



**CULTURAL DIVERSITY AND STUDENT EQUITY COMMITTEE / FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE**

**COLLABORATION – ADL CAMPUS OF DIFFERENCE TRAINING**

**AGENDA**

**January 28, 2011**

**1:00pm – 2:30pm**

**Conference Room 5402 & N1015**

**CDSE COMMITTEE**

- Laura Benson, Director of Human Resources
- Bailey Drechsler, Faculty, Human Development
- Dina Ebeling, Classified, Advancement Foundation Support Coordinator
- Linda Fontanilla, Vice President for Student Services
- Anthony Gutierrez, Faculty Coordinator, Student Life & Leadership
- Jonathan Inge, Classified, Broadcasting Technician, KGUR
- Diane Limon, Classified, Recruitment Retention Specialist EOPS, Co-Chair CDSE
- Carina Love, Faculty, Library Learning Resources
- Toni LoCicero, Student (ASCC Rep)
- Sandee McLaughlin, Executive Dean for No. County Campus & South County Center & Co-Chair CDSE
- Madeline Medeiros, Faculty, ESL, Treasurer CDSE Committee
- Lorelei Monet, Center Coordinator Gay And Lesbian Alliance
- Glenda Moscoso, Faculty, Counseling
- Aaron Rodrigues, Faculty, Social Sciences
- Amy Pike, Admin. Assistant to Executive Dean of NCC & Recorder CDSE Committee
- Patrick Schwab, Director, DSPS & Academic Support
- Amberlyn Storey, Student (ASCC Rep)
- Chloe Tirabasso, AmeriCorps VIP Fellow, PFLAG Central Coast Chapter

**FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE**

- Anthony Koeninger, Social Sciences, History
- John Knutson, Performing Arts, Music
- Jodi Meyer, Math
- Stacy Millich, Engineering & Technology, Criminal Justice
- Jennifer Sanders, Math
- Bruce Silverberg, Engineering & Technology, Architecture
- Ralph Sutter, Language Arts, Spanish
- Peggy Wright, Math

**Additional Invitations**

- Dr. Cathleen Greiner, Vice President, Administrative Services
- Rabbi Norman Mendel
- Steve Leone

ITEM	WHO	INTENT	DURATION	DISCUSSION/ ACTION
<b>1. Recap of collaboration goal &amp; conversation to this point</b>	All	Summary	10 min	

ITEM	WHO	INTENT	DURATION	DISCUSSION/ ACTION
<p>“The Academic Senate requests that Senate leadership collaborate with the Cultural Diversity Student Equity Committee to collaborate with the FPDC to consider poss. of offering Campus of Difference Training provided by ADL.</p> <p>See Notes from last meeting.</p>				
<p><b>2. Report on follow-up phone call with Debra Stogel, ADL on 1/7/2011</b></p> <ul style="list-style-type: none"> <li>• Impression of Cuesta’s 2009 Diversity Survey</li> </ul> <p>ADL representative, Deb Stogel was extremely impressed with the CDSE Spring 2009 Survey – felt questions were good. She is surprised that “Agreed” showed up on most of the initial categories and stated that this is something we would want to test. ADL training would/could specifically address the training interest expressed in #12, #17 and #18 on the survey.</p> <ul style="list-style-type: none"> <li>• Confirmed price for 2 half-day trainings as \$3,000 + travel. Max for travel/hotel estimated as \$600. Trainers will be traveling here by auto from LA and will need to stay 2 nights if we stick with two half-day sessions.</li> <li>• Materials should be pulled together by late February or early March including two ADL surveys. <b>This includes the contracts, payment, specific requests for training topics etc.</b></li> <li>• Debra liked idea of mixed audience with last hour devoted to classroom scenarios as posed at last joint meeting.</li> </ul> <p>In half-day sessions, devoting more than one hour to faculty specific scenarios would be problematic given the content in ADL trainings. Agreed, have two trainings at two different times of the day should increase participation.</p>	Sandee & Amy	Report	20 min	
<p><b>3. Identify point persons for interaction with ADL</b></p> <ul style="list-style-type: none"> <li>• Completing ADL Survey Answers Two different surveys – shorter of the two can also be used as a tool on the day of training.</li> <li>• Relaying information to ADL on</li> </ul>	All	Discussion/ Report	20 min	

ITEM	WHO	INTENT	DURATION	DISCUSSION/ ACTION
<p>logistics/contracts etc. <b>Suggest Sandee and Amy.</b></p> <ul style="list-style-type: none"> <li>• Team to collaborate with ADL on specific training format. <b>Facilitators will be supplied with copies of the 2009 Diversity Survey completed by the College.</b></li> </ul>				
<p><b>4. Identify Funding sources (\$1,500 CDSE in addition to commitments from Cathleen, Linda Dr. Stork &amp; Sandee)</b> <b>We are OK with \$'s committed to training.</b></p>	Sandee & Cathleen		5 min	
<p><b>5. Prepare proposal for Academic Senate and CDSE committees</b> <b>Per Steve Leone – not necessary. See Academic Senate quote above – do not need to come back to Senate with specific proposals.</b></p>				
<p><b>6. Select Training Date</b></p> <ul style="list-style-type: none"> <li>• Training before the end of the Spring semester. Friday April 8th or Friday April 15th? <b>This needs to be determined today.</b></li> <li>• Marketing – Dr. Stork agrees to send memo strongly urging attendance. Need support from Academic Senate, Management Senate and Classified union also.</li> </ul>	All		15 min	
<p><b>7. Set Date for Next Meeting &amp; Agenda Items</b> <b>This could be limited to the “point persons” identified in #3 above.</b></p>	All		20 min	

# Cuesta College Diversity Survey - Spring 2009

1. Cuesta College faculty demonstrate an ability to embrace diversity.

Mean: 3.74

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	9	2.55	2.55	2.55	2.55	
Disagree	2.00	33	9.35	11.90	9.35	11.90	
Neutral	3.00	74	20.96	32.86	20.96	32.86	
Agree	4.00	161	45.61	78.47	45.61	78.47	
Strongly Agree	5.00	76	21.53	100.00	21.53	100.00	
<b>Total Valid</b>		353	100.00			100.00	

2. Cuesta College staff demonstrate an ability to embrace diversity.

Mean: 3.88

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	3	0.85	0.85	0.85	0.85	
Disagree	2.00	26	7.37	8.22	7.39	8.24	
Neutral	3.00	57	16.15	24.36	16.19	24.43	
Agree	4.00	189	53.54	77.90	53.69	78.13	
Strongly Agree	5.00	77	21.81	99.72	21.88	100.00	
<b>Total Valid</b>		352	99.72			100.00	
<b>Missing</b>		1	0.28				
<b>Total</b>		353	100.00				

3. Cuesta College management demonstrate an ability to embrace diversity.

Mean: 3.77

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	9	2.55	2.55	2.61	2.61	
Disagree	2.00	25	7.08	9.63	7.25	9.86	
Neutral	3.00	74	20.96	30.59	21.45	31.30	
Agree	4.00	166	47.03	77.62	48.12	79.42	
Strongly Agree	5.00	71	20.11	97.73	20.58	100.00	
<b>Total Valid</b>		345	97.73			100.00	
<b>Missing</b>		8	2.27				
<b>Total</b>		353	100.00				

4. Cuesta College employees effectively respond with respect and in an inclusive way to diverse ideas. Mean: 3.60

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	14	3.97	3.97	4.06	4.06	
Disagree	2.00	37	10.48	14.45	10.72	14.78	
Neutral	3.00	84	23.80	38.24	24.35	39.13	
Agree	4.00	149	42.21	80.45	43.19	82.32	
Strongly Agree	5.00	61	17.28	97.73	17.68	100.00	
<b>Total Valid</b>		345	97.73			100.00	
<b>Missing</b>		8	2.27				
<b>Total</b>		353	100.00				

5. Embracing diversity includes challenging institutional systems and policies which create barriers to equality. Mean: 4.12

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	9	2.55	2.55	2.58	2.58	
Disagree	2.00	11	3.12	5.67	3.15	5.73	
Neutral	3.00	45	12.75	18.41	12.89	18.62	
Agree	4.00	149	42.21	60.62	42.69	61.32	
Strongly Agree	5.00	135	38.24	98.87	38.68	100.00	
<b>Total Valid</b>		349	98.87			100.00	
<b>Missing</b>		4	1.13				
<b>Total</b>		353	100.00				

6. I am aware of the work of the Cultural Diversity Student Equity (C.D.S.E.) Committee Mean: 3.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	21	5.95	5.95	5.97	5.97	
Disagree	2.00	58	16.43	22.38	16.48	22.44	
Neutral	3.00	92	26.06	48.44	26.14	48.58	
Agree	4.00	123	34.84	83.29	34.94	83.52	
Strongly Agree	5.00	58	16.43	99.72	16.48	100.00	
<b>Total Valid</b>		352	99.72			100.00	
<b>Missing</b>		1	0.28				
<b>Total</b>		353	100.00				

7. The C.D.S.E. Committee has made a positive effort to share information about diversity with staff and faculty.

Mean: 3.38

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	11	3.12	3.12	3.13	3.13	
Disagree	2.00	38	10.76	13.88	10.80	13.92	
Neutral	3.00	154	43.63	57.51	43.75	57.67	
Agree	4.00	104	29.46	86.97	29.55	87.22	
Strongly Agree	5.00	45	12.75	99.72	12.78	100.00	
<b>Total Valid</b>		352	99.72		100.00		
<b>Missing</b>		1	0.28				
<b>Total</b>		353	100.00				

8. I am personally interested in learning more about how diversity is a part of creating a campus community where all members work to achieve their highest potential.

Mean: 3.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	7	1.98	1.98	1.99	1.99	
Disagree	2.00	17	4.82	6.80	4.83	6.82	
Neutral	3.00	102	28.90	35.69	28.98	35.80	
Agree	4.00	148	41.93	77.62	42.05	77.84	
Strongly Agree	5.00	78	22.10	99.72	22.16	100.00	
<b>Total Valid</b>		352	99.72		100.00		
<b>Missing</b>		1	0.28				
<b>Total</b>		353	100.00				

9. I have personally worked toward increasing my awareness of my biases.

Mean: 4.25

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	6	1.70	1.70	1.71	1.71	
Disagree	2.00	4	1.13	2.83	1.14	2.85	
Neutral	3.00	26	7.37	10.20	7.41	10.26	
Agree	4.00	174	49.29	59.49	49.57	59.83	
Strongly Agree	5.00	141	39.94	99.43	40.17	100.00	
<b>Total Valid</b>		351	99.43		100.00		
<b>Missing</b>		2	0.57				
<b>Total</b>		353	100.00				

10. I have personally worked on managing my biases in my interactions with others on campus.

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Strongly Disagree	1.00	5	1.42	1.42	1.43	1.43	
Disagree	2.00	4	1.13	2.55	1.14	2.57	
Neutral	3.00	37	10.48	13.03	10.57	13.14	
Agree	4.00	166	47.03	60.06	47.43	60.57	
Strongly Agree	5.00	138	39.09	99.15	39.43	100.00	
<b>Total Valid</b>		350	99.15			100.00	
<b>Missing</b>		3	0.85				
<b>Total</b>		353	100.00				

11. I feel equipped to handle conflict related to cultural bias.

Mean: 3.94

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	0.57	0.57	0.57	0.57	
Disagree	2.00	20	5.67	6.23	5.68	6.25	
Neutral	3.00	72	20.40	26.63	20.45	26.70	
Agree	4.00	162	45.89	72.52	46.02	72.73	
Strongly Agree	5.00	96	27.20	99.72	27.27	100.00	
<b>Total Valid</b>		352	99.72			100.00	
<b>Missing</b>		1	0.28				
<b>Total</b>		353	100.00				

12. Subtle things we do that send the wrong messages regarding race, ethnicity, gender, sexuality, disability and generational differences

Mean: 1.34

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Yes	1.00	263	74.50	74.50	75.57	75.57	
No	2.00	53	15.01	89.52	15.23	90.80	
Dont Know	3.00	32	9.07	98.58	9.20	100.00	
<b>Total Valid</b>		348	98.58			100.00	
<b>Missing</b>		5	1.42				
<b>Total</b>		353	100.00				

13. Ways to improve our community through greater inclusion

Mean: 1.53

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Yes	1.00	225	63.74	63.74	64.47	64.47	
No	2.00	63	17.85	81.59	18.05	82.52	
Dont Know	3.00	61	17.28	98.87	17.48	100.00	
<b>Total Valid</b>		349	98.87		100.00		
<b>Missing</b>		4	1.13				
<b>Total</b>		353	100.00				

14. Preventing Sexual harassment on Campus

Mean: 1.64

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Yes	1.00	192	54.39	54.39	55.33	55.33	
No	2.00	89	25.21	79.60	25.65	80.98	
Dont Know	3.00	66	18.70	98.30	19.02	100.00	
<b>Total Valid</b>		347	98.30		100.00		
<b>Missing</b>		6	1.70				
<b>Total</b>		353	100.00				

15. The Americans with Disabilities Act (ADA)

Mean: 1.55

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Val. Percent	Graph
Yes	1.00	218	61.76	61.76	63.01	63.01	
No	2.00	67	18.98	80.74	19.36	82.37	
Dont Know	3.00	61	17.28	98.02	17.63	100.00	
<b>Total Valid</b>		346	98.02		100.00		
<b>Missing</b>		7	1.98				
<b>Total</b>		353	100.00				



16. Equal Employment Opportunity (EEO): Creating Access for All

Mean: 1.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	187	52.97	52.97	53.89	53.89	
No	2.00	86	24.36	77.34	24.78	78.67	
Dont Know	3.00	74	20.96	98.30	21.33	100.00	
<b>Total Valid</b>		347	98.30		100.00		
<b>Missing</b>		6	1.70				
<b>Total</b>		353	100.00				

17. Ways to increase effective communication across gender, cultural and generational differences

Mean: 1.33

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	266	75.35	75.35	76.66	76.66	
No	2.00	46	13.03	88.39	13.26	89.91	
Dont Know	3.00	35	9.92	98.30	10.09	100.00	
<b>Total Valid</b>		347	98.30		100.00		
<b>Missing</b>		6	1.70				
<b>Total</b>		353	100.00				

18. Can't we all just get along? Improving skills to resolve conflicts effectively

Mean: 1.40

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	254	71.95	71.95	72.99	72.99	
No	2.00	48	13.60	85.55	13.79	86.78	
Dont Know	3.00	46	13.03	98.58	13.22	100.00	
<b>Total Valid</b>		348	98.58		100.00		
<b>Missing</b>		5	1.42				
<b>Total</b>		353	100.00				

19. When does bias become hate? Anti-bias and hate crime awareness

Mean: 1.54

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	211	59.77	59.77	60.81	60.81	
No	2.00	85	24.08	83.85	24.50	85.30	
Dont Know	3.00	51	14.45	98.30	14.70	100.00	
<b>Total Valid</b>		347	98.30		100.00		
<b>Missing</b>		6	1.70				
<b>Total</b>		353	100.00				

Ethnicity:

Mean: 19.12

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Unselected	1.00	46	13.03	13.03	13.03	13.03	
African-American Non-Hispanic	1.00	0	0.00	13.03	0.00	13.03	
American Indian/Alaskan Native	2.00	6	1.70	14.73	1.70	14.73	
Asian Indian	4.00	0	0.00	14.73	0.00	14.73	
Cambodian	5.00	0	0.00	14.73	0.00	14.73	
Central American	6.00	0	0.00	14.73	0.00	14.73	
Chinese	7.00	1	0.28	15.01	0.28	15.01	
Decline to state	8.00	21	5.95	20.96	5.95	20.96	
Filipino	9.00	1	0.28	21.25	0.28	21.25	
Guamanian	10.00	0	0.00	21.25	0.00	21.25	
Hawaiian	11.00	1	0.28	21.53	0.28	21.53	
Hispanic	12.00	19	5.38	26.91	5.38	26.91	
Japanese	13.00	0	0.00	26.91	0.00	26.91	
Korean	14.00	0	0.00	26.91	0.00	26.91	
Laotian	15.00	0	0.00	26.91	0.00	26.91	
Mexican/Mex-American/Chicano	16.00	9	2.55	29.46	2.55	29.46	
Other Asian	17.00	3	0.85	30.31	0.85	30.31	
Other Hispanic	18.00	5	1.42	31.73	1.42	31.73	
Other Non-White	19.00	5	1.42	33.14	1.42	33.14	
Other Pacific Islander	20.00	0	0.00	33.14	0.00	33.14	
Samoan	21.00	0	0.00	33.14	0.00	33.14	
South American	22.00	2	0.57	33.71	0.57	33.71	
Unknown	23.00	2	0.57	34.28	0.57	34.28	
Vietnamese	24.00	1	0.28	34.56	0.28	34.56	
White Non-Hispanic	25.00	231	65.44	100.00	65.44	100.00	
<b>Total Valid</b>		353	100.00		100.00		

Gender:

Mean: 2.49

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Unselected	1.00	40	11.33	11.33	11.33	11.33	
Male	2.00	101	28.61	39.94	28.61	39.94	
Female	3.00	212	60.06	100.00	60.06	100.00	
<b>Total Valid</b>		353	100.00		100.00		

Years Employed at Cuesta:

Mean: 4.25

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Unselected	1.00	20	5.67	5.67	5.67	5.67	
Less than 1 year	2.00	44	12.46	18.13	12.46	18.13	
1 to 3 years	3.00	63	17.85	35.98	17.85	35.98	
3.1 to 5 years	4.00	43	12.18	48.16	12.18	48.16	
5.1 to 10 years	5.00	68	19.26	67.42	19.26	67.42	
Greater than 10 years	6.00	115	32.58	100.00	32.58	100.00	
<b>Total Valid</b>		353	100.00		100.00		

Employee Group:

Mean: 2.63

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Unselected	1.00	38	10.76	10.76	10.76	10.76	
Classified	2.00	86	24.36	35.13	24.36	35.13	
Faculty	3.00	199	56.37	91.50	56.37	91.50	
Management/Confidential/Supervisor	4.00	30	8.50	100.00	8.50	100.00	
<b>Total Valid</b>		353	100.00		100.00		



**CLIENT INTAKE NEEDS ASSESSMENT**

**Please E-Mail This Document Back to Debbie Stogel at [dstogel@adl.org](mailto:dstogel@adl.org)**

TYPE OF PROGRAM

Workplace  Law Enforcement  Non-Profit  X Campus

TRAINING DATE: 7 April 2011

Contact Name: Sandee L. McLaughlin

Title: Executive Dean, North County Campus & South County Centers  
Co-Chair Cultural Diversity & Student Equity Committee

Campus: San Luis Obispo

Address: Hwy 1, San Luis Obispo, CA 93403-8106

Phone: 805/591.6200, ext. 6220

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Email: smclaugh@cuesta.edu

Website: http://cuesta.edu/

**PHASE ONE**

**1. How did you learn about A CAMPUS OF DIFFERENCE™?**

Judy Meisel, a speaker for ADL, came to our campus to talk about her experience as a holocaust survivor.

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**2 What are your goals or outcomes, if any, for a program like A CAMPUS OF DIFFERENCE™?**

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1. Increase cultural competence across the campus

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2. Infuse issues of diversity across the campus

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**3. What is the target participant group? What positions do they hold?**

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Participants are expected to be faculty, staff, managers, administrators

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**4. Is there a diversity vision, strategy or mission on campus?      X YES      NO**

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Diversity is a college value: **“We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive.”**

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Additionally, The San Luis Obispo Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees’ ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one’s understanding of people’s differences, recognizing one’s biases and seeking not to be limited by them in one’s thinking and one’s actions, and challenging institutional systems and policies that sustain inequalities. The Board is committed to staff development, hiring processes and a campus environment that embody cultural competence.

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**5. Have there been any historical issues or incidents ADL should be aware of prior to the program?**

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**6. What, if any, prior multicultural or diversity training has the participants received? For how long? When?**

The College has provided numerous multicultural/diversity training:

1. Presented part II of Diversity Training March 2010 – Respect Zone training with Conrad Mendoza
2. Presented Respect Zone Ally Training for Lesbian, Gay, Bisexual, Transsexual Alliance (LGBT) in October 2009. Training conducted in collaboration with student LGBT Club.
3. Roundtable discussions on “Isms”: (2004, 2008, 2011)
4. “Last Chance for Eden” (2006)
5. “The Color of Fear,” Lee Mun Wah (2000, 2005)
6. “The ‘D’ Word” (2003)

**7. Is the A CAMPUS OF DIFFERENCE™ program linked to other organizational training modules or employee professional development opportunities? Are all employees required to attend?**

This program will be linked to the College’s Professional Development Committee. This will not be a required training. However, all employees are strongly encouraged to attend.

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**8. Is there a person or department responsible for diversity initiatives?**

The Cultural Diversity/Student Equity Committee works in collaboration with the President’s Office, Academic Senate, and the Professional Development Committee.

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## **PHASE TWO**

- 1. How does your campuses diversity vision, strategy or mission relates to employee performance objectives?**

Employee evaluation includes collegiality. There is an expectation that employees will engage in professional development. This question will be considered further.

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- 2. What are the campus demographics? Are there any key issues, trends, concerns or areas of particular interest that you would like the program to address?**

Primarily Caucasian – next largest group is Hispanic.

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- 3. Are there any goals or outcomes you feel the participants would like to achieve by participating in the program?**

1. Assurance of campus-wide cultural competence
2. Increase cultural competency
3. Improve hiring processes
4. Improve communication/conflict resolution skills, particularly in the classroom

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**4. Have there been any historical issues or incidents ADL should be aware of prior to the program?**

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The mass numbers of arab/muslim people rounded up without due process in the wake of 9/11/2001 and the bigotry that continues to this day; perhaps taking note of current fears surrounding Islam.

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**5. How much time will be allocated for the program? How many individuals will attend? Were there any particular training formats from prior multicultural or diversity training that may have been met with resistance?**

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There are to be two 4-hour trainings. It is estimated that at least 20 participants will attend per workshop. A theme voiced by employees is a frustration that “the same individuals come to these trainings; how do we reach those who really need?”

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**6. What type of follow-up will occur after the program?**

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A self-assessment will be distributed to all training participants 3 weeks following the workshop.  
The Cultural Diversity & Student Equity Committee will de-brief the experience.

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**7. What kind of support is being provided to the A CAMPUS OF DIFFERENCE™ program’s implementation?**

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1. The training is a product of an Academic Senate proposal that the Faculty Professional Development Committee collaborate with the Cultural Diversity and Student Equity Committee.

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  2. A memo was sent from the President to the entire College noting the April 7 program as part of the College’s continuing efforts to promote cultural competence.

