
Western Extension Diversity Report

**To the Western Extension Directors
From the
Western Extension Diversity Committee**

September 2008

Table of Contents

Introduction.....	1
Executive Report.....	3
Measuring Diversity in the West Survey.....	6
Recruitment and Retention.....	15
Cultural Competency Training.....	23

Introduction

Charge to the Committee

In August 2007, the Western Extension Directors Association (WEDA) appointed selected Western Extension employees to serve on the Western Extension Diversity Committee. This group was formed to help advance the following goals in the WEDA Strategic Plan [<http://extension.oregonstate.edu/weda/orginfo/strategic.html>]:

- **Maximize the effectiveness of Extension as an organization...This includes...reaching out to diverse and changing populations...and advancing the professional capabilities of Extension faculty, staff, and administrators in the West.**
- **Assure that parity is reached or exceeded for diverse audiences through Extension programs in the West.**

The first goal focuses internally on Extension's human resources, in which two of the implementation strategies identified include:

- a. Identify and prioritize internal organizational issues and challenges important to the Extension in the West, paying particular attention to the changing populations and economies in member states/territories.
- b. Actively encourage the recruitment, hiring, professional development, and mentoring of faculty, staff, and administrative leaders who reflect the diverse cultures in the West to assure their success with Extension.

The other goal focuses on educational programs for external audiences, which include the following strategies:

- a. Seek external and internal stakeholder input to identify and prioritize major issues important to people and communities in the Western states and territories paying particular attention to addressing the needs of diverse audiences.
- b. Identify and prioritize Extension's strategic roles in meeting the needs of diverse and changing communities in the West.
- c. Identify and share program and funding opportunities that support the development and delivery of Extension programs for the diverse populations in member states/territories.

The committee as directed by WEDA to focus initially on the following efforts:

1. Ascertain what practices and procedures are in use or recommended (across Extension and elsewhere, including efforts by Land-grant Administrative Officers' groups) that can facilitate the recruitment of a more diverse workforce for Extension; consider advertising, announcements, markets, meeting minimum qualifications, performance expectations, and HR procedures. Review and assess those practices and propose other promising

- best practices for recruitment of a diverse workforce—looking for strategies that are portable across states.
2. Ascertain those practices and barriers that might contribute to or detract from the retention of a diverse workforce. Include in the analysis consideration of institutional climate, professional development, mentoring, advancement and upward mobility, career portability. Review and assess those practices and propose other promising best practices for retention of a diverse workforce—looking for strategies that are portable across states.

The Committee

The Western Extension Diversity Committee appointed by WEDA was composed of 12 individuals representing nine western states. The selected committee members were: James Christenson, Director Arizona Cooperative Extension; Richard Molinar, University of California Cooperative Extension Farm Advisor; Jan Carroll, Colorado State Extension 4-H Specialist; Charity Buchert, University of Idaho Affirmative Action Coordinator; Patrice Quintana, New Mexico State University Director of Special Initiatives; Jill Ukeiley, University of Nevada Extension Southern Area Director; Dan McGrath, Oregon State Extension Staff Chair; Louise Parker, Director of Extension Family Programs and Mary Katherine Deen, Diversity Director both of Washington State University Extension; and Dallas L. Holmes, Utah State University Extension Institutional Research and Civil Rights Director. University of California Central Valley Region Director Linda Marie Manton chaired the committee and Lyla Houglum, Executive Director for WEDA, also served on the committee as a key resource.

The committee's first meeting was held on January 7, 2008, by conference call and followed by numerous conference calls to discuss task force work completed to date, next steps, and final report to WEDA. The committee's work was conducted by individual task forces comprised of the committee members. The task forces consisted of: 1--Parity, 2--Recruitment and Retention, and 3--Cultural Competencies Training.

Prior to the committee members beginning their work, they reviewed numerous documents prepared and published by the "Change Agent States for Diversity (CSAD)" [<http://www.casd.cornell.edu/>] and committee chairperson, Linda Marie Manton, had several discussions with Carol Young, Extension Specialist Kansas State University and CASD Project Manager. Additional diversity documents were provided by Dr. Patreese Ingram, Pennsylvania State University Extension.

Executive Summary

The Executive Summary offers highlights of the overall report. It does not replace the more specific and detailed task force reports that follow.

The Western Extension Diversity Committee members thank the Western Extension Directors for acknowledging the importance of diversity as the part of a healthy Extension Program and for establishing a committee to investigate the issues in the charge as described earlier in this document. The committee thanks WEDA for providing the committee members the opportunity to be part of this challenge. Chair Linda Marie Manton expresses her gratitude to excellent committee membership that were committed to diversity as a key component of Extension Programming in the West, committed to the charge as set out by WEDA, and who developed a concise report that met the charge given to them by WEDA.

Summary of Recommendations

Based on Survey Findings:

- WEDA member institutions should commit to assuring that parity is reached or exceeded for diverse audiences through Extension programs in the West. Institutions must begin by first establishing baselines for measuring parity as mandated by our federal partner and then annually developing a standard that will measure the planned impact.
- Each WEDA institution should give consideration to establishing regulatory standards for face-to-face contact auditing to ensure the accuracy and quality of the data being collected and reported.
- The development and training of recruitment and hiring committees at WEDA universities should be designed to ensure process understandings, complicity, the management of unconscious bias, and cultural sensitivity in recruitment and hiring activities.
- Senior leadership at WEDA institutions should give consideration to inviting the diversity leader to join the cabinet or administrative team to ensure that diversity awareness is represented when policies and programs are developed.
- WEDA institutions should establish a routine practice of reviewing and discussing the “lessons learned” in both successful and failed attempts to recruit and retain diverse faculty/administrators and other personnel.
- Sustained and systematic diversity training for senior and mid-level Extension administrators should be given high priority by WEDA member institutions.
- Consideration should be given by WEDA member institutions in establishing training for Extension faculty/educators that transcends Civil Rights compliance training.

Recruitment and Retention:

- Make every effort to assemble diverse interview teams and search committees.
- Develop and effective training for search committees on why they should attend to diversity issues including unconscious bias when hiring new faculty.
- Instruct interview teams on appropriate and inappropriate interview questions.
- Make a conscious effort to advertise positions in a broad array of outlets that reflect diversity and reach beyond traditional Extension social networks.
- Develop relationships with faculty in colleges and universities that produce the largest numbers of women and graduates of color within identified program areas.
- Request that county-based academics units establish and maintain active advisory groups that reflect an appropriate level of diversity for their community.
- Assist, coach, mentor, and provide support for classified, fixed term employees, and recent graduate students to gain the experience and degrees necessary to complete for tenure track positions.
- Communicate throughout the organization applicant and workforce demographic data in order to inform our faculty about parity, progress, and areas needing improvement.
- Form and empower a diversity task force or diversity catalyst team.
- Develop effective and sustained mentor/coaching programs for new faculty, especially those with limited Extension and Academia experience.
- Clarify with faculty and staff that one of the goals of diversity initiatives is to promote a more welcoming, inclusive and supportive workplace environment.
- Develop procedures and methods for conducting exit interviews. Request all supervisors conduct and report the results of exit interviews to designated human resource managers.

Cultural Competency Training

- Western Extension Directors invest in a train-the-trainer model for implementing Cultural Competency Training (CCT) system within the western region.

In order to initiate the above, it is suggested the following implementation steps:

- Select a minimum of two CCT trainers per Western State.
- Support a 10% time commitment for each CCT trainer to train for and implement the CCT based on providing two CCTs per year per Western State.
- Support the participation of selected trainers in the "Train-the-Trainer" (T3).
- Support the participation of selected trainers in the T3 program conducted by Washington State University Extension.
- Integrate the on-going delivery of the CCT into the state professional development system.

Sustainability

- The committee recommends that a Western Region Diversity Catalyst Team be established by WEDA to assure the sustainability of diversity in Extension programming in the West and to keep the momentum going that has been established by this committee.
- The Western Region Diversity Catalyst Team could be part of an existing structure or entity such as the Western Region Program Leadership Committee.

2008 WEDA – Western Extension Diversity Committee Measuring Diversity in the West August 2008

The 2008 WEDA Diversity Survey was conducted June-August 2008. 100% of the western states responded to the survey. One Pacific Islander member also responded. The survey was developed by WEDA Diversity committee Dallas L. Holmes, EdD and Richard Molinar with data analysis conducted at Utah State University.

Section I - Contact Parity

Our federal partner USDA/CSREES requires that state extension partners collect face-to-face contact information for those clientele served by extension programs. The collection of face-to-face information requires an accounting of contacts for various ethnicities, their gender and those with limited English proficiencies. CSREES guidelines suggest that state extension partners establish "parity goals" to ensure that potentially underserved clientele receive the opportunity to participate in extension programs. "Parity" is defined as having the actual contacts within +/- 20% of the total potential 'baseline' of the clientele established. Contact counting is also now part of the CSREES annual report of accomplishments. The new federal plan of work web-based accomplishment report requires that extension report the numbers of contacts made for both adult and youth in knowledge areas identified in the state's plan of work document.

Question # 1 -Agent/Educators

Half of the Western Region respondents [WEDA] indicated that they have established baselines for calculating parity as reported by individual agents/educators [50%].

These states, however, reported that the collection of ethnicity contact information [86%]; the collection of gender contact information [79%]; and the collection of adult/youth contact information [86%] are occurring.

Less than 25% of those reporting indicated that they compare face-to-face contacts from meetings to the potential baseline of race. Of those who did make this comparison most achieved the comparison through personal observation of those attending the meeting.

Question # 2- Specialists

One third of the Western Region respondents indicated that they have established baselines for calculating parity as reported by individual specialists.

These states, however, reported that the collection of ethnicity contact information [79%]; the collection of gender contact information [71%]; and the collection of adult/youth contact information [93%] are occurring.

Less than 25% of those reporting indicated that they compare face-to-face contacts from meetings to the potential baseline of race. Of those who did make

this comparison most achieved the comparison through personal observation of those attending the meetings.

Question # 3 – Parity Standards Are Established By

Most Western Regional respondents indicated that they were using baseline demographic data from the US Census for calculating parity standards for counties and the state in general. Some faculty members are expected to reach participants across all programs in proportion to each group's level of representation in the targeted geographic area. One WEDA member reported that they do not have parity standards since as a population they are at present demographically diverse.

Question # 4 – Are Parity Standards Established Annually

Western Region respondents indicated that only 14% established annual parity goals although an additional 36% indicated that they have established parity goals just not on an annual basis. 50% of the respondents have established no parity goals annually or otherwise.

Question # 5 - If No parity Goals were set describe the documentation efforts to demonstrate efforts in reaching diverse audiences with Extension programs

Some WEDA institutional members collect data which is filed in individual and central Civil Rights files documenting individual contact data and demographic baseline data. Others have no collection standards at all although some indicated that programs design must be culturally relevant to the program audience. There are some who rely on annual Civil Rights compliance and diversity training to encourage staff to document publicity of programs; targets underserved audiences and include "all reasonable effort" in reaching Extension audiences.

Question #6 – Accuracy of reporting system for affirmative action

64% of the Western Region respondents believe that the agents/specialists define and report accurately the programs they deliver in the state/locale. Nearly one third however believe that reporting is not accurate or honestly reported.

Question #7 – Regulations in place to assure quality in contact data

Half [50%] believe that there are regulations in place to assure the quality of the contact information gathered. They indicated that district department heads and other administrators routinely review the data collected for accuracy. Others

indicated that they follow university guidelines for all colleges, schools and institutes. Some indicated that civil rights reviews are conducted on a four year rotational basis with all reporting units in the state. Some WEDA institutions suggested that they had no procedure for auditing affirmative action data collected.

Section II – Recruitment and Retention

Question #8/9 –Search Committee roles

71% of WEDA member institutions reported that they do not require diversity training with search committee members. 100% reported that they do NOT hold candidate pools open until they reach a prescribed level of diversity.

Question #10 – Expectations in Work

100% of the Western Region respondents incorporate expectations regarding working with diverse audiences and diversity issues into Extension position descriptions and position announcements.

Question # 11/12 – Diversity leader/specialist

Most WEDA institutional members [79%] have a leader/diversity specialist on staff however, half [50%] report that the leader/specialist is part of the Extension Directors cabinet or administrative team.

Question #13 - Exit Interviews

Nearly 2/3 of WEDA member institutions report that they routinely conduct exit interviews with faculty/extension educators who choose to leave employment with Extension. [64%]

Question #14/15 - Collect and analyze information about successful and failed recruitment and retention of faculty/extension educators.

Most WEDA member institutions do NOT analyze either successful or failed attempts to recruit and retain diverse faculty/extension educators and administrators to positions within their organizations. [71% successful attempts/ 64% failed attempts]

Section III – Professional Development and Accountability

Question # 16 - Diversity and Appraisal Documents/Performance Appraisals

79% of Western Region members incorporate expectations regarding working with diversity issues into Extension performance related procedures. Various strategies were employed by WEDA institutions incorporating diversity in appraisal systems including coaching; reminders of “all reasonable efforts” standards; a review of contact documentation standards; and expectations on the part of faculty to achieve parity in contacts were reviewed in appraisal/performance discussions.

