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Diversity Training Workshop Series: How to Learn and Interact within a Diverse Community

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*“Diversity Training Workshop Series:
How to Learn and Interact within a Diverse Community”*

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PIM 74

**A capstone paper submitted in partial fulfillment of the requirements for a Masters
of Arts in Intercultural Service, Leadership and Management at SIT Graduate
Institute in Brattleboro, Vermont, U.S.A**

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Date: July 14th, 2016

Dedication and Acknowledgments

I dedicate this work to my parents Rosa Ramos and Miguel Bernal, who with their tireless dedication, love, and care supported me at all times in my most daring request of studying far away from home in a total different reality. Mom, thank you for patiently “planting the seed of courage” in me. Dad, thank for your spiritual guidance, faith, and love. Both, thank you for never doubting about my dreams.

List of Acronyms

Association of American Colleges & Universities (AAC&U)

Wake Forest University (WFU)

Colorado State University (CSU)

Higher Education Excellence in Diversity Award (HEED)

University of California Los Angeles (UCLA)

University of South Carolina (USC)

Association for the Study of Higher Education (ASHE)

Student Affairs Administrators in Higher Education (NASPA)

Association of College Unions International (ACUI)

Development Model of Intercultural Sensitivity (DMIS)

Table of Contents

ABSTRACT.....	1
Introduction.....	2
Goals and Objectives	5
Program goals	5
Program objectives.....	5
Participant Goals.....	6
Participant Objectives	6
Background.....	6
Needs Assessment.....	8
Theoretical Foundations.....	12
Identity Theories	13
Theory of Self-Authorship.....	15
Social Identity Development Theory	15
Development of Intercultural Sensitivity.....	16
Training Methodology Models	17
Recent research on training and identity social interaction among students in U.S. universities	18
Program Description	22
Pre-Organization Phase for the Staff and Administration	22
Program Scope and Description.....	23
Evaluation plan	25
Curriculum	26
Orientation	26
Training Introduction Preparation.....	27
Inter-group Assignment:	28
Training Methodology Step by Step	29
Training I: “Self-Identity” (Appendix H)	30
Training II: “My Community, Social Classes and Class Culture” (Appendix K)	32
Training III: “Routes to Inclusiveness: Inter-group Engagement, Empowerment and Advocacy” (Appendix L).....	35
Staffing plan.....	37
Marketing Plan.....	38

Recruitment and Admission.....	39
Logistics.....	40
Health and safety plan.....	42
Budget.....	43
Conclusion and Implications.....	43
References.....	45
Appendices.....	50
Appendix A: Needs assessment for the institution to help evaluate the implementation of the Diversity Training.....	50
Appendix B: Example of Intercultural Competency Assessment sheet for students.....	51
Appendix C: Application Form.....	51
Appendix D: Policy Agreement of Participation and Code of Conduct.....	53
Appendix E: Certificate of Participation (sample).....	54
Appendix F: Feedback and evaluation after trainings.....	55
Appendix G: How to give and receive Feedback practice.....	56
Appendix H: Training I: Self-Identity.....	58
Appendix I: Model of Multiple Dimensions of Identity (Jones & McEwen, 2000).....	60
Appendix J: Needs assessment questions for Training II.....	62
Appendix K: Training II: My community, Social Classes and Class Culture.....	63
<u>Appendix L</u> : Training III: “Routes to Inclusiveness: Inter-group Engagement, Empowerment and Advocacy”.....	66
<u>Appendix M</u> : Staff Description and Responsibilities.....	68
<u>Appendix N</u> : How to deal with Resistance.....	69
Appendix O: Budget.....	71

ABSTRACT

This capstone focuses on a diversity initiative designed for higher education institutions in the United States and it targets students of all levels and degrees. The theme selected for this capstone is: *“Diversity Training Workshop Series: How to Learn and Interact within a Diverse Community”* and it will be a co-curricular program that follows the interests promoted by Affirmative Action. Due to the wide range of intersectionalities and the abstract definition of Diversity, in this paper, diversity is defined solely as the “composition of the student body”.

The trainings outline the needs for students to recognize and acknowledge non-visible identity characteristics and the contextual factors that shapes it that includes but it is not limited to: ethnicity and race, age, learning ability, social class, cultural heritage, military status, athlete status, student with children, sexual orientation, inmate and others. The goal of this capstone is to foster understanding, social interaction, and integration while promoting inclusiveness and active collaboration among the student community.

Online research, inquiries, and literature review concentrate on identity groups and their social interactions, the pros and cons of transmitting specific values and information for a single identity group, and the social identity development of the student throughout emerging adulthood. This three part workshop series is designed for an interactive self-identity exploration including social class, class culture, and advocacy along with inter-group assignments for integration and collaboration. The program planning and the curriculum is based on Social Identity Theories and interactive training methodology by David Kolb (1984) and Paulo Freire (1998).

Introduction

Diversity programs across higher education institutions in the United States have increasingly gained institutional value and attention since Affirmative Action was implemented in 1977. The U.S. Commission on Civil Rights defines Affirmative Action as “any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future.” (American Association for Access, Equity and Diversity, 2016). But it was not until 2003 that the Supreme Court justified consideration of diversity (in this case race) in admission, alluding to the benefits in education and fulfilling the educational mission of higher education institutions. (Milem 2005). Since then, state universities, community colleges, and other education institutions have been working towards integrating diversity programs and initiatives such as the creation of identity groups, diversity conferences, special topics forums, and cultural celebrations.

Even though the meaning of *diversity* is approached differently in each educational institution, the efforts generally convey the need for providing equal access and opportunities to all underrepresented groups while increasing Social Justice Awareness. As mentioned before, for the purpose of this program to promote inclusion, social interaction, and understanding among the diverse groups in the university campus, and in the intention for self-exploration and recognition of intersectionalities, the meaning of *Diversity* will be defined as “the composition of the student body”. The theme of this capstone “*Diversity Training Workshop Series: How to Learn and Interact within a Diverse Community*” is inspired by the efforts and trends presented throughout higher educational institutions that are meant to increase diversity value and understanding of different identity groups.

A definition for intersectionalities and diversity values is also essential to mention. Since both terms are not attributed to a particular identity group or cultural heritage, the Oxford dictionary offers a general definition for *Intersectionality* as “the interconnected nature of social categorization such as race, class, and gender, as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage” (Oxford Dictionary, 2016). As for *Diversity Values*, the dictionary defines values as “the regard that something is held to deserve; the importance, worth, or usefulness of something” (Oxford Dictionary, 2016). This definition is relevant to this program since its aim concentrates on the importance of social interaction and understanding, and worth to “oneself” to be given the space for self-exploration and recognition of identity, its intersectionalities and other contextual factors that shape them. Values such as respect, acceptance, cooperation, appreciation, and others, are left to the participant’s self-recognition and individual learning. This concept eliminates the idea of transmitting specifically chosen values and opens for authentic self-exploration and reflection of one’s and other’s identity, which is key to the goals of this program. And finally *Identity* term is used as “the fact of being who or what the person or thing is” (Oxford Dictionary, 2016). The concept choice will serve as a start to discovering and defining identity as one of the goals of the program. Further explanation about the reason, application, and use of these terms in the program will be described later in the following sections.

The “Diversity Training Workshop Series” is a format of a workshop series that is meant to be implemented specifically on-campus in higher education institutions. Examples include but are not limited to: Student Affairs Department, International Center, Student Activities & Leadership Department, or other department that manages, plans and coordinates co-curricular diversity initiatives for students. The initiative consists of a co-curricular workshop series of

three different trainings that are designed based on David Kolb's (1984) experiential learning model that helps to understand different learning styles, and Paulo Freire's (1998) dialogical learning methodology. Other base theories include Identity Theory by Arthur Chickering (1969) and Erik Erikson (1946, 1956), Social Identity Development by Hardiman and Jackson (1992, 1997) and the Development of Intercultural Sensitivity by Milton Bennett (1986, 1993, 2004, and 2013). The "Diversity Training Workshop Series" is a format that complements initiatives that seek to increase diversity awareness and the necessary skills to be able to communicate and interact among different identity groups.

The Diversity Training is not grounded in the needs of an institution in specific, it rather combines group exercises that intent for the exploration, discovery, and self-reflection of the diverse communities that has surrounded the individual throughout his/her life experience. Not having a specific institution defines my position solely as a graduate student who seeks to start a career as a diversity trainer and training designer.

The expected learning outcome of these trainings is to increase awareness on the importance of understanding, interacting, and building relationships within diverse groups while creating ideas of social integration. This capstone responds to the necessity to foster understanding and interaction within the diverse groups present on U.S. university campuses which confront communication barriers due to misrepresentation of cultural background, identity, and social classes. However, it is important to state that this program is an introduction for increasing interaction and understanding among diversity groups on campus. It should not be considered as an absolute solution for engagement and interaction challenges present in the university.

Goals and Objectives

The Diversity Training Workshop Series outlines an aim to provide students with an open and safe space for exploration, discovery, and self-reflection of themselves and of the diverse communities that has surrounded the individual throughout his/her life experience. The program design seeks to offer a format that can be adaptable and transformed according to the contextual factors and needs of the university.

Program goals

1. To create a diversity initiative that includes social interconnection among diverse identity groups present on a university campus
2. To strength recognition of the institution's diversity groups and mutual understanding
3. To open the way for creating partnerships and collaboration among different diversity groups on campus
4. To offer an open and safe space for promoting diversity awareness, and exploration and discovery of the self
5. To foster learning and interaction among the diverse communities present in the university campus

Program objectives

1. For training I: To increase awareness and understanding of diverse identities, their intersectionalities and the characteristics of society that shape them
2. For training II: To cultivate new knowledge and self-reflection on the social classes and class culture that has surrounded the individual throughout her/his lifetime
3. For training III: To encourage and support engagement throughout the diverse groups and offer opportunity to create advocacy groups

Participant Goals

1. To develop positive values and attitudes towards acceptance of diversity
2. To integrate inter-community understanding and awareness of self and others and impact on other
3. To apply self-reflection and dialogue as a method for self-improvement and shift of behavior
4. To become conscious and aware of constructing inner confidence and openness to take risks through dialogue
5. To eliminate stereotypes and assumptions that can hinder communication and interaction among diverse groups

Participant Objectives

1. To become aware of self's behavior while cultivating commitment for self-development and change
2. To acknowledge and respect participant's identities and perspectives while recognizing things that "I know and I don't know"
3. To become familiar with surroundings and cultural practices that can impact interaction and learning among diversity, positively or negatively
4. To develop leadership and communication skills
5. To develop confidence for interacting with diverse groups and serve as advocate for opening collaborative relationship among them

Background

The Diversity Training Workshop Series is not grounded in a specific educational institution. The question for building this program originated in the research interest of the

writer's working experience and academic preparation that respond to the initiative to seek for program development alternatives around diversity and inclusion. Among the most relevant professional experience that I, Katherine Bernal, have include: Middle School Teacher for Social Sciences, Religion and Art; volunteering for a medical social service in a rural community with indigenous Panamanians; followed by working in an International Student office with student and scholars from many countries; and the latest position, Student Activities Coordinator at SIT Graduate Institute, higher education institution in which Social Justice is one of the main values.

Observations while working as the Student Activities Coordinator and academic preparation concluded in realizing the relation between diversity training, student groups engagement, and planning and coordinating recreation activities. Initiation of the research and program development came from conclusions of previous academic research that pointed at how co-curricular activities planned for increasing engagement among diversity groups often do not include dialogue and face-to-face interaction. These conclusions and observations during my work experience spawned a new question about "what other options are there for quality interaction and collaboration? And how could this process take place?"

In order to explain this process, the research concentrated in finding a methodology that guarantees quality interaction and collaboration by increasing verbal, physical, and emotional dynamic. In the same manner, the research explains how the social interaction and development of behavior of emerging adults and self-authorship works at this stage. Moreover, the research shows conclusions of studies made around diversity group's social interaction that helped construct the curriculum content of the Diversity Training.

Needs Assessment

The concept idea for the Diversity Training came from observations and research done on higher education institutions values, their co-curricular diversity programs and the policies that entail for consideration of new initiatives according to their goals and needs towards inclusiveness. According to the Association of American Colleges & Universities (AAC&U) 2005, diversity programs goals are to make “excellence inclusive initiatives that includes a resource collection that supports the endeavor of helping all students develop the intellectual, social, emotional, cultural and civic capacities needed to lead in this new century” (Milem, 2005) But definitions on what diversity means and how to achieve it vary depending on each program goals and institutional interests.

For example, Wake Forest University (WFU) definition of Diversity according to the Diversity & Inclusion Office, refers to “the composition of individuals in a group” (Wake Forest University, 2016). WFU’s diversity initiatives, as shown in the website, include engagement in programs that celebrate various cultures, religions, ethnicities and bounded social identities in the community (Wake Forest University, 2016). These celebrations are organized and implemented by identity centers such as the LGBTQ Center and Multicultural Affairs office that oversees ethnic identity groups (Native American, African American, Asian, Latino/a, etc.). Another example is Colorado State University (CSU) which student diversity programs and services offer programs to all student and segments of the student body that includes ethnic diversity groups (Colorado State University, 2016). However, CSU, currently implements an Inclusion Training Program that is open to all students. In this case, if goals and objectives are similar to the Diversity Training described in this program, the institution may discard the possibility of using it.

That being said, other universities that were reviewed for this purpose and have a similar structure for programs targeting ethnic groups are listed under the 2015 recipients of Higher Education Excellence in Diversity Award (HEED). They include: University of California Los Angeles (UCLA), University of Illinois, and the University of South Carolina (USC). Even though WFU and CSU are not listed under the 2015 recipients of HEED, the structure of student group programs and services is similar.

General observations after reviewing diversity initiatives in these higher education institutions showed that diversity initiatives goals are linked to policies described in Affirmative Action. The programs' goals are generally to raise awareness on the social interaction and challenges of ethnic groups and they bring information either by carrying specific identity dialogues, cultural activities, forums, and conferences. Other initiatives consist of residential programs that usually consist in mixing student's rooms usually based on their ethnicity.

Other education organizations or associations that concentrate on internationalization have a definition for diversity with a global focus, whether other national political entities refer directly to ethnic groups in the United States. For example, in July 2003, Milem (2005) stated that the U.S. Supreme Court defined diversity as:

“A compelling governmental interest that justifies certain narrow considerations of race in admissions....The Supreme Court's understanding of the important role that diversity plays in fulfilling the educational mission of higher education institutions was based in part on a growing body of Empirical evidence that establishes how diversity enhances learning outcomes for students.” (p.12)

Notwithstanding, in regards to this training program the definition of diversity would be as suggested by the AAC&U initiative called *Making Excellence Inclusive*. At the same time, it reinforces the meaning of connecting educational quality and inclusion efforts to the Supreme

Court decisions on Affirmative Action in a series of studies about diversity integration and functioning (Milem, 2005). The definition chosen for “diversity” in this program is “to describe the student body composition” and “in addition to conceiving diversity in terms of composition and as exploration of the difference, the definition adds an interest in opposing unfair forms of exclusion, prejudice, and discrimination” (Milem, 2005, p. 14). Even though, diversity appears to have a usual ethnic approach, due to the multiple intersectionalities acknowledge in this program and the integral approach of the same, ethnicity will play a significant role in defining the student recruitment plan but it will not be considered as the only method.

In addition to the emphasis on ethnicity and race in the Diversity Training assessment, activities concentrated on ethnic identity themes focus on cultural dances and traditions, language, documentary screenings, and other political dialogues. While these can add valuable new knowledge and understanding for student learning and dialogues, they can also provide with interactive participation of the students in the audience. Unfortunately, studies have demonstrated that there can be some negative impact on student integration. For example, (Jaschik, 2008) studies made by the Association for the Study of Higher Education (ASHE) in the University of California, Los Angeles (UCLA) explain that:

“The impact of membership in groups that are defined largely by race and ethnicity (such as black student unions) as well as memberships in groups that do not have an explicit racial or ethnic mission, but have overwhelmingly white members (some fraternities and sororities). Generally, they found that a negative impact resulted from membership in these groups. ---white or minority – in which belonging to such group led to an increase in feelings of victimization.” (2008, p.1)

The study concluded that “active members interact under a social normative that discourage interaction, making them sense they are victims and are locked in zero-sum competition” (Jaschick, 2008 p. 1). This study reflects how involvement in student groups contrasts with the views of inclusiveness and with the goals of diversity for increasing

understanding as a whole. UCLA is the university campus with the highest ethnic diversity so that none of the main ethnicity constitutes a majority in the United States (Jaschik, 2008).

The participation of students that are part of identity students groups is key for the implementation of The Diversity Training goals, which includes to create social interconnection among diverse identity groups. Moreover, considering the meaning of “Diversity” and the program goals, the trainings will emphasize on less commonly recognized identities, distinguishing each participant’s characteristics and intersectionalities.

For example, when talking about enrollment rates at a national level, the American Council on Education divides identity groups’ structure including the following groups: “Whites, African Americans, Hispanics, Asian American and American Indians” (Kim, 2011 p. 2). Similar, NASPA (Student Affairs Administrators in Higher Education) sets diversity groups as African American, Asian Pacific Islanders, Disability Knowledge Community, LGBT, Indigenous Peoples, Latino/a, Spirituality and Religion, Multiracial Women, Adult Learners and students with children, veteran and men and masculinities. (NASPA, 2016).

As a Student Affairs staff, measuring the learning outcome of co-curricular activities or programs can present challenges, especially when collecting information for assessment includes observations on student and student group interactions. Getting to know the impact and use of the new knowledge on the students would be a matter of assuming that learning has occurred if co-curricular diversity programs only focused on transmitting information and values chosen about a particular identity group. Defining specific values for diversity training can have a negative impact and cause participants to fear or resist training. Brown (2001) stated that studies made by the Center on Education and Training for Employment in Ohio State University suggest that

“Although personal behavior is influenced by one’s internal value structure, values are not the basis for effective interactions between people of various and divergent viewpoints and characteristics. Many diversity programs are value driven, having the intent of changing people’s attitudes, beliefs, of feeling about other people”. (p.1)

The study emphasizes that training that focus on one minority group can be perceived as a “source of reverse discrimination” (Brown, 2001, p.3). For example, “the way training is delivered can perpetuate discrimination fears by making the some groups feel that they are villains and others the victims, instead of putting them in the equity equation” (Brown, 2001, p.3). Moreover, according to the article on Best Practices for College Unions and Student Activities published by the Association of College Unions International (ACUI) diversity programs “rarely afford participants to learn from an active perspective such as reflection and dialogue” (Association of College Unions International, 2006). To ensure the quality and comprehension of the goals of the Diversity Training Workshop Series, open dialogue and self-reflection will be the main learning method to offer a different structure from transmission of knowledge and introduction to David Kolb’s Experiential Learning, methodology chosen for the implementation of the trainings. David Kolb’s learning cycle methodology is explained in the next section of this paper.

Additionally, finding the real need for increasing diversity training in co-curricular programs under Student Affairs or similar departments in this program, will be led to the university organization decision making not without first providing an assessment (Appendix A) to help evaluate and determine the implementation of the Diversity Training Workshop Series.

Theoretical Foundations

The fundamentals of this program will offer an open and safe space where participants can effectively interact and learn within the diverse campus community. For the purpose of this

program achieving a concrete learning outcome can be challenging due to the abstract conceptualization of the terms diversity, values, and identity. Training involves face-to-face interaction and engages participants into critical thinking and reflection while exploring new ways to apply and use the new learning. The trainings of this program will focus on individual learning, self-reflection, intergroup dialogue and experiential learning. Diversity efforts research indicates that “the most crucial to the success of diversifying college campuses is the type of interaction that transpires among different communities” (Wong, 2007, p.8). In order to understand the development of student during early adulthood, the process of understanding and defining one’s identity and to understand the application of experiential learning as the methodology of the curriculum, the following lists a review of relevant professional and theoretical foundations that includes:

- 1) Identity theory (focusing on the student psychosocial development)
- 2) Theory of Self-Authorship (focusing on cognitive and interpersonal development)
- 3) Social Identity Theory (focusing on interpretation and acceptance of one’s identity)
- 4) Development of Intercultural Sensitivity (focusing on how experience and engagement of cultural difference happen) (Bennett, M. 2013)
- 5) Training Methodology (focusing on experiential learning and dialogical methodology)
- 6) Training and social interaction literature review (focusing on latest studies and results on diversity training and groups’ interaction across U.S. university campuses)

Identity Theories

To understand identity development and how college students embrace awareness of their identity, Arthur Chickering (1969), known for his theory of the identity development for college students, explains that there are seven vectors of identity development. These vectors are:

developing confidence, managing emotions, moving through autonomy towards independence, developing mature interpersonal relationships, establishing identity, developing purpose, developing integrity (Hernandez, 2014, p. 23).

This theory helps to understand and recognize the phases that students experience during college their years explaining the interpersonal and social development of the young adult's concept of awareness. This theory is directly linked to the first training session in which students participating will explore their identity, their intersectionalities and the characteristics that shape them. The first session aims to open the space for developing interpersonal relationships, purpose, and integrity, including norms to manage emotions and the independence towards establishing identity.

Another identity theory that helps to explain the development of cognitive and interpersonal development of late adolescence and early adulthood is described by Erik Erikson (1946, 1956) the concept explains that during this time in life "a sense of personal and social identity is formed in which identity involves two main elements: a persistent sameness within oneself and a persistent sharing with others" (Gurin, Dey, Hurtado, & Gurin, 2002, p. 5). The theory describes an example for a best possible scenario in which young people "can experiment with different social roles before making permanent commitments to an occupation, intimate relationships, to social and political groups and ideas, and to a philosophy of life" (Gurin et al., 2002, p.5). The Diversity Trainings integrate scenarios of different social role exercises specifically associated with the concept of social classes and class culture with the goal of constructing inner confidence and openness that will allow the student to redefine career occupation and social ideals.

Moreover, the ideal scenario involves a confrontation with diversity and complexity while avoiding passively commitments based on past experiences. It encourages to make decisions based on new and more complex perspectives and relationships (Gurin et al., 2002). The next sections contain explanation of the methodology for the implementation of the trainings applying David Kolb's Experiential Learning and Paulo Freire's model of education.

Theory of Self-Authorship

Baxter Magolda's (2001) Theory of Self-Authority requires "complex ways of making meaning of experience, drawing on one's understanding in all three dimensions of development: cognitive, intrapersonal and interpersonal" (Magolda, B., & King, P. M., 2005, p.4). Participants, as emerging adults, are moving towards independence and development of their own integrity as explained by the identity theories. The theory explains that "adults in contemporary society require self-authorship because they need the ability to construct our own visions, to make informed decisions, to act appropriately, and to take responsibility for those actions" (King & Baxter Magolda, 2005, p.4).

The theory of self-authorship can help the trainer or staff implementing the Diversity Trainings to understand how the moving towards independence influences the learning process and its outcomes. It would also provide guidance in creating a clearer learning evaluation that fulfills the goal of developing positive values and attitudes towards acceptance of diversity.

Social Identity Development Theory

Social identity development according to Hardiman and Jackson (1992, 1997) "is a function of the degree to which individuals accept external messages about their social group. It suggests that members of dominant and target groups consciously and intentionally accept (or reject) the oppressive messages about the superiority of some social groups" (Broido, & Reason, 2005, p.

4). Even though it states that it is a conscious acceptance or rejection process, the Diversity Training seeks to bring awareness on the impact that different identities have on each other. Most importantly, to emphasize circumstances in which unawareness has led participants to embrace a truth based on cultural norms within social classes. The goal is to eliminate stereotypes and assumptions that can hinder communication and interaction among diverse groups and integrate inter-community understanding.

Development of Intercultural Sensitivity

The Development Model of Intercultural Sensitivity (DMIS) created by Dr. Milton Bennett (1986, 1993, 2004, 2013) is “a framework to explain how people experience and engage cultural difference” (IDR Institute, 2016). The framework explains the experience of one’s culture as central reality “ethnocentrism” and the complex development when experiencing other’s cultural difference and that is eventually integrated as relative to context or “ethnorelativism”. The experience of difference can be characterized by different positions that vary according to the person’s experience. They are: denial, defense, minimization, acceptance, adaptation and integration (IDR Institute, 2016).

Figure 1.

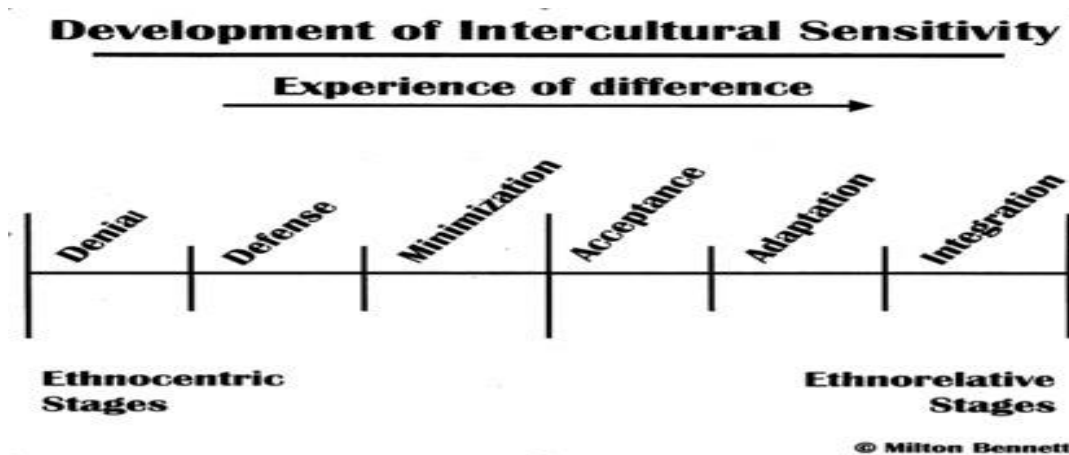


Photo Credit from (IDR Institute, 2016)

This process can help the trainer or staff determine what level participants may be when starting and finishing the trainings. The objective is to evaluate if the participant has become familiar with surroundings and cultural practices that can impact interaction and learning process among diversity, positively or negatively in addition to developing intercultural sensitivity skills. See example of intercultural competency assessment sheet in (Appendix B).

Training Methodology Models

There are two methodology models chosen for the design and implementation of the Diversity Trainings: David Kolb's (1984) experiential learning and Paulo Freire's (1998) dialogical model of education. David Kolb's framework consist in a learning cycle that describes four different learning styles defined by a process of four learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Harris & Ward, 1999). The four modes can be arranged as the ends of a quadrant to better understand the basic learning styles: Imaginative learner, analytic learner, common sense learner, and dynamic learner (Harris & Ward, 1999) and therefore, the process of learning. Moreover, reflection is an important part of the learning cycle that "engages" the participant into thinking his/her reactions and thoughts of an experience, analyze them, and know how to make use of the new knowledge and its application by the end of the learning cycle. Experiential Learning, according to David Kolb (1984) is "the process whereby knowledge is created through the transformation of experience. Experience refers to the process of taking in information and transforming is how individuals interpret and act on that information" (Kolb, D. 2015, p. 52).

Paulo Freire's model of education is similar to Kolb's, it focuses on the participant to be "engaged in the process of learning through experimentation, observation, and reflection and it emphasizes the importance of starting with the participant's experiences and previous

preparation” (Smith, T. & Knapp, C. 2011, p. 59). Freire’s framework is based on dialogue. The dialogical teaching is meant to develop Conscientization, “an ongoing process by which a learner moves toward critical consciousness” (Smith, T. & Knapp, C. 2011, p. 58). Conscientization is aimed to use the learning process towards the cultivation of social change and justice to liberate society from oppression.

Both theories incorporate theories and use reflection and action using “problem-posing” towards the matter of study. In this case, dialogue is the fundamental element of activity for the process of learning. Among the goals, to become conscious and aware of constructing inner confidence and openness to take risks through dialogue. Whereas the Diversity Trainings include self-reflection and dialogue among the three trainings, it intends to build critical thinking skills, values of respect, and acknowledge of the of participant’s identity while recognizing things that “I know and I don’t know”.

Recent research on training and identity social interaction among students in U.S. universities

The Diversity Training focuses on dynamic critical thinking and reflection of the student, taking into account the psychosocial developmental stages and factors as mentioned above. According to Paulo Freire (1998) education is “the practice of critical thinking, implicit in a correct way of thinking, involves a dynamic and dialectical movement between doing and reflecting on doing” (Freire. P, 1998, p. 43). The application of experiential learning in the Diversity Training translates “doing” and “reflecting on doing” as the fundamental methodology of application. Moreover, the Diversity Trainings includes in its programming elements that respond to research on diversity and the benefits that bring to the student development.

According to AAC&U's research on diversity programs, increasing programs with intentional educational purposes respond to:

- The need “to enact diversity in intentional ways that enhance student’s intercultural competency, cognitive complexity, and ability to work in diverse groups”
- The need “to address equity in academic achievement for all students, with particular attention paid to groups historically underrepresented in higher education”
- The need “to engage the entire campus community in conceiving of, carrying out, and assessing a comprehensive process to enact diverse learning environments” (Milem, Chang, & Antonio, 2005, p. 10) among others.

Diversity growth has impulse research on the multiple benefits that brings to student development at a personal and professional level. The AAC&U names among the most comprehensive: “The Benefits of Racial and Ethnic Diversity in Education” (Milem and Hakuta 2000), “College Environments, Diversity, and Student Learning” (Hurtado et al. 2003), and “The Educational Benefits of Diversity: Evidence from Multiple Sectors” (Milem 2003) (Milem et al., 2005, p.15). Most of these studies have been done on ethnic and race differences. The importance of training as a nontraditional learning setting in this case comes in identifying practice by interaction and critical reflection. Reviews by Milem (2005) based on a body of psychological literature, conclude that:

“Institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is distinctively different from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development” (p. 18).

Notwithstanding research demonstrates that many reviews and studies are concentrated in race and ethnicity only. Even when race and ethnicity are important to the recruitment of this

program, other findings have been used to ground the topics of the training in making them integral to diverse non-visible identities. For example, studies performed on diversity programs by the Center on Education and Training for Employment in Ohio State University suggest that diversity programs may be perceived as discriminatory against the majority. The study explains that:

“The way training is delivered can perpetuate discrimination fears by making some groups feel that they are the villains and others the victims. For example, diversity training that focuses solely on the stereotyping of women and minorities places white males in the role of perpetrators instead of including them in the equity equation” (Brown, B. 2001, p. 3)

It is not only the conflicting perpetrator position but also the need to dismantle non-visible identities or those who are not directly linked to “at first glance” ethnic and cultural stereotyping. For example, students with children, the cultural heritage that is non-visible in the student ethnicity, third culture kid, age difference, physical appearance, spiritual beliefs, and different learning abilities.

Other diversity studies for intergroup relations demonstrate numerous pros and cons on the way programs are structured. Studies supported by ASHE by Harvard professor Jim Sidanius (2008) at the University of California, Los Angeles, finds positive impact on students who live together and are exposed to people of different backgrounds and negative impact from being members of groups largely of one race or ethnicity. UCLA was selected because of its racial and ethnic diversity where no group on campus is a majority. Findings concluded that “Membership in groups that are defined largely by race and ethnicity and in fraternities and sororities whose membership is dominated by one racial group, has a negative impact on intergroup racial attitudes” (Jaschik, 2008, p. 4).

Whereas this program intends to increase awareness on the importance of understanding, interacting, and building relationships, the suggested finding will help determine part of the outreach for students who are active members of student groups conformed by a large single ethnicity. The findings also stated that the “minority students in such groups report positive feelings of ethnic identity. Involvement increased student’s sense that they are victims and that all racial and ethnic groups are locked in zero-sum competition”. (Jaschik, 2008, p.2). While the purpose of the Diversity Training is not to undo “zero-sum competition or feelings of victimization”, the aimed structure of the trainings is to break a one single ethnic or identity groups to concentrate on each individual’s identity learning and to foster understanding and interaction within them. Moreover, taking into account the college organization, history and behavioral interaction in the campus has helped defined the configuration of trainings. Jaschick (2008) findings indicate that:

“To manage diversity, colleges and universities cannot afford to ignore the dynamics of institutional forces, dealing with the campus climate as a multidimensional phenomenon. In particular, we need to examine the college campus a place where internal and external forces come together (historical legacy, structural diversity, behavioral interactions, and psychological dimension) this implies that we must take into account the history of discrimination in institutions of higher education, examine the quality of the student interactions, and deconstruct the views of individuals in regards to inter-group relations and institutional commitment to diversity” (p.5).

Other research on training and identity social interaction that is relevant to the construction of the Diversity Training program parts from the structural internal and external forces explained in the previous study. The program will concentrate in the socioeconomic segregation and education access throughout the years to explain cultural interactions among social class divisions. Finally, the Diversity Training seeks to take in practices and experiences for a third training in which students will apply their learning. More information about the topics and the training format will be explained in the following sections.

Program Description

The “Diversity Training Workshop Series: How to Learn and Interact within a Diverse Community” is a co-curricular program designed for students of all levels and majors. The program can be implemented specifically on-campus in higher education institutions in Student Affairs Department, International Center, Student Activities & Leadership Department, or another department that manages, plans and coordinates co-curricular diversity initiatives for students. The Diversity Training implementation will take place during four weeks starting the second month of each semester (Fall, Spring, and Summer). Once the department has established a concrete decision for the implementation, the Diversity Training will resume as follows:

Pre-Organization Phase for the Staff and Administration

The Diversity Trainings requires active communication and relationship building between the staff in charge of running the program and the staff supervising the student groups. Prior to outreaching to students, the trainer in charge will hold meetings with the supervisors to explain the goals and objectives of the program. The trainer should address a detail description including the recruitment and marketing plan and call supervisors to collaborate and bring the information to the students groups. The purpose of the involvement of the supervisors is to have advising support for the outreach, marketing, application process and a direct contact person who understands and interacts constantly with the students involved that can help to pass sensitive information and can provide suggestions for student engagement. The work of supervisors will be limited to contributing with outreach and as mediators in case of emergency.

The program includes Cross-Cultural counseling services from the beginning to the end of the implementation. This additional resource is to take care of sensitive issues of social interaction among the students that may arise during the program. For this reason, the staff in

charge of this position should be also called to meet and engage with the trainer and supervisors and get familiarized with the program as well.

Meeting times and organization is at the discretion of the trainer and their departments. The specific role of this staff will be described in the staffing section. Other pre-organization includes collecting information of a marketing plan, logistics, and a budget that will be explained in the following sections.

Program Scope and Description

The Diversity Trainings will target students of all levels and majors, especially to those students who are actively engaged in ethnic/identity students groups. These will include groups such as Latino/a groups, Black or African American, Indian or Native American, Asian American, LGBTQ+ community, Christian or any other religious faith, and any other that is widely based on social identity or underrepresented groups. This also includes groups associated with ethnic majorities such as Greek fraternities and sororities and others not widely recognized such as Student with Disabilities. The program intends to have a priority of at least one representative of each of these groups registered in the training. The pre-organization phase is meant to establish a trusting relationship among supervisors and staff that oversee these groups in a call for inter-group collaboration and engagement during and after the trainings.

The program is not limited to groups with an established identity. The recruitment plan will also target any student on campus with the purpose of dismantling non-visible identities such as student with children, veterans, athletes, learning ability (another name for student with disabilities) cultural heritage, undocumented immigrant, old inmate, etc. The Diversity Training looks for the self-exploration of one's identity and for the recognition of the same, offering a safe

space that allows seeking for a “new and personal definition” of identity. In the same way, the program will be presented as “learning space for diversity and inclusion”.

The Diversity Training consists in three workshops and inter-group assignments that will take place in the lapse of four weeks. The trainings will be structured to create significant engagement through face-to-face dialogues while looking at cultural background, self-identity and its intersectionalities, followed by social classes and language. The final training concentrates in putting everything learned into practice including empowerment and advocacy practices. All trainings seek to involve students in complex thinking, self-reflection, and consideration of multiple perspectives. The Workshop Series is titled “How to Interact and Learn within a Diverse Community”. The three trainings topics and content are divided as follows:

Training I: Self-Identity

Objective: To increase awareness and understanding of diverse identities, their intersectionalities and the characteristics of society that shape them

Training II: My community, Social Classes and Class Culture

Objective: To cultivate new knowledge and self-reflection on the social classes and class culture that has surrounded the individual throughout her/his lifetime

Training III: Routes to Inclusiveness (inter-group engagement, empowerment and advocacy)

Objective: To encourage and support engagement throughout the diverse groups and offer opportunity to create advocacy groups

To begin the program students will have to submit their application form (Appendix C) that includes a series of questions, an essay stating the importance of Diversity awareness and mutual collaboration to society and for themselves as professionals and as individuals, and finally an agreement policy of participation and code of conduct (Appendix D). The material gathered will serve as a second needs assessment to determine a possible student identity composition and background. This information is essential to the trainer preparation and for the health and wellness counselor. Following the screening and acceptance to the program, students will initiate the program curriculum, which will be explained in the section.

Moreover, upon completion of the program, each student will be acknowledged with a certificate of participation (Appendix E) that recognizes “the efforts of promoting understanding and inclusion across campus and learning opportunities, increasing cultural diversity interaction and becoming an agent for inclusive student engagement”. Additionally, there will be a follow-up evaluation that will take place after six months and twelve months after completion of the program.

Evaluation plan

The evaluations (Appendix F) will be handled after each meeting together with a feedback section in which students will specify what is helping or hindering their learning process. The evaluation uses questionnaires for qualitative feedback to ensure that needs are met at an individual level as well. There will be a final evaluation considering the satisfaction of the training program in general, the work and support of the staff, and the learning outcomes. This last evaluation will be sent electronically to all students participating after six months and a second time after one year. This seasonal evaluation is for assessing the impact of the learning

outcome and the experience of all students. The evaluations, in general, can be used to find “success stories” that students may be encouraged to share during the Ceremony of Recognition.

Curriculum

The Diversity Program will take place in a lapse of four weeks. The program will start with an orientation that is suggested to be the day before the first training. The trainings are expected to take place each Friday. Each training is designed to last three hours maximum and should take place in a room big enough for 21 participants, which is the maximum number of students to participate in the program. They are also, as mentioned before, designed using the framework learning cycle of David Kolb (1984) and Paulo Freire’s Dialogical Methodology (1998)

Orientation

The Orientation (set up for Thursday, a day before the first training) is the first meeting for all participants, the Trainer, and the Cross-Cultural Counselor. During this orientation, the trainer will explain the code of conduct and the policy of agreement. The Trainer and the Cross-Cultural Counselor will introduce themselves and explain their role in the program and the support services they will be offering. This includes information about the counseling sessions for single sessions as requested by students or if intervention is needed. Due to the sensitivity of inter-group assignments and the training themes, students may find themselves in a position of vulnerability or in a moment of “denial or resistance” that will call for these services. The Diversity Training objective is to provide a safe open space which will need for support inside and outside of the trainings and throughout the program. The students participating should have a moment to introduce themselves to the group as well.

During the orientation, the Trainer will also be in charge of explaining the timeline and agenda of the trainings and inter-group assignments. Other information includes goals, objectives and general purpose of the program. The orientation will serve as the appropriate moment to explain and handle the participants' intercultural competency assessment sheet (Appendix B). The purpose of this assessment is to provide the student with a tool that serves as a guide to explore competencies in the beginning, throughout and in the end of the trainings, which are aligned with the learning outcomes of the program. The competencies listed in the assessment are based on the Theoretical Framework of Intercultural Knowledge and Competence by Bennett (2004) and in the Pyramid Model of Intercultural Competency by Deardorff (2006).

At the end of this orientation, the Trainer will facilitate the training introduction preparation.

Training Introduction Preparation

This introduction section students will be asked, with the help of the trainer, to write down a list of communication and behavior norms for the entire program. The norms should promote the goals and objectives of the trainings and it will be the first reflection activity for the group.

An example communication and behavior norm list could include:

- a. Freedom of authenticity and emotional discharge
- b. Trust and discretion for not disclosing any personal information expressed during the workshop
- c. Recognize differences and fears and maintain an open mind to learn from them
- d. Allow to hear, feel and take risks
- e. Values: respect, appreciation, acknowledge of expression and participation, recognize do not be afraid to ask, be aware of assumptions or stereotypes, etc.

Another important step included in the beginning of the training is a second discussion to define “Comfort vs. Safe space”. The goal is to build confidence and start to get familiar with the application of self-reflection and dialogue as a method for self-improvement and shift of behaviors, as described in the participants’ goals. The activity also seeks students to become conscious and aware of constructing inner confidence and openness to take risks through dialogue. The suggested outline for discussion includes these questions:

- a. What does it mean to be in a safe place vs. being in a comfortable place?
- b. Is it possible to create both (safe place and being comfortable) in the same environment?
- c. How can we manage to be in an uncomfortable situation?
- d. Share a personal story
- e. Recognize biases by validating cultural differences

The last session of this introduction is a practice on “how to give feedback” (Appendix G).

Inter-group Assignment:

The inter-group assignment is the social interaction outside of the classroom. The students will be paired in groups of seven groups of three. Students are required to create a get-together activity to which they will invite the other two partners. This activity should take place three times (one per student) any time before attending the third training. The assignment consists of attending meetings or cultural event that belong to each of the three students “identity”. Students will use their creativity into deciding which activity and why. They also will need to prepare in how they plan to be the host. For example, a student may invite the other two partners to an art club he/she belongs. The other one may be part of any of the identity students groups on campus and may choose to invite his partners to attend an activity together with other

members. The other two students will take note of their experience and linked it to what they have learned in the first two trainings. This information will be used for the final assignment in the third training.

Training Methodology Process

Freire's framework which is similar to Kolb's, focuses on the participant to be "engaged" in the process of learning through experimentation, observation, and reflection and it emphasizes the importance of starting with the participant's experiences and previous preparation (Smith & Knapp, 2011). In order to make this happen, the trainings will be explained based on the experiential learning process that applies to each learning style: Reflecting on experience, assimilating and conceptualizing, experimenting and practicing, and planning and application (Harris & Ward, 1999).

The reflecting on experience part includes the "publishing" of the materials (the introduction, the why am I here, and reactions, both emotional and intellectual). The role of the trainer is to listen and pay close attention to these feelings. The assimilating and conceptualizing part includes "processing" the new concepts (the what, the description of the issue, the cause, and the impact). The role of the trainer during this part is to direct the discussion and inform the participants with new knowledge. The third part is experimenting and practicing, this includes taking the new knowledge into a realistic scenario. The trainer will use "generalizing" questions (the how, the participant's role or position to practice the new behaviors, skills, or strategies). The fourth part is the planning and application, this includes "applying" questions to take learning to real life scenario outside of the training room. This part is about finding ways to apply what was learned into each individual real life situation.

Figure 2

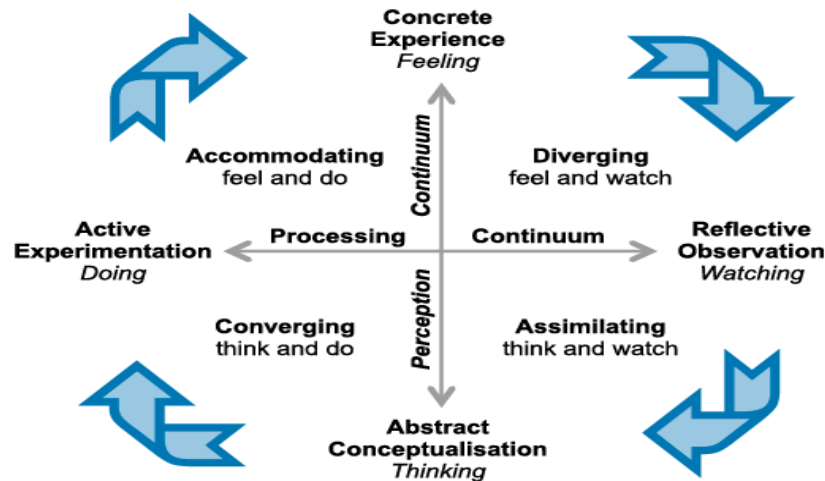


Photo Credit from (Harris, J., & Ward, S. 1999 p. 16).

Training I: “Self-Identity” (Appendix H)

The general goal of this first training is to increase awareness and understanding of diverse identities, find their intersectionalities and the characteristics of society that shape them. The objective is to learn about one’s identity and others’ and the impact they have in daily life. The training will begin by discussing the list of questions of the application process which are: if you were to describe your identity (or identities) how would you define it? Have you ever experienced sharing with people culturally different from yours? If so, what did you do to understand them? What knowledge or experience do you have about diversity groups in your community?

Taking into account the information collected from the application, the trainer would be able to have a better understanding of the group’s composition. Following David Kolb’s learning cycle, the first part should include “*publishing*” material, or material which is impersonal to the group but directly related to the previous questions and discussions. For example, the trainer can

choose to show a video or story of two cases of different identities that show how they are impacted by the complexity of society's rules. The purpose is to get them to the second part of the training, the "*processing*", which is linked to the objective of discovering and defining the environment and surroundings that shape identity. In this part, the trainer will ask the "what" questions, the description and impact. For example, "Think about the interactions that are structured by group's social life. Think about the collective societal rules. What is your position in those rules? Describe how they impact you positively or negatively. Describe how your position impacts others?" The processing questions may go as long as needed so that each student have the chance to share this description. A suggested activity is to organize these thoughts into a mind mapping activity (Appendix I) the trainer should include the definition of values, identity, diversity and inclusion to extend the dialogue into redefining terms. Another piece of information should include social issues that belong to the region or community in which they live.

The third part of the training is the application of "*generalizing*" questions. This can be done by taking all thoughts gathered in the previous part to start reflecting on what to do about it, how they interconnect, and how they interpret and discuss the new collective knowledge. The objective of this part is to start raising awareness towards the differences of one's identity and others' and the components of identity that interconnect and pertained to one individual. As mentioned before, the definitions offered in the trainings will be taken solely from the dictionary. The purpose is to open discussion for the students to build and develop a definition in a team and to avoid influence of a particular source. The *Intersectionality* definition by the Oxford dictionary is: The interconnected nature of social categorization such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent

systems of discriminations or disadvantage (Oxford Dictionary, 2016). Using the Model of Multiple Dimensions of Identity (Jones & McEwen, 2000) Fig.2 in Appendix J explain the more important a social identity is to the individual the closer to the core it is moved. The trainer should give students a moment write down identity aspects using the diagram and define their position.

The “*applying*” part includes the activity and information material that will be used to reflect on “what has changed now” “what I would do different” or “how I will take the new learning into real life practice”. The purpose comes back to the initial goals and objectives of the training and opens discussion on what was there first and where it is now. The trainer can open discussion with questions such as: How have you liked this training? How are you different now? What do you think you can do differently? What was regarding? What made you uncomfortable? What did you learn from it? A final discussion question will focus on “How to use this new knowledge in the students’ daily life”.

The training should finalize with a quick general feedback discussion. A more detailed feedback will be gathered with the first evaluation sheet that students need to fill-up and handle to the trainer to use at the next training meeting. (Appendix F). Also, the trainer should handle the Needs Assessment for training II (Appendix K)

Training II: “My Community, Social Classes and Class Culture” (Appendix L)

The general goal of this training is “to cultivate new knowledge and self-reflection on the social classes and class culture that has surrounded the individual throughout her/his lifetime”. In this training the participants will deep in the knowledge of local or regional history while looking into social class and class culture concepts in an introductory manner. The information included

in this training is based on curriculum building design for Social Justice by Maurianne Adams, Lee Anne Bell & Pat Griffin (2007) explains that:

“Knowledge of history helps us trace the patters that constitute oppression over time and enables us to see the long-standing grievances of different groups in our society... similarly, stereotypes can be fully explored in the context of identifiable historical cycles... Historical context is vital for understanding how stereotypes develop in one context with particular meanings, and continue as unquestioned fact down through the ages” (p. 6)

The training will include practice and reflection on how language among social classes are affecting positively or negatively identity perceptions, inter-group communication, and integration. In other words, of all different topics that can come from a discussion about social class (such as health care, the political, economic and tax system, employment, and others). The training aims to target a discussion about class culture and raise awareness about cultural norms and practices associated with specific social classes and other components that signify a barrier to inter-group interaction such as language use.

The initial part of this trainer will consist in given a general qualitative feedback of the evaluation of training I and answering questions. Once this evaluation is shared, the trainer may start the first part of the training II. The publishing material of this training consists in initiating a discussion about the questions of the needs assessment for this training (Appendix K). Questions include: What is your definition of social class? What social class do you think you belong? What is your experience with different social classes that yours? The discussion is meant to serve as a first common ground activity in which students come to know similarities and differences of the shared experiences. The ideas should be collected to use in a second discussion. In this part the trainer should encourage students to reflect on cultural activities associated with those social classes.

The second part is the processing part. This part is the introduction of historical information and definitions. Since historical information can differ from region to region, the training should include a brief and detailed information about socio-economic classes in the United States. The information can be shown either as a story, lecture, or visual. If there are international students participating, the Trainer may use the application form to plan accordingly with extra information about the student's country or region. Since the questions are about personal experiences, the student should be encouraged to think about their country's scenario.

The purpose of this part is to come to a second common ground about understanding the national history that has shaped culture in the different social classes. The same can be done with similar and related local history or with the history of the education intuition. Additionally, brainstorm about stereotypes and cultural assumptions across social classes groups. The discussion should include a clear definition of the meaning of the concepts "social-economic class, and class culture". A definition of class and cultural classism according to Social Justice Curriculum building by Maurianne Adams, Lee Anne Bell & Pat Griffin (2007) the concept of Class is: "a relative social ranking based on income, wealth, status, and/or power" (Bell, 2007, p. 245). Cultural Classism: "refers to the ways in which classism is manifest through our cultural norms and practices" (Bell, 2007, p. 245)

To deepen the learning process towards the goals of this training, the trainer should introduce examples of real life situations of interaction and communication across the social classes. The purpose is to link the difficulties of such verbal interactions and understanding to class culture. This activity makes emphasis on the use of English language, including the different accents, expressions, and grammar use, as a form of communication that makes up part of the class culture and identity within a specific

social group. This activity can be done by showing real life examples using videos or visual sources.

The third part, the generalization, includes a role play to recreate concepts and new knowledge received in the previously. The activity should include a role for each of the concepts described, including identity intersectionalities within the different social classes. The role play is to help determine one's feelings, perception, and understanding. The activity is also to help encourage to think positions of power or privilege and cultural norms that challenge communication and interaction as described in the participant goal and objectives in the program. Questions for reflection may include: What was positive or negative about your role? How did you react? How can you make it better? What was confusing? What privileged or disadvantaged aspect did you face? Is this similar to you in real life?

The discussion should transit to the fourth part, in which students will be encouraged to make conclusions, find solutions and find application to real life situations. Students will share what they understand now that they did not before and how they can bring the new learning into their daily activities.

To finalize the training, the trainer will open the feedback session and handle the evaluation of this training and the needs assessment for the next one.

Training III: “Routes to Inclusiveness: Inter-group Engagement, Empowerment and Advocacy” (Appendix M)

The general objective of this training is “to encourage and support engagement throughout the diverse groups and offer the opportunity to create advocacy groups”. Students will put into practice what has been learned while exploring local organizations and channels for

support, making emphasis in advocacy practices and theories and communication exercises. The advocacy practice will be set up together with inter-group presentation about ideas of collaboration and engagement. For this, the trainer will handle resource information from on/off campus that relate to community integration, multicultural events, identity groups activities, advocacy groups for underrepresented minorities, and other related programs offered on campus.

The training, as the previous ones, will initiate by sharing qualitative information gathered in the evaluations and feedback. The trainer will initiate the discussion, making emphasis in what it has been the most significant lesson of the last two weeks, where they are, and where they want to go from here. The reflection should open transition to the next part in which, different from the previous trainings, the students will start with the generalization and application process.

Students should be organized in their inter-group partners' groups and create a process idea that can contribute to "encourage and support engagement throughout the diverse groups on the university campus". The student should take into consideration the experiences, new knowledge, and reflection of the previous trainings and inter-group assignments. Finally, students will initiate to present their ideas to the rest of the group, applying the suggestion of advocacy practices that were handled to them. This activity may take more than half of the training time.

To finalize the training, the trainer will allow students to bring their own conclusions and learning, encouraging them to think about what has changed and what they would like to take with them into real practice. The activity should be set up to exchange experiences and acknowledge their commitment. Students can choose to be participants for a "success story" for the ceremony.

Staffing plan

The Diversity Training staff is committed to providing quality experience and support to all students that participate in the trainings while sustaining the goals and objectives of the program for both the university and for the students. It is the responsibility of the department that takes the initiative to implement the program to start assure the coverage of the total cost for hiring staff if necessary, including the necessary materials and resources as established in the design. The program may be supported by temporary and permanent staff that includes an Intercultural Trainer and a Cross-Cultural Counselor in charge of individual sessions on multicultural issues such as oppression, racism, stereotyping and able to communicate with individuals from diverse backgrounds. Other support staff includes student identity groups' supervisors, coach, or mentor including those of fraternities and sororities.

The Intercultural Trainer will be responsible for the implementation of the program, including facilitation of the trainings. With support of the committee in charge of approving the implementation of the program, the Intercultural Trainer will be in charge of initiating conversations and relationship building with the support staff (Student groups' supervisors) and to inform in detail manner about each pre-implementation preparation and roles of advising. Both the Intercultural Trainer and the Cross-Cultural Counselor will be the main two agents of contact for advising and health and safety assurance. Due to the sensitivity of the training, the Cross-Cultural Counselor will provide support for individual advising throughout the program only. In the same way, the Health and Wellness Counselor or staff member will serve of support for accommodations for students with disabilities and for any other case that requires it.

The Supervisors or Mentors of student identity groups or fraternities and sororities will be the point of contact to initiate recruitment and marketing support. They will ensure

participation of at least one member of the group in the Diversity Training program. Most importantly, each coordinator will work closely with the student representing the group to guarantee the safety of the student partners during the activity or event chosen.

Other responsibilities for marketing, budget and logistic coordination may be done by support staff with similar daily duties. A detailed list of responsibilities for each staff member is the (Appendix N)

Marketing Plan

The Diversity Program is an on-campus training program for students of all levels and degrees. The program seeks to include the participation of students who are active members of identity student groups present on campuses such as Black student group, Latino/a, Native American, Religious or inter-faith, LGBTQ, or other underrepresented minorities. Another target group is those mainly composed of students of a single ethnicity, such as sororities and fraternities. Having this in mind, the marketing plan will use the following resources:

- Social media: the Student Affairs Department (or similar) Facebook page, Instagram and/or Twitter account will be used to reach to all students. This information will include details about where to apply, deadlines, and description of the program including the information session schedule. The information should include contact information for the Trainer.
- Student Affairs (or similar) Department website: The website will contain detailed information about the program, the timeline, contact information and a link to the application form. This information will also include the general purpose and goals for the participants.

- Information session: The trainer will use this time to inform students about the benefits that this training represent in students' professional and personal lives and the uniqueness of the program. This session may be repeated in a student groups meeting with their respective coordinators. The Trainer will leave a formal letter of invitation to the student
- Coordinators or student groups' mentors: they will be a point of contact for more questions and guidance. Coordinators may collaborate with adding the marketing information to the groups' newsletters.
- Others: Flyers, posters, campus newspaper and campus' market day if any.

The marketing plan should start at least six weeks prior to the admission deadline.

Recruitment and Admission

The recruitment process will begin right after the time or approval. Depending on regular internal communication with the staff selected, once relations with the student groups' coordinators/mentors have been established, the process of recruitment can start. The Diversity Training seeks to ensure diversity of the participants by recruiting at least one representative of each identity student group (Latino student group, Black, Native American, Christian or inter-faith groups, etc.) including groups that are mainly integrated by one ethnic group such as Greek fraternities and sororities. With the exception of at least one representative of these groups, the application design and acceptance process aims to recruit without discrimination of race, gender, sexual orientation, ethnicity, religion, cultural identity, learning differences or learning styles. The program is open to all current students of all levels and degrees.

All students must send a complete application form (Appendix C). The application includes an essay stating the importance of learning and interacting within a diverse community.

The essay should make emphasis in stating the benefits of increasing diversity awareness, interaction, and collaboration for society and for themselves as professionals and as individuals. The application will include a series of questions that will serve as a needs-assessment for Training I. The essay and questions will also provide information about the student experiences, knowledge, attitudes and communication skills that student currently has and the ones that the student aims to develop during the program.

The selection process will be done by the members of the committee that approved the implementation of the program as structured by the assigned roles in the Department and the Trainer. The committee will make sure that the essay, questions' answers and skill development goals of each student are relevant to program goals. The acceptance process may signify a challenge since the goal is to bring as much diversity as possible into the room. Students may have poorer writing skills than other students or students whose experiences and learning goals express genuine interest for the opportunity, should be taken into consideration. On the other hand, students who fail to complete (leave in blank) any part of the application will be prevented of acceptance. Moreover, students representing identity students groups as mentioned before who fail to complete, or make relevant emphasis on the goals will not be considered as well.