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  3. Funding for the program from the Cultural Diversity and Student Equity Committee, the President’s office, Vice Presidents and the Executive Dean.
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**8. Effective diversity management may prompt changes in your work culture, policies and procedures. What mechanisms do you have in place to assist your employees with these changes?**

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**9. What are the most important criteria that will be used to judge ADL's performance?**

We would like to be given a feedback survey from ADL with the results shared back.

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**10. Other information that would be helpful in designing a program?**

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**LEADERSHIP COMPONENT  
(NOTE: AS APPLICABLE)**

**1. What are the primary issues of diversity on campus? (language, generational, religion, lifestyle, sexual orientation, etc.) Other perceptions of diversity issues? How do you know?**

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General Bias issues (*isms*)

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**2. How does the campus currently promote diversity? How is this communicated?**

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1. Board of Trustees Annual Diversity Resolution – reaffirms the District’s commitment to diversity
2. Cultural Diversity & Student Equity diversity training
3. Latino Leadership Activities

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**3. What key characteristics does the campus use to market itself and its services either internally or externally? Which are the greatest sources of pride?**

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**4. Are employees rewarded and recognized for cultural competency or culturally informed behavior? Is cultural competency a part of successful job performance?**

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Bilingual Spanish stipend for some classified employees

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**5. How will senior management support and reinforce cultural competent behavior?**

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**6. How does the campus currently measure employee and/or student satisfaction?**

Historically limited to Noel Levitz surveys as associated with accreditation self-studies.

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**7. Are you currently reviewing policies and practices to support diversity on campus?**

Board Policies will be updated – as cited in planning agendas in accreditation self-study.

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**8. Other information that would be helpful in designing a program?**

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**PLEASE E-MAIL THIS DOCUMENT BACK  
TO DEBBIE STOGEL AT [dstogel@adl.org](mailto:dstogel@adl.org)**

A CAMPUS OF DIFFERENCE™ Training  
 Cuesta College  
 Evaluation Summary - Afternoon Session  
 Thursday, April 7, 2011

ADL'S A CAMPUS OF DIFFERENCE™ TRAINING														<h1>COMMENTS</h1>						
Course Content			As a result of participation in today's workshop:					Facilitator: Pam Cysner			Facilitator: Lloyd Wilkey									
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4	4	4	5	5	5	5	5	4	5	5	4	5	5		Group discussion, case scenarios, role playing	Everything at the workshop was relevant and useful	very little	Bullying	outstanding	Thank you!
5	4	4	5	5	5	5	4	5	5	5	5	5	5		Responses that were given when someone is stereotyped	n/a	fair amount	Bullying workshop	outstanding	
4	5	5	5	4	5	5	5	5	5	5	5	5	5		The scenarios and feedback from others	The card activity felt too staged	fair amount		outstanding	
4	4	4	5	5	5	5	5	4	4	5	4	4	5		The group exercise	The scenario	fair amount		very good	
4	4	4	4	4	4	4	4	4	4	4	4	4	4				very little		very good	
4	5	5	5	5	5	5	5	5	5	5	5	5	5		scenarios		fair amount		very good	
5	5	5	5	4	4	4	5	5	5	4	5	5	4				very little		outstanding	
4	4	4	5	4	4	4	4	4	5	4	4	5	4		interact with others about the issues	none	very little		very good	
4	4	4	5	5	5	5	5	4	5	4	4	4	4		It's great to offer opportunities to talk about diversity/tolerance		fair amount	bullying in schools	very good	
5	5	5	4	5	4	4	4	5	5	5	5	5	5		All	needed more faculty and staff to participate	fair amount		outstanding	

