Multicultural Community (3.5 hours)**
Building an environment that doesn’t just tolerate, but values diversity requires the active participation of everyone in the organization. This course will provide a model for developing our knowledge and skills to work and lead in a multicultural community. Participants will gain practical information about developing personal and organizational cultural competence that can be applied at work, at home or in community organizations.

**Understanding Religious Differences (3.5 hours)**
Our campus community includes a rich diversity of religious and spiritual beliefs and practices. This provides us with both opportunities and challenges as we strive to create environments that respect our various values and observances. This course will share information about various religious and spiritual traditions and offer strategies for honoring religious and spiritual differences in the workplace.

**Prejudice Reduction Model (National Coalition Building Institute) (4 hours)**
This workshop consists of a series of incremental, experiential activities that engage participants in leadership skills necessary to build inclusive environments and increase cultural competence.

**Topics Covered**
• Valuing similarities and differences
• Examining stereotypes impacting actions and attitudes
• Preventing and interrupting bigoted remarks and behaviors
• Developing empathy toward others
Cultural Awareness Practicum (CAP):

10 hours minimum

The Cultural Awareness Practicum (CAP) is designed to provide participants an opportunity to visit with various cultural offices at UCR to learn about the services and resources these offices provide to UCR. Each CAP experience is uniquely assembled from a combination of different immersion opportunities in alignment with the individual’s specific study track. CAP visits are scheduled after participants have completed the Core certificate workshops. Participants may prearrange longer CAP hours at one or two cultural offices if approved by the particular office to be visited.

The CAP (Cultural Awareness Practicum) participation options include, but are not limited to: assisting with a unity day event, assisting with developing specific programming, designing a workshop, creating a project, participating on a committee, or lending specific skills to a particular project. Practicum participation can served in any campus office that has functions in alignment with the specific track being explored.
Project Credits and Thanks

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Potential CAP Partners (See Appendix E)
Appendix B
Original white paper
2010

Making Excellence Inclusive
A UCR Diversity Certificate Program Capstone Project

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Executive Summary

The Making Excellence Inclusive: A Multi-Track Diversity Certificate Program is a six to eighteen-month program that is a less time intensive companion to the existing Making Excellence Inclusive: A UCR Diversity Certificate Program. It is a multi-track diversity program designed for all university supervisors to experience the dynamics and develop a shared and inclusive understanding of diversity. Instruction includes five core workshops and eight tracts with workshops focusing on specific diversity and cultural elements. Each participant may select their tract(s) tailored to their specific work unit or interest. The Certificate program will culminate in a ten-hour internship which will provide an experiential experience within the area of diversity in which they specialized. Once an individual completes the certification program, evaluations will be conducted to determine the effectiveness of the instruction, learning and behavior changes in the workplace.

Introduction

We are living in an increasingly global marketplace and borderless society requiring the need for cultural intelligence and engagement competency skills. Diversity knowledge and recognition can lead individuals to enhanced self-awareness and more productive interpersonal relationships which will hopefully foster the creation of inclusive organizations and aid in addressing diversity-related situations. Higher education has been at the forefront grappling with the meaning of diversity, multiculturalism, and equity. UC Riverside is recognized nationally as an institution that values diversity. Our national recognition is due in part to the enthusiastic support of past and current Chancellors. The Office of the Chancellor and the Diversity Education and Leadership Initiative created the 2009-2010 Chancellor’s Diversity Education Program: “Making Excellence Inclusive”. One element of the Making Excellence Inclusive Series is “A UCR Diversity Certificate Program”, a six-month program designed to help increase understanding of the diversity challenges at UC Riverside. As the University is faced with budget cuts and employees take on additional work loads, the time commitment needed for such a structured program is limited. In an effort to engage more staff and faculty, particularly supervisors, on the campus around issues of diversity and to develop more customized diversity programs and training for units and departments, a companion Diversity Certificate Program, “Making Excellence Inclusive: A Multi-Track Diversity Certificate Program” is introduced. This proposed Diversity Certificate Program is much less time intensive, can be completed within six to eighteen-months, comprised of five core workshops and eight tracts with workshops focusing on specific diversity and cultural elements. Each participant may select their tract(s) tailored to their specific work unit or interest. This proposed MEI Multi-Track Diversity Certificate Program is unique among the University of California campuses and nationwide. It will showcase UCR as a continuing leader in diversity education and when implemented it will be another milestone for the Office of the Chancellor and Diversity Education and Leadership Initiative.
Problem Definition

In an effort to stand by its commitment to support and sustain a diverse population, UCR offers the “Making Excellence Inclusive (MEI)” certificate program. MEI is a six-month long program that “will guide participants through a series of learning activities all designed to make the subject matter ‘come to life’.” (University of California, Human Resources). To achieve this goal, workshops, discussion sessions, outside readings, a capstone project and a project presentation are part of the program. The current program has been extremely successful and is in its second year producing well-trained and educated campus leaders in the broad field of diversity. Participation in the program requires a real time commitment. As the University is faced with budget cuts and employees take on additional work load, the time commitment needed for such a structured program is limited. As current participants in the MEI program, our group has experienced first-hand how much of a time commitment it requires. In addition to meeting twice a month for the workshops themselves, committing 4 to 6 hours a week to the project is not uncommon. One of our members was not able to commit to the time needed and withdrew from the group, causing the remaining members additional work. Employees may not take advantage of the current program due to the time commitment required. Having a less structured and tunable certificate program may allow more people to participate.

A second problem a less structured and tunable program may address is the inability to focus on a particular area of diversity. The current Making Excellence Inclusive (MEI) Certificate Program produces well-trained, educated leaders in the broad realm of diversity. It does not focus on a particular area of diversity and may not appeal to a significant portion of the campus population. The current certificate program touches on several areas within the realm of diversity but does not allow for in-depth study of a particular identity or diversity topic. With UCR’s growing diverse student population, such generalness may not meet the needs of potential participants.

Description of the Resource

To meet the needs of UCR’s employees, a less structured, more focused, tailored program should be considered, a program that will allow its participants to attain a certificate at their own pace, while meeting their own diversity needs. Our proposal will accomplish both of these objectives. We have designed a certification program that will allow the participant choose a track that is right for them. With this self-paced approached, the new certification program will allow participants to fit classes into their work schedule rather than trying to schedule work around the classes. The participant will also choose the path they want to take when it comes to their diversity training, whether the path be for a specific diversity issue or knowledge needed for a specific job function.

The certification process will require participants to complete five core classes. After taking all the core classes, the participant will choose from a sub group of topics and complete a set
number of courses as their electives. The certification process culminates with the participant completing a ten-hour internship that will provide an experiential experience within the area of diversity in which they are interested. As an example, if there is an interest in gender issues, the participant might choose to conduct their internship in the Gender Education and Resource Services department. Considering courses currently offered through Human Resources and proposed courses, the curriculum would be as follows:

Core Classes:

- Culturally Inclusive and Nonviolent Language
- Understanding Diversity at UCR
- Understanding Stereotypes and Biases
- Opportunities and Challenges of Intercultural Communication
- Sexual Harassment/Sexual Assault Awareness

Elective Classes (by track):

Gender:
- Gender Equity in the Workplace and the Classroom
- Communication Across Gender in the Workplace
- Gender, Diversity & Change

Sexual Orientation & Transgender:
- Understanding Sexual Orientation and Gender Identity
- How to Become an Ally
- LGBT 101: A Cultural Competency Primer
- Transgender Diversity Workshop

Cultural Identities and Ethnicities:
- Intercultural Selection Processes
- Expanding Personal Cultural Competency
- Opportunities and Challenges of Intercultural Communication
- Understanding The Asian Pacific Community
- Understanding The Chicano Community
- Understanding The African and Black Community

