



SCHOOL of  
GRADUATE STUDIES  
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University  
**Digital Commons @ East  
Tennessee State University**

---

Electronic Theses and Dissertations

Student Works

---

12-2012

# Organizationally Mandated Diversity Training: Participants' Perceptions at a Southeastern State University

Michelle Lynn Hurley  
*East Tennessee State University*

Follow this and additional works at: <https://dc.etsu.edu/etd>

 Part of the [Social Control, Law, Crime, and Deviance Commons](#)

---

## Recommended Citation

Hurley, Michelle Lynn, "Organizationally Mandated Diversity Training: Participants' Perceptions at a Southeastern State University" (2012). *Electronic Theses and Dissertations*. Paper 1492. <https://dc.etsu.edu/etd/1492>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

Organizationally Mandated Diversity Training: Participants' Perceptions at a Southeastern State  
University

---

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

---

by

Michelle Lynn Hurley

December 2012

---

Dr. Eric Glover, Chair

Dr. Don Good

Dr. James Lampley

Dr. Leslie McCallister

Keywords: diversity training, discrimination, evaluation, demographic predictors

## ABSTRACT

Organizationally Mandated Diversity Training: Participants' Perceptions at a Southeastern State  
University

by

Michelle Lynn Hurley

An amplified emphasis on global competency and a projected demographic shift toward an increasingly diverse population necessitates that businesses and organizations prepare adequately to remain competitive and effective. Training to enhance employees' multicultural competence is often used by organizations to address these impending changes; however, there is little research documenting the degree to which these trainings are effective. Using archival training evaluation data, the purpose of this study was to examine participant estimations of the effectiveness of one such training and also to determine if participant demographic variables including gender, age, ethnicity, sexual orientation, and employee classification (faculty or staff) held any predictive value in relation to training ratings. The results indicated that overall most participants found the training effective. Staff, female, or non-White participants were significantly more likely to rate the training favorably. These results suggest that diversity training may be a viable method of addressing changing organizational demographics and provides some insight as to how training group demographics could be used during the training planning and implementation process to individualize the curriculum.

Copyright© 2012 by Michelle Lynn Hurley All Rights Reserved.

## DEDICATION

This work is dedicated to my parents Terry and Diana Hurley who sacrificed in order to provide my education and continued to encourage me when the obstacles seemed insurmountable. I also wish to provide a special thank you to Sherman Hoard, who never failed to tell me that I could achieve this goal. I also thank my Heavenly Father for His grace and blessings and hope to dedicate the remainder of my life to His service.

## ACKNOWLEDGEMENTS

I wish to thank Dr. Terry Tollefson for his unwavering support and patience throughout this process. His guidance and encouragement have been a beacon in an otherwise dark landscape of dissertation mire! His generosity and kindness have enabled me to succeed. Without him, this simply would not have been possible. He is a model of professionalism, intellectual stamina, and integrity that I desire to emulate. I wish him all the happiness in the world during his retirement.

I am also grateful to Dr. James Lampley who has been instrumental to my study by ensuring that I always exercised statistical integrity. He introduced me to the world of quantitative analysis early in my doctoral program and it was truly a pleasure to punctuate this final program milestone with his assistance.

I would also like to thank Dr. Eric Glover for his optimism and quiet encouragement. His advice to think carefully about my theoretical framework cannot be underestimated. I am also so thankful that he agreed to guide me through the final semester of this dissertation. His kind smile and thoughtful observations have been integral to my final success.

I am grateful for Dr. Leslie McCallister. During her classes in my cognate area, I found an undiscovered passion for sociological research. Her insistence that I try harder motivated me to push through challenges that would have otherwise been easy to avoid. Had I done so, I would not have learned nearly as much as I have.

I am forever grateful to my dear friend and colleague, Dinah DeFord, who served as cheerleader, counselor, prayer warrior, and confidant during this process. Without her shoulder to lean on I would have been much more likely to give up. There are not too many other people that I can laugh with about qualitative coding or obscure leadership theories!

I wish to thank Robin Leonard for her inestimable statistical contribution. Thank you for shining a flashlight down the dark halls of statistical analysis. Without your “light” I would have no doubt stumbled off the proverbial cliff.

I am thankful for the support of my supervisor, Dr. Ronnie Gross. Throughout this process, Dr. Gross encouraged me to progress. He offered some of the best advice I have gotten during my doctoral program, “just get it done.”

Dr. Pat Sheets has been integral. Her patience and dedication have been essential. I cannot quantify the number of hours that she has spent working with me. The time that I have spent with her in her office has been some of the most enjoyable that I have had during this process. Dr. Sheets exudes a quiet confidence that I respect immensely and I can only hope that we have the opportunity to work together again.

I also wish to thank Mary Jordan for providing access to the resources that I needed. She has long served as an example of rectitude for many at the university and I certainly hold her in high regard.

Dr. Sheila P. Smith has been unparalleled in her contribution to the formatting and editing of my dissertation. The day that Dr. Smith entered my life was the day that I could breathe again!

Finally, I wish to acknowledge all of those individuals who were involved with the diversity training that is the subject of this dissertation. Your courage, energy, and enthusiasm are to be commended.

# CONTENTS

	Page
ABSTRACT.....	2
DEDICATION.....	4
ACKNOWLEDGEMENTS.....	5
LIST OF TABLES.....	10
LIST OF FIGURES.....	11
Chapter	
1. INTRODUCTION.....	12
Relevant Background.....	13
Statement of Purpose.....	16
Significance of the Study.....	17
The Setting for the Study: Southern Appalachia.....	20
Limitations.....	22
Diversity Initiatives at the University.....	23
Research Questions.....	25
Key Terms and Concepts.....	28
Summary.....	28
2. REVIEW OF LITERATURE.....	30
Introduction.....	30
Anti-Discrimination Legislative Mandates.....	31
Organizational Climate.....	34
Campus Climates and Their Relationship to Diversity Training.....	35
Organizational Management Models for Diversity Initiatives.....	38
Reasons for Corporate Diversity Training.....	39

Goals of Diversity Training .....	41
Specific Models of Diversity Training .....	42
Backlash and Resistance .....	46
Reported Efficacy of Diversity Training .....	50
Demographic Predictors of Positive Evaluation of Training .....	54
Summary .....	57
<b>3. RESEARCH METHOD.....</b>	<b>58</b>
Research Questions and Null Hypotheses .....	60
Instrumentation .....	64
Diversity Program Facilitator Interviews.....	66
Population .....	67
Data Collection .....	68
Data Analysis .....	70
Summary .....	71
<b>4. ANALYSIS OF DATA.....</b>	<b>72</b>
Descriptive Statistics.....	72
Research Questions.....	75
Research Question 1 .....	75
Research Question 2 .....	76
Research Question 3 .....	77
Research Question 4 .....	78
Research Question 5 .....	79
Research Question 6 .....	80
Research Question 7 .....	81
Research Question 8 .....	81
Research Question 9 .....	82
Research Question 10 .....	83

Research Question 11 .....	84
Research Question 12 .....	85
Research Question 13 .....	86
Research Question 14 .....	87
Research Question 15 .....	88
Open-Ended Question Responses .....	90
Training Facilitator Interviews .....	99
Open-Ended Responses: Questions Raised .....	102
5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .....	104
Introduction.....	104
Research Findings with Comparisons to the Literature .....	104
Overall Assessments of Training Efficacy .....	104
Effects of Participant Demographics on Perceptions of Training	
Effectiveness .....	108
Recommendations to Improve Practice .....	111
Conclusions.....	115
Recommendations for Further Research.....	116
REFERENCES .....	118
APPENDICES .....	130
APPENDIX A: Diversity Training Evaluation Instrument .....	130
APPENDIX B: Interview Transcript One.....	131
APPENDIX C: Interview Transcript Two.....	145
APPENDIX D: IRB Approval .....	160
VITA.....	162

## LIST OF TABLES

Table	Page
1. Cited Activities Often Used in Diversity Training Programs (Based on data from McCaughey et al., 2000, p. 108).....	45
2. Understanding Diversity Resistance Taxonomy (Based on Thomas & Plaut, 2008, Figure 1.1, p. 6).....	47
3. Population Demographics (AU, 2007) .....	68
4. Means and Standard Deviations for Scores on Each Dimension.....	73
5. Means and Standard Deviations for Age Groups on All Dependent Measures.....	84
6. Means and Standard Deviations for Ethnicity Classifications on All Dependent Measures .....	87
7. Means and Standard Deviations with 95% Confidence Intervals of Pairwise Differences .....	89

## LIST OF FIGURES

Figure	Page
1. Graphical Representation of the Mean and Median Scores on the Enhanced Knowledge Dimension.....	73
2. Graphical Representation of the Mean and Median Scores on the Facilitator Quality Dimension .....	74
3. Graphical Representation of the Mean and Median Scores on the Program Quality Dimension .....	74
4. Means for Men and Women on the Enhanced Knowledge Dimension.....	76
5. Means for Men and Women on the Facilitator Quality Dimension.....	77
6. Means for Men and Women on the Program Quality Dimension .....	78
7. Means for Faculty and Staff on the Enhanced Knowledge Dimension .....	79
8. Means for Faculty and Staff on the Program Quality Dimension .....	80

## CHAPTER 1

### INTRODUCTION

Early 21<sup>st</sup> Century society is inundated with the rallying cry of globalization and evidence of the need to recognize and embrace the phenomenon of the new “flattening of the world” (Friedman, 2005, p. 8). Although some may argue that ours has always been a global society, the increase in the scope of global relations during the past 50 years is undeniable. According to Von Bergen, Soper, and Foster (2002) an amplified emphasis on international relationships and a continued increase in the heterogeneity of the world’s population have focused attention on the changing face of our nation and its workforce.

As we approach the year 2050, our US national workforce is expected to become increasingly diverse (Toossi, 2006). Workers who are over the age of 55 are projected to hold approximately 44,500 positions in 2050 versus 24,500 recorded positions in 2005, with women projected to hold up to 91 million positions in 2050 versus their recent national workforce representation of 69 million (Toossi, 2007). The number of workers who are of Hispanic ethnicity is expected to increase significantly in percentage (138%), Black workers are projected to increase their representation in the workforce by 58%, and Asian workers are projected to increase their workforce presence by 147% between 2005 and 2050 (Toossi, 2006). Twenty-first Century employers should anticipate and adequately prepare for the foregoing changes. The ability to effectively integrate workers, identify and implement policies and procedures that will enhance productivity, and develop working environments that are supportive of employees will be key to remaining competitive in a global economy (Nyab, 2010).

In the latter half of the 20<sup>th</sup> Century, American institutions, corporations, and other organizations began to respond to known and anticipated demographic changes in a variety of

ways. Among those changes was the development and implementation of sensitivity or diversity training (hereafter referred to as *diversity training*), geared toward the edification of employees regarding issues of diversity in the workplace. Although the objectives of such training have been varied, one of the primary goals cited has been the reduction in the number of discrimination lawsuits filed against employing organizations (King, Dawson, Kravitz, & Gulick, 2012). Over time and with the proliferation of diverse populations within the workforce goals for diversity training have expanded to include objectives that are more altruistic (Cocchiara, Connerley, & Bell, 2010).

As diversity training and other diversity initiatives have multiplied, there is an increasing need for evaluative techniques. Appropriate evaluation of the effectiveness of diversity training has been elusive. According to King et al. (2012), without clear, operational outcome measures, organizations have struggled to define and refine training that would allow them to meet the stated goals of their diversity initiatives. This lack of reliable evaluation has contributed to uncertainty surrounding the effectiveness of diversity training as a plausible intervention to combat discrimination in the workplace (Kalev, Dobbin, & Kelly, 2006).

This study will add to the limited body of knowledge regarding the effectiveness of diversity training that employers have provided as a means for reducing discriminatory practices. There is even less information available regarding the effectiveness of diversity training in institutions of higher education than what can be found outside of an education setting. This study includes information specific to higher education institutions wherever possible.

### Relevant Background

Diversity education has taken place in some form in many organizations since the 1960s. This specialized education was initially conducted in response to the civil rights movement,

which coincided with the passage of the Civil Rights Act of 1964 (Vaughn, 2008). Encounter groups were widely used as an early form of diversity training. This type of training was first used by the US military and often consisted of two trainers, one Black and one White, whose purpose was to expose the entrenched racism of the White participants. Training was considered effective when “at least one white American admitted that he or she was racist and tearful about racial discrimination and white supremacy” (para. 5). However, the increasing mobility of individuals necessitated an extended view of multiculturalism and its meaning to the US workforce. According to Vaughn emphasis on reducing gender discrimination was added to diversity training curricula in the 1970s followed in the 1980s by the inclusion of an expanded definition of marginalized populations.

In response to these broadening definitions of diversity, a demand for expertise in the area of diversity education arose and diversity consultants filled this void (Vaughn, 2008). Vaughn (2008) and Anand and Winters (2008) contended that some of those consultants lacked appropriate qualifications for their responsibilities, but others were highly skilled. Nevertheless, diversity consultants were sought by some organizations to develop and deliver diversity training to their employees. Several of those skilled consultants are recognized as *diversity pioneers* who have contributed significantly to the training paradigms that are still often used in organizational settings.

Judith Katz is an authority on race relations who began her involvement in diversity initiatives as a student activist in the 1960s. Upon receiving her doctorate, which focused on race relations, from the University of Massachusetts in 1976, she taught as a tenure-track and later as a tenured faculty member for 10 years in the human relations program at the University of Oklahoma. In the mid-1980s Katz became a consultant on corporate diversity for the Kaleel

Jamison Consulting Group. She is widely known for her successful engagement with the business community and her ability to relate diversity initiatives to organizational productivity and accountability (Vaughn, 2008). While employed by the consulting group, Katz observed that most training focused almost exclusively on relations between Blacks and Whites and issues of sexism. Little consideration was given to other disenfranchised groups like Hispanics, those with disabilities, or those identifying themselves as Gay and Lesbian. In addition, an organizational shift of focus was simultaneously occurring where organizations were more often citing moral and ethical reasons for instituting diversity training than the reactionary reason of reducing litigation (Cocchiara et al., 2010). The shift of focus and Katz's assertion that diversity training should be broadened helped usher in a renewed and revamped version of corporate diversity education that continued to evolve (Vaughn 2008). According to some experts, diversity initiatives including diversity trainings should continue to be broadened (Chavez & Weisinger, 2008).

Even though the components of diversity training programs have expanded, changed, and in some cases disappeared, evaluation tools that measure the efficacy of such programs are lacking and represent a gap in the growing literature on corporate diversity training (Cocchiara et al., 2010). Without valid and reliable evaluation, we lack empirical evidence that current models of diversity training are effective or that the participants in these training programs benefit from it. In a key study conducted by Kalev et al. (2006), the researchers posed a timely but alarming question: Were organizations using *best practices* or *best guesses* when it came to their diversity initiative planning and their diversity training development and implementation?

## Statement of Purpose

Ineffective diversity training can be costly to organization in terms of both fiscal and human capital (Von Bergen et al., 2002). Without consistent, valid, and reliable evaluation, ineffective training was found to be virtually unchanged. According to Anand and Winters (2008) lack of evaluation continued to contribute to the difficulties that researchers faced when formulating best practices. Critics of diversity training have echoed this concern and have cited the lack of a foundational theory, lax or nonexistent evaluative techniques, and a lack of empirical evidence that diversity training had been effective (Paluck, 2006). Thus, it was advised that organizations should consistently employ evaluative tools that were reliable, valid, and multi-faceted. When possible, longitudinal measures should be used to assess the effectiveness of their diversity training models and the resulting data then used to refine training models to maximize effectiveness (Kalev et al., 2006).

The purpose of this study was to examine and describe participant's perceptions of an organizationally mandated diversity training model at a mid-sized university in the southeastern United States (hereafter referred to as *the university*) and to explore the possible predictive value of participant demographic information on corresponding ratings of training efficacy. This study analyzed employee responses gathered from a self-report survey instrument to determine whether participants found the diversity training model effective based on the stated training objectives. To supplement quantitative data and enhance the discussion, focus group interviews were conducted with former university diversity training program facilitators to gather their perceptions of the training model. Collected self-reported demographic data about the training participants were compared to individual self-reported survey data to explore the possible

relationship between participant ratings of training efficacy and the respondents' stated demographic designations.

### Significance of the Study

Research in the area of diversity training effectiveness is sparse. This study will provide additional information in this limited arena. While the effect of discrimination on individuals is well documented, the effect on businesses has only more recently been discussed (Deitch, Barsky, Butz, Chan, & Brief, 2003). Whether workplace discrimination occurs as a result of an intentional act or by institutional practices that unintentionally produce discriminatory outcomes, the consequences for both the organization and the employee can be devastating (Cocchiara et al., 2010; Nyab, 2010). In his landmark publication Becker (1957) introduced the first economic model of discrimination, illustrating the negative effects of workplace discrimination on the organization. Expansion and revision of Becker's model revealed both micro (organization-level) and macro (global-level) costs associated with workplace discrimination (Becker, 1971).

According to Nyab (2010) the International Labor Organization classified workplace discrimination as a persistent crisis that is resistant to efforts of eradication. Bell (2007) surmised that those individuals in positions of authority either may have been unaware of or purposefully ignorant of anti-discrimination laws and the potential benefits of a diverse organization. Although the advent of global awareness convinced leaders of many organizations that diversity responsiveness was integral to a healthy bottom line, it did not guarantee a diverse workforce or an appreciation thereof. Thus, in addition to avoiding possible lawsuits, organizations that practice discrimination should also be prepared for an unpleasant work atmosphere for employees, a decrease in productivity, and perhaps a loss of patrons (Nyab, 2010). Fiscal losses resulting from workplace discrimination have been estimated as significant. One such study

estimated that race and gender discrimination had resulted in lowering the US gross domestic product (GDP) by almost \$451 billion in 1994 (Sharp, Register, & Grimes, 1996).

Although aggregate data on global and national effects of discrimination are compelling, it may be more difficult to calculate the organizational effects of workplace discrimination because each organization is unique. An examination of the number of discrimination lawsuits filed in the US has found that approximately 300 suits were filed in federal court in recent years with additional suits filed in state courts. The average amount of compensatory damages awarded in each case hovered near the quarter of a million dollar range and punitive damages were added in almost 1/3<sup>rd</sup> of the cases (US Equal Employment Opportunity Commission (US EEOC), n.d.). Clearly, the effects of workplace discrimination impact not only those individuals who are the subjects of discrimination but the organizational culture and its ability to produce at maximum efficiency (Nyab, 2010).

Considering the significant fiscal and human costs associated with discrimination, substantial research to identify practices that decrease workplace discrimination is needed; the continued development of *effective* diversity training models may be a key component of such practices. Von Bergen et al. (2002) asserted that additional research was critical in avoiding unintended negative outcomes when delivering diversity training.

In order to garner a better understanding of the issues surrounding diversity training efficacy, it is necessary to develop reliable and valid evaluation methods and then use those methods consistently to gather data that can be efficiently analyzed (Cocchiara et al., 2010). There is an information gap between the goals of diversity training and the outcomes of that training. A mechanism for bridging this evaluation gap is needed (Kalev et al., 2006). As

development and implementation of reliable evaluation techniques continue, increased data regarding the effectiveness of diversity training is needed to refine such training.

King et al. (2012) reported that research regarding the effectiveness of diversity training had been limited in scope and had primarily relied on survey-based assessments focusing only on the immediate or proximal effects of the training. Such self-reported surveys, typically completed immediately following training, tended to ignore the distal (long-term) effects of training. Merriam-Webster defined proximal as, “Next to or nearest the point of attachment or origin, a central point, or the point of view” (n.d.) and defined distal as, “Situated away from the point of attachment or origin or a central point” (n.d.). Although self-reported surveys that focused only on the proximal effects of training tended to reflect high levels of satisfaction with the training, the few studies that used an experimental design and were geared more toward the distal implications of training were more likely to produce mixed responses (King et al., 2012). King et al. contended that although training participants’ perceptions had represented one important tool for effectiveness measurement, other evaluation techniques could also be helpful, particularly those that examined diversity training efficacy at the organizational level over a prolonged amount of time. Although not a primary focus of this study, the evaluative methods used by the university to determine the efficacy of its diversity training program are described.

Data analysis from this study may suggest recommendations for continued development and refinement of the university’s diversity plan, particularly the delivery of employee diversity education in relation to the demographic composition of the training cohort. Employees have relied on their employers to provide training that would enhance their job performance (Salas & Cannon-Bowers, 2001), and research indicates that worker productivity is enhanced when employees feel valued, safe, and affirmed (Nyab, 2010). Effective training in this area may allow

employees to build skill sets that will serve them well in a wide variety of arenas while also serving as a mechanism for creating a work environment that is inclusive and emotionally healthy. Consequently, an institution may be better served by employees who feel that they are benefitting from a diversity-friendly environment.

Data from this study may also yield information that can be used by other organizations, particularly institutions of higher education. In their landmark study, which was one of the most comprehensive examinations of organizational diversity training effectiveness to date, Rynes and Rosen (1995) examined the diversity training models of 785 organizations. Their study produced limited evidence that the training models were effective with only 33% of the organizations reporting that their training paradigms “were either quite (30%) or extremely (3%) successful” (p. 263). Improvements to training models have likely taken place since that study. More current literature indicates that several of the same problems associated with diversity training continued to exist (Chavez & Weisinger, 2008).

Analysis of study data is expected to provide increased insight into areas of the university diversity training that were deemed effective and those that were not. This study will also offer insight into the effects of gender, ethnicity, age, sexual orientation, and employee classification on perceptions of training effectiveness. Knowledge of participant perceptions and familiarity with best practices may enable the university to refine and improve its current diversity training model and evaluative techniques (King et al., 2012).

#### The Setting for the Study: Southern Appalachia

The southern Appalachian area is widely recognized as geographically gifted but has also been plagued by monocultural stereotypes. The population includes members of Native American indigenous cultures, Black, Hispanic, Asian, and other persons of mixed ethnicities

and race (White-Wright, 2008). And, commensurate with other areas, the male to female ratio has stabilized at approximately 1:1 (US Census, 2011).

The Appalachian Mountains extend from Canada to Alabama; however *Appalachia* typically refers to the central and southern portions of the mountain chain and the surrounding areas (White-Wright, 2008). This study was conducted at a university situated in the southern portion of the mountain chain that is adjacent to two states and not more than a 3- to 6-hour drive from several major metropolitan cities. Although most of its students are drawn from suburban locations, the institution also draws students from urban and rural locales.

According to US Census data (2011), 77% of the population of the study area is classified as White, followed by 16% who reported their ethnicity as Black, 4.6% who are Hispanic (non-White), 1.4% classified as Asian, and 0.3% who self-reported as American Indian; the remaining 0.7% reported themselves as either multi-racial or Pacific Islander. Approximately 17.2% of the study area population lives below the established federal poverty level, an estimated 12.6% of businesses are owned by members of minority groups, and 25.9% are owned by women. Racial and ethnic demographic data for the university studied closely reflect area demographics.

There is little reliable information regarding the prevalence of those individuals who identify themselves as Gay, Lesbian, Bisexual, or Transgendered (GLBT), particularly information that is grouped geographically. However, a landmark study conducted in 1992 at the University of Chicago estimated that approximately 1.5% of the US population self-identified as Gay, Lesbian, or Bisexual (Laumann, Gagnon, Michael, & Michaels, 2008). Geographical estimates are not available based on census data regarding the number of individuals who self-identify as Gay, Lesbian, Bisexual, or Transgendered. US Census data collection tools do not include questions regarding sexual orientation or offer an option for a respondent to self-identify

as a gender other than male or female (US Census, 2011). The census data collection tool provides an opportunity for respondents to report if they reside in same-sex households, but the US Census Bureau acknowledges that this question and the corresponding responses may be significantly underestimated and do not fully describe the Gay population (US Census, 2011). Although those estimates must be interpreted with caution, the number of reported same-sex households may be the best indicator of the approximate number of individuals who self-identify as Gay, Lesbian, or Bisexual that we currently have. According to census data from 2010 it was estimated that approximately 2.8 – 6.0 of every 1,000 households in the study area were self-identified as same-sex households.

The university that is the subject of this study does not formally collect data regarding student, faculty, or staff sexual orientation. Therefore, accurate estimates are not available. However, there is a viable and visible Gay, Lesbian, Bisexual, and Transgendered presence on the campus. This is demonstrated through institution-recognized GLBT student groups and other institution-sanctioned activities and venues that recognize and celebrate Gay, Lesbian, Bisexual, and Transgendered individuals.

### Limitations

Study limitations must be acknowledged and limitations of this study primarily centered on the evaluative instrument, the manner in which the study data were collected and the lack of a control group with which to compare the results. Similar to most current diversity training evaluative tools, the study instrument measured only the proximal effects of the organization's diversity training. While this instrument provided meaningful information regarding the training participants' immediate perceptions of the training, it failed to provide any information regarding the long-term effects of the training on participants.

Although the use of secondary data for analysis is well established, there are notable limitations inherent in its use (Boslaugh, 2007). Accurate data analysis methods and statistical integrity were keenly observed during this study but data collection methods were determined by the university diversity training planning committee and outside of researcher control. In addition, data viewing was limited to an electronic format and could not be compared with the original handwritten evaluations to ensure that data entry errors were corrected.

The use of a nonestablished instrument can also present limitations. Although, psychometric analyses were conducted by the instrument creators and were supplemented during this study, and results indicated that the evaluation was sound, the instrument was not widely tested or used in varying settings or with various populations. Therefore, resulting data analysis should be reviewed within these limited parameters.

While analysis of qualitative data was limited, a larger training facilitator sample with more diversity would have benefited the results. In addition, the ability to link respondent comments to other demographic variables besides employee classification would have been helpful in offering a greatly expanded view of the diversity training phenomenon.

### Diversity Initiatives at the University

Documents from the university indicate a written commitment to diversity and the perpetuation of an environment that celebrates and uses the skills of a diverse workforce. In addition, there is documentation indicating that diversity among students is desirable.

In 1998 the university formed a cultural diversity taskforce to examine the campus climate and to provide recommendations for diversity initiatives. After 18 months of investigation, the taskforce provided 18 recommendations to the university president and his council. Among those recommendations was one to develop and implement diversity education

for all university employees. Other notable recommendations included the creation of a special assistant to the president for diversity, appointment of an ongoing advisory council to assist with issues of diversity, and the refinement of retention and recruitment policies geared toward increasing the number of minority and female administrators. Efforts were initiated to address those recommendations at intervals.

In 2001 in response to campus incidents that targeted marginalized groups, the university decided to accelerate the development and implementation of an institution executed and mandated training program geared toward the education of university employees in matters of diversity and sensitivity. The Diversity Training Logistics and Implementation Committee was formed in 2002 and the university president endorsed a mandatory 6-hour campus-wide diversity training exercise for every employee. Each employee, regardless of classification, was required to attend such training. Beginning in the fall semester of 2003, members of the university administration began diversity training for institution employees. Those sessions continued until most university employees had completed the training module.

In 2005, after almost 2 years of required employee diversity training, a student survey was conducted by the university's Office of Multicultural Affairs. This survey was designed to assess the perceptions of minority students regarding the services provided by the Office of Multicultural Affairs and glean their opinions and attitudes regarding campus and community climate toward minorities (McCallister, 2005).

There were 240 minority students interviewed and 29% of the respondents stated that they wished "others on campus had a greater understanding of my culture" (McCallister, 2005, p. 1). The survey results showed that only 48% of African-American student participants perceived equal treatment for all students at the university, 30% of the minority student participants

reported that they were rejected by the institution, and 40% perceived rejection by the surrounding community (McCallister, 2005). Clearly, the repercussions of such perceptions could be damaging both to students and to the university.

As diversity initiatives continue to transform at the university, it is important to periodically review data gathered from students, staff, faculty, and other sources. In addition, the university must remain abreast of the best practices and standards of training and training evaluation that are available.

### Research Questions

Researchers have explored dimensions of diversity training models and diversity training providers' corresponding perceptions of the degree of importance of each dimension (Roberson, Kulik, & Pepper, 2003). Diversity trainers reported that an enhancement of diversity related that knowledge in training participants was critical in any measurement of training efficacy. According to Roberson et al. (2003) trainers typically made distinctions between skill-based or behavioral changes and awareness-based or attitude changes. Evaluations that used both types of measurement are helpful in assessing participants' estimations of the degree to which their knowledge has increased as a result of training. The instrument used in this study incorporated measures that addressed both skill-based and awareness-based changes.

Research that explored the relationship between training participant perceptions of diversity training and self-reported demographic variables has also not been reported in the literature. Therefore, this study was designed to supply information that would address the current gap.

This study included analysis of secondary data that were collected between 2003 and 2008. Due to the nature of the data, this study was limited to the examination of the proximal

effects of diversity training rather than the distal effects. In order to address facets of diversity training research that have been ignored, the evaluation instrument was divided into three dimensions – the *enhanced knowledge* dimension, the *facilitator quality* dimension, and the *program quality* dimension. In addition to using descriptive statistics to provide an overall assessment of this training’s perceived effectiveness, research questions were designed to gather information regarding the relationship among various demographic characteristics (gender, age, ethnicity, employee classification, and sexual orientation); participant responses to the various survey questions were correlated to each dimension. Fifteen research questions were used to direct the focus of this study, with five questions focused on each of the three dimensions (enhanced knowledge, facilitator quality, and program quality):

1. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between male and female respondents?
2. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between male and female respondents?
3. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between male and female respondents?
4. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between faculty respondents and staff respondents?
5. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between faculty respondents and staff respondents?
6. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between faculty respondents and staff respondents?

7. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?
8. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?
9. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?
10. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?
11. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?
12. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?
13. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

14. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?
15. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

### Key Terms and Concepts

To clarify the findings, several key terms and concepts used during the reporting of study results are defined here:

African-American or Black: Racial and ethnic labels that are applied interchangeably in this study.

Campus or Community Climate: The perceptions of behaviors, procedures, practices, and interactions between individuals both at the institution and in the surrounding community at large (Littleton, 2003).

Diversity: This umbrella term includes characteristics or factors such as race, religion, ethnicity, gender, sexual orientation, disability, age, and socioeconomic status. It refers to all of the characteristics that make individuals different from each other and that contribute to perceptions of differences. (White-Wright, 2008, p. 20)

Cultural Privilege: Absence of oppression based on one's ethnicity, gender, sexual orientation, race, religion, disability, or other defining characteristic (White-Wright, 2008).

### Summary

Increased globalization and mobilization have provided the opportunity for an expanded workforce. Organizations using practices that enhance global perspectives have been found to advance (Von Bergen et al., 2002). In order to maintain productivity and universal worker

satisfaction, an enhanced understanding of employee needs has been found necessary (Nyab, 2010). As the diversity present in our workforce continues to increase, the need for education regarding individual and group expectations and experiences has been projected to increase (Kalev et al., 2006). One way to address this growing need for education is diversity training.

For training programs to remain effective, training goals must be operationalized with reliable evaluation tools developed to refine training paradigms and maximize efficacy. Effective diversity training emphasizes accountability and objectives that are defined and measurable (Cocchiara et al., 2010). Some research revealed diversity training programs that were counterproductive, whereas other studies indicated that diversity training was effective in reducing discriminatory acts within the workplace (Kalev et al., 2006). Clearly, additional research is needed. There is a need to ascertain whether diversity training represents an effective mode for decreasing discrimination and increasing the quality of the work environment for employees and, if so, what factors improve modes of training delivery.

Chapter 2 reviews literature that is pertinent to the discussion of diversity training models and the efficacy as well as predictive variables for positive ratings of training effectiveness. Chapter 2 also includes current best practices and effective tools for diversity training model evaluation.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

Diversity has become one of the most frequently discussed business topics of the last 20 years (Anand & Winters, 2008). Diversity competence, rooted in social justice theory and legislative mandates, is an integral component of most successful business models. The diversity business, which includes canned training content and professional consultants for hire, was estimated to be an \$8 billion industry in 2003. However, training effectiveness continued to be disputed and some critics concluded that corporate diversity training was not a useful tool for decreasing workplace discrimination.

Diversity training evolved from a largely compliance-oriented, reactionary model in the 1960s to a fundamental component of fiscal responsibility in many organizations during the early 21<sup>st</sup> Century (Anand & Winters, 2008). The positioning of diversity as an organizational and individual competency had also resulted in the reversal of the assumption that only specific groups of people required training. The prevailing principle was that all employees would benefit from diversity training so that organizations could fortify their global competency.

This chapter provides an overview of the history of corporate diversity training development and implementation, factors that necessitate diversity education, participant perceptions of training effectiveness, and the impact of such training sessions on organizational culture. Key factors that contribute to effective diversity training models and evaluative techniques are identified and a review of research is addressed that pertains to the predictive value of demographic information as it relates to perceptions of training effectiveness. This literature review primarily focuses on public-sector organizations including institutions of higher

education. The review is organized into various sections including some areas that are peripheral to the study.

The preponderance of literature regarding employee perceptions of corporate diversity training has focused on the immediate (proximal) effects of training rather than the long-term (distal) measures like an increased minority representation in management positions. The literature also illustrates that individuals have differences in their opinions about whether or not corporate diversity training was worthwhile.

#### Anti-Discrimination Legislative Mandates

In 1964 the sweeping legislation contained in the US Civil Rights Act momentarily implied that a significant shift in United States policy toward disenfranchised individuals was occurring. Both Title VI and Title VII of the Civil Rights Act were of particular significance to organizations including those in the field of higher education. Title VI states that any organization receiving federal funds must relinquish those funds if the organization is found to practice discrimination. Title VII prohibits discrimination on the basis of ethnicity, color, religion, gender, or national origin and also prohibits discrimination against an individual because of his or her association with another individual of a particular ethnicity, color, religion, gender, or national origin (Civil Rights Act of 1964, 1964).

The Equal Pay Act of 1963 (1963) preceded the Civil Rights Act of 1964 (1964) and provided protection from gender-based wages. Men and women who performed similar work in the same organization were then required to receive the same pay. The Age Discrimination in Employment Act (ADEA) followed in 1967 and sought to protect the rights of workers over the age of 40 (ADEA, 1967). After the concerted lobbying efforts of the disabled population and their advocates, the Americans with Disabilities Act (ADA) was passed in 1990 (ADA, 1991).

The most recent anti-discrimination legislation to be approved was the Genetic Information Nondiscrimination Act (GINA) signed into law by President George W. Bush in 2008. This act prevented discrimination by employers and health insurance companies against individuals based on their genetic information.

Despite the strides in federal anti-discrimination legislation, there currently is not a federal law that specifically prohibits employment discrimination against those individuals who self-identify as Gay, Lesbian, Bisexual, or Transgendered (GLBT), although several states via their court and legislative bodies have enacted legislation geared toward the protection of the GLBT population from discrimination in the workplace (US EEOC, n.d.). In addition, cities and counties within individual states have the ability to enact anti-discrimination laws to protect vulnerable citizens (US EEOC, n.d.). However, the lack of a clear federal mandate protecting the employment rights of GLBT individuals represents a gap in the otherwise measurable progression toward national equality.

Federal laws relevant to job discrimination tend to focus on a cluster of organizational practices surrounding almost every aspect of individual employment (US EEOC, n.d.). Among such practices are procedures for hiring and firing employees, procedures for compensating and classifying employees, and policies dealing with transfers, promotions, layoffs, and recalls. Advertisements for open positions, modes of recruitment, access to training and apprenticeship programs, testing for available positions, and policies pertaining to pay, retirement, leave, and benefits are also included. However, federal anti-discrimination laws also take into account the more covert areas often found in environments where prejudice resides. “Harassment on the basis of race, color, religion, sex, national origin, disability, genetic information or age” (employer discrimination, 2012, Expressly Prohibited Forms of Discrimination section, para. 2)

is prohibited. Further, employees who file charges of discrimination against their employer are protected against retaliation. In addition, decisions regarding employability that are based on *stereotypes or assumptions* are illegal (US EEOC, n.d.).

Employers have found that the consequences of breaking civil rights laws to be significant. In 1991 the Civil Rights Act of 1964 was reauthorized. This updated act included a provision that allowed victims of employment discrimination to seek monetary damages when instances of discrimination were proven. Additionally, the federal government identified several *reasonable remedies* for addressing occurrences of workplace discrimination, depending upon the circumstances (US EEOC, n.d.),

- back pay,
- hiring,
- promotion,
- reinstatement,
- front pay,
- reasonable accommodation, or
- other actions that will make an individual “whole” (in the condition s/he would have been but for the discrimination) (XIII, para. 2).

In addition, employers found guilty of discrimination are subject to pay the plaintiff’s attorney fees and other court costs associated with the lawsuit (US EEOC, n.d.). Although the passage of anti-discrimination legislation was a catalyst for organizations to implement diversity initiatives, it was not the sole reason for training continuation.

## Organizational Climate

Although substantial progress has been made in the area of integration since the passage of the Civil Rights Act of 1964, problems with employment access, job retention, job satisfaction, and promotion have continued among nonmajority individuals. According to Hymowitz (2008) although 45% of women in 2008 between the ages of 25 and 34 had college degrees, compared with only 36% of men in the same age group, women's median income was 14% lower than was the case for their male counterparts. Additionally, only 2.4% of Fortune 400 CEOs were women although women represented nearly half of the workforce (Catalyst, 2012). Further, members of nonmajority groups had continued to be underrepresented in supervisory and management positions, instead being relegated to subordinate positions that often carried low wages (Bell, 2007; Rainbird, 2007). Smith (2005) also found that ethnicity and gender influenced rates of promotion within organizations. All else being equal, Black and Hispanic men worked a longer time than their White male counterparts before promotions were granted while Black and Hispanic women were required to have more specific and general work experience than White men before receiving promotions (Smith, 2005).

Workers who self-identified as Gay, Lesbian, Bisexual, or Transgendered (GLBT) in 2011 are estimated to comprise up to 17% of the workforce (Smith, 2011) and up to 66% of those workers reported that they had experienced discrimination (directly or indirectly) based on their sexual orientation. Although some studies have indicated that disclosure of one's orientation has correlated with increased job satisfaction and emotional well-being (Button, 2001; Griffith & Hebl, 2002), others have found a greater likelihood that harassment and discrimination may have made disclosure risky (Smith, 2011).

Although there is little information regarding the specific experiences of GLBT employees in higher education settings, there is research that describes the challenges of other minority workers. Seifert and Umbach (2007) stated that both female and minority faculty members had reported less satisfaction with their jobs than had their White male counterparts. Considering that in 2009 only 5% of full professors in the United States were African-American, Hispanic, or Native American (Jayakumar, Howard, Allen, & Han, 2009), institutions of higher education should strive to retain and recruit minority faculty and, because job satisfaction is strongly correlated with retention (Rosser, 2004), job satisfaction should be a critical component of any retention plan.

#### Campus Climates and Their Relationship to Diversity Training

Although organizations have cited a variety of reasons for instituting corporate diversity training (Cocchiara et al., 2010), assessing the cultural climate of an organization has been identified as an important component in the development of any diversity initiative (Ewers, 2008). Ewers asserted that failure to perform a comprehensive climate assessment could have dire effects on the resulting diversity training. A thorough assessment may enable administrators to determine specific areas of organizational concern and areas of strength, thereby allowing training developers to construct a training model that is unique to the organization.

Parsky, Hume, Kozberg, and the Regents of the University of California (2007) defined campus climate as “a measure of the real or perceived quality of interpersonal, academic, and professional interactions on a campus” (p. 12). A healthy environment provides support, recognition, and opportunity for every individual (Moore, 2007). Further, Moore stated that campus climate assessments should be genuine and devoid of “institutional bragging” (p. 12) that could skew the perceptions of majority students and employees.

According to Hurtado, Milem, Clayton-Pedersen, and Allen (1998) (as cited in Dey, 2009) campus climate encompasses four factors: “institutional context, structural diversity, psychological (perceptual) dimensions, and behavioral dimensions” (p. 9); however, accurate measurement of campus climate can be difficult. Because assessments of climate are often subjective, complications can arise (Dey, 2009). Dey reported that “contradictory climate data” may have indicated a variety of problems, including an institutional “lack of *awareness* about existing programs and practices,” a “lack of *impact*” of these structures, or “actual *gaps*” (p. 9) in these structures. Yet, while precise campus climate measurement is challenging, it should be undertaken regularly to inform the development and refinement of diversity initiatives and training (Ewers, 2008).

Recent research on campus climates in the United States has focused primarily on the experiences of African-American students and, to a lesser degree, on African-American faculty (Harper & Hurtado, 2007). Compelling evidence from those studies suggested that US campuses, particularly those that were predominately White institutions (PWIs) tended to be less hospitable to students and staff members of Color. Harper and Hurtado reviewed 15 years of research (1992-2007) about campus climate and, using a qualitative framework, identified nine racial-reality themes that were persistent in the literature.

First, there was a consensus among members of all ethnicities that most institutions were negligent when it came to genuine concerted efforts to infuse diversity into institutional practices (Harper & Hurtado, 2007). Study participants reported that, despite institutions’ proclamations of diversity appreciation, there was little authentic demonstrated commitment. Second, participants stated that discussions of ethnicity at the institution were infrequent and often viewed as *taboo* or recalcitrant. Third, members of all ethnicities frequently recognized de facto segregation at their

respective institutions and were able to identify locales on their campuses that were strongly associated with specific races and ethnicities. Harper and Hurtado's fourth theme involved the social satisfaction of various racial and ethnic groups on campuses. Whites and Asian-Americans reported feeling satisfied with the campus climate and found it challenging to enumerate things that they would change. Other minority respondents reported lesser degrees of satisfaction, with Black students reporting the most dissatisfaction at every university studied.

"Reputational legacies for racism" (Harper & Hurtado, 2007, p. 17) was identified as the fifth theme. Black students repeatedly identified institutions' poor reputations for diversity management as a reason for their dissatisfaction with or withdrawal from institutions. This theme parallels the sixth theme in which Harper and Hurtado found that White students often overestimated their minority peers' satisfaction with the institution. Harper and Hurtado posited that because there was so little meaningful interaction among ethnicities, White students erroneously assumed their minority peers were equally satisfied. The seventh theme highlighted the construct of White privilege. Most minority students reported that they had found it difficult to identify spaces on campus for which they felt an ownership or a shared ownership. The pervasiveness of *Whiteness* extended to space, curriculum, and activities. In the eighth theme, the persistent feeling of powerlessness expressed by the majority of minority faculty was identified. Many minority faculty members were well aware of the challenges that minority students faced but reported feelings of helplessness because of perceived threats to their employment if they were to complain. Finally, in the ninth theme, a significant number of students and faculty members reported to the researchers that they had never been asked how they felt about those issues before becoming subjects of the respective studies. This research indicates that many of the cultural climates on US campuses may require attention and Harper and Hurtado's study

could signify a continued need for climate assessment as well as an ongoing need for campus diversity initiatives, including diversity training.

### Organizational Management Models for Diversity Initiatives

Many organizations have adopted the recognition and affirmation of diversity as a core component of their organizational planning and mission (Chavez & Weisinger, 2008). Kalev et al. (2006) identified and assessed three broad approaches typically used by organizations to address issues of diversity. First, approaches that established and emphasized responsibility for diversity awareness were commonly used in the preliminary stages of organizational diversity initiative management. Second, interventions that addressed the *isolation* of disenfranchised individuals in the organization were used to foster a sense of increased support and affiliation. Finally, activities that targeted “stereotyping through education and feedback” (p. 590) such as diversity training were used most often to further the goals of the initiative. The popularity of diversity training versus other mechanisms may be due, in part, to suggestions by researchers that training in general is the most frequently used tool for “enhancing employee skills and knowledge, and increasing productivity” (Arthur, Bennett, Edens, & Bell, 2003, p. 234).

Salas and Cannon-Bowers (2001) reported that training research literature had indicated that training in general was benefitting from advances in training theory, needs assessments, and evaluation. This is a hopeful pronouncement in light of Georgenson’s article in 1982 that asked, “How many times have you heard training directors say: I would estimate that only 10% of content which is presented in the classroom is reflected in behavioral change on the job” (Georgenson, 1982, p. 75). In 2006 US businesses spent approximately \$200-\$300 million per year developing and implementing diversity training within their organizations (Saks, 2006). According to Saks (2006) those organizations may have been reaping better results than those

questioned by Georgeson (1982). Saks (2006) stated that 34% of those individuals who had participated in training had reported that they were still applying what they had learned after 1 year. However, it is significant to note that these statistics applied to training in general, not to diversity training specifically.

### Reasons for Corporate Diversity Training

Some researchers have suggested that the benefits in a diversity-competent organization were clear (Bell, 2007; Chavez & Weisinger, 2008; Cocchiara et al., 2010; Nyab, 2010) and for some organizations, the implementation of diversity training may be more revolutionary than reactionary. Cocchiara et al. (2010, p. 1091) suggested that organizations often implement diversity training components for these reasons:

- To comply “with moral and legal standards,” (p. 1091)
- To remain competitive in a global economy,
- To improve leadership skills and management efficacy,
- To deal directly with an organization-specific diversity concern,
- To increase awareness of diversity within the organization and to ascertain individual feelings about diversity,
- To augment “leadership skills necessary to maximize increased organizational diversity,” (p. 1091) and
- To circulate diversity related materials and information.

Wentling and Palma-Rivas (1999) adopted an optimistic view and stated that, many companies believe that diversity training is “an effective tool to attract and retain customers and productive workers, maintain high employee morale and foster understanding and harmony among employees” (p. 217).

Yet, evidence mounts that the implementation of diversity training within organizations is actually influenced by a wide variety of *intersecting* factors that interact to produce an undeniable call to action on the part of the organization (Cocchiara et al., 2010). Cocchiara et al. divided those factors, which illustrate the need for diversity training, into two broad categories – those that are structural and those that are behavioral.

Structural indicators included: 1) “existing and projected demographic changes,” which have been provided by the US Census Bureau; 2) “persistent underrepresentation of subordinate groups (e.g., people of color, women, homosexuals, and people with disabilities.) in high-level organizational positions;” and 3) “public policy decisions that have failed to address the significance of diversity in the United States” (Cocchiara et al., 2010, p. 1091).

Behavioral indicators that diversity training was still necessary in many organizations included the proliferation of harassment and discrimination in the United States (Cocchiara et al., 2010). According to the US Equal Employment Opportunity Commission (US EEOC) (n.d.) racial harassment claims reached their highest numbers in 5 years when claims increased 11% from FY 2007 to FY 2008. In addition, sex-based charges increased nearly 15% overall with a 10% increase in claims across all major categories of discrimination (US EEOC, n.d.). Cocchiara et al. emphasized that the challenges for diversity management were growing based on the increased number of claims that were leveled each year. Yet, the EEOC suggested that increases in discrimination reporting may have been attributable to increased awareness and education regarding diversity in the workplace (US EEOC, n.d.). This may indicate that employers’ efforts to provide employee education regarding diversity could be having an unintended albeit appropriate consequence (Cocchiara et al., 2010).

Although it is important to supplant practices that encourage organizational oppression, it is also vital that interventions reflect a more holistic vision rather than reactive analysis alone (Chavez & Weisinger, 2008). Cocchiara et al. (2010) asserted that organizations should strive to reach *target numbers* of employed minorities in order to increase perceptions of fairness and equal opportunity, but they also emphasized that organizations that could rewrite their narrative from one where diversity was *simply represented* to one where diversity clearly provided a *distinct benefit* would be most successful in accomplishing a fruitful relationship between employees and productivity. This echoed Thomas and Ely's (1996) assertion that reaching a target number was not enough. Rather, they stated it was essential that organizations strive to move beyond diversifying the staff and attempt to diversify the work itself. In doing so the organization can draw more effectively on the human capital present in the organization. In addition, by closely examining organizational paradigms, decision-making processes, practices, procedures, and protocols and inviting multiple perspectives, the organization stood to increase worker satisfaction and thus, organization productivity.

#### Goals of Diversity Training

According to Cocchiara et al. (2010), "One underlying purpose of all diversity trainings should be to encourage behavioral changes in the workforce" (p. 1096). Consequently, diversity training experts have identified and grouped diversity training goals into four domains:

- Training goals – Goals in this dimension relate to the perceived safety and security that participants feel within the training environment.
- Individual goals – These goals refer to the degree to which participants perceive transformations in their own frames of reference (perceptions) and awareness of diversity or bias.

- Organizational goals – The organizational goals are those goals that relate to the occurrence of improved relations between employees and others.
- Societal goals – Goals in this domain refer to expectations regarding awareness of diversity within “broader contexts” (p. 1095).

Chrobot-Mason and Quiñones (2002), Curtis and Dreachslin (2008), Gutiérrez, Kruzich, Jones, and Coronado (2000), and Holladay and Quiñones (2005) also identified training goals that were similar to those mentioned by Cocchiara et al. (2010). According to those researchers, training programs should facilitate improvements in work environments and working relationships by increasing employees’ awareness of prejudice and by introducing tools for dealing effectively with bias. In addition, an understanding of the benefits of diversity within the context of the organization was said to be desirable (Chrobot-Mason & Quiñones (2002); Curtis & Dreachslin, 2008; Holladay & Quiñones, 2005).

Although the goals of diversity training may be easily identified, training content that has the potential to accomplish such goals is less obvious (Curtis & Dreachslin, 2008). Thus, organizations have developed strategies they believe would allow them to accomplish the various goals of diversity training (in cases, where goals had even been clearly identified); however, such strategies may or may not have been based on evaluation data or best practices (Anand & Winters, 2008).

### Specific Models of Diversity Training

Modern diversity training can be traced to the *sensitivity* training that several major corporations implemented in the mid-1970s in response to the first equal-opportunity mandates and legislation (Kalev et al., 2006). Then in 1987 the *Workforce 2000* report by Johnston and Packer was published. The report predicted major shifts in the demographics of the workforce

and generated widespread enthusiasm for proactive measures to address impending changing dynamics (Paluck, 2006). Diversity training initiatives began to proliferate throughout organizations and increased again after the events of September 11<sup>th</sup>. Over time training paradigms and content have evolved to reflect the changing needs and demographics of organizations. According to Anand and Winters (2008) there were as many models for diversity training as there were organizations. According to Kalev et al. (2006, p. 590) “best practices” for diversity training were little more than “best guesses.”

Although it is growing, research regarding corporate models of diversity training is still sparse (Anand & Winters, 2008). What is known, however, is that of the training programs studied, several common training features were widely used across organizations (Anand & Winters, 2008; McCauley, Wright, & Harris, 2000). It is also noteworthy that most of the information gleaned was from large organizations that employed dedicated diversity management teams or individuals, so the data should be reviewed within that context (Hite & McDonald, 2006; McCauley et al., 2000).

Several studies (Ferdman & Brody, 1996; Gannon & Poon, 1997; Holviono, Ferdman, & Merrill-Sands, 2004; McCauley et al., 2000; Roberson, Kulik, & Pepper, 2001) that explored diversity training initiatives at institutions of higher education have identified similar trends. In one of the most thorough studies, McCauley et al. (2000) found that 81% of colleges and universities had attempted some form of diversity training either for students or for faculty and staff, and although training models have varied, some clear patterns of delivery have emerged.

Diversity training is sometimes referred to as a prejudice-reduction workshop or multiculturalism training and may differ from classical models of academic instruction in a variety of ways (McCauley et al., 2000). Diversity training was typically of shorter duration

(hours versus days or weeks), more interactive, and stressed emotional catharsis. Additionally, in his landmark study of diversity training at higher education institutions, McCauley et al. found the following:

- Of those institutions that offered diversity training, approximately 54% made the training available to faculty and staff, yet only 5% of institutions required their employees to attend the training.
- Ninety-three percent of institutions reported introducing their trainings after 1986.
- The median duration of training was 2 hours. The range was 45 minutes to 120 hours.
- Typically, the median size of the training participant group was 25, with a range of 4 to 1,080 participants.
- Regardless of size, small-group training methods were widely used, such as role-playing and sharing of personal stories.
- Of the institutions providing training, 16% used outside consultants or organizations to present the training while 72% reported that college staff or administrators most often led their trainings. The remaining 12% reported using students or faculty members as training facilitators.
- Diversity trainers were most often prepared to train by other campus staff or administrators (54%), 23% received no formal training, and the remaining 23% obtained training from outside consultants, via graduate training, or “on-campus academic courses.”

Table 1 illustrates reported diversity training activities and the frequency with which they were cited (McCauley et al., 2000).

Table 1.

*Cited Activities Often Used in Diversity Training Programs* (Based on data from McCauley et al., 2000, p. 108)

Activity	Percent of Institutions Using
Sharing stories about bias or discrimination	92%
Group exercises to explore ethnic differences	87%
Handouts	86%
Personal contact with minority participants	82%
Lectures	75%
Discussion of campus incidents	73%
Role-playing	71%
Videos	68%
Skits	67%
Self-discovery exercises (i.e. inventories)	53%
Case studies	45%
Stress- or tension-reducing exercises	15%
Discussion about racism in sports	13%
Computer-based learning	9%

- Minority focus – African-Americans were the most frequent focus of diversity training (89%), followed by Asian-Americans (82%), Hispanics (80%), Gay individuals (77%), Jewish students (72%), international students (70%), the handicapped (67%), Native Americans (61%), other religious groups (48%), women (44%), and *general cross-cultural* topics (28%).
- Evaluation – 81% of institutions reported that training evaluations were performed immediately after training was concluded (almost always prior to departing the training). Two percent of institutions used focus groups or group discussion to immediately evaluate the workshop and 17% did not use immediate evaluations at all. Follow-up evaluations were also used but with less frequency.

Only 33% of the institutions reported any follow-up evaluation (23% written or 10% discussion-based). These follow-up evaluations were most often administered in the weeks or months following the training.

- Ninety-eight percent of the responding institutions said their diversity training programs were worthy of the resources that had been expended on them.

The university diversity training program that was the subject of this study reflected many of the training trends reported in the literature with one notable exception. Unlike other reported training trends, this training program was mandatory for every university employee. Training sessions typically included 10 to 12 participants and lasted approximately 6 hours. Both staff and faculty who had been trained by other campus administrators were used to facilitate the training sessions. Activities used during the training sessions included many of those identified by McCauley et al. (2000). Training participants evaluated the training once – immediately following the training and no follow-up assessments were performed.

### Backlash and Resistance

Central to the discussion of diversity training is the frequently cited presence of resistance within training groups and the possibility of backlash. Organizational resistance is not limited to issues of diversity. Thomas and Plaut (2008) asserted that individuals often have difficulty with *any* change and resistance is a common coping strategy. Changing demographics in the workforce may be a catalyst for organizational changes and therefore could represent a threat to the status quo. Emotional responses to change can be dramatic and lead to resistant behaviors. This resistance may be particularly pronounced when dealing with issues of diversity (Von Bergen et al., 2002).

Resistance can take place at both an individual and organizational level. Thomas and Plaut (2008) developed their taxonomy of diversity resistance within organizations, as shown in Table 2.

Table 2.

*Understanding Diversity Resistance Taxonomy* (Based on Thomas & Plaut, 2008, Figure 1.1, p. 6)

Understanding Diversity Resistance	Levels at which diversity resistance is manifested in the workplace	
	Individual	Organizational
Manifestations of Diversity Resistance	Overt	Verbal and physical harassment Graffiti Intentional and hostile forms of discrimination Retaliation
	Subtle	Intentional discriminatory resource policies and practices Cultures of silence around diversity and discrimination Mixed messages related to diversity Diversity as a “non-issue” Messages that place diversity as too time-consuming/too complex Secondary victimization

When resistance that developed prior to training is brought into the training, the resistance can be heightened (Karp & Sammour, 2000). It is important for diversity managers and trainers to readily acknowledge the possibility of resistance and develop a plan for addressing it effectively.

Corporate diversity training programs continue to be controversial and research has indicated that the controversy is deep-seated and complex (Thomas & Plaut, 2008). Hemphill and Haines (1997) levied indictments against diversity training initiatives, stating that such initiatives had failed because of an overreliance on the development of awareness and understanding. Hemphill and Haines said that organizations should not have the right to demand

that employees change their values or beliefs. Instead, they should only teach employees basic skills for working effectively with a wide variety of people.

Watson (2008) cautioned that diversity training could quickly “cross the line from education to indoctrination” (para. 7), and confrontational models of diversity training may tend to target majority individuals, particularly White males (Thomas & Plaut, 2008). Karp and Sammour (2000) identified the “Straight, White, American Male (SWAM)” (p. 452) as the intended target for most diversity training programs. They stated that interventions were commonly focused on SWAMs so that awareness and catharsis could occur (Karp & Sammour, 2000). Training efforts, which typically used a dogmatic approach, tended to *villainize* members of the majority group, particularly White males, thereby increasing the chance that resistance would occur (Karp & Sammour, 2000; Steele, 2006).

According to some critics of diversity training the commonly used training construct of *White guilt* was also counterproductive and could lead to resistance among the very individuals the trainers were attempting to reach (Steele, 2006). Further, Steele (2006) asserted that highlighting *White guilt* only served to further strip minorities of their individuality because problems of ethnicity were (again) being viewed through a majority lens. Anand and Winters (2008) contended that confrontational models that incorporated *White guilt* often left participants feeling *guilty and victimized* as well as “confused, angry or with more animosity toward differences” (p. 361). According to Von Bergen et al. (2002) causing individuals to feel that they are being blamed for inequities only results in increased feelings of hostility.

One of the most frequently cited complaints regarding diversity training was the confrontational approach used by some trainers to heighten the dominant group’s awareness of discrimination (Karp & Sammour, 2000; Pendry, Driscoll, & Field, 2007; Steele, 2006; Von

Bergen et al., 2002). According to training respondents this approach only served to alienate majority participants, fostered feelings of dissatisfaction with the whole training process, and created an environment of “winners” and “losers” (Von Bergen et al., 2002, p. 244).

Content and delivery were both cited as integral components to diversity training and were thought to be predictors of the degree of resistance that may appear (Watson, 2008).

Researchers have identified several problems often associated with diversity training models (Hemphill & Haines, 1997; Steele, 2006; Thomas & Plaut, 2008; Von Bergen et al., 2002):

- Trainers use their own frames of reference as training templates or have agendas that lead to bias.
- “Training is too brief” (Von Bergen et al., 2002, p. 241) or is implemented as a reactionary tool or training is only used as a punishment for an infraction.
- Trainings are too general and do not distinguish between multicultural competence and knowledge of legal aspects of discrimination.
- “Political correctness” (Von Bergen et al., 2002, p. 241) is expected.
- Self-disclosure is expected even when doing so would result in discomfort.
- Individuals are not respected, particularly those who are resistant to training initiatives.
- Training is “canned” (Von Bergen et al., 2002, p. 241) and does not allow for individual group dynamics.
- Only one individual or “group is expected to change” (Von Bergen et al., 2002, p. 241).
- Resources, content, etc. are outdated.

- Trainers are “chosen because they represent or are advocates for a specific minority group” (Von Bergen et al., 2002, p. 241).
- “Important issues, such as reverse discrimination, may be ignored” (Von Bergen et al., 2002, p. 241).

Resistance can lead to conflict and conflict can be costly to both the individuals involved in training and the organization (Thomas & Plaut, 2008). Training that is disrupted by resistance can become unpredictable, distracting, argumentative, or even threatening. Even with the best planning, some resistance is sure to surface, so institutions should be aware of methods for addressing and diffusing resistance in order to increase chances of training efficacy (Watson, 2008).

#### Reported Efficacy of Diversity Training

Best practices are developed in response to evaluation (Kalev et al., 2006) and yet, reliable evaluation of corporate diversity training effectiveness is scarce and measures of diversity training success remain vague. Anand and Winters (2008) contended that while there is a prevalent belief among practitioners that diversity training is helpful, there is simply very little empirical evidence supporting that assumption. With a dearth of proven assessment tools, diversity training assessment and evaluation has lagged considerably behind the enthusiastic development of training models.

Nancherla (2008) asserted that success must be defined by each organization and should be unique to the institution, whereas Frankel and Millman (as cited in Cocchiara, 2010, p. 1094) posited that success should be measured primarily against the “initial intent” of the organization and the “training quality;” however, these terms are vague and lack operational measures. While Cocchiara et al. asserted that the best measure of efficacy for diversity training was to compare

training outcomes with the organization's stated goals for the training, Anand and Winters (2008) stated that the wide proliferation of training goals and measures was one the primary reasons that researchers have had difficulty *empirically testing* for training effectiveness.

The few existing reports regarding the effectiveness of institutional diversity training have been inconsistent. In an analysis of over 700 corporations, Kalev et al. (2006) found that 43% of senior Human Resource (HR) executives included diversity training as a key component of their organization diversity initiatives, although estimates of efficacy varied widely.

In the first systematic analysis of the distal (long-term) effectiveness of diversity training and other diversity initiatives, Kalev et al. (2006) learned that diversity training was mostly ineffective at increasing minority representation in management positions. In their study federal data on private sector organizations that had been collected between 1971 and 2002 were examined in conjunction with additional survey data on organization employment practices. Using this research Kalev et al. identified three broad approaches to diversity – those approaches that focused on organizational structures that have responsibility for diversity oversight, those approaches that focused on decreasing the isolation of disenfranchised groups, and those approaches that focused on the reduction of prejudice through education (including diversity training). Of the three broad approaches, education (i.e., diversity training) was identified as the least effective means for diversifying the organization's workforce. Even though this data set focused on private-sector organizations, some parallels may be drawn with public sector institutions.

In a landmark study Rynes and Rosen (1995) found that only 33% of 785 firms surveyed in the study had indicated that they perceived their organization's diversity training programs as successful, where success was associated with rates of attendance at training by managers,

among other factors. Hanover and Cellar's 1998 study focused on 99 middle managers at a large corporation and revealed that a significant portion of those who had attended organizational diversity training reported an increase in their estimations of the importance of diversity-supportive management practices and an increase in behavior that aligned with the goals of the training programs.

In 2009 Hancock conducted a qualitative study at the Medical College of Ohio, where he investigated employee trainee satisfaction with organizational diversity training. Hancock found that participants rated the training as highly effective, but his study was greatly limited by the small sample size (seven).

Little research has been conducted on the effectiveness of organizational diversity training components, particularly in higher education settings, so the statistics that have described successful training models are limited. Researchers have reported several reasons that quality evaluation has been elusive. Roberson et al. (2001) contended that many diversity educators lacked the expertise to develop reliable and valid assessment measures and, even when they did possess those abilities, a lack of time and money to develop and implement evaluation measures may have been prohibitive. Further, even when evaluative measures were implemented those measures have tended to resist empirical analysis (Paluck, 2006). For example, self-report surveys have often been used to evaluate diversity training programs but because of the possible influence of bias, such as self-presentation bias or social desirability, it has been difficult to accurately assess program impact. Further, Paluck has asserted that training participants may lack insight into how and to what degree outside influences like training may have had on their perceptions.

Pendry et al. (2007) reasoned that diversity educators have been unable to develop reliable evaluative measures because they lack a clear theoretical framework with which to align. Finally, Paluck (2006) has reported that diversity trainers may have neglected to perform empirical evaluation of their respective programs because they did not have a control group with which to compare the resulting data. Cocchiara et al. (2010) explained that there were no data indicating the degree to which diversity-related training information had been transferred back to the job at organizations. Thus, several gaps in the diversity training evaluation and efficacy literature currently exist.

Because there is a lack of research that speaks to the effectiveness of various diversity training models, best practices have not yet been defined; however, Cocchiara et al. (2010) proposed that a successful training model could encompass the following principles:

1. Training programs must operate under the assumption that the purpose for all diversity training is to facilitate changes in behavior. Further, to ensure that change is occurring, training must include measurement of behavioral changes. Three types of diversity training measurement were proposed by Winfeld (2001):
  - a. Measures that are behavioral (i.e., those that measure the degree of employee satisfaction with their job);
  - b. Measures that are activity-based (i.e., those that measure support for diversity initiatives, such as the number of individuals who voluntarily attend diversity-related training); and
  - c. Measures that are value-based (i.e., those that measure reductions in hiring cost, lost-productivity, etc. as a result of training).

2. Diversity appreciation is embedded in all aspects of the organization, not just those aspects that are directly related to diversity initiatives.
3. Employees must be able to effectively transfer what they have learned in diversity training to their jobs, otherwise, training cannot be considered effective.

Cocchiara et al. (2010) stated that regardless of the environmental differences between organizations, the only way to be confident that diversity training was effective was to clearly identify organizational goals for training and then develop measurements that would measure the degree to which those goals had been met. Further, Cocchiara et al. asserted that if diversity training addresses the specific needs of the organization, reflects the organizational climate, and is “properly designed and executed” (p. 1095), then training can be considered effective.

Anand and Winters (2008) also contended that diversity training effectiveness could not be determined unless there was a clear recognition and identification of what the training was intended to accomplish. According to Anand and Winters (2008) the unstated goals of training often imply that an *Ah Ha!* moment or personal epiphany on the part of each participant is the gold standard of success and when this didn’t happen, training providers felt that training had failed. Anand and Winters posited that perhaps diversity training should not even attempt to address this level of change, focusing instead on more concrete measures.

#### Demographic Predictors of Positive Evaluation of Training

Research regarding the predictive value of demographics on mandatory diversity training attendance and positive ratings of training experiences is limited; some research does exist regarding the predictive value of demographics on *voluntary* attendance. Congruent with cognitive research (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001), facilitators were more likely to recall negative training experiences than positive ones. For all of the training facilitators

who were interviewed, their training experience memories were well preserved and each of them was able to recall specific instances when trainings went very well and when trainings were less successful or hostile.

Kulik, Pepper, Roberson, and Parker (2007) found that many organizations had chosen to make diversity training voluntary rather than mandatory because of fear of backlash. Esen (2005) found that only 50% of organizations had mandated diversity training for their nonmanagerial employees. According to Kulik et al. (2007) research findings vary regarding the value of voluntary training models. Ideally, those individuals most in need of the training would attend. However, attendance would be contingent upon each individual's insight into his or her own deficits. Often, those who need diversity training most are either unaware of their deficit or resistant to the training in general.

Across all demographics, potential trainees have been more likely to participate in training when they perceived that positive outcomes would result (Kulik et al., 2007). However, those positive outcomes were often measured in ways that are self-centered. Because diversity training and other diversity initiatives were often designed to remove impediments for minority individuals, majority groups may have perceived training as threatening. Mor Barak, Cherin, and Berkman (1998) found that members of dominant groups had resisted diversity training because of the perceived threat of a redistribution of power. Thus, groups that stood to benefit most from training (women and minorities) were more likely to attend training sessions on a voluntary basis. Kulik et al. (2007), however, found that members of dominant and nondominant employee groups were equally likely to attend voluntary diversity training. Although this finding reflects that voluntary diversity training could attract a wide demographic group, it is somewhat

tempered by Kulik et al.'s additional finding that voluntary trainings do not attract those individuals who may need it most – those with low diversity awareness and skill sets.

Research indicating that increased educational acquisition is correlated with decreased attitudes of prejudice is prolific. In a landmark study published by Lipset in 1959, the theory of “working class authoritarianism” was first introduced (Lipset, 1960, p. 97). Lipset stated, “The lower strata are *isolated* from the activities, controversies, and organizations of democratic society – an isolation which prevents them from acquiring the sophisticated and complex view of the political structure which makes understandable and necessary the norms of tolerance” (p. 112). Similarly, Selznick and Steinberg (1969) asserted that continued formal education was a viable means of reducing prejudice and discriminatory behavior. They said, “As individuals move from grade school to high school, to college and the university, they are brought into progressively closer contact with ideal values and increasingly acquire criteria for the rejection of the common culture” (p. 157).

The theory of “working-class authoritarianism” has been examined by researchers over the course of the last several decades. Napier and Jost (2008) examined four aspects of authoritarianism, including “conventionalism, moral absolutism, obedience to authority and cynicism” (p. 595). They found that all four aspects were correlated with increased attitudes of bigotry and that increased levels of formal education may have negated the resulting behavior arising from those characteristics.

Research linking higher levels of education with higher levels of self-reported tolerance is robust (Napier & Jost, 2008; Schuman, Steeh, Bobo, & Krysan, 1997; Sniderman & Piazza, 1993; Sullivan, Pierson, & Marcus, 1982). Thus it may be reasonable to ascertain that those

individuals who possess more formal education would respond more favorably to diversity training programs.

### Summary

The literature illustrates the contention that diversity training initiatives have had a checkered history with some critics denouncing its appropriateness and effectiveness (Kulik et al., 2007). Diversity training models have proliferated over the last 3 decades, but evaluative instruments to gauge training effectiveness have not (Cocchiara et al., 2010). With very little data, empirical or otherwise, to attest to the efficacy of diversity training, organizations have only vague ideas of what works.

Reasons for training are well documented (Bell, 2007; Chavez & Weisinger, 2008; Cocchiara et al., 2010; Nyab, 2010) and goals of training models are also widely developed (Chrobot-Mason & Quiñones, 2002; Cocchiara et al., 2010; Curtis & Dreachslin, 2008; Holladay & Quiñones, 2005). However, the lack of training evaluation has presented a gap in the research and has made it difficult for training models to be effectively refined (Anand & Winters, 2008). As researchers seek to develop reliable and valid evaluative measures, data gathered from existing organizationally-designed instruments may be helpful.

## CHAPTER 3

### RESEARCH METHOD

The purpose of this study was to examine and describe participants' perceptions of an organizationally mandated diversity training model at a mid-sized university in the southeastern United States and to explore the possible predictive value of participant demographic information on corresponding ratings of training efficacy. Documentation regarding diversity training efficacy is sparse and literature identifying proven evaluative techniques for diversity training models is even more scarce (King et al., 2012). In addition, there are no studies that have directly addressed mandatory diversity training program estimations of success and the relationship with training participant demographics. Therefore, this study will add to the limited body of knowledge regarding diversity training models, the evaluative instruments used to measure their success, and the effects of training participant demographics on perceptions of diversity training programs.

Researchers have not reached a consensus regarding the best measure of efficacy for organizationally provided diversity training programs (Kalev et al., 2006). Many organizations that provide diversity training tend to focus their evaluative measures on the immediate (proximal) effects of the training, such as self-reported measures of increased diversity awareness or an increased ability to identify discriminatory practices (King et al., 2012). Such assessments are typically done before the training participants depart the training location. Some researchers purport that proximal measures of diversity training success are inadequate and argue that long-term (distal) (i.e. the degree to which minority representation in management positions is increased) measures of success are needed as well. Yet, few organizations are currently using distal measures to ascertain diversity training success and efficacy, primarily because of the

logistical obstacles involved in obtaining long-term measurements (King et al., 2012). Data used for this study reflected this trend.

Quantitative research methods were used in this study to describe the overall perceptions of participants who had completed the university's diversity training program and to determine whether a set of participant demographic factors could predict the participant's estimations of training program effectiveness. Demographic factors examined included age, gender, sexual orientation, employee classification (faculty or staff), and ethnicity. Descriptive statistics presented demographic information about the sample and overall estimations of the university's diversity training program effectiveness. Parametric inferential statistics were used to explore effects of the independent variables, while qualitative data were used to explicate the quantitative findings.

Research has indicated that because diversity training is often designed to remove impediments for minority and disenfranchised individuals, majority groups may perceive the training as threatening (Mor Barak et al., 1998). Therefore, it was predicted that women, minorities, older adults, and individuals who had self-identified as Gay, Lesbian, Bisexual, or Transgendered would have higher training rating scores than those of their counterparts; thus implying that gender, ethnicity, age, and sexual orientation would have an effect on participant training ratings on every dimension of the evaluation.

Research indicating that there is a negative correlation between the level of education and degree of self-reported prejudice is prolific (Napier & Jost, 2008; Schuman et al., 1997; Sniderman & Piazza, 1993; Sullivan et al., 1982). Thus, it was predicted that training participants who identified as faculty would rate the training more favorably than those who identified as

staff. This prediction also implied that employee classification would have a significant effect on participant ratings of the diversity training.

### Research Questions and Null Hypotheses

Fifteen null hypotheses were used to answer the 15 research questions regarding diversity training participants' perceptions of a corporate diversity training model at a mid-sized university in the southeastern United States:

1. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between male and female respondents?  
Ho1: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between male and female respondents.
2. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between male and female respondents?  
Ho2: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between male and female respondents.
3. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between male and female respondents?  
Ho3: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between male and female respondents.
4. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho4: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between faculty respondents and staff respondents.

5. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho5: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between faculty respondents and staff respondents.

6. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho6: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between faculty respondents and staff respondents.

7. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho7: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

8. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho8: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

9. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho9: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

10. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho10: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

11. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho11: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

12. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho12: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

13. Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho13: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

14. Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho14: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

15. Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho15: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

### Instrumentation

The evaluation was developed to describe and measure participants' perceptions of diversity training, specifically to measure participants' estimations of whether the training enhanced their knowledge and skills relating to issues of multiculturalism. Based on the Multicultural Counseling Awareness Scale-Form B (MCAS:B), the diversity training program evaluation contained 12 questions (see Appendix A) that focused on participant perceptions of the training program. Nine of the questions were of a Likert-type scale design. Each statement was associated with five (1-5) possible ratings. A rating of 1 corresponded with *strongly disagree* and a rating of 5 corresponded with *strongly agree*. This nonforced scale allowed participants to choose a neutral response (3). Each of the nine Likert-type scale items also contained a "comments" section to allow participants to expand on their Likert-type ratings if they desired. The remaining three questions allowed for open-ended responses. Three dimensions were identified on the study instrument as possible aspects of analysis. The enhanced knowledge dimension, comprised of items 1, 2, 3, 4, 5, and 7, focused on the evaluator's estimation of the degree to which he or she had an increased awareness of multicultural issues and yielded a possible score range of 6 to 30. The facilitator quality dimension, comprised of item 8, focused on evaluator estimation of the effectiveness of the training leaders and yielded a possible score range of 1 to 5, while the program quality dimension, comprised of item 9, focused on the evaluator's estimation of his or her overall satisfaction with the diversity training

session; it yielded a score range of 1 to 5. Across all three dimensions, higher scores indicated increased levels of satisfaction with the diversity training program.

The final section of the evaluation instrument, labeled as optional, contained five questions regarding demographic information including ethnicity, gender, sexual orientation, and disability or exceptionality. Questions about age and ethnicity were open-ended; questions about gender, sexual orientation, and disability or exceptionality contained choices that the participant could circle or indicate as appropriate.

Favorable reliability coefficients and validity measures for the MCAS:B have been reported at length in the literature (Ponterotto et al., 1994); however, the study instrument was significantly abbreviated (12 questions versus 45 questions on the MCAS:B). Although the evaluation appeared to contain questions that would serve to collect information about both of the dimensions used in the MCAS:B (awareness and knowledge or skills), the evaluation contained far fewer questions and therefore correlations between the two dimensions may be more difficult to calculate with any degree of accuracy. Furthermore, there was no indication that the study instrument developers took the bidimensionality of the model instrument (MCAS:B) into consideration when testing the study instrument for validity and reliability. However, the evaluation developers established face validity, construct validity, and content validity using two pilot studies.

The evaluation also allowed for open-ended responses; due to the anonymous nature of the study instrument, many of the tools (member-checking, triangulation, or disconfirming evidence) for establishing qualitative data and thus instrument validity were not available. Qualitative data gathered from the instrument during the two pilot studies were examined by the

instrument developers to determine subjectively as to whether open ended questions were garnering appropriate response patterns.

To supplement existing instrument reliability and validity information, additional psychometric measurements were performed using the data sample. Psychometric analysis indicated that the instrument possesses internal consistency with a demonstrated Cronbach's alpha of 0.90 for the enhanced knowledge dimension. Because test-retest reliability coefficients were unavailable for this study, an odd-even split-half reliability analysis was also performed,  $r(891) = .84, p < .01$ , indicating that participants' answers across the different questions were consistent.

Results from a factor analysis indicated that content validity for all three dimensions of the instrument is supported; however, item 6, "I have gained new ideas on how to infuse diversity into my courses, student programs, or student services" was removed from the analysis because there were a large number of missing data points for this item.

#### Diversity Program Facilitator Interviews

Qualitative interviews can assist the researcher in understanding the nuances of a phenomenon and better conceptualize the experiences of an individual or group (Marshall & Rossman, 1995). It is important to note that qualitative data gathered during the focus group interviews were not formally analyzed. Rather, the data were viewed strictly as supplementary information that would serve to explicate and triangulate quantitative data garnered from the program participant evaluations.

## Population

The population for this study included all university employees who completed the institution's face-to-face diversity training program between 2003 and 2008 and those individuals who served as diversity training facilitators during at least one training session during that time. The university, which is designated as a doctoral or research-intensive institution, has a majority of its students enrolled in baccalaureate programs with approximately 89% of enrolled students receiving some form of financial aid. Although most of the university's students are from the southeastern Appalachian area, there are at least 40 states and 60 countries represented among the student body.

The university employs approximately 2,200 individuals, 866 of whom are classified as full-time faculty; of those faculty members 76% hold terminal degrees. In 2011, 44% of the faculty members were male and 56% were female. Between 2003 and 2008, 1,888 of the institution's employees completed the diversity training mandated by the institution. Of those who completed the training, 1,331 (approximately 70%) anonymously completed or in some cases partly completed a training evaluation. Employees who completed the diversity training program evaluation reflect university employee demographics (see Table 3).

Table 3.

*Population Demographics (AU, 2007)*

Total Number of Institution Employees:	2003	2004	2005	2006	2007
	1,992	1,997	2,034	2,087	2,178
<b>Employee Classification:</b>					
Executive, Administrative, Managerial	3.00%	3.00%	2.70%	2.90%	1.93%
Faculty	34.40%	34.40%	33.90%	34.70%	36.00%
Professional/Non-Faculty	28.30%	26.30%	28.00%	27.30%	26.59%
Clerical/Secretarial	18.80%	20.20%	19.00%	19.10%	20.29%
Technical/Para-Professional	2.90%	3.10%	3.30%	3.10%	2.89%
Skilled Crafts	3.60%	3.60%	3.30%	3.20%	3.12%
Maintenance	9.20%	9.50%	9.80%	9.80%	9.18%
<b>Gender:</b>					
Female	58.0%	57.6%	58.2%	58.2%	58.0%
Male	42.0%	42.4%	41.8%	41.8%	42.0%
<b>Ethnicity:</b>					
White	90.70%	90.50%	90.50%	90.40%	89.60%
Black	5.00%	5.00%	5.00%	5.00%	4.82%
Alaskan/Native American	0.10%	0.10%	0.20%	0.10%	0.05%
Asian/Pacific-Islander	3.60%	3.60%	3.50%	3.60%	3.71%
Hispanic	0.80%	0.80%	0.90%	0.80%	1.01%
Unspecified	0.00%	0.00%	0.00%	0.20%	0.78%

Data Collection

Secondary data collected between 2003 and 2008 consisting of participant-completed evaluations that measured the proximal (immediate) effects of the diversity training were used. Training sessions were segregated with faculty training only with other faculty members and all other employee classifications placed together and labeled as staff. Training groups typically consisted of 10 to 12 participants randomly selected from their subgroup (either faculty or staff)

from various departments across campus; training sessions were usually led by two or three facilitators who had been chosen based on their availability for scheduled sessions.

After completing training and prior to departing the training locale, each participant was asked to complete an evaluation of the training and leave the evaluation lying on a designated table upon departure from the training locale. These evaluations were collected by the training facilitators, placed in manila envelopes, and labeled with the date of the training on the outside of the envelope. The envelopes were then delivered by a session facilitator to the office that oversaw the diversity training program. To maintain the data in an easily accessible format, the evaluations were entered into a spreadsheet and data from the spreadsheet were used in the study analysis.

Qualitative data were obtained in two ways. First, using the survey instrument, data were obtained by means of three open-ended questions (#10, #11, and #12) and nine additional opportunities for expanded responses to Likert-type scale items 1-9. Second, focus groups comprised of former diversity training facilitators were used to supplement the data that were reported on the training participant evaluations, to enhance understanding of the phenomenon known as diversity training, and to triangulate quantitative data gleaned from the program participant evaluations. See Appendix B and Appendix C for complete focus group transcriptions. Using a purposeful sample, all diversity training facilitators who had led or assisted in leading at least one training session (49) were eligible to participate in a focus group. Upon IRB approval (see Appendix D), an email was sent to each former facilitator for whom contact information was available (37) inviting him or her to participate in a focus group. Five (5) individuals who had served as diversity training facilitators responded to the invitations to participate in a focus group. Over the course of 2 weeks, semistructured interviews were used in

each of the two focus groups to garner information about the facilitators' perceptions of the diversity trainings in which they participated. In order to further explicate data collected on the program evaluations, each focus group was asked to address three questions:

1. How do you feel that the university diversity training program could have been improved?
2. From your perspective, what do you feel was the most useful part of the diversity training program?
3. Did you encounter any resistance during your diversity training session? If so, please describe your experience.

I served as the interviewer during each focus group session and interviews were recorded for later transcription. During each interview, field notes were composed to record interpretations and perceptions of the overall interview experience. Triangulation of the data was conducted as well as member checks throughout the data collection and transcription process.

### Data Analysis

Descriptive statistics including measures of central tendency were used to provide a broad view of the trainings' perceived effectiveness, while independent-samples t tests and one-way analyses of variance were used to examine the effects of various demographic factors on participant ratings of training program effectiveness. To test the hypotheses (1-9) that the factors of gender, sexual orientation, and employee status (2 levels per factor) affected participant ratings of the diversity program, independent-samples t tests were conducted. The factors of age and ethnicity with three levels for each factor were analyzed using one-way ANOVAs (hypotheses 10-15). The assumptions for this design, including continuous levels of measurement, independent data, homogeneity of variance, and a normal distribution of the

dependent variables were considered. A Tukey's procedure was used to perform post hoc multiple comparisons when necessary.

A summated score was employed for the enhanced knowledge dimension (items 1, 2, 3, 4, 5, and 7). According to Nunnally and Bernstein (1994), "Measurement error averages out when individual scores are summed to obtain a total score" (p. 67). Therefore the single item analysis of items 8 and 9 necessitated that a conservative interpretation be used.

### Summary

Diversity training is frequently considered by many organizations to be an integral component of a successful business model (Kalev, et. al, 2006); research regarding the efficacy of such trainings is sparse. Many evaluation methods of training models are unproven and lend little reliable information to the literature regarding best practices (Frankel & Millman, 2007).

This study was undertaken to add to the limited body of knowledge regarding effective diversity training models, participant and facilitator perceptions of training, and the effects of identified participant demographics on perceptions of training.

Statistically sound procedures were used to determine and explain participant and facilitator response patterns, and conclusions were inferred based on empirical analysis and established qualitative data gathering procedures. Chapter 4 reports the results of the data analysis.

## CHAPTER 4

### ANALYSIS OF DATA

Quantitative data were analyzed using descriptive statistics to determine training participants' overall estimations of training effectiveness. Parametric inferential statistics including an independent-sample t test and a one-way analysis of variance (alpha of 0.05) were then used to explore the relationship between demographic variables and training ratings. Post hoc multiple comparisons were achieved with a Tukey procedure. Research questions 1-9 were addressed using an independent-samples t test. A one-way analysis of variance was employed to address research questions 10-15.

#### Descriptive Statistics

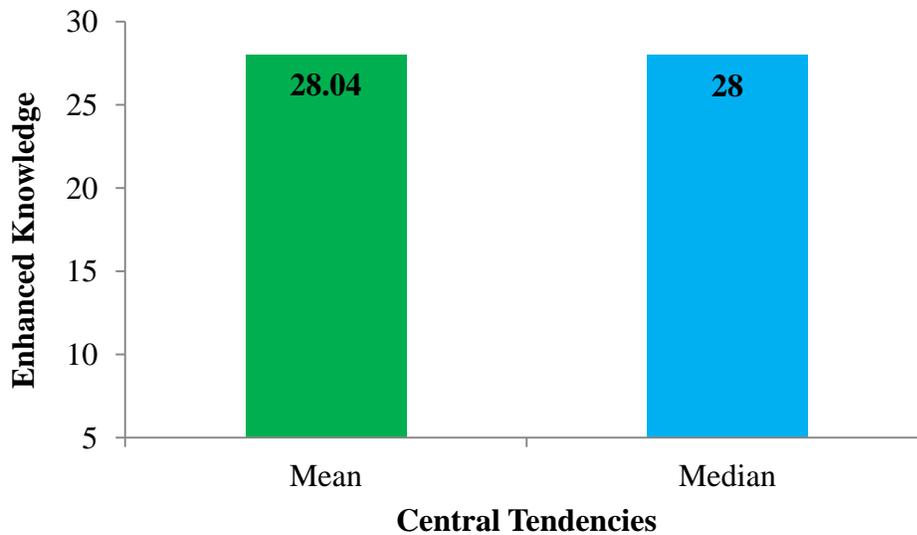
Ratings of training effectiveness were gathered from 892 individuals who had completed the university diversity training program and were used in the descriptive analysis. The enhanced knowledge dimension of the evaluation instrument comprised of items 1, 2, 3, 4, 5, and 7 focused on the evaluator's estimation of the degree to which he or she had an increased awareness of multicultural issues; it yielded a possible score range of 6 to 30. For this sample, data were normally distributed with a mean of 28.04 (see Table 4 and Figure 1). The facilitator quality dimension, comprised of item 8, focused on the evaluator's estimation of the effectiveness of the training leaders and yielded a possible score range of 1 to 5. For this sample, data were very slightly negatively skewed with a mean of 4.69 (see Table 4 and Figure 2). Because of the minor level of skew, data were treated as normally distributed. The program quality dimension, comprised of item 9, focused on the evaluator's estimation of his or her overall satisfaction with the diversity training session and yielded a possible score range of 1 to

5. For this sample, data were also treated as being normally distributed and had a mean of 4.09 (see Table 4 and Figure 3).

Table 4

*Means and Standard Deviations for Scores on Each Dimension*

	M	SD	N	Minimum	Maximum
Knowledge	28.04	4.71	857	5	35
Facilitator Quality	4.68	0.59	857	1	5
Program Quality	4.09	0.96	857	1	5



*Figure 1.* Graphical Representation of the Mean and Median Scores on the Enhanced Knowledge Dimension

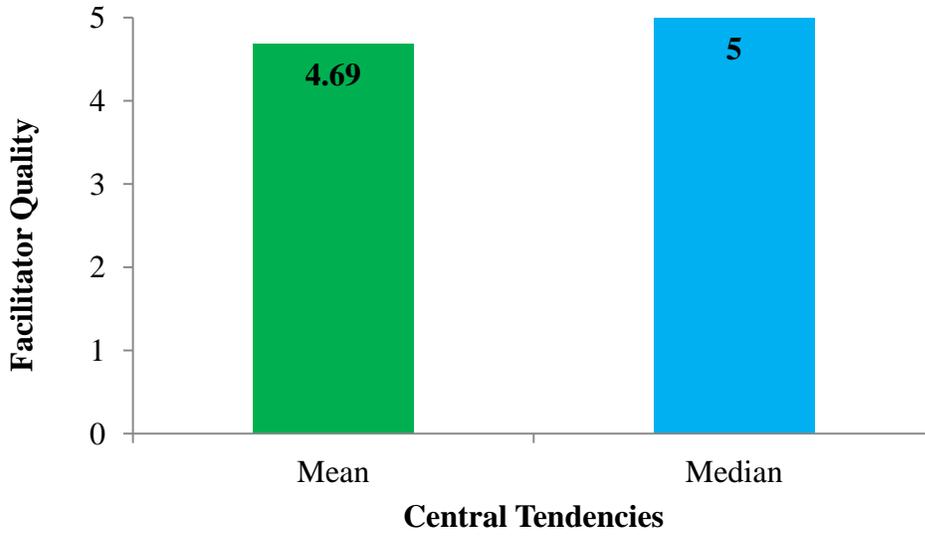


Figure 2. Graphical Representation of the Mean and Median Scores on the Facilitator Quality Dimension

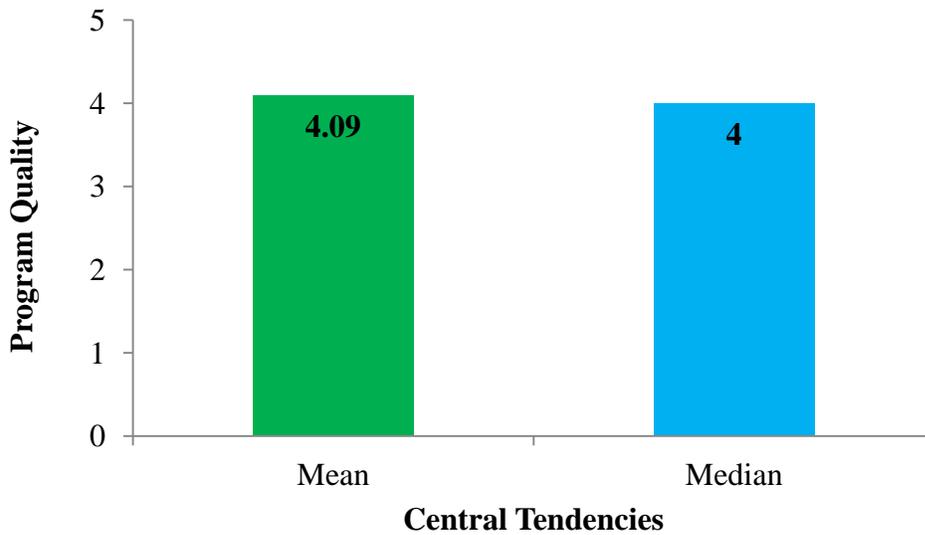


Figure 3. Graphical Representation of the Mean and Median Scores on the Program Quality Dimension

## Research Questions

Fifteen research questions were used to direct the focus of this study, with five questions focused on each of the three dimensions (enhanced knowledge, facilitator quality, and program quality). The 15 null hypotheses were used to answer the 15 research questions regarding diversity training participants' perceptions of a corporate diversity training model at a mid-sized university in the southeastern United States. Results of the analyses are shown here.

### Research Question 1

Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between male and female respondents?

Ho1: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between male and female respondents.

An independent-samples t test was conducted to evaluate whether the total scores on the enhanced knowledge dimension of the diversity training evaluation differ between female and male respondents. The total score was the test variable and the grouping variable was male or female. The test was significant,  $t(887) = 6.01, p < .001$ . The 95% confidence interval for the difference in means was 1.28 to 2.53. The  $\eta^2$  index was .04, which indicated a small effect size. Female training participants ( $M = 28.82, SD = 4.43$ ) tended to award higher scores on the enhanced knowledge dimension than male training participants ( $M = 26.99, SD = 4.94$ ). As a result of this analysis, Ho1 was rejected (see Figure 4).

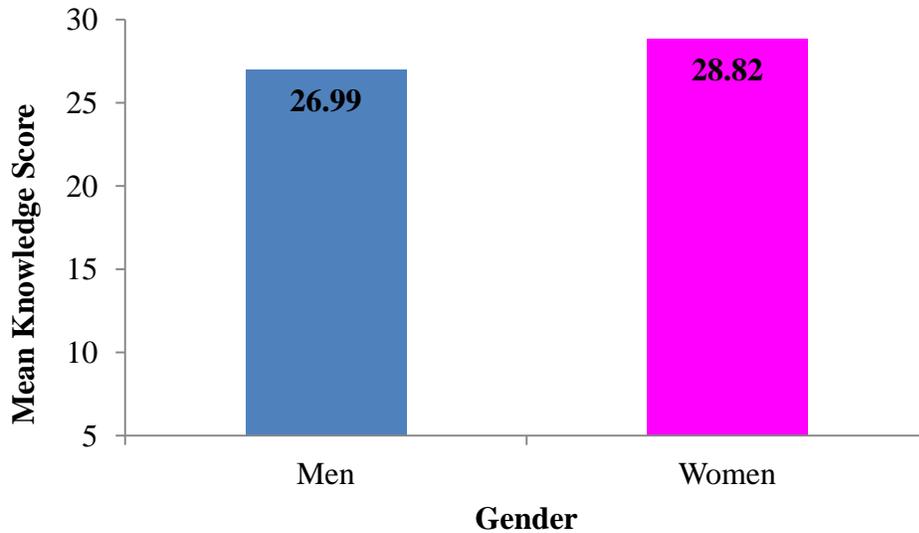


Figure 4. Means for Men and Women on the Enhanced Knowledge Dimension

#### Research Question 2

Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between male and female respondents?

Ho2: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between male and female respondents.

An independent-samples t test was conducted to evaluate whether the scores on the facilitator quality dimension of the diversity training evaluation differ between female and male respondents. The total score was the test variable and the grouping variable was male or female. The test was significant,  $t(887) = 2.36, p = .019$ . The  $\eta^2$  index was .01, which indicated a small effect size. The 95% confidence interval for the difference in means was .02 to .18. Female training participants ( $M = 4.73, SD = 0.56$ ) tended to award higher scores on the facilitator quality dimension than male training participants ( $M = 4.63, SD = 0.65$ ). As a result of this analysis, Ho2 was rejected (see Figure 5).

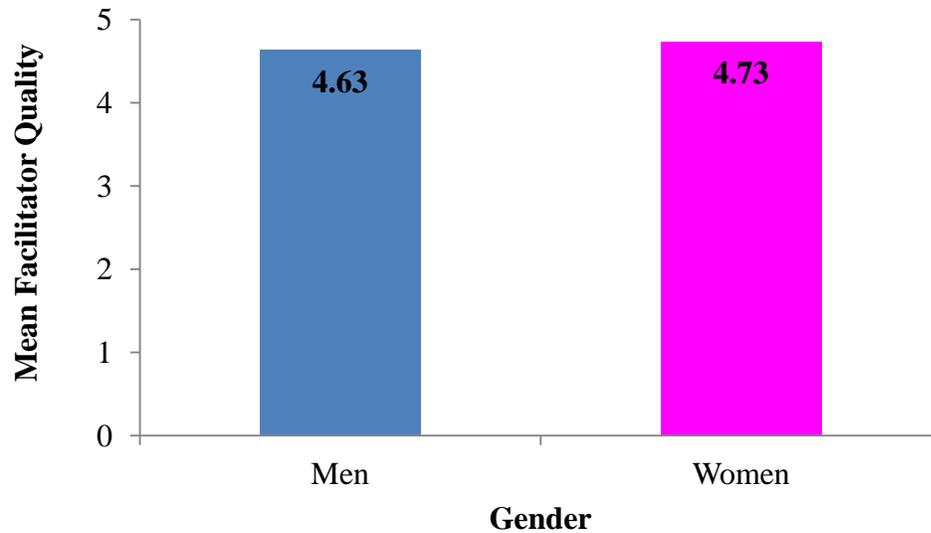


Figure 5. Means for Men and Women on the Facilitator Quality Dimension

### Research Question 3

Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between male and female respondents?

Ho3: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between male and female respondents.

An independent-samples t test was conducted to evaluate whether the total scores on the program quality dimension of the diversity training evaluation differ between female and male respondents. The total score was the test variable and the grouping variable was male or female. The test was significant,  $t(887) = 5.12, p < .001$ . The 95% confidence interval for the difference in means was .20 to .46. The  $\eta^2$  index was .03, which indicated a small effect size. Female training participants ( $M = 4.23, SD = 0.90$ ) tended to award higher scores on the program quality dimension than male training participants ( $M = 3.90, SD = 1.01$ ). As a result of this analysis, Ho3 was rejected (see Figure 6).

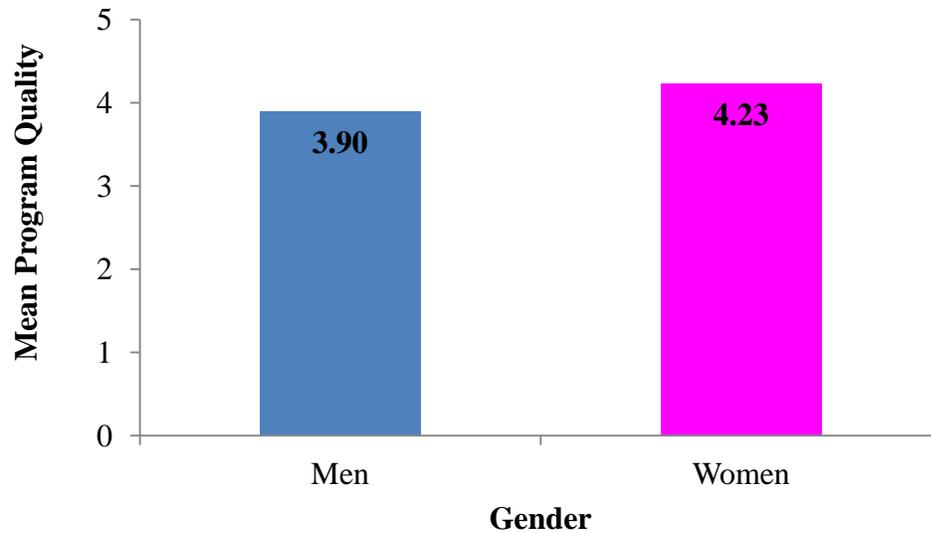


Figure 6. Means for Men and Women on the Program Quality Dimension

#### Research Question 4

Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho4: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between faculty respondents and staff respondents.

An independent-samples t test was conducted to evaluate whether the total scores on the enhanced knowledge dimension of the diversity training evaluation differ between faculty and staff. The total score was the test variable and the grouping variable was faculty or staff. The test was significant,  $t(890) = 6.16, p < .001$ . The 95% confidence interval for the difference in means was 1.38 to 2.66. The  $\eta^2$  index was .04, which indicated a small effect size. Staff training participants ( $M = 28.78, SD = 4.33$ ) tended to award higher scores on the enhanced knowledge dimension than faculty training participants ( $M = 26.78, SD = 5.15$ ). As a result of this analysis, Ho4 was rejected (see Figure 7).

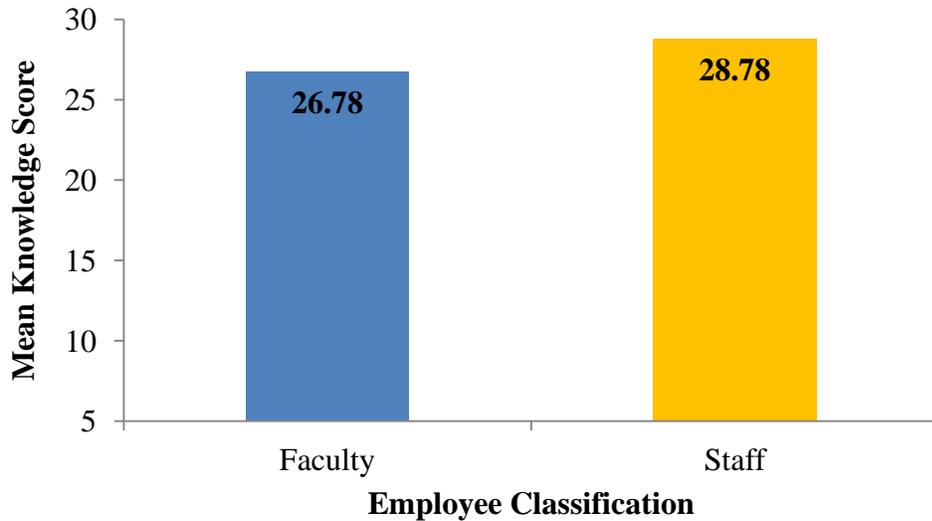


Figure 7. Means for Faculty and Staff on the Enhanced Knowledge Dimension

Research Question 5

Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho5: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between faculty respondents and staff respondents.

An independent-samples t test was conducted to evaluate whether the total scores on the facilitator quality dimension of the diversity training evaluation differ between faculty and staff respondents. The total score was the test variable and the grouping variable was faculty or staff. The test was not significant,  $t(887) = 0.22, p = .823$ . The  $\eta^2$  index was .01, which indicated a small effect size. The 95% confidence interval for the difference in means was -.09 to .07. Faculty training participants ( $M = 4.70, SD = 0.64$ ) tended to award about the same scores on the facilitator quality dimension as staff training participants ( $M = 4.68, SD = 0.57$ ). As a result of this analysis, Ho7 was not rejected.

### Research Question 6

Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between faculty respondents and staff respondents?

Ho6: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between faculty respondents and staff respondents.

An independent-samples t test was conducted to evaluate whether the total scores on the program quality dimension of the diversity training evaluation differ between faculty and staff respondents. The total score was the test variable and the grouping variable was faculty or staff. The test was significant,  $t(890) = 4.84, p < .001$ . The 95% confidence interval for the difference in means was .19 to .46. The  $\eta^2$  index was .03, which indicated a small effect size. Staff training participants ( $M = 4.21, SD = 0.88$ ) tended to award higher scores on the program quality dimension than faculty training participants ( $M = 3.89, SD = 1.06$ ). As a result of this analysis, Ho6 was rejected (see Figure 8).

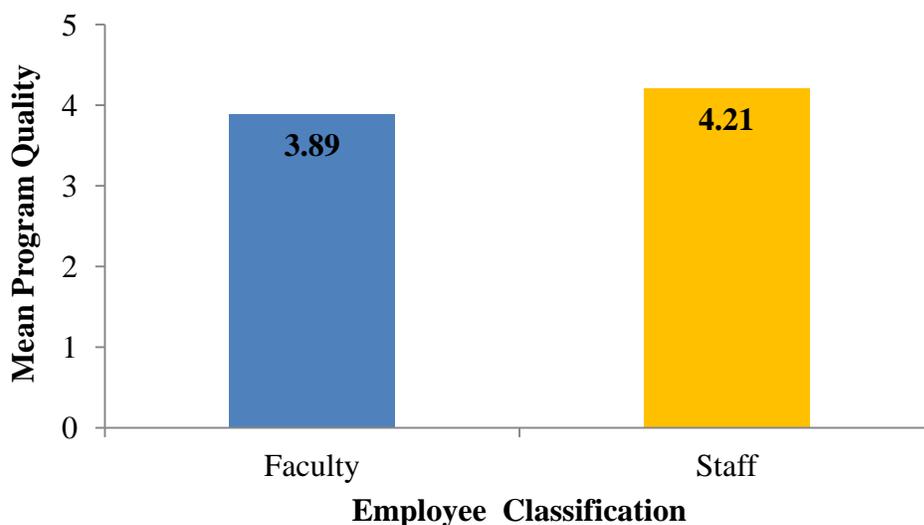


Figure 8. Means for Faculty and Staff on the Program Quality Dimension

### Research Question 7

Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho7: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

An independent-samples t test was conducted to evaluate whether the total scores on the enhanced knowledge dimension of the diversity training evaluation differ between those respondents self-identifying as heterosexual and those respondents self-identifying as other. The total score was the test variable and the grouping variable was heterosexual or other. The test was not significant,  $t(857) = 0.52, p = .601$ . The  $\eta^2$  index was .01, which indicated a small effect size. The 95% confidence interval for the difference in means was -2.28 to 1.32. Heterosexual training participants ( $M = 27.75, SD = 4.52$ ) tended to award about the same scores on the enhanced knowledge dimension as respondents who self-identified as other ( $M = 28.84, SD = 3.99$ ). As a result of this analysis, Ho7 was not rejected.

### Research Question 8

Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho8: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

An independent-samples t test was conducted to evaluate whether the total scores on the facilitator quality dimension of the diversity training evaluation differ between respondents who self-identified as heterosexual and respondents who self-identified as other. The total score was the test variable and the grouping variable was heterosexual or other. The test was not significant,  $t(857) = .574, p = .566$ . The  $\eta^2$  index was .01, which indicated a small effect size. The 95% confidence interval for the difference in means was -.16 to .29. Heterosexual training participants ( $M = 4.66, SD = 0.61$ ) tended to award about the same scores on the facilitator quality dimension as training participants who self-identified as other ( $M = 4.72, SD = 0.46$ ). As a result of this analysis,  $H_08$  was not rejected.

#### Research Question 9

Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other?

Ho9: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation between heterosexual respondents and respondents who self-identify as other.

An independent-samples t test was conducted to evaluate whether the total scores on the program quality dimension of the diversity training evaluation differ between respondents who self-identify as heterosexual and respondents who self-identify as other. The total score was the test variable and the grouping variable was heterosexual or other. The test was not significant,  $t(857) = 1.30, p = .195$ . The  $\eta^2$  index was .01, which indicated a small effect size. The 95% confidence interval for the difference in means was -.61 to .12. Heterosexual training participants ( $M = 4.06, SD = 1.03$ ) tended to award about the same scores on the program quality dimension

as respondents who self-identified as other ( $M = 4.40$ ,  $SD = 0.65$ ). As a result of this analysis, Ho9 was not rejected.

#### Research Question 10

Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho10: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

A one-way analysis of variance was conducted to evaluate the relationship between age of the training participant and the total scores on the enhanced knowledge dimension of the diversity training evaluation. The independent variable, the age group factor, included three levels: Young adults (age 18-35), Middle-age adults (age 36-50), and Older adults (age 51 and up). The dependent variable was the total score awarded by the training participant on the enhanced knowledge dimension of the diversity training evaluation. The ANOVA was not significant,  $F(2, 857) = 2.07$ ,  $p = .127$ . The strength of the relationship between age of the training participant and the total scores on the enhanced knowledge dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the enhanced knowledge dimension of the diversity training evaluation was not significantly related to the age of the training participant. As a result of this analysis, Ho10 was not rejected see (Table 5). The data failed to show that age of the participant had an effect on the participant's ratings on the enhanced knowledge dimension of the diversity training evaluation.

Table 5

*Means and Standard Deviations for Age Groups on All Dependent Measures*

	Young		Middle		Older	
	M	SD	M	SD	M	SD
Knowledge	28.72	4.61	27.87	4.62	28.05	4.87
Facilitator Qualit	4.72	0.51	4.71	0.55	4.64	0.69
Program Quality	4.17	0.88	4.08	0.95	4.09	0.98

Research Question 11

Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho11: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

A one-way analysis of variance was conducted to evaluate the relationship between age of the training participant and the total scores on the facilitator quality dimension of the diversity training evaluation. The independent variable, the age group factor, included three levels: Young adults (age 18-35), Middle-age adults (age 36-50), and Older adults (age 51 and up). The dependent variable was the total score awarded by the training participant on the facilitator quality dimension of the diversity training evaluation. The ANOVA was not significant,  $F(2, 857) = 1.33, p = .264$ . The strength of the relationship between age of the training participant and the total scores on the facilitator quality dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the facilitator quality dimension of the diversity training evaluation was not significantly related to the age of the training participant. As a result of this analysis, Ho11 was not rejected (see Table 5). The data

failed to show that the age of the participant had an effect on the participant's ratings on the facilitator quality dimension of the diversity training evaluation.

### Research Question 12

Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up)?

Ho12: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation among age groups (Young adults age 18-35, Middle-age adults age 36-50, or Older adults age 51 and up).

A one-way analysis of variance was conducted to evaluate the relationship between age of the training participant and the total scores on the program quality dimension of the diversity training evaluation. The independent variable, the age group factor, included three levels: Young adults (age 18-35), Middle-age adults (age 36-50), and Older adults (age 51 and up). The dependent variable was the total score awarded by the training participant on the program quality dimension of the diversity training evaluation. The ANOVA was not significant,  $F(2, 857) = .540, p = .583$ . The strength of the relationship between age of the training participant and the total scores on the program quality dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the program quality dimension of the diversity training evaluation was not significantly related to the age of the training participant. As a result of this analysis, Ho12 was not rejected (see Table 5). The data failed to show that the age of the participant had an effect on the participant's ratings on the program quality dimension of the diversity training evaluation.

### Research Question 13

Is there a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho13: There is not a significant difference in the total scores on the enhanced knowledge dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

A one-way analysis of variance was conducted to evaluate the relationship between the self-reported ethnicity of the training participant and the total scores on the enhanced knowledge dimension of the diversity training evaluation. The independent variable, the reported ethnicity, included three levels: White, Black, and other. The dependent variable was the total score awarded by the training participant on the enhanced knowledge dimension of the diversity training evaluation. The ANOVA was not significant,  $F(2, 827) = 2.40, p = .091$ . The strength of the relationship between self-reported ethnicity of the training participant and the total scores on the enhanced knowledge dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the enhanced knowledge dimension of the diversity training evaluation was not significantly related to the self-reported ethnicity of the training participant. As a result of this analysis, Ho13 was not rejected (see Table 6). The data failed to show that the ethnicity of the participant had an effect on the participant's ratings on the enhanced knowledge dimension of the diversity training evaluation.

Table 6

*Means and Standard Deviations for Ethnicity Classifications on All Dependent Measures*

	White		Black		Other	
	M	SD	M	SD	M	SD
Knowledge	27.56	4.35	29.32	3.36	27.64	5.72
Facilitator Quality	4.65	0.63	4.62	0.60	4.86	0.36
Program Quality	3.98	1.04	4.59	0.56	4.11	1.03

Research Question 14

Is there a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho14: There is not a significant difference in the total scores on the facilitator quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

A one-way analysis of variance was conducted to evaluate the relationship between self-reported ethnicity of the training participant and the total scores on the facilitator quality dimension of the diversity training evaluation. The independent variable, the self-reported ethnicity, included three levels: White, Black, and other. The dependent variable was the total score awarded by the training participant on the facilitator quality dimension of the diversity training evaluation. The ANOVA was not significant,  $F(2, 827) = 1.03, p = .357$ . The strength of the relationship between the self-reported ethnicity of the training participant and the total scores on the facilitator quality dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the facilitator quality dimension of the diversity training evaluation was not significantly related to the self-reported ethnicity of the

training participant. As a result of this analysis, Ho14 was not rejected (see Table 6). The data failed to show that the ethnicity of the participant had an effect on the participant's ratings on the facilitator quality dimension of the diversity training evaluation.

#### Research Question 15

Is there a significant difference in the total scores on the program quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other?

Ho15: There is not a significant difference in the total scores on the program quality dimension of the diversity training evaluation among White respondents, Black respondents, or respondents who self-identify as other.

A one-way analysis of variance was conducted to evaluate the relationship between the self-reported ethnicity of the training participant and the total scores on the program quality dimension of the diversity training evaluation. The independent variable, the self-reported ethnicity, included three levels: White, Black, and other. The dependent variable was the total score awarded by the training participant on the program quality dimension of the diversity training evaluation. The ANOVA was significant,  $F(2, 827) = 5.47, p = .004$ . The strength of the relationship between self-reported ethnicity of the training participant and the total scores on the program quality dimension of the diversity training evaluation as assessed by  $\eta^2$  was small (.01). The results indicate that the total score on the program quality dimension of the diversity training evaluation was significantly related to the self-reported ethnicity of the training participant. As a result of this analysis, Ho15 was rejected (see Table 6). The data showed that the ethnicity of the participant had an effect on the participant's ratings on the program quality dimension of the diversity training evaluation.

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise difference among the three means of the three groups. A Tukey procedure was selected for the multiple comparisons because equal variances were assumed. There was a significant difference between participants who self-identified as White and participants who self-identified as Black ( $p = .003$ ). However, there was not a significant difference between those participants who self-identified as White and those participants who self-identified as other ( $p = .956$ ), nor was there a significant difference between participant who self-identified as Black and those participants who self-identified as other ( $p = .105$ ). It appears that Black participants tended to award significantly higher total scores on the program quality dimension of the diversity training evaluation than training participants who self-identify as White (see Table 6), and according to the means award slightly higher total scores on the program quality dimension of the diversity training evaluation than those participants who self-identified as other. White training participants awarded the lowest total scores on the program quality dimension of any ethnicity group (see Table 6). As a result of this analysis,  $H_{015}$  was rejected. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the three self-reported ethnicity groups are reported in Table 7.

Table 7

*Means and Standard Deviations with 95% Confidence Intervals of Pairwise Differences*

Ethnicity	N	M	SD	White	Black
White	762	3.98	1.04		
Black	38	4.59	0.56	-.89 to -.15	
Other	30	4.11	1.03	-.47 to .37	-.07 to 1.02

### Open-Ended Question Responses

Diversity training participants were given the opportunity to provide supplemental comments for items 1-9 on the training evaluation and were able to provide answers to three open-ended questions, items 10, 11, and 12. Item 6, “I have gained new ideas on how to infuse diversity into my courses, student programs, or student services,” was removed from the quantitative analysis because there was a significant number of missing quantitative data. Therefore, to preserve congruence, item 6 was also excluded from the qualitative analysis. Comments were able to be associated with employee classification (faculty or staff) but not with any other demographic characteristics because of the limitations of the secondary data.

Researchers disagree on whether individuals are more likely to provide comments when they are dissatisfied or when they are satisfied (Krosnick, 1999; Weimer, 2011), and some researchers have asserted that invitations to make additional comments on a survey or other evaluative instrument tends to attract respondents with extreme viewpoints either positive or negative (Weimer, 2011). Thus, qualitative data gathered from the evaluation instrument should be viewed within these parameters.

The enhanced knowledge dimension (items 1, 2, 3, 4, 5, and 7), which focused on the participants’ estimations of the training model’s effectiveness in increasing participant awareness of multiculturalism and diversity-related skills, garnered 260 comments from staff participants and 273 comments from faculty participants. Training participant quantitative ratings on the enhanced knowledge dimension were mostly favorable (average total score of 28.04 out of 30), indicating that the majority of training participants perceived that the training had increased their awareness of aspects of diversity and of skills that would enable them to work more effectively with diverse populations; however, participant *comments* on the enhanced knowledge dimension

tended to be almost evenly divided between comments that could be characterized as negative and those that could be characterized as positive.

Faculty members often stated that they were “already aware of most of what was presented” and staff participants often cited that the training presented information that was new to them. Several faculty and staff participants expressed mixed reactions to learning activities used during the training to illustrate campus diversity, particularly those focused on sexual orientation. One staff participant stated, “The film [LGBT] was very good. Please keep it in the presentation.” Another faculty member participant commented, “I liked the films, which improves our understanding and awareness of diversity.” However, a staff participant was less complimentary, “I hated the first tape and thought that Whites should be better represented.” One faculty member stated that the training incorporated “too many fluff games.”

The training was also intended to enhance training participants’ understanding of the institution’s position on matters relating to diversity. Based on the comments, more faculty member participants expressed familiarity with the university’s stance than staff participants. However both faculty and staff participants tended to focus on aspects of the institution’s statement on diversity that dealt with sexual orientation with comments approximately evenly divided between those participants who agreed with the university’s inclusion of sexual orientation as a protected status and those participants who disagreed. One staff participant stated, “Anything goes! I may not agree with issues of moral decision, but [I] accept the university’s decision, though I grow weary of pushing moral abominations on our society.” Whereas another staff member expressed satisfaction with the university’s inclusion, stating, “I think it is great that [the university] identifies sexual orientation as a protected class!”

Although most participant comments regarding the university's stance on diversity were complimentary, a few participants expressed concerns about the institution administration's sincerity regarding the affirmation of diversity. "I believe that our institution (not the individuals involved in the workshop) is more interested in the show," stated a faculty member participant. A staff participant commented, "Too bad [the university] doesn't walk its talk, especially the upper White male administration."

During the training the topic of cultural privilege was highlighted and those training participants who provided comments were again divided on the value of this subject. Faculty member participants were more vocal in their disagreement regarding the inclusion of cultural privilege discussions in the training, primarily because they had encountered the topic before and found it redundant. For others, the inclusion appeared to be offensive. "Oh yes, because the program assumed that I am an idiot and don't already know about cultural privilege," stated one faculty member participant. Other faculty member participants were less polemic but still found the discussion of cultural privilege unnecessary. One faculty member participant expressed the concerns of several participants stating, "I believe that as PhDs we already have (or certainly should have) a great understanding of the issue."

Staff participants offered more positive than negative comments regarding the inclusion of cultural privilege in the training. Many expressed an appreciation for the introduction to a topic that they had never before encountered or had not thought of recently. A staff participant reported, "I had never thought in terms of cultural privilege before. It enforces the need for introspection..." and another staff participant said, "This is not something we often think about in our daily routines, so it is nice to bring it up." Many staff participants expressed gratitude for the discussion surrounding this topic and reported that it was an effective training component.

Comments related to items in the enhanced knowledge dimension that dealt with participant perceptions of increased diversity-related skill sets indicated that both staff and faculty members found this part of the training the least effective. For many faculty participants who offered comments, the training failed to introduce any viable methods for incorporating diversity into their classrooms. One faculty member commented, “Focus was on awareness, not on ways to tackle the problem.” Staff participants who commented also indicated that applicable tools were not highlighted. “[We] needed more focus on how to handle classroom situations,” stated one staff respondent. Concerns regarding retention of training material were also expressed, “How long will I retain [the material]?”

The facilitator quality dimension (item 8), which focused on participant estimations of the facilitator’s ability to respectfully engage the training participants, garnered 55 comments from faculty participants and 61 comments from staff participants. Overall, the university training facilitators were deemed effective by those training participants who responded to the training evaluation (average total score of 4.69 out of 5); some aspects of the training content and the method of material delivery were cited as problematic by some participants.

Many comments recorded on the training evaluations indicated that participants were overwhelmingly satisfied with the training facilitators. Facilitators were often praised using the words *excellent*, *effective*, *wonderful*, and *outstanding*. One respondent stated, “They did an excellent job. [I] truly feel my eyes have been opened and I see a new path to take in order to become a better person.”

Several training facilitators were lauded for their innovative and creative ways of handling sensitive subject matter, with participants citing the use of humor, shared personal experiences, and reframing as particularly helpful. “The facilitators were wonderful. I appreciate

the ability to walk and talk the talk. I also appreciate the challenge or *reframe* of ideas rather [than] acceptive [sic] or preaching,” commented one faculty member training participant.

When participants found the facilitation problematic, their concerns appeared to focus on the manner in which the facilitators delivered the material. One staff participant commented, “You were beaten down until you agreed with [facilitator].” A faculty member participant emphasized that, “Facilitators need to enjoy [the] discussion and not take confrontation on ideas personally or with a sense of dismay [or] irritability.” “I felt some groups were attacked,” stated one staff member.

Training participants who wrote comments about the training facilitators on the evaluation were somewhat divided as to whether the facilitators had adequately encouraged exploration of divergent points of view or had not been restrictive enough in redirecting individuals with these alternative viewpoints. Primarily these alternative viewpoints were reported to center around beliefs about the relationship between religious values and sexual orientation, *reverse discrimination*, and the perceived *villianization* of training participants who identified as Christian or were White males. Several participants commented that facilitators engaged the participants *skillfully*, *respectfully*, and *authentically*. “They encouraged participation and were very accepting of all opinions,” stated one faculty member participant. Other participants indicated that the facilitators were less effective in this area, commenting that some participants “...could have been reined in more often...” or that “only certain opinions were affirmed.”

Item 9, the program quality dimension, focused on the participant’s overall satisfaction with the diversity training program. This dimension garnered 54 comments from faculty participants and 50 comments from staff participants. Most participants rated the diversity

training program quality favorably (average total score of 4.09 out of 5). Based on comments alone, faculty participants were more likely to indicate familiarity with the training topics than staff participants and faculty respondents more often took the opportunity to use the comments prompt to offer their advice as to how to improve the program. In addition, faculty members more often referred to their previous advocacy efforts, research interests, and expertise in the area of diversity than did staff. Staff participants were more likely than faculty participants to indicate through their comments that the training had a personal and positive impact on their perceptions of the value of diversity at the institution.

Training participants who commented were almost evenly divided regarding the value of mandatory training with some respondents indicating their support of mandatory training and others deeming it *insulting* and *patronizing*. Participant comments were also divided as to the appropriate length of the program. Several respondents expressed a desire for additional training time but just as many others stated that the 6-hour training was too long.

Item 10, “What recommendations for improvement [to the training] would you suggest?” garnered 296 comments from faculty participants and 339 comments from staff participants. Both faculty participants and staff participants identified situational contaminants such as *uncomfortable seating, lack of refreshments*, and an uncomfortable room temperature as distracting. Faculty participants were more likely than staff participants to make comments indicating that their presence at the training should be appreciated by the university. “If faculty are going to be required to set aside six hours in the middle of a weekday, some “thanks” would be appropriate,” stated one faculty participant. Another stated, “We have busy academic lives and if we are kept for a long time we don’t feel as happy to be there, it can backfire.”

Faculty training participants often concentrated on aspects of the training that they viewed as empirically challenged or lacking in relevance. For example, one faculty participant stated, “The information was self-evident, the discussions rambling and self-evident.” Another commented, “It seemed like a lot of emotional idealism rather than research based thought.” Both faculty and staff participants tended to identify portions of the program that involved *discussion* and *dialogue* as the most enjoyable segