Developing Guidelines for Diversity Education

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Who? What? Why?

- Background in Counseling Psych, Ed Psych, Evaluation
- Participant and facilitator of several diversity education programs (both well-received and disastrous)
- Hope to create checklist of guidelines
- Seeking additional expertise in many areas
Main Questions

- What research has been conducted thus far on the effectiveness of diversity education programs?
- Why are some diversity ed programs well received, while some end in tearful shouting matches?
“Evaluations” of Diversity Education Programs

- Measure progress toward goals which are limited to agenda of program
- Measure knowledge, not necessarily attitudes or behaviors
- “Politically correct” responses
- Biased samples of participants
- Do not measure side effects (e.g., increased resentment)
What SHOULD all Diversity Ed Programs Consider?
“CIPP” Model of Evaluation

Developed by Dan Stufflebeam

- Context (Background/Needs)
- Input (Structure)
- Process (Implementation)
- Product (Outcome)
Context: Purpose of Program?

- Mandate from authority
- Response to a change in demographics
- Response to critical incident
- Progress toward fulfilling an organization’s overarching mission
Input: Considers Age, Developmental Level, and Cohort

- How is your message being heard?
- Do the same messages apply to all cohorts?
Input: Considers the Characteristics of Audience

- How is the local socio-political climate?
- Preaching to choir or tough crowd?
Input: Inclusive Concept of Diversity

- Not limited to skin color, etc.
- Defined in part by group members
- Seeks commonalities among different people’s experiences
  - Everyone has experienced alienation at some point
  - Encourage people to empathize, not compete
Process: Facilitation Skills

- Dialogue, Not Indoctrination
- Avoid blanket statements about particular groups
- Encourages people to continuously learn from one another, not just the “leader”
Process: Facilitation Skills

- Actively encourages “I” statements
- Avoids singling people out as representatives of their group
- Encourages non-judgmental discussion of disagreements
  - With one another
  - With the program’s perspectives
Product: Outcomes

- Are there changes in individuals’ attitude and behavior?
- Are there changes in intragroup or intergroup dynamics?
- Is there more diversity in the organization?
- Are there changes in the morale or “climate?”
- Are there any negative side effects of the program?
  - How can we measure these sensitive variables accurately?
  - How can we attribute them to the program?
OTHER IDEAS????