

Final Report
Diversity Mini-Grant for Campus Diversity Leadership Model
One-Day NCBI Diversity Workshop

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Name of Project: Diversity Mini-Grant for Campus Diversity Leadership
One-Day NCBI Diversity Workshop

Date of Project: April 26, 2008

Amount Awarded: \$2,000

1. Original Goals and Objectives:

After participating in the **one-day NCBI diversity workshop**, each participant will be able to:

1. increase awareness of how individuals are discriminated against, both unintentionally and intentionally, at institutional and interpersonal levels
2. increase awareness as to the consequences of discrimination.
3. increase awareness of how dominant group members are privileged and given unearned advantages due to their number, resources, and culture

2. Change of Goals:

The goals did not really change during the course of the workshop or planning the workshop. However, we did realize that we were really doing this workshop as an introduction to NCBI and the people we invited to participate were campus leaders who already have an understanding of and interest in increasing awareness of and celebration of diversity on campus. Therefore, we didn't expect them to change as much due to the actual workshop, which is focused on awareness and prejudice reduction. Instead, we wanted to know if they thought this type of workshop would be useful for other members of our campus community on an ongoing basis.

3. How were goals met?

We were pleased to have 34 participants attend the workshop. The participants included three administrators, 9 faculty, 15 students, and 7 staff. The participants represented a variety of leaders from many groups on campus, including athletics, Greek life, student life, etc.

4. Evaluation/Assessment Process Used:

We gave participants in the workshop a pre-test and a post-test to assess changes that occurred because of the workshop. The pre-test included a number of questions such as “I am likely to discuss racial issues with someone of a different race,” and “I am aware of my own prejudices.” Participants answered the questions using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The pre-test also included some demographic questions, such as race, religious identity, and sex. Participants were asked to put the last four digits of their telephone number at the top of the form. They were not told that there would be a post-test.

After the workshop, participants were asked to complete the post-test that included the same 12 questions as the pre-test, but did not ask the demographic questions again. A copy of the pre-test is attached to this report.

Assessment Results:

Table 1 below displays the means of comparable variables. Note that for every pair of variables the mean changes in the direction that suggests the workshop had the effect of increasing participants’ awareness of diversity issues, and their confidence in speaking with people about those issues.

Table 1: Means of Comparable Variables

Variable	N	Mean
TKRACE1	30	4.4000
TKRACE2	26	4.5385
TKSXOR1	30	4.2000
TKSXOR2	26	4.4615
TKRELIG1	30	4.2000
TKRELIG2	26	4.3462
TKGNDR1	30	4.3667
TKGNDR2	26	4.7308
KWDVGD1	30	4.6333
KWDVGD2	26	4.8462
CNPRMT1	30	3.7000
CNPRMT2	26	4.2692
SNSITIV1	30	2.0333
SNSITIV2	26	1.7308
OWNPRJ1	30	4.0333
OWNPRJ2	26	4.1154
STYPEFT1	30	4.0667
STYPEFT2	26	4.3462
MYSKIN1	30	2.9667
MYSKIN2	26	3.3077
CONFRNT1	30	3.7333
CONFRNT2	26	4.3077
TKDIFPL1	29	3.8966
TKDIFPL2	26	4.3077

The one pair of comparable variables that differ in the inverse direction from the others (SNSITIV1 and 2) asks participants to assess whether they think people who complain of being discriminated against are usually exaggerating or being overly sensitive. The results show that participants in the workshop perceived people as less likely to be overly sensitive after the workshop, which is consistent with the goals of the program.

Table 2 below displays a paired samples t-test on the comparable variables. Note that half of the twelve pairs of variables have means that differ at a statistically significant level.

Table 2: Paired Samples Test on Comparable Variables:

Paired Variables	Difference of Means	Std. Dev.	t	df	Significance. (2-tailed)
TKRACE1 - TKRACE2	-.1200	.4397	-1.365	24	.185
TKSXOR1 - TKSXOR2	-.2400	.7789	-1.541	24	.136
TKRELIG1 - KRELIG2	-8.0000E-02	.4933	-.811	24	.425
TKGNDR1 - TKGNDR2	-.3600	.4899	-3.674	24	*.001
KWDVGD1 - KWDVGD2	-8.0000E-02	.5715	-.700	24	.491
CNPRMT1 - CNPRMT2	-.5600	1.5832	-1.769	24	*.090
SNSITIV1 - SNSITIV2	.2000	.7071	1.414	24	.170
OWNPRJ1 - OWNPRJ2	-8.0000E-02	.7024	-.569	24	.574
STYPEFT1 - STYPEFT2	-.2800	.6782	-2.064	24	*.050
MYSKIN1 - MYSKIN2	-.3200	.8021	-1.995	24	*.058
CONFRNT1 -CONFRNT2	-.5600	.9609	-2.914	24	*.008
TKDIFPL1 - TKDIFPL2	-.3750	.8754	-2.099	23	*.047

Six of the pairs of variables differ in their means at a statistically significant level of better than .10; this gives us a 90% confidence level that the differences in means we see here are differences we would also see with a different set of cases, a larger sample, etc. The 90% confidence level could be considered a reasonable level of statistical significance given that we were only able to consider 24 cases. These results reveal that after the workshop, participants were significantly more likely to discuss gender issues with someone of the opposite sex, have a clearer understanding of the various effects of stereotyping, feel more confident to promote diversity at Centenary, realize that they have received advantages based on their skin color, be more willing to confront someone who made an inappropriate remark or joke, and feel more confident about talking to and interacting with people who are different than them.

Overall, these basic findings from our analysis of the quantitative data collected through pre-test and post-test surveys indicate the workshop had a significant effect on participants' awareness of diversity, as well as their desire and ability to work towards a more diverse Centenary College.

5. What would we do differently?

There are two things that we would do differently if we could. The first is that we would hold the workshop earlier in the semester. Because we were late applying for the grant, we did not have much choice in the date of the workshop. Therefore, it ended up being at the end of the semester right before finals. So, students and faculty were distracted and busy at this time.

The second thing we would do differently is to better inform the participants of the purpose and content of the workshop. From the verbal feedback we received, several people expected the workshop to be more practical in nature. They expected it to be a session to brainstorm about how to recruit and retain more diverse students and faculty at Centenary specifically. We were specific about the workshop in the introduction and invitation letter that participants received, but maybe we could have done a better job introducing the workshop on the workshop day and possibly debriefing after the workshop in order for participants to truly think about the advantages of the workshop and whether groups that they represented would benefit from such workshops in the future. We plan to contact participants in the fall semester to talk about these issues.

6. How have we shared our results with ACS and beyond?

We plan to write an article for the Palladian describing the experience and our plans for the future. We are also planning to attend the ACS Diversity Summit this summer to help plan for future diversity-related programs and we hope to share the experience there as well.

7. Next Steps for our project?

We plan to have a debriefing session in the fall semester to determine if we want to pursue a campus affiliate membership with NCBI. If we decide to go further, we will try to raise money for the Train-the-Trainer workshop and join NCBI. In order to do that, we will have to make some important decisions for our campus, such as hiring or appointing someone to be in charge of diversity issues on campus.

In addition, we have formalized an administrative committee on diversity that reports to the President. In our planning sessions for next year, we have decided that we would like to develop guidelines for faculty recruitment to try to focus on recruiting more diverse faculty. We would also like to increase the diversity-related programming on campus through speakers in the fall and spring and a more intensive celebration of Martin Luther King Day. We also want to be active in helping the Residence Hall Association develop their Diversity Week for the spring semester. We have plans to develop a program for minority high school students in our community on preparing for college. During all of this, we would also like to develop a real diversity strategic plan for Centenary to guide us in the future.

8. Financials

Original Budget:

Cost for 1 day workshop:	\$3,200 plus expenses (estimated: \$500)
Cost for lunches for participants:	\$500
Total Budget:	\$4200
Total Requested Funds:	\$2,000

Actual Expenditures:

NCBI One-Day Workshop:	\$3200
Trainer Expenses (2 trainers):	\$1926.78

Other workshop expenses	
Breakfast, Lunch, and snack:	\$958.00
Participant t-shirts:	\$390.16

Total: **\$6474.94**

ACS Grant Awarded: **\$2,000**
Provost Office covered: **\$4474.94**

9. Summary of Work: ACS may use the following summary or any of the above information to post on the website for others to see.

Centenary College of Louisiana, like many of its sister schools in the Associated Colleges of the South (ACS), has yet to create a campus demographic representative of the geographic location in which it sits. Though our minority population consistently ranks in the top tier of the Associated Colleges of the South (once removing Morehouse and Spelman), it falls drastically short of reflecting its location in the “black belt” of the Deep South with 2000 U.S. Census data reporting racial makeup at, for example, 37% African American. As the only selective higher education institution within a three-hour driving radius from its campus in Shreveport, Louisiana, Centenary College of Louisiana has a moral responsibility to take important steps to become a more racially diverse campus.

A first step in this goal was to complete a diversity climate assessment in 2007. The report confirmed what one might expect on a campus with too few faculty, staff, and students of color. Students and staff of color do not feel fully integrated into the Centenary campus, and the community struggles to identify and support racial diversity. Without formal training or an integrated diversity plan, stereotypes are used to guide perceptions and expectations, which too often can lead to negatively self-fulfilling prophecies. Despite a deep awareness among faculty and administrators of the importance of a diverse campus, how to go about

increasing diversity in a carefully considered manner poses considerable challenges. Therefore, in order to implement diversity assessment recommendations effectively—particularly those relating to racial diversity—we are moving toward intensive (and ongoing) diversity training for key people and positions on campus. These individuals will then be better prepared to facilitate additional training and begin integrating diversity initiatives throughout our institution. **The first step in this initiative was to have NCBI come to our campus and conduct a one-day diversity workshop for students, staff and faculty on campus, which has begun the dialogue on racial prejudice and discrimination and will lead to more training in the future.**

The workshop was a success, and participants were overwhelmingly positive about the experience. We will continue to discuss the issues raised, and we plan to make a decision within the next year about how to move forward with our relationship with NCBI and with our diversity strategic plan.

Appendix

Diversity Workshop Questionnaire* Centenary College of Louisiana April 26, 2008

For coding purposes, please provide the last four digits of your social security or phone number: _____

Instructions for questions 1-12: Please indicate your agreement with the following statements using the scale below. It is important that you respond honestly. Your name will never be connected with your answers.

1 **2** **3** **4** **5**
Strongly Disagree **Disagree** **Unsure** **Agree** **Strongly Agree**

1. I am likely to discuss racial issues with someone of a different race. _____
2. I am likely to discuss issues of sexual orientation with someone of a different sexual orientation. _____
3. I am likely to discuss religious issues with someone of a different religious belief. _____
4. I am likely to discuss gender issues with someone of the opposite sex. _____
5. I understand the benefits of diversity to Centenary. _____
6. I feel confident in my abilities to promote diversity at Centenary. _____
7. I think people who complain of being discriminated against are usually exaggerating or being overly sensitive. _____
8. I am aware of my own prejudices. _____
9. I have a clear understanding of the various effects of stereotyping. _____
10. I often receive advantages in life solely based on my skin color. _____
11. I am willing to confront someone who makes a racist/sexist/homophobic remark or joke, even if it means that I might be excluded from some social circles. _____
12. I feel confident that I know how to talk and interact with people who are different than me. _____
13. What is your racial and /or ethnic identity? _____
14. What is your religious identity? _____
15. What is your sex? _____

*Modeled on instrument by Datz, Washington and Lee University, September 2007.