Religious/Spiritual Diversity:
- Honoring Diverse Religious Spiritual Beliefs and Holidays
- Understanding Religious Differences in the Workplace
- Religious Studies Faculty, June O’Connor
Age:

- Understanding Generational Differences
- Generational Diversity: How to communicate with Generation Y
- Ageism

Community/Global:

- Advancing Diversity in Your Spheres of Influence
- Implementing the Principles of Community
- Understanding Diversity and Social Justice
- Ethical Bias: Everything You Ever Wanted to Know But Are Still Afraid to Ask
- Understanding the Impact of Classism
- National Coalition Building Institute (NCBI)-Prejudice Reduction Model
- National Coalition Building Institute (NCBI)-Controversial Issues Model

Disabilities:

- Understanding Disabilities
- Disability Awareness in the Workplace
- Deaf and Hard of Hearing Sensitivity Training
- Disability Advocacy101: Terms and Etiquette

Management:

- Developing Departmental Affirmative Action Plans and Programs
- Nondiscrimination in the Workplace
- Diversity and Affirmative Action: What is the difference?
- Creating a Bias-Free Workplace
- Supervising/Managing for a Diverse Community
- Teambuilding in a Diverse Environment
- Intercultural Selection Processes
- Weaving Diversity into Performance Appraisals
- Leadership in a Multicultural Community
- Discrimination: Lessons Learned From Past UC Litigation

**Resource Implementation**

Implementation of this new diversity certification program requires several steps. The steps are:

1. Conduct a needs assessment of UCR supervisors
2. Use the needs assessment results to prioritize course development
3. Develop and implement the courses
4. Identify supervisors for participation in a Pilot Certificate Program
5. Evaluate the effectiveness of the certificate program
6. Communicate results to other supervisors and to the campus as a whole

The first step is to conduct a needs assessment of UCR Supervisors. Determining their areas of interest will be imperative to the success of the program and in determining the priorities for course development. The needs assessment could be conducted using an e-survey tool.

The second step to implementation is to use the needs assessment results to prioritize the development of courses. During this step, we will need to see if courses that are currently in place will suffice to start the program. Many of the proposed courses are already part of UCR’s Human Resource curriculum and the Chancellor’s Diversity Education Program, as well as the Diversity Education and Leadership Initiative. The other courses can be developed through current campus resources. Our group and the Human Resources Department will need to work with the following groups to create the appropriate curriculum: Office of Affirmative Action, DELI Advisory Group, African Student Programs, Asian Pacific Student Programs, Chicano Student Programs, Disability Services, Gender Education & Resources Center, LGBTRC, Native American Student Programs, Student Special Services and Women’s Resource Center.

The third and forth steps are to develop and implement the courses to a pilot group of supervisors. We will need to determine the number of core classes required and electives needed for certification. Once the curriculum and course schedule have been developed, the certification program will need to be communicated to the campus and a pilot group of supervisors identified. We are hopeful that the Diversity Education and Leadership Initiative will be responsible for the implementation of the certificate program and that the Diversity Train-the-Trainer group will be supportive of this certificate program and that the talented trainers within that group will agree to conduct many of the courses. We are also hopeful that various on-campus departments will be able to contribute. Having the support of these resources as well as the support of UCR’s Human Resource Department will enable a facile implementation of the certificate program. Conducting the courses and offering them on a regular basis will make certain that the supervisors can complete their certification within the allotted time frame.

