

Checklist Follow-Up Interview Protocol

1. Thank them for completing the checklist and for taking time to meet with our work group.
2. Provide background as to our goals:
 - a.. Creating a framework for supporting SL&L staff in developing multicultural competence.
 - b. Using information from the division audits to establish baselines, areas for growth, and strengths. This will allow us to best target training, education, and support.
 - c. Definition of multiculturalism/diversity:

Diversity/Multiculturalism means the inclusion of different types of people in a group or organization. It is applicable when talking about the presence of people on a campus that differ in terms of race, culture, ethnicity, gender, gender identity, religion, socio-economic status, sexual orientation, language, nationality, and/or disability and ability. It also means the presence of people with diverse opinions, political views, and academic passions.

3. Use a copy of their completed checklist to discuss the following – one person in the pair should be charged with taking detailed notes:
 - a. What process did you use for completing the checklist?
 - b. What was your overall reaction to the checklist and the process of answering the questions?
 - c. What particular areas do you view as areas for growth for your department and why?
 - d. What particular areas do you view as strengths for your department and why?
 - e. What would your department need to “move” your “no” answers to on the checklist to “yes”? examples: training, resources, etc.
 - f. Are there things the checklist didn’t ask about that you think should be included in completing a thorough audit? If so, what?
4. Physical audit? Should we take a brief tour of the public areas (e.g., waiting areas, etc.) to look at issues of accessibility, materials with diverse appeal, etc.?
5. Questions – answer any questions they may have.
6. Thank them and let them know that we’ll be submitting a summary of our interviews and checklists to the SL&L Diversity Task Force.