Question # 17 – Routine and sustained training in diversity for higher/mid level administrators

Half [50%] of WEDA member higher and mid level administrators receive routine and sustained training in leading/facilitating diversity work at their institution.

Question # 18 – Diversity Training offered within the past three years for Extension personnel

Nearly all WEDA member institutions are providing affirmative action/ civil rights training [93%]. About half of these institutions also provide training in cultural competence and other cultural specific training [57%]. More than 42% of these institutions provided organization change training. Other training included privilege and oppression awareness training [21%].

Question # 19 - Estimate of the percentage of Extension personnel who have attended diversity training other than affirmative action/civil rights training in the past three years.

1/3 of WEDA member institutions indicated that Extension personnel have been engaged in some form of diversity training in the past three years. [31%]

Question # 20 – Diversity training requirement

93% of Western Region members have no requirement for diversity training. Some WEDA institutions suggested that diversity training was now included in the annual Extension conference.

Diversity Committee recommendations based on survey findings:

- WEDA member institutions should commit to assuring that parity is reached or exceeded for diverse audiences through Extension programs in the West. Institutions must begin by first establishing baselines for measuring parity as mandated by our federal partner and then annually developing a standard that will measure the planned impact.
- Each WEDA institution should give consideration to establishing regulatory standards for face-to-face contact auditing to ensure the accuracy and quality of the data being collected and reported.
- The development and training of recruitment and hiring committees at WEDA universities should be designed to ensure process understandings, complicity, the management of unconscious bias, and cultural sensitivity in recruitment and hiring activities.
- Senior leadership at WEDA institutions should give consideration to inviting the diversity leader to join the cabinet or administrative team to ensure that diversity awareness is represented when policies and programs are developed.
- WEDA institutions should establish a routine practice of reviewing and discussing the “lessons learned” in both successful and failed attempts to recruit and retain diverse faculty/administrators and other personnel.
- Sustained and systematic diversity training for senior and mid level Extension administrators should be given high priority by WEDA member institutions.
- Consideration should be given by WEDA member institutions in establishing training for Extension faculty/educators that exceeds Civil Rights compliance training. Such training at a minimum should include the development of competencies in cultural awareness and understanding; cultural knowledge; cultural interaction; and cultural sensitivity.

**2008 WEDA - Western Extension Diversity Committee
Measuring Diversity in the West**

RESPONSE SUMMARY

Please complete the survey questions below which will help WEDA understand how diversity is measured in the West.

Our federal partner USDA/CSREES requires that state extension partners collect face-to-face contact information for those clientele served by extension programs. The collection of face-to-face information requires an accounting of contacts for various ethnicities, their gender and those with limited English proficiencies. CSREES guidelines suggest that state extension partners establish "parity goals" to ensure that potentially underserved clientele receive the opportunity to participate in extension programs. "Parity" is defined as having the actual contacts within +/- 20% of the total potential 'baseline' of the clientele established. Contact counting is also now part of the CSREES annual report of accomplishments. The new federal plan of work web-based accomplishment report requires that extension report the numbers of contacts made for both adult and youth in knowledge areas identified in the state's plan of work document.

Section I - CONTACT PARITY

YES Responses

1. From the list below please check all that apply pertaining to the collection of face-to-face contacts in this organization/locales affirmative action program. **[Agent/educator response]** (check all that apply)

50.00%	a. Our state has established 'baselines' for calculating parity of individual agent/educator program	
21.40%	b. Our state has established 'baselines' for generic programs only	
14.30%	c. Our state does <u>not</u> collect ethnicity contact information	85.70%
21.40%	d. Our state does <u>not</u> collect gender contact information	78.60%
14.30%	e. Our state does <u>not</u> collect adult/youth contact information	85.70%
21.40%	f. We compare face-to-face contacts from meetings to the potential baseline	

We determine ethnicity/gender by:

42.90%	f1. sign up attendance lists - ethnic/gender questions
78.60%	f2. personal observation
14.30%	f3. other

7.10%	g. We do not collect face-to-face contact information at meetings
21.40%	h. We collect face-to-face contacts at some meetings, not others

2. From the list below please check all that apply pertaining to the collection of face-to-face contacts in this organization/locales affirmative action program. **[Specialist response]** (check all that apply)

35.70%	a. Our state has established 'baselines' for calculating parity of individual specialist programs	
14.30%	b. Our state has established 'baselines' for generic programs only	
21.40%	c. Our state does <u>not</u> collect ethnicity contact information	78.60%
28.60%	d. Our state does <u>not</u> collect gender contact information	71.40%

- | | | |
|--------|---|--------|
| 7.10% | e. Our state does <u>not</u> collect adult/youth contact information | 92.90% |
| 21.40% | f. We compare face-to-face contacts from meetings to the potential baseline | |

We determine ethnicity/gender by:

- | | |
|--------|--|
| 28.60% | f1. sign up attendance lists - ethnic/gender questions |
| 71.40% | f2. personal observation |
| 14.30% | f3. other |

- | | |
|--------|---|
| 7.10% | g. We do not collect face-to-face contact information at meetings |
| 21.40% | h. We collect face-to-face contacts at some meetings, not others |

3. Briefly describe how Extension parity standards were established at this organization/locale in the box below

4. Are Extension face-to-face contact parity goals annually established at this organization/locale?

- | | |
|--------|--------------------------|
| 14.30% | a. Yes |
| 35.70% | b. Yes, but not annually |
| 50.00% | c. No |

If NO answer question # 5

5. IF NO parity goals are set describe in the box below what documentation is utilized demonstrating effort in reaching diverse audiences with Extension programs?

6. In all honesty, does this organization/locales reporting system for affirmative action accurately reflect all extension agent/specialist programs reported throughout the state?

- | | |
|--------|--|
| 0 | a. Absolutely yes |
| 64.30% | b. Yes, to the best that agents/specialists define and report accurately |
| 7.10% | c. Unsure |
| 28.60% | d. No |

7. Are there regulations/procedures in place to ensure the quality of the affirmative action contact data?

- | | |
|--------|--------------------|
| 50.00% | a. Yes |
| 50.00% | b. No |
| | c. Explain yes/no: |

District Department Heads review files, data collection efforts, and programs delivered

Section II - RECRUITMENT AND RETENTION

8. Excluding Affirmative Action/Civil Rights training does your organization require specific diversity training for search committee members?

- | | |
|--------|--------|
| 28.60% | a. Yes |
| 71.40% | b. No |

9. Does your organization hold searches open until candidate pools reach a prescribed level of diversity?

- | | |
|------|--------|
| 0% | a. Yes |
| 100% | b. No |

10. Does your organization incorporate expectations regarding working with diverse audiences and diversity issues into Extension position descriptions and position announcements?

- | | |
|------|--------|
| 100% | a. Yes |
| 0% | b. No |

11. Does your organization have a diversity leader/specialist?

- | | |
|--------|--------|
| 78.60% | a. Yes |
| 21.40% | b. No |

If YES go to Question #12 if NO go to #13

12. If yes, does your diversity leader/specialist sit on the Extension Directors cabinet or administrative team?

- | | |
|--------|--------|
| 50.00% | a. Yes |
| 50.00% | b. No |

13. Does your organization have a systematic process for conducting exit interviews with faculty/extension educators that choose to leave employment?

- | | |
|--------|--------|
| 64.30% | a. Yes |
| 35.70% | b. No |

14. Does your organization routinely collect and analyze information about *successful* attempts to recruit and retain diverse faculty/extension educators and administrators?

- | | |
|--------|--------|
| 28.60% | a. Yes |
| 71.40% | b. No |

15. Does your organization routinely collect and analyze information about *failed* attempts to recruit and retain diverse faculty/extension educators and administrators?

- | | |
|--------|--------|
| 35.70% | a. Yes |
| 64.30% | b. No |

Section III - PROFESSIONAL DEVELOPMENT AND ACCOUNTABILITY

16. Does your organization incorporate expectations regarding working with diversity issues into Extension performance appraisal documents/performance appraisal procedures?

- | | |
|--------|--------|
| 78.60% | a. Yes |
|--------|--------|

If yes, what is the expectation?

All reasonable efforts are taken to reach underrepresented audiences

21.40% b. No

17. Does your organization provide routine and sustained training in leading/facilitating diversity work for higher level/mid level administrators?

50.00% a. Yes

50.00% b. No

18. Within the last three years what type of diversity training has your organization offered in your state/locale for extension personnel? (check all that apply.)

92.90% a. Affirmation Action/Civil Rights Compliance

57.10% b. Cultural Specific Training i.e. Working with Latinos, and/or Tribes, Generational Differences, etc

21.40% c. Privilege and Oppression Awareness

57.10% d. Cultural Competencies (skill building)

42.90% e. Organization Change regarding diversity

14.30% f. Other (please list):

19. Excluding Affirmation Action/Civil Rights training, please give us a rough estimate of the percentage of your extension personnel who have attended any of the other diversity trainings within the last three years.

% 0% - 21.4% - 14.30% 21-40% - 14.3% 41-60% - 7.1%
61-80% - 7.1% 81-100% - 35.7%

20. Excluding Affirmation Action/Civil Rights training, does the organization require extension personnel to attend diversity training?

7.10% a. Yes

92.90% b. No

c. If yes, what is the requirement?

Name of person(s) completing this survey and their email address:

Title of Person Completing the Survey:

Organization Represented:

Directions: Name and Save Survey Document, then attach the survey file to the email below.

Return survey to: Dr. D.L. Holmes

dallas.holmes@usu.edu

Need help: Call

(435) 770-0744 - Dallas Holmes or (435) 797-8214 - Megan Openshaw

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

Executive Summary

Extension organizations across the Western States are committed to diversifying their faculty and staff in order to more effectively meet the educational needs of the multicultural communities they serve. Each Extension organization is unique and has its own mandates and constraints that shape diversity initiatives. The attached document is a list of promising management practices for recruitment and retention of a diverse workforce gathered from Extension organizations throughout the United States. Here are a few examples.

- ✓ Make every effort to assemble diverse interview teams and search committees.
- ✓ Develop an effective training for search committees on why they should attend to diversity issues including unconscious bias when hiring new faculty.
- ✓ Instruct interview teams on appropriate and inappropriate interview questions.
- ✓ Make a conscious effort to advertise positions in a broad array of outlets that reflect diversity and reach beyond traditional Extension social networks.
- ✓ Develop relationships with faculty in colleges and universities that produce the largest numbers of women and graduates of color within identified program areas.
- ✓ Request that county based academic units (Extension, Research and Extension Centers, Experiment Stations, other) establish and maintain active advisory groups that reflect an appropriate level of diversity for their community.
- ✓ Assist, coach, mentor, and provide support for classified, fixed term employees, and recent graduate students to gain the experience and degrees necessary to compete for tenure track positions.
- ✓ Communicate throughout the organization applicant and workforce demographic data in order to inform our faculty about parity, progress, and areas needing improvement.
- ✓ Form and empower a diversity task force or diversity catalyst team.
- ✓ Develop effective and sustained mentor/coaching programs for new faculty, especially those with limited Extension and Academia experience.
- ✓ Clarify with faculty and staff that one of the goals of diversity initiatives is to promote a more welcoming, inclusive and supportive workplace environment. Everyone benefits.
- ✓ Develop procedures and methods for conducting exit interviews. Request all supervisors conduct and report the results of exit interviews to designated human resource managers.

What follows is a comprehensive list of promising recruitment and retention practices organized under the headings: Formation of Search Committees, Training of Search Committees, Position Descriptions and Announcements, Proactive Recruitment, County Advisory Groups, Development of Internal Candidates, Leadership Development, Continuous Marketing, Supporting New Hires, Professional Development, Workplace Climate, and Assess, Track and Communicate Progress. The many citations below reflect the growing body of research based literature that informs our recruitment and retention efforts. Your comments and additional suggestions are welcome.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

Recruitment and retention are catching the attention of Extension administrators throughout the United States. They recognize that in the next five to ten years there will be a remarkable wave of baby boomer retirements. In 2008, boomers born in 1946 will turn 62 and will become eligible for retirement. As the first set of baby boomers retires, the national workforce will contract by eleven percent (Sherwood, 2005; Myers, 2007). By 2015, baby boomers age 55 and older will comprise only twenty percent of the workforce. This tidal wave of baby boomer retirements will completely reshape the national Extension work force.

Extension administrators are preparing to effectively manage the succession of generations in Extension. Diversifying the Extension faculty and staff is a key element of that management and leadership task. The most rapid and efficient way for Extension to develop the organizational capacity to meet the needs of new, emerging, and underserved audiences and the needs of our rapidly changing society in the twenty first century is to hire talented new faculty and staff from traditionally underrepresented groups (Subervi and Cantrell, 2007; Tuner, 2002).

I. Recruitment

Formation of Search Committees

1. Make every effort to include an appropriate level of diversity on interview teams and search committees (Smith, Wolf, and Busenberg, 1996; Turner, 2002).
2. Request at least one person on every search committee have diversity training specifically related to the search process.