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5	5	5	5	5	5	5	5	5	5	5	5	5	5		Awareness of the need to educate		very little		outstanding	
<b>4.38</b>	<b>4.54</b>	<b>4.46</b>	<b>4.85</b>	<b>4.69</b>	<b>4.69</b>	<b>4.69</b>	<b>4.69</b>	<b>4.62</b>	<b>4.85</b>	<b>4.69</b>	<b>4.62</b>	<b>4.77</b>	<b>4.69</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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5	5	5	5	5	4	4	5	5	5	5	5	5	5		The various groups activities		fair amount		outstanding	
5	5	5	5	5	5	5	5	5	5	5	5	5	5		I liked the preprinted cards with stereotypes. They get people thinking. The 5 scenarios were great too.	Can't think of any	very little	How to respond to people who are defensive	very good	
5	5	4	5	4	4	5	5	5	5	5	5	5	5		Greatly a common conversation- We need to continue the dialogue		great deal	More facilitated discussion on the topic	very good	It should be an all day workshop
5	5	5	5	5	5	5	5	5	5	5	5	5	5		Incorporating ways to address bias in the campus setting		fair amount		very good	
5	4	5	5	4	5	4	4	5	5	5	5	5	5		The exercises and scenarios from our campus	the ground rules (Cuesta cougars?)	fair amount		outstanding	

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4	4	4	4	4	4	4	2	2	4	4	2	4	4	Do not read the power point, use the microphone at all times	Ouch video very good single and specific. Show the Asians in the library video instead of just talking about.	We could have gone factor through material. The dynamics of the presenters could have been more crisp	fair amount	Next time Cuesta College brings training of this magnitude (cost+subject level) let's invite outside people to this training (i.e. Arroyo Grande police chief and mayor) HATE CRIMES	good	Good job getting the scenarios from Cuesta College. That made the assignments more meaningful. I am glad it was 4 hours not 8 hours. Amy Pike, thanks for organizing this.
5	5	5	4	5	5	4	5	4	4	5	4	4	5		Practical non-threatening info		fair amount		very good	
5	5	5	5	5	5	5	5	5	5	5	5	5	5		The ways I can integrate the teachings in my classroom with the students		fair amount	updates/mailings on the issue	outstanding	
5	5	5	5	5	5	5	5	5	5	5	5	5	5		learning not to overlook these negative experiences and ways to address them		fair amount		outstanding	



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4	5	4	4	4	4	4	5	4	4	4	4	4	4		The content and active participation activities. It was educational to hear others' comments	All was beneficial	fair amount	The booklet and resources will be useful to me	very good	
5	5	5	5	5	5	5	5	5	5	5	5	5	5		how to re-direct racist or hatred comments		very little	more info on what's going on at other community colleges to keep diversity alive	very good	
4	5	4	5	4	5	4	4	5	5	5	5	5	5		role playing and interaction with others learn-by-doing		fair amount	not sure	outstanding	
4	4	4	5	4	4	5	4	4	4	4	4	4	4		Discussion groups	none	very little		very good	
5	5	4	5	5	5	4	5	4	5	5	4	5	5		Tools to better counter prejudice on campus	ouch cards-needed more assistance when hurtful statements made and better ability to deal with racism	fair amount		very good	
5	5	4	5	4	5	5	4	4	5	4	4	5	4		Definitions and group activities	N/A	fair amount	communication and power points to share during staff meetings	very good	
4.75	4.81	4.56	4.81	4.50	4.63	4.50	4.50	4.50	4.75	4.75	4.50	4.75	4.75		0.00	0.00	0.00	0.00	0.00	0.00

## **Resolution of Respect**

I pledge from this day forward to do my best to combat prejudice and to stop those who, because of hate or ignorance, would hurt people or violate their civil rights. I will try at all times to be aware of my own biases and seek to gain understanding of those I perceive as being different from myself. I will speak out against all forms of prejudice and discrimination. I will reach out to support those who are targets of hate. I will think about specific ways to promote respect for people and create a prejudice-free zone. I firmly believe that one person can make a difference and that no person can be an “innocent” bystander when it comes to opposing hate. I recognize that respecting individual dignity, achieving equality, and promoting intergroup harmony are the responsibilities of all people. By saying this pledge, I commit myself to making a positive impact in the community I serve.