In order to reach out to a broader number of participants, the Diversity Training as a short time program, will be implemented during the Fall, Spring, and Summer semester of the academic year.

Logistics

The cost of the materials needed for the implementation of the trainings, as described below, will be responsibility of the Department or Office of the university, or as regulated in the

institution. The Department/Office may consider cost prior to the program approval, including optional resources. Information about total cost is described in the Budget section.

Training room: the room should have 22 chairs (21 for the students, 1 for the trainer) five large tables, one white board, a classroom that can hold the number of participant and is accessible to wheelchairs. The room set up will be circular for engaging dialogue. Each training will be three hours with 30 minutes of extra space for feedback and evaluation for the closing and introduction time. The training room will be the same every time and the same for the recognition celebration.

Training materials: a white board, a projector and screen, three packets of dry erase markers, one roll of butcher paper, and a desktop computer. The information will be available in alternative format if requested. All power points, videos, and extra information will be shown using the projector. The trainer will also need copies of the needs-assessments and evaluation questions to handle to all students at the beginning of the program and after each training.

Materials for students: a personal laptop and USB drive is optional but desirable. A pen and notebook.

Food and snacks: There will be snacks and drinks provided for the trainings' breaks for 22 people. *optional

Certificate of Recognition Celebration: This celebration will be the closing gathering of the program. During this celebration students will receive the Certificate of Recognition for attending the "Diversity Training Workshop Series: How to Learn and Interact within a Diverse Community". *optional

Health and safety plan

The Diversity Program prioritizes the need for the health and safety that accounts for all possibilities during the program, off and on campus, and outlines staff roles and emergency contact protocol for immediate and efficient response. The orientation meeting will include details about contact and advising services throughout the program that correspond to the Intercultural Trainer and the Cross-Cultural Counselor.

Students will be interacting in an environment that will be operating under a set of norms, rules, and student conduct. The program recognizes sensible circumstances that can arise when communicating with peoples of difference backgrounds and identities. For this reason, students will be advised of the resource and guidance they can find in single advising session with the Cross-Cultural Counselor that involve situations of discrimination, communication, or misunderstandings in general. Students will be responsible for making use of this resource on their own. However, the feedback and evaluations before and after each training will be a tool for the Trainer to identify any major situation that requires intervention. Intervention will and protocol is identified as follows:

Code Green: a student has demonstrated to feel unsafe to talk or participate during the trainings.

Code Yellow: a student has confirmed to have been threatened from interactions with other students in the group, physically or verbally.

Code Red: a student has suffered physical or verbal abuse during or outside of the training room concerning the program.

The Cross-Cultural Counselor is the only staff in charge of private culturally appropriate intervention regarding inter-group communication issues outside of the training room. The

Trainer, in this case, is the staff in charge of redirecting the advising request to the Cross-Cultural Counselor when he/she considers appropriate and when it falls under code green and yellow. Moreover, the Trainer is in charge of communication intervention during the training, applying language and resistance practices (appendix O). Any situation that is under the Red Code, will be attended according to the university protocol for student conduct.

Budget

The budget needs to be approved by the committee in charge of reviewing and approving the Diversity Training and for assigning the use of funds. The budget includes information about the training materials, marketing, staff (if necessary to be hired) food, snacks, and the celebration ceremony. The budget considers extra work and responsibilities assigned to current staff by adding 1.5X of pay for extra hours over full time work (40 hours per week) if necessary. A detailed copy is found in the (Appendix P).

Conclusion and Implications

The Diversity Training is a training format built with the aim of increasing diversity interaction and collaboration across the university campus community that makes emphasis in constructing and understanding one's and others' identity development. During the time I invested into doing research and learning about the socio-cultural differences that prevail in universities in the United States, I realized of the need to implement programs that could bring different groups together under a legitimate, organized, and safe manner to increase healthier interaction. While this personal statement may sound as a strong allegation against a culture to which I do not belong, it is also difficult not to state that I have experienced identity misunderstanding myself as part of an ethnic minority. However, due to the complexity and the wide range of issues that revolve around diversity and social interaction, the Diversity Training

format does not represent a solution to any social issue. The format is no more than an introductory model that offers diverse groups the opportunity to get to know themselves and their community, their similarities, and differences.

Moreover, the Diversity Training may present implications in its format in relation to the institution's organizational behavior and structure. An essential step to the implementation is to have the support and agreement of staff. Even though, a specific Department approves the program, reaching out for collaboration for supervisors in other departments can represent a challenge, especially if the staff does not agree with the content, methodology and terminology of the program. The organization behavior and structure of an institution brings out an entire new capstone research question, which is not completely responded in this program for the limited purpose of this capstone.

Another question that may signify the need to develop a new capstone has to do with the preparation of the Trainer. The Trainer must have extensive and qualitative preparation and knowledge about the methodology, the socio-cultural interaction of the campus community, and should be skilled in training communication techniques. Moreover, since the program has not been tested, unpredictable circumstances may call for rearrange topics and/or add an extra session. However, the program can also be used as a tool to evaluate the campus environment in relation to inclusiveness practices and for raising awareness of "non-visible" social issues. The program can be the first step of many others diversity programs.

Along the way, I have learned and become more aware of diversity issues and barriers to increasing social interaction. One observation I have is that opportunities for safe open dialogue are limited, but during my work experience, outreach and engagement was more challenging that

setting up a dialogue activity. This is another reason why I included participation of identity student groups as an essential part of the recruitment.

As a master student aiming to start a career path as an Intercultural Trainer, I now feel better prepared to use and facilitate Experiential Learning and dialogical methodology.

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Appendices

Appendix A: Needs assessment for the institution to help evaluate the implementation of the Diversity Training.

1. Does the Diversity Program share similar goals with the goals of the Student Service Department (or similar), or the institution's mission and values? If so, what are they?
2. Does the Diversity Program share similar goals with any current programs on campus?
3. Taking into account evaluations and staff observations on student groups' interaction. How would you qualify the relationship and interactions among identity student groups?
None Poor Neutral Friendly Highly interactive
4. Does the university offer open safe spaces for dialogues or panels on diversity topics or issues? If so, is it highly interactive for students? Can you evaluate learning goals?
5. Are there any existing programs that target diversity awareness outside of student identity organizations?
6. Do clubs or student identity organizations' activities engage a wide range of student who don't identify with the group? How do you identify their background?
7. Are there resources that allow students to bring concerns around identity inclusiveness?

Appendix B: Example of Intercultural Competency Assessment sheet for students

The following assessment is based on the Pyramid Model of Intercultural Competency by Deardorff (2006).

Indications: Use the following self-assessment to evaluate your knowledge, attitudes, awareness and skills that you would like to gain during this training program. Mark a number between 1 and 5 after each statement. 1 being the lowest or (none) and 5 being (excellent/advanced). The student should go over this assessment before and after starting the program.

1. Curiosity and Openness:

- I am open to get involve in dialogue about new topics that are not associated to my core values
- I tolerate and withhold judgement of comments that I do not understand and that I have no knowledge about based on my values
- I value and respect cultural diversity
- I appreciate and I am open to intercultural learning inside and outside of class

2. Knowledge and Comprehension:

- I have knowledge about my community's diverse population and its culture
- I understand the impact of culture and my identity on others
- I have knowledge about other's perspectives and views
- I comprehend the context of socio economic class and class culture

3. Empathy:

- I can observe and relate to other person's culture-specific characteristics
- I am able to listen and interpret the impact of other's views and perspectives
- I feel a sense of accomplishment when I come to understand the presence of emotional ties and values in another person's views, even though I do not relate to them

4. Attitudinal and Collaborative Skills:

- I am able to communicate with people with different sociolinguistic styles and behavior
- I am able to work effectively in multicultural groups and incorporate diverse perspectives and establish shared goals
- I provide support to improve dynamics and maintain a harmonic environment at all times

5. Self-Awareness:

- I am aware of my values and how they affect my behavior
- I can address emotional dialogues with complex topics and information that pertain to different identity groups
- I understand the impact of my attitudes and actions on others
- I can explain clearly my cultural values, recognize my biases and acknowledge the impact of my identity in me and others

Appendix C: Application Form

1. Write a 3 page essay stating the importance of learning and interacting within a diverse community. Write your own definition of diversity and identity and describe what you think are the benefits of increasing diversity awareness, interaction, and collaboration in your community and for yourself.
2. In no more than 2 pages, describe a situation/experience in which you interacted with a person/group you consider has a different identity than yours. What was different? What did you do to understand what was going on?
3. In no more than 1 page, describe what knowledge, attitudes and communication skills around diversity you plan to develop during the program.

Respond the next questions briefly: (This questions are part of the needs assessment for Training I)

1. If you were to describe your identity (or identities), how would you define it?
2. What knowledge or experience do you have about diversity groups in your community?
3. Have you ever participated in any event of a specific group or organization different from yours on/off campus? Be specific
4. Of all organizations, which one(s) do you feel most interested to learn from? Why? Be specific
5. What identity student groups on campus you feel more comfortable interacting with? Why?

Appendix D: Policy Agreement of Participation and Code of Conduct

Policy Agreement of Participation:

I _____ agree to participate in the Diversity Training Workshop Series “How to interact and learn within a diverse community”. I understand and agree with the guidelines described in each section of the Code of Conduct during and after the program has come to termination.

Signature _____ Date: _____

Intercultural Trainer name: _____ Date: _____

Diversity Training Code of Conduct:

These diversity initiatives will focus their attention toward embracing cultural differences as well as embracing ethical differences. The following rules below will be in place throughout the four weeks, duration of the program, and after the program has ended. Any intentional harassment (physical, verbal, sexual), misconduct of any kind associated with this conduct or the university student conduct, will result in immediate termination from the program.

1. I agree to not disclose any personal information shared by students or the Trainer during the training sessions any time during the program and after.
2. I compromise to maintain a respectful and inclusive environment during dialogue participation
3. I promise to participate actively during the training sessions and inter-group assignments
4. I understand that I am responsible for creating an activity/event for the inter-groups assignments in which I will treat and welcome my partners positively
5. I recognize that I can make use of resources for single advising sessions with the Cross-Cultural counselor and that I am responsible for requesting his/her help.
6. I agree to engage in meaningful conversation and to be truthful about my experiences, feelings, and thoughts without being aggressive
7. I understand that tension and emotions at times will be high and I promise to respond appropriately avoiding vocabulary that undermines, insults and encourages bigotry or fear.
8. I will support to create a collaborative space that provides opportunity for teamwork
9. I promise to work under the communication norms agreed by the students and the Trainer throughout the training sessions
10. I acknowledge that this code of conduct must be followed at all times and that represents a legitimate binding contract at all times

Appendix E: Certificate of Participation (sample)



Appendix F: Feedback and evaluation after trainings

1. Evaluation after training I, and II and feedback section:

- What did this training help you understand?
- In a short paragraph, what is the most valuable learning you had?
- What made comfortable? What made uncomfortable?
- Is there anything you can add that you did not mention during the session?
- Did the Trainer expressed clearly and respectfully? Explain
- Did you find Trainer intervention valid under the norms you decided as a group?
- Do you think you are needing the Counselor's help?
- In a paragraph, write how helpful this training was to you in relation to the competencies you choose to develop during the training

Feedback:

- Give example of what thing you will change and things you will keep about the structure and interaction of the training

2. Evaluation and Feedback after training III:

- Summarize what this experience helped you understand?
- In a short paragraph, what is the most valuable learning you had?
- How are you bringing your experience into your daily life activities?
- What has changed for you since the beginning of the program?
- Is there anything you can add that you did not mention during the session?
- Did the Trainer expressed clearly and respectfully? Explain
- Did you find Trainer intervention valid under the norms you decided as a group?
- Do you think you are needing the Counselor's help?
- In a paragraph, write how helpful this training was to you in relation to the competencies you choose to develop during the training. Did you reach your goal?

Feedback:

- Give example of what thing you will change and things you will keep about the structure and interaction of the training

3. Seasonal Evaluation after 6 and 12 months: (electronic)

- Do you think you have benefit from attending the Diversity Program? Explain
- Would you recommend any changes or add anything to it?
- Would you recommend people to attend? Yes/no

Appendix G: How to give and receive Feedback practice

***By Mary-Kay Sigda. Retrieved from:**

http://courses.worldlearning.org/pluginfile.php/175001/mod_resource/content/1/Feedback.pdf

Feedback: How it has been defined...

“...information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.” (Hattie & timperley, 2007 p. 81)

“...information that specifies how a person behaved in a specific situation with the purpose of helping maintain or improve performance in similar situations.” (Johnson & Geal, 2008, p.34)

“Here’s how close you are to knowledge or skills you are trying to develop, and here’s what you need to do next.” (Brookhart, 2007, p.54)

Its purposes....

1. Feedback from others helps us to be aware of their experience of us. It is a way of monitoring or checking out how the relationship is going in the eyes of the other person or group.
2. Feedback enables us to know how we are progressing toward our goals. It can act as a corrective steering device when we deviate from the path toward our goals and can guide subsequent behavior in the desired direction.
3. Feedback enables us to know the effect of our behavior on others. It validates or invalidates our intentions in terms of what we actually say or do. Feedback serves as a reality check.
4. Feedback enables us to compare our self-perceptions with the perceptions of others and help us to see ourselves as others do.
5. The process of giving and receiving feedback teaches us to be more observant about our own and others’ behaviors and to distinguish, more accurately, what we observe from what we attribute.
6. As the norm for exchanging feedback develops in the group, a standard of objectivity also is

established. Feedback about behavior is seen as information as any other kind of information would be.

What to keep in mind....

“To master the technique, one must have courage, sensitivity to other people’s needs, and the ability to put oneself in another’s shoes. In the training environment, emphasis is placed on developing attitudes of caring, trust, acceptance, openness and concern for the needs of others” (Hanson, 1981)

References Brookhart, S. (2007) Feedback that fits. *Educational Leadership*, p.54-59. Hanson, P. (1981) Feedback in training groups. *Training Technologies* Hattie, J. & Timperley, H. (2007) The power of feedback. *Review of Educational Research*, 77.1, pp. 81-112. Johnson, B. & Geal, M. (2008) The proof is in the pudding, *Training Journal*, p.33-36. **Training & Design for Experiential Learning**
marykay.sigda@sit.edu

Another example by the Oxford Learning Institute can be found at:

https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/overview/rsv/Guidelines_for_giving_and_receiving_feedback.pdf

Appendix H: Training I: Self-Identity

Purpose: to increase awareness and understanding of diverse identities, find their intersectionalities and the characteristics of society that shape them

Goals:

- To develop a better understanding of one's identity and others' through open dialogue
- To provide a safe space for self-examination of the individual's perception while constructing a deeper understanding of what identity is

Objectives:

- To learn and agree on language and safety norms to use during the training
- To learn how to critically think and reflect on one's social identity and the impact on others
- To engage into open dialogue with a diverse group of participants
- To raise awareness and knowledge about definition of intersectionalities and identity
- To critically think and increase knowledge of contextual factors that shape one's identity and their impact on others.

Introductions - 10 min

Ice breaker -10 min

Poem: Writing poem activity: using a word bowl ask students to add one characteristic that is part of their identity. Read all out loud adding phrases to give it sense. In the end, invite students to think about elements of their identity.

Activity 1: -20 min

Publishing question discussion:

1. If you were to describe your identity (or identities), how would you define it?
2. Have you ever experienced sharing with people culturally different from yours? If so, what did you do to understand them?
3. What knowledge or experience do you have about diversity groups in your community?

Activity 2: -50 min

Readings: distribute students in 3 big groups and handle a piece of reading per group. (Readings are no more than 2 pages) Have them discuss what they understood of the reading. Rotate until they all get the three pieces.

1. Risk, Acceptance of what is new, and rejection of discrimination. Pedagogy of Freedom by Paulo Freire
2. Critical Reflection on Practice. Pedagogy of Freedom by Paulo Freire
3. Book: Theoretical Foundations for Social Justice Education p. 9-10. "Individual and Group Identity".

Video: use a video that describes one person's life, story, and surroundings

Processing question discussion: using the material in the reading think and answer:

1. What was the person's interactions?
2. What can you say about her/his social group life?
3. What is your position in comparison to this group?
4. Think about the collective societal rules in this context?
5. What is your position in those rules?
6. Thinking about the readings, describe how your position impacts others and/or yourself? Negatively and positively.

Break: -15 min

Activity 3: -50 min

Organize all thoughts from the previous discussion into a mind mapping with the following concepts in the center: Values, Identity, Diversity, and Inclusion.

1. Invite students to think about a definition for each
2. Invite students to think about barriers or social issues that are present in the place where they live
3. Write down conclusions and definitions on the board
4. Introduce concept of "Intersectionalities" and use the Model of Multiple dimensions of Identity (Jones & McEwen, 200) to explain it.

Generalizing questions: in groups of 3 or 5 answer:

1. What societal rules help to shape identity?
2. What challenges exist in your community that prevent inclusiveness and understanding of multiple identities?
3. Reflecting about the components of identities and/or intersectionalities, what can you do to create inclusiveness

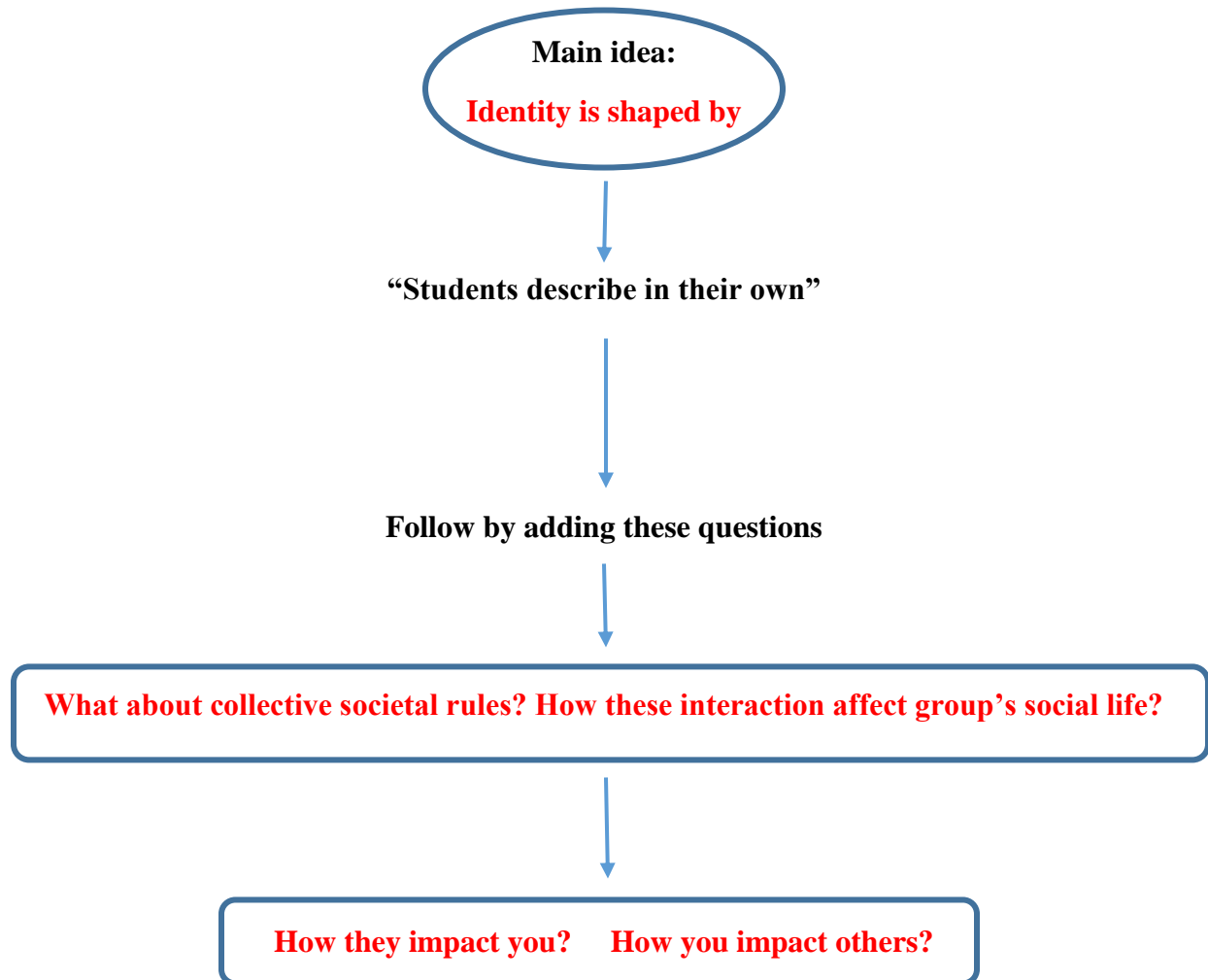
Have students present to the group what their conclusions are

Activity 4: Reflection. - 25 min

Application questions: Have students respond individually:

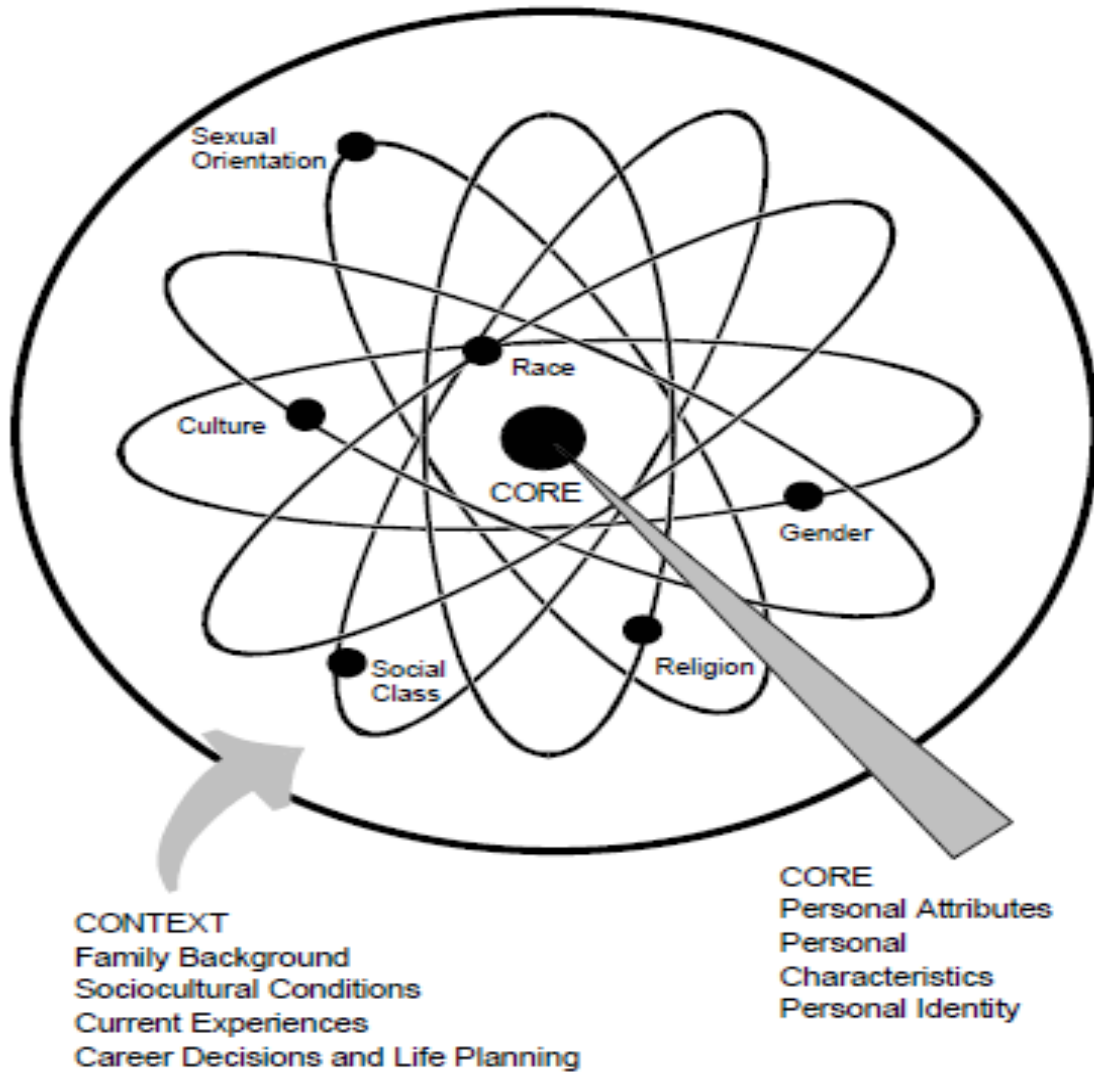
1. What has changed now?
2. What do you think you can would do different?
3. How will you take the new learning into real life practice
4. What was regarding? What made you uncomfortable? The trainer can invite students to answer this last question in their feedback sheet.

Closing: Make groups for inter-group assignment and handle feedback and evaluation sheet

Appendix I: Mind mapping activity example for Training I

***Use the board to add descriptions where all students can see them and reflect on them as they see other participant’s responses. Invite students to think about these thoughts and to think about: How all of these is relevant your community? To continue after the break.**

Appendix J: Model of Multiple Dimensions of Identity (Jones & McEwen, 2000)



Appendix K: Needs assessment questions for Training II

1. What is your definition of social class?
2. What social class do you think you belong?
3. What is your experience with different social classes than yours?
4. What cultural differences do you notice among different socio-economic classes?

Appendix L: Training II: My community, Social Classes and Class Culture

Purpose: to cultivate new knowledge and self-reflection on the social classes and class culture that has surrounded the individual throughout her/his lifetime

Goals:

- To become knowledgeable about the history that influenced the culture of social classes
- To raise awareness about the class cultures in the community and their communication barriers
- To shift communication skills for inter-group communication and collaboration

Objectives:

- To create deep understanding about the communication barriers among social classes and the cultures within
- To break down stereotypes that influence negative perceptions in relation to cultural norms
- To discuss and raise understanding of language use that signify a barrier to inclusiveness or/and acceptance

Review of feedback from training I - 10 min**Ice breaker -10 min**

Finding a common ground: take big pieces of paper and write division of socio-economic classes (lower class, working class, lower middle class, upper middle class, upper class, affluent) Have a chart with the percentage distribution of the current population for each.

1. Ask students to stand around the one they feel describe them the best.
2. Ask students to think about activities and places they go regularly
3. hande each student a paper containing the answer to the same question but of an fictitious person
4. Invite them to read it, think about the differences and keep them to use throughout the training. Call it “role person”

Activity 1: -20 min

Select a video that shows a normal day of a person who belong to different social classes

Publishing question discussion: Invite students for a dialogue about social classes

1. What did you notice in this video?
2. Why?
3. Why this happens?
4. What can you say about your experience interacting with people from different social classes? What similarities and differences you saw?

Using examples of similarities and differences proceed to the second part.

Activity 2: -50 min

Readings or video clip: Choose a video or reading that shows historical facts about segregation of social classes. For example, a piece of information about a bill or economic structure that was beneficial for a group but disadvantaged for another.

Processing question discussion: using the material in the reading think and answer:

7. What was in this video/reading about? What did you notice?
8. What can you say about the relation with current stereotypes?
9. What aspects are similar in the community where you live? Or where you come from?
10. What is your position in relation to it? Disadvantaged? Or advantaged? Explain
11. How do you think this historical facts has shaped culture in different social classes?

Use board to define class, social class, and class culture while having this discussion and have students add to this definition as they add to the discussion. Include cultural assumption examples or stereotypes that come up in the conversation.

Break: -15 min

Activity 3: -50 min

Visual images: use images of different people's interacting that show a similar context. For example: an image of a family dinner where social class differences is visible. Another image can be about places of recreation, dress code, professional careers, etc. Invite students to think about the cultural norms that exist in each context. Think about the level of education, the cultural activities they attend, think of cultural ways of verbal expression. These are the real life examples of cultural dialogue.

The following activity is to ask students to think of examples of institutional and cultural classism. Add rules of an imaginary institution making difficult for a group and easier for others. Have students play the role accordingly applying examples of verbal expression written in the role model sheet.

This activity can be changed to "Star Power Simulation". This is a simulation that illustrates the dynamics of power and privilege. (cost \$225)

Generalizing questions: round table dialogue

4. What was your role experience?
5. What cultural norms were there that help/prevent you from interacting?
6. What was easy/difficult? Why? How did you react?
7. What privileged or disadvantaged aspect did you face?
8. What did you notice that is similar to your community cultural norms?
9. What about stereotypes?

Activity 4: Reflection. - 25 min

Application questions: Have students respond individually:

5. What has changed now?
6. What do you think you can would do different?
7. How will you take the new learning into real life practice
8. What was regarding? What made you uncomfortable? The trainer can invite students to answer this last question in their feedback sheet.

Closing:

1. Handle feedback and evaluation sheet (the next training does not have a needs assessment)

Appendix M: Training III: “Routes to Inclusiveness: Inter-group Engagement, Empowerment and Advocacy”

Purpose: “to encourage and support engagement throughout the diverse groups and offer the opportunity to create advocacy groups”

Goals:

- To become knowledgeable about the resources and services on/off campus to offer support to underrepresented student groups
- To learn how to create an advocacy group
- To shift communication skills for inter-group communication and collaboration

Objectives:

- To review goals and objectives of the first two trainings by sharing what students have learned and applied
- To make emphasis of where student learning is now and where they plan to take it
- To present to all students the inter-group experiences
- To create ideas of inter-group collaboration

Review of feedback from training II - 5 min

Ice breaker -25 min

Reflection:

5. Ask students to share their inter-group experiences, what they have learned and where how they plan to put the learning into practice

Leave conversation open for this time period.

Activity 1: -10 min (to introduce the activity and information)

Have material ready about resources and services on/off campus that relate to community collaboration, cultural groups, and advocacy groups. To this, add a step by step how to create advocacy groups.

Invite students to skim the material and to make group with the inter-group partners.

5. Ask students to create a structure idea on “how to encourage and support engagement throughout the diverse groups on campus”
6. Using the information and resources, ask student to pick one social issue they think needs to have more support. Students will need to explain how they will create an advocacy group to make this happen.

7. Remind students about norms of communication they saw in the introduction of the training and encourage to use it while working together

Allow 50 min for students to work

Activity 2: -1 hour and 10 min

Have all groups present their ideas. Each group has 10 minutes to talk.

Closing: Feedback and conclusions – 20 min

2. Allow students to bring their own conclusions and learning
3. Encourage them to think about what has changed and what they would like to take with them into real practice.
4. Exchange experiences, acknowledge their commitment
5. Invite them to be participants for a “success story” for the ceremony.

Appendix N: Staff Description and Responsibilities

Intercultural Trainer: is responsible to ensuring the highest quality of diversity dynamics, perspectives, ethics and more. The Intercultural Training will be responsible for contacting the supervisors and the Cross-Cultural Counselor when needed. The Trainer is the only staff member in charge of facilitating the trainings. He/she will also schedule rooms, plan and facilitate the orientation, keep track of inter-group assignments groups, and look for material and resources to use during the training. The Trainer should include extra information according to the needs of the participants as stated in their feedback/evaluations.

Cross- Cultural Counselor: Provides emotional, moral, mental support to students throughout the training. The Counselor should be trained in dealing with cross-cultural/multicultural sensitive situations. Attitudes and beliefs: should respect religious beliefs and values, including taboos. Must be aware and have knowledge of cultural practices, rituals, current social issues, and should be able to interpret student's needs and feelings. The Cross-Cultural Counselor should be open to receive students from the trainings and to keep confidentiality of conversations and sessions at all times. He/she should be knowledge about policies in Title IX and training content.

More information about multicultural counseling competencies can be found in this link:

http://www.counseling.org/docs/competencies/cross-cultural_competencies_and_objectives.pdf

Student Group Supervisor/Mentor: They will be in charge of supporting outreach and marketing plan to recruit at least one representative of the student group, sorority and fraternity. The supervisor will only represent the student if he/she breaks the code of conduct. The supervisors will only meet with the Trainer prior to the start of the recruitment to familiarize with the program and its content.

Appendix O: How to deal with Resistance

The following is an abstract of the article: “When there is Resistance in the Room” by Mickey Bradly (Association for Talent Development, 2011) Complete article Retrieved from:

<https://www.td.org/Publications/Newsletters/Links/2011/05/When-ThereS-Resistance-in-the-Room>

Engaging people who express resistance is more of an art than a science. A few tips:

- Don't label anyone as merely obstinate or divisive. Accept that people are speaking their own truths. Part of our work is to change their reality going forward and their perspective about what is possible.
- Recognize that people who express resistance may well be speaking for others in the room.
- Acknowledge that, in many cases, resistance indicates someone is wrestling with new ideas and trying to make them work.
- Thank people for expressing their resistance and, in so doing, making it safe for everyone to speak out.

So much of this comes back to basic inclusive behaviors. When we listen as an ally, we often turn away anger and resistance. As we accept what others say as true for them, address misunderstandings, and resolve disagreements, we have a far better chance of engaging our participants and collaborating with them to co-create sustainable change.

More on Trainer's knowledge and preparation that can help to deal with resistance:

1. Become familiar with terminology related to institutional or policy oppression and to cultural or intergroup oppression: The first one is Structural Racialization includes the understanding of public policies that intentionally or not, have created economic barriers and social inequality. The second one, this may signify learning the appropriate language. For example, an individual born in a working class family may grow up using his community slang as well as another individual born in higher social class family. Both use different expressions and construct attitudes according to its surroundings. “Wrong use of language” or slang from lower class neighborhood can be associated with less education and therefore, less capacity.

2. The Trainer should have general knowledge about elements of Social Justice, Conflict Transformation and Wellness practices. Social justice focuses on reaching equity; Conflict Transformation can be done by focusing on equity; and Wellness by incorporating “mind, body and spirit”.
3. Situate the discomfoting topic into a new learning lesson
4. The trainer may also construct a self-assessment to evaluate him/herself and eliminate biases