Training Search Committees

1. Instruct search committees to assign value not only to academic degrees and experience, but also to the ability, perspective, and experience necessary to work with diverse or targeted audiences (ECOP, 1991; ECOP, 1993; Alger, 1999; Schaubert, 2001).
2. Develop an effective training for search committees on how and why they should attend to diversity issues and how to manage unconscious bias during the search process (Alger, 1999; Reskin, 2000).
3. Instruct interview teams on appropriate and inappropriate interview questions. Request that interview questions be reviewed by Human Resources/Affirmative Action professionals prior to conducting interviews.

Position Descriptions and Announcements

1. Clarify that active involvement in shaping position descriptions and announcements is part of the responsibilities of all search committee members.
2. Develop position descriptions/announcements that apply to a broad based educational background (Turner, 2002) so that people do not feel they are "ruled out."
3. Ensure all position descriptions indicate a commitment to diversity that goes beyond including standard Civil Rights Act statements. Go further.
4. Request position descriptions and announcements are reviewed by appropriate human resource/affirmative action professionals.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

Proactive Recruitment

1. Clarify that active involvement in recruitment efforts is part of the responsibilities of all search committee members (Cooper and Smith, 1990).
2. Make a conscious effort to advertise positions in a broad array of outlets that reflect diversity and reach beyond traditional Extension social networks (Colby and Foote, 1995).
3. Encourage faculty and staff, especially those from underrepresented groups, to actively share position announcements with their friends and colleagues, even if those individuals are not actively looking for a new position.
4. Develop relationships with faculty in colleges and universities that produce a large number of graduates of color within identified program areas (MWDD, 2008).
5. Develop collaborative relationships with appropriate institutions to trade faculty with different skill sets.
6. Purchase a booth at conferences and job fairs that are held in locations expected to have diverse participants.
7. Arrange for organizations that serve underrepresented groups or individuals that represent the candidate's culture to meet with candidates during the interview process.
8. Consult university human resource offices to determine the percentage of underrepresented groups nationally and regionally in various Extension positions.
9. Identify recruitment and retention goals and opportunities for improvement.
10. Use a parity data driven approach to recruitment (Subervi and Cantrell, 2007).
11. Request searches remain open for a reasonable amount of time to ensure candidate pools reach an appropriate level of diversity.

County Advisory Groups

1. Request all county based academic units (Extension, Research and Extension Centers, Experiment Stations, other) establish and maintain active advisory groups that reflect an appropriate level of diversity for their community (Black et al, 1992).
2. Ensure that county faculty and staff, county advisory groups, and county policy makers understand the value of diversity to Extension and the community as a whole (Smith and Schonfeld, 2000; Traver et al, 2007).
3. Give county faculty and staff, county advisory groups, and county policy decision makers instructions regarding non-discrimination before they meet with Extension job applicants.

Develop Internal Candidates

1. Assist, coach, mentor, and provide support for classified and fixed term employees to gain the experience and degrees necessary to compete for tenure track positions.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

2. Promote internal candidates into leadership positions based on a combination of years of experience, organizational knowledge, as well as academic degrees.
3. Create a Diversity Administrative Intern position which provides experiences and responsibilities to prepare underrepresented employees for movement into leadership positions (Sanoff, 2006).
4. Develop fixed-term "pre-doctoral" appointments targeting underrepresented candidates who have finished coursework and are making good progress on their dissertation (Gooden, Leary, and Childress, 1994).

Leadership Development

1. Provide training in leading diversity efforts for high and mid level Extension administrators who make final hiring decisions (Ewert and Rice, 1994; Reskin, 2000).
2. Develop an administrative position that speaks for diversity and encourages new thinking.
3. Communicate throughout the organization regarding applicant and workforce demographic data in order to educate them in the areas of parity, progress, and areas needing improvement (Ewert, 1994).
4. Form and empower a diversity task force or diversity catalyst team (Ingram, 2006).
5. Develop and continually refine and communicate a diversity action plan (Iverson, 2008).

Continuous Marketing

1. Create marketing materials and advertising agendas to continually promote Extension as a career for underrepresented faculty and staff.
2. Update Web site postings with photos of diverse Extension faculty and staff so potential employees can "picture themselves" working in Extension.
3. Train faculty, staff, and administrative councils to be "continuous recruiters" who will continually identify and recruit underrepresented groups.

II. Retention

The "sink or swim" organizational culture of Extension is hard on all new hires, but is especially hard on new hires with limited academic and Extension experience. It is hard on new hires from underrepresented groups dealing with what may be for them, a "foreign culture".

Supporting New Hires

1. Clarify the role of search committees in helping to retain successful candidates by providing new hires an introduction to their unit and on going contact and support.
2. In addition to designating a search committee chair, consider designating a search committee "follow-through" who will check in with the successful candidate periodically to ensure they are transitioning well and getting the mentoring/support they need to be successful.
3. Arrange for regular face-to-face meetings between the director and employees from underrepresented groups providing opportunity for open discussion (Duster, 1991).

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

4. Develop effective and sustained mentor/coaching relationships for new faculty, especially those with limited Extension and Academia experience (Birrell, 1995; Girves, 2005).
5. Limit administrative activities of junior faculty from underrepresented groups to ensure time spent on developing a successful tenure portfolio.
6. Provide ample and sustained professional development opportunities for all new faculty and staff.
7. Provide new employee orientations that clearly identify key individuals to contact for support.
8. Encourage supervisors to facilitate an open dialogue between new and existing employees and stakeholders especially when recent hires are unfamiliar with Extension and academe (Bensimon, Ward, and Sanders, 2000).

III. Professional Development

1. Provide sustained professional development opportunities in the area of diversity and cross cultural communication for faculty, staff, and administration (Hassel, 2004).
2. Incorporate expectations regarding professional development in working with diverse audiences and diversity issues into position descriptions.
3. Incorporate expectations regarding professional development in working with diverse audiences and diversity issues into performance appraisal documents and procedures.

IV. Workplace Climate

Recruitment, retention, professional development, and workplace climate are interrelated. Workplace climate has a significant impact on our ability to recruit and retain faculty and staff from underrepresented groups. Professional development of existing faculty and staff is required to improve workplace climate.

1. Clarify with faculty and staff that one of the goals of diversity initiatives is to promote a more welcoming, inclusive and supportive workplace environment (Bernal, 1996). Everyone benefits.
2. Insert cultural competence “moments” into staff meeting agendas as well as regional, professional association, program updates, and other meetings of Extension personnel.
3. Make diversity the focus of at least one plenary session at Extension’s annual meeting or forum.
4. Develop a workshop designed to facilitate understanding of privilege, power, difference, and unconscious bias among faculty, staff, and administration.
5. Conduct and report the results of workplace climate assessments at regular intervals.
6. Effective mentoring for new hires is one way to make women, minorities, and other employees from under represented groups feel welcome. Mentoring is welcoming.

V. Assess, Track, and Communicate Progress

Workplace climate and organizational culture are generally invisible to those who participate in and sustain them. It is essential to assess, track, and communicate progress over time.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

1. Assess and communicate applicant and workforce demographic data on a regular basis in order to increase awareness of progress and areas needing improvement (Schauber, 2001).
2. Continually track recruitment and retention successes and failures (Turner, 2002; Turner and Myers, 2000). Get constant feedback.
3. Develop procedures and methods for conducting exit interviews (Kutilek, 2000). Request all supervisors conduct and report the results of exit interviews to designated human resource managers.
4. Evaluate, report, and discuss the aggregate results and trends in recruitment and retention on a regular basis.

Citations

Alger, J., 1999. "When color-blind is color-bland: Ensuring faculty diversity in higher education." Stanford Law and Policy Review, Vol. 10(2), pp. 191-204.

Bensimon, E.M., K. Ward, and K. Sanders, 2000. The department chair's role in developing new faculty into teachers and scholars. Boston, MA: Anker Publishing.

Bernal, M.E., 1996. Valuing Diversity: A faculty guide. Washington, DC: American Psychological Association.

Birrell, J.R., 1995. "Learning how the game is played: An ethnically encapsulated beginning teacher's struggle to prepare black youth for a white world." Teaching and Teacher Education, Vol. 11, 137-147.

Black, D.C., G.W. Howe, D.L. Howell, P. Bedker, 1992. "Selecting Advisory Council Members." Journal of Extension [On-line], Vol. 30(1), available at <<http://www.joe.org/ojoe/1992spring/a4.html>>.

Colby, A. and E. Foote. (1995). "Creating and maintaining a diverse faculty" (Report No. JC-950-457). Los Angeles, CA: ERIC Clearing house for Community Colleges. (ERIC Documentation Reproduction Service No. ED 386-261).

Cooper, R. and B.L. Smith, 1990. "Achieving a diverse faculty: Lessons from the experience of Evergreen State College." American Association for Higher Education Bulletin, Vol. 43(2), pp. 10-12.

Duster, T., 1991. "The diversity project: Final report." Institute for Social Change: University of California, Berkeley.

ECOP Strategic Planning Task Force on Diversity. (1991). "Pathways to Diversity: Strategic plan for the Cooperative Extension System" (Washington, D.C.: U.S. Government Printing Office).

ECOP Strategic Planning Task Force on Diversity. (1993). "Pathways to Diversity Reaffirmed: Strategic plan for the Cooperative Extension System" (Washington, D.C.: U.S. Government Printing Office).

Ewert, D.M. and J.A.K. Rice, 1994. "Managing Diversity within Cooperative Extension." Journal of Extension [On-line], Vol. 32(2), available at <<http://www.joe.org/joe/1994august/a1.html>>.

Girves, J.E., 2005. "Mentoring in a Post-Affirmative Action World." Journal of Social Issues Vol. 61(3) pp. 449-479.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

- Gooden, J.S., P.A. Leary, and R.B. Childress, 1994. "Initiating minorities into the professoriate: One school's model." Innovative Higher Education, Vol. 18(4), pp. 243-253.
- Hassel, C.A., 2004. "Can Diversity Extend to Ways of Knowing? Engaging Cross-Cultural Paradigms." Journal of Extension [On-line], Vol. 42(2), available at <<http://www.joe.org/joe/2004april/a7.shtml>>.
- Ingram, P., 2006. "The Change Agent States for Diversity Project: The Catalyst Team Approach." Journal of Extension [On-line], Vol. 44(5), available at <<http://www.joe.org/joe/2006october/a1.shtml>>.
- Iverson, S.V., 2008. "Now Is The Time for Change: Reframing Diversity Planning at Land-Grant Universities." Journal of Extension [On-line], Vol. 46(1), available at <<http://www.joe.org/joe/2008february/a3.shtml>>.
- Kutilek, L.M., 2000. "Learning from Those Who Leave." Journal of Extension [On-line], Vol. 38(3), available at <http://www.joe.org/joe/2000june/iw2.html>.
- Minority and Women Doctoral Directory, 2008. Available from MWDD, 3001 Bridgeway, Suite K119, Sausalito, California 94965; phone (415) 332-6933; email infor@mwdd.com.
- Myers, V.L., 2007. "Recruitment and Retention of a Diverse Workforce: Challenges and Opportunities." Journal of Healthcare Management, Vol. 52(5), pp.290-298.
- Reskin, B.F., 2000. "The Proximate Causes of Employment Discrimination." Contemporary Sociology, Vol. 29(2): pp. 319-328.
- Sanoff, A.P., 2006. "An Internship Program Helps to Diversify Faculties." Chronicle of Higher Education, Vol. 53(10), pp. 56-58.
- Schauber, A.C., 2001. "Talk Around the Coffeepot: A Key to Cultural Change Toward Diversity." Journal of Extension [On-line], Vol. 39(6), available <<http://www.joe.org/joe/2001december/a1.html>>.
- Sherwood, S., 2005. "The Cost of Excluding Older Workers: The Knowledge Drain." Diversity Inc Magazine, Vol. 4(4), pp. 42-46.
- Smith, D.G., L.E. Wolf, and B.E. Busengerg, 1996. Achieving faculty diversity: Debunking the myths. Washington, DC: Association of American Colleges and Universities.
- Smith, D.G. and N.B. Schonfeld, 2000. "The benefits of diversity: What the research tells us." About Campus, 5(5), pp. 16-23.
- Subervi, F. and T.H. Cantrell, 2007. "Assessing Efforts and Policies Related to the Recruitment and Retention of Minority Faculty at Accredited and Non-accredited Journalism and Mass Communication Programs." Journalism and Mass Communication Educator, Vol. 66(1), pp. 27-46.
- Traver, S., B.P. Luckey, H. Shaklee, A. Nauman, A. Liddil, K. Tiff, and L. Laumatia, 2007. "Using a Historical Tour to Teach Extension Audiences About Diversity and Human Rights." Journal of Extension [On-line], Vol. 45(6), available at <<http://www.joe.org/joe/2007december/iw2.shtml>>.

Recruitment and Retention of a Diverse Extension Workforce

by Dan McGrath, Charity Buchert, Jan Carroll, and Linda Marie Manton

Turner, C.S.V. and S.L. Myers, 2000. Faculty of color in academe: Bittersweet success. Needham Heights, MA: Allyn and Bacon.