An evaluation of the certification program will need to be made once the pilot group completes the certification process. Three areas of evaluation will be conducted: reaction to the training, learning, and the behavioral changes that occur back on the job as a result of the training. It is our hope that the Office of Affirmative Action, Human Resources and the Diversity Train-the-Trainer group will be involved in the evaluation process. This evaluation will help determine the success of the program as well as provide insight as to whether the program should continue or not.
Risks

In a time when many fellow colleagues from UCR are concerned about furloughs and lay-offs, it might be possible that many future participants of the current diversity certificate program will not be able to fully commit themselves to it. And, as a direct result of this over commitment (or rather the lack of it), many of them may not benefit from this certificate program and others just might drop out of it altogether. Therefore, this would pose one of the greatest risks in the implementation of this proposed self-paced certificate program. Time would be the key constraint and it is of essence in securing more productive outcomes for a better quality next level certificate. Again, the major risk here involves giving the participants more time consuming topics and/or activities than they can really handle.

The solution for this new certificate program can be simple but at the same time complex. The simple solution would be to make the new certificate program more condensed and as light in curriculum as possible. Keeping this in mind, we would strongly recommend keeping all reading and outside activities to a bare minimum. Participants should also complete all of the planned activities in class instead of being assigned homework. This solution can also become complicated (complex and even counter-productive) if good judgment is not exercised of how much time is to be spent by the participants on these topics and activities. We would want to avoid the other risk of making the next generation certificate too light and lenient. This next level certificate program has to be balanced for the participants. It should not be too heavy in the work load or too light that participants would not consider it a serious certificate. We also want to make sure participants are not abusing of this benefit in choosing the easiest curriculum. We would want to encourage participation and not discourage it.

Another risk is the inability to create all of the proposed courses that are not currently offered. With limited to no funding or resources, course development will be challenging. Challenges may also present themselves in setting up the internship component of the program. However, by employing the talents of several groups across campus with diversity education interests, course development should not become an obstacle.

Benefits

This new and enhanced diversity curriculum will contribute to making UCR greater and stronger; especially, in a time when the understanding of diversity is so important in a working environment such as UCR. Our University of California President, Mark Yudof, has summed it up adequately by stating that:

“Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talent and abilities of all to foster innovation and train future leadership”.
It will be every participant’s task to take diversity education to the next level by enhancing the proposed diversity certificate program and building more benefits into it every year as time goes.

The large variety of course topics will permit participants to focus on diversity curriculums of interest to them. They will be able to pick and choose their own topics; thereby, making the diversity certificate experience more engrossing as well as motivating for each individual participant. They will select their own track, go at their own pace and tailor their curriculums to better suit each other according to their own professional needs and desires. They will be able to study and perform their activities for the diversity certificate at their own speed and this will create a better diversity certificate all around, sparking interest and making the workload manageable for future diversity certificate participants. The Multi-Track Diversity Certificate Program should offer a broad appeal to a large campus population and ultimately generate more well-trained and educated supervisors and staff that will truly make UCR a campus where excellence and diversity are inclusive!

**Measures**

The standard methods of training evaluation can be used to determine the effectiveness of the program. Following Kirkpatrick’s evaluation model, there will be a level one evaluation to determine participant’s reaction to the course content. A level two evaluation will be conducted after each course to determine the learning that has been gained. A level three evaluation will be used to determine the change in behavior of the individual participants. Finally, a level four evaluation will determine if the course material and learning has changed behavior in the workplace. The collection of this data can result in drawing conclusions as well as for the development of new suggestions for future courses in the certificate program.

**Resources**

The following resources were used in coming up with the proposed certificate program:

1. The Challenge of Diversity: Staff, Student and Curriculum Development written by S. Starfield from University of the Witwatersrand
2. [http://www.universityofcalifornia.edu/diversity](http://www.universityofcalifornia.edu/diversity)
3. A Framework for Diversity at UCR written by Yolanda T. Moses
5. [www.humanresources.ucr.edu](http://www.humanresources.ucr.edu)
Appendix C
Supervisor Survey

1. Please rank the diversity subject areas that are most important to you as a supervisor, 1 being least important, 8 being most important:
   - Gender equity
   - Sexual orientation and transgender
   - Cultural identities and ethnicities
   - Religious and spiritual diversity
   - Age
   - Community/global
   - Disabilities
   - Management Issues (examples: affirmative action policy, laws and regulations, supervising for a diverse community, developing affirmative action plans and programs, etc.)

2. The Certificate may require a total of 28-32 hours to complete. What is a reasonable timeframe a participant should be given to complete the program?
   - 12 months
   - 18 months
   - 24 months
   - Other (less/more, please write in)
   Comments:

3. What are the best times for classes to be held?
   - Morning
   - Afternoon
   - Lunch hour
   - Other (please write in):

4. We are considering adding a project/experiential component to this Certificate. Please rank which type of project you would consider participating in:
   - An internship outside of your department (i.e. visiting with the various cultural programs on campus)
   - A project within your own department applying a concept you are learning about to your own work environment
   - Other ideas
Appendix D
Survey Results

1. Please rank the diversity subject areas that are most important to you as a supervisor, 1 being least important, 8 being most important:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Gender equity</td>
</tr>
<tr>
<td>1</td>
<td>Sexual orientation and transgender</td>
</tr>
<tr>
<td>5</td>
<td>Cultural identities and ethnicities</td>
</tr>
<tr>
<td>3</td>
<td>Religious and spiritual diversity</td>
</tr>
<tr>
<td>6</td>
<td>Age (majority of votes were 6 for both)</td>
</tr>
<tr>
<td>6</td>
<td>Community/global (majority of votes were 6 for both)</td>
</tr>
<tr>
<td>7</td>
<td>Disabilities</td>
</tr>
<tr>
<td>8</td>
<td>Management Issues (examples: affirmative action policy, laws and regulations, supervising for a diverse community, developing affirmative action plans and programs, etc.)</td>
</tr>
</tbody>
</table>

2. The Certificate may require a total of 28-32 hours to complete. What is a reasonable timeframe a participant should be given to complete the program?

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Number of Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 months</td>
<td>31</td>
</tr>
<tr>
<td>18 months</td>
<td>18</td>
</tr>
<tr>
<td>24 months</td>
<td>1</td>
</tr>
<tr>
<td>Other (less/more, please write in) 6 months</td>
<td>6 months (3), 3 months (1)</td>
</tr>
</tbody>
</table>

Comments: none
3. What are the best times for classes to be held?
   - Morning: 27
   - Afternoon: 14
   - Lunch hour: 5
   - Other (please write in): late afternoon after 3pm

4. We are considering adding a project/experiential component to this Certificate. Please rank which type of project you would consider participating in:
   - An internship outside of your department (i.e. visiting with the various cultural programs on campus): 28
   - A project within your own department applying a concept you are learning about to your own work environment: 20
   - Other ideas: 0
   Comments: none

*original survey link allowed only one click per person. Reminder link allowed multiple clicks and was noted in the e-mail.
## Appendix E

Potential CAP Partners

<table>
<thead>
<tr>
<th>Program</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Action</td>
<td>Gladys Brown, Assistant Vice Chancellor, Diversity Excellence &amp; Equity Director/Office of Faculty &amp; Staff Affirmative Action</td>
</tr>
<tr>
<td>African Student Programs</td>
<td>Ken Simmons, Director</td>
</tr>
<tr>
<td>Asian Pacific Student Programs</td>
<td>Joe Virata, Director</td>
</tr>
<tr>
<td>Chicano Student Programs</td>
<td>Estella Acuna, Director</td>
</tr>
<tr>
<td>LGBT Resource Center</td>
<td>Nancy Tubbs, Director</td>
</tr>
<tr>
<td>Native American Student Programs</td>
<td>Joshua Gonzales, Interim Director</td>
</tr>
<tr>
<td>Special Services</td>
<td>Marcia Schiffer, Director</td>
</tr>
<tr>
<td>Women’s Resource Center</td>
<td>Adrienne Sims, Director</td>
</tr>
<tr>
<td>Extension Conversation Partner Program</td>
<td>Rukmini Shrestha, Coordinator</td>
</tr>
</tbody>
</table>