Turner, C.S.V., 2002. Diversifying the Faculty: The Guidebook for Search Committees. ISBN 0-911696-90-3 Published by the Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009, phone 202-387-3760, www.aacu.org,

Recommended Reading

Turner, C.S.V., 2002. **Diversifying the Faculty: The Guidebook for Search Committees**. ISBN 0-911696-90-3 Published by the Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009, phone 202-387-3760, www.aacu.org,

The University of Missouri Extension has developed Diversity Climate Teams charged with improving the workplace climate in their region. To learn more about the University of Missouri Climate Teams, and **Climate Change Tool Box** at <http://extension.missouri.edu/staff/diversity/RegionalClimate.html>.

Acknowledgements

Although this document is the result of conversations and discussions with dozens of people, we would like to acknowledge the special contributions of the following individuals: Jim Christenson, University of Arizona; Sandra Holbrook, North Dakota State University; Patreese Ingram, Pennsylvania State University; Harvey Lineberry, North Carolina State University; Julie Middleton, University of Missouri; Terryl Ross, Debbie Maddy, and Ann Gilles, Oregon State University.

OVERVIEW
Washington State University Extension
Cultural Competency Training
and
Recommendation for Western Region

A report for the Western Extension Directors



2008

Authored by: Mary Katherine Deen, Diversity Director, WSUE

On behalf of:

Cultural Competency Training Committee: Patricia Contona, NM; Renee Martinez, CO; Louise Parker, WA; Jill Ukeiley NV; Mary Katherine Deen, WA

OVERVIEW

Washington State University Extension Cultural Competency Training

The Washington State University Extension (WSUE) *Culturally Competency Training (CCT)* is designed to assist extension educators and staff expand their skills in working with diverse audiences. The overarching goals for the training are to assist participants:

- Become more aware of their own personal and organizational cultures
- Examine how their personal and organizational cultures affect our ability to work across difference in both negative and positive ways
- Build skills to increase competencies as we work with others who are different from us

The training is based on the WSUE Cultural Competencies (see below) and is designed using key adult education theory and practice that create a safe and welcoming environment for all learners. The learning activities respect and support individual learning styles and the participants' life experiences are viewed as an important source of knowledge. The intent of the program is to gain knowledge and skills that can be used when engaging in a new situation/culture, rather than focusing on specific cultural knowledge.

FORMAT OF TRAINING:

Modules have been designed and piloted for each of the five competencies.

(<http://ext.wsu.edu/diversity/pdf/CulturalCompetencies.pdf>) Four of the modules are three hours each and one module (Cultural Interaction) is four and one-half hours.

Along with time for introductions and wrap-up the total is about 18 hours of training. All modules are currently delivered in a face to face format and it is highly recommended that all modules be taught in this format. Although we recommend that all modules be delivered face to face the Cultural Awareness module is being developed in an interactive on-line delivery format. Plans are underway to create additional modules focusing on culturally competent program planning and evaluation and culturally competent leadership.

Competency: Cultural Awareness: Module One

- Explore personal and cultural values, biases, prejudices and views.
- Identify ways in which culture shapes beliefs, practices, and values.

- Identify similarities and differences among cultures.
- Recognize his/her own culture(s), including Extension culture.
-

Competency: Cultural Understanding: Module Two

- Understand the developmental nature of cultural competencies.
- Describe issues and concerns which arise when values, beliefs, and practices differ from those of the dominant culture.
- Recognize ways culture affects participation in extension programs and services.

Competency: Cultural Knowledge: Module Three

- Develop familiarity with specific cultures, with an emphasis on the diverse audiences in your geographic area.
- Use conceptual and theoretical models for understanding human culture especially the ways in which they differ from one's own.
- Identify appropriate cultural guides and build productive relationships with them.

Competency: Cultural Interaction: Module Four

- Recognize factors impacting successful intercultural communication.
- Use concepts and theories of intercultural communication.
- Manage intercultural conflicts effectively.
- Interact productively and seek input and guidance from cultural partners.
- Form new programmatic partnerships across intercultural difference.

Competency: Cultural Sensitivity: Module Five

- Recognize the impact of privilege, inequality and oppression in daily contexts.
- Identify historical and sociological influences on specific cultural interactions.

TRAINING OFFERINGS:

In Washington State the complete set of modules was conducted in 2006 with a small pilot group. It was repeated in March 2008 with another group of extension educators. Module One (Cultural Awareness) was conducted four times as a standalone to all county based extension educators and staff during 2007.

Beginning in 2008 all new extension educators will be expected to complete the CCT during their first 24 months of employment with WSUE. The CCT will be delivered in fall 2008.

TRAINING EVALUATION:

Evaluation Summary for Cultural Competency Training 2007-08

Situation

Washington State University Extension is committed to being an inclusive organization



that seeks and promotes diversity in our workforce, program participants, educational partners, and program content. As a means of achieving the Extension vision, we strive to serve the residents of Washington with culturally competent and linguistically appropriate programming and services. The WSUE Strategic Plan includes the following strategic initiative goal: *Increase the Diversity of WSU Extension's Faculty, Staff, Volunteer Base, and Those We Serve*. In support of this goal Cultural Competency Trainings have been designed and conducted statewide. A summary of this training system follows.

Impacts

Two evaluations were conducted for the Designing Culturally Competent Programming workshop series conducted in 2006. The first evaluation was a written retrospective survey completed within a month after the last session by the participants who completed all the sessions. Participants were asked to report on their learning in twelve areas of cultural competency ranging from "recognizing similarities and difference among cultures based on cultural dimensions" to "integrating cultural competencies in the planning, implementation and evaluation of programming." Before the training, 84% of the participants reported that they never or sometimes were able to perform these skills. After the training 96% felt that they usually or always were able to achieve these goals. The biggest learning for the group appears to have been in the competencies of identifying and working with cultural guides to better inform their program planning and implementation and in identifying barriers to intercultural communications. At the time of the survey participants felt that the most important thing they had gained from participating in the workshops were that their views of diversity had been broadened, they wanted to learn more and they were eager to apply what they had learned to their job responsibilities.

A follow up evaluation was conducted with all participants six months past the end of the last session. Participants were interviewed either face to face or via the telephone. They were asked to reflect on whether they had made any changes in their intercultural communications and/or programming as a result of the training. Two behavior changes are salient. All participants stated that they had changed their behavior in communicating with others by asking more questions, listening more carefully and looking for non-verbal cues more often. They felt this helped them to understand others and situations more than in the past. They also stated that they spoke up more often when they encountered what they perceived to be discriminatory statements or actions. Most participants were in the beginning stages of integrating cultural competencies into their planning, implementation and evaluation of programming and requested continued support in this area.

The Extension district Cultural Awareness Trainings were held throughout 2007.

Written surveys were conducted immediately following each three hour session. A total of 153 WSUE personnel participated in the workshops. Of that number, 86% (133) completed the evaluation. Participants were asked to respond to their abilities to recognize their own culture, including Extension culture, to explore personal and cultural values, biases, prejudices and views and to identify similarities and differences among cultures. Before the workshop 37% of the participant believed they sometimes used these skills and 60.5% of the participants believed they usually or always used these skills. After the workshop 93% felt they usually or always could implement these skills. When asked what had been most useful to them in the training, the responses were evenly divided between learning how to identify similarities and differences in cultures based on the Kluckhohn model; examining the Extension culture and understanding their own biases and preferences. Several comments were made about appreciating that the environment of the training was inclusive and welcoming and researched based. Overall, there was an overwhelming request for more time in the training session and more of this type of training.

In March 2008, the 18 hour Cultural Competency Training (CCT) was conducted for extension educators. The curriculum had been updated based on feedback and evaluations from the previous trainings. Again participants were asked to identify on a scale from 1 – 4 (one being the lowest) how they would rate their abilities before and after the training in nine areas of cultural competencies. The abilities ranged from “recognizing similarities and differences among cultures...” to “understanding the concepts of privilege, power and oppression.” Before the training only 53% felt they were sometimes or usually able to perform these skills. After the training 81% felt that they could definitely perform these skills. The biggest learning was in the area of “identifying the barriers to intercultural communications” and “recognizing various cultural conflict styles.” The most important thing that participants felt that they had learned was awareness and understanding of their own cultures and those of others. One participant wrote, “This perspective/model should be integrated into all of Extension’s offices and functions.” Another person stated, “This information is hard to deliver and it was provided in an open and non-threatening manner.”

IMPLEMENTATION OF CULTURAL COMPETENCY TRAINING (CCT) WESTERN REGION:

Assumptions:

Western Region Directors will want:

- a skill based training approach to improve outreach to diverse audiences.
- to create a sustainable diversity training system.
- to build internal training capacity in their state and in the region.

Recommendation:



Western Region Directors invest in a train the trainer model for implementing Cultural Competency Training system within the western region.

Steps for implementation of the train the trainer model (T3)

- Select a minimum of two CCT trainers based on criteria listed below. We highly recommend a training team of two to four trainers.
- Support a 10% time commitment for each CCT trainer to train for and implement the CCT based on providing two CCTs per year.
- Support the participation of selected trainers in the “Train the Trainer” (T3) program conducted by WSUE. The T3 program will consist of three phases after the initial application process.
 - ~ Participate in all five of the CC modules.(required)
 - ~ Participate in a three day intensive T3 retreat with additional readings.(required)
 - ~ Serve as a co-trainer with an experienced CCT trainer and assist with all five modules.(optional)
- Integrate the on-going delivery of the CCT into the state professional development system.

Suggested Criteria for Trainers

- Experience in training and facilitation
- Communication skills and experience in diverse settings
- Commitment to diversity issues
- (A more detailed job description for CCT Trainer will be developed.)

Recommendations for State Training Teams:

- Includes at least one county based educator
- Includes a mix of male and female trainers
- May include a mix of faculty and staff personnel
- Trainers make a minimum of a two year commitment to the project

Opportunities to attend the Cultural Competency Trainings that include the five modules:

- September 30 - October 2 in Western WA (on a space available basis)
- February 3-5, 2009, Eastern WA (on a space available basis)
- An additional session could be organized for the Western region January 13-15, 2009

Train the Trainer Retreat: April 14-16, 2009 - Location to be determined.

Costs of Implementing CCT in your state:

- **Trainer time:** Recommended 10% per year, per trainer
- **Trainer participation in CCT and Train the Trainer retreat:** registration costs for CCT and the T3 Retreat, travel, lodging, per diem, on-going technical assistance (if requested)
- **State trainings:** travel costs for trainers and participants, WSU training materials for participant, other additional training costs.

Benefits:

- In house expertise on diversity/intercultural competencies
- Reduced reliance on outside consultants for diversity training
- Regional training cohort for support of diversity work and sharing of additional diversity modules
- Potential revenue stream for state (CCT trainers could charge fees to external groups for the CCT)
- Reaching the ultimate outcome: quality programming to a more diverse population

Sustainability:

WSUE has a long term commitment to disseminating the Cultural Competency Training (CCT) throughout the Western Region by means of a train the trainer (T3) model. Through this model states will be able to establish their own cohort of CCT trainers to sustain CCT in their state on an on-going basis. WSUE will provide the necessary trainings for certification of CCT trainers. These required trainings are:

Cultural Competency Training (base 18 hour training)

Opportunities for participation in CCT:

- The annual WSUE CCT on a space available basis OR
- A Western Region CCT offered for multiple states OR
- WSUE trainers providing CCT in an individual state.
- See (website) for details on dates for 2008/2009.

Train the Trainer Retreat (3 day training focusing on trainer development)

Opportunities for T3 Retreat:

- In 2008, April 14 – 16, location to be determined
- On a yearly basis as needed.
- Note: A minimum of 12 persons will be needed for a Train the Trainer Retreat.

Other Sustainability Support includes on-going professional development, support for certified CCT trainers and opportunity to participate in an on-going outcome based evaluation system.

For further information or questions, please contact Mary Katherine Deen at mdeen@wsu.edu or 509-662-4730.

Theoretical Approaches to Diversity Work

(Highly simplified and open to all kinds of interesting challenges and other understandings!)

<i>Category</i>	Social Justice	Intercultural	Organizational Development
<i>Academic Roots</i>	Philosophy and Sociology	Anthropology and Communication	Business and Economics
<i>Social Roots</i>	Civil rights/grassroots movements	Prejudice studies	Efficiency studies; industrial engineering
<i>Institutional "Home"</i>	U. Mass—Amherst	U. Minnesota	Harvard; U Iowa
<i>Pedagogy</i>	Affective dimension; attentive to emotional issues/responses. Transformational: Highly personal; self-reflective; high touch	Intercultural dimension; analytical; examine details and parse out. Developmental, experiential. Focuses on transactions.	Quantitative dimension; outcomes. Observational; case study. Rational actors theory. Theories of science are very influential.
<i>Leading Theorists</i>	Paolo Freire Jurgen Habermas	Gordon Allport Robert Park	Kurt Lewin Peter Syngé

This handout was developed by Melynda Huskey, Washington State University Division of Student Affairs, Equity and Diversity, melyndah@wsu.edu. Please include this information in any reproduction of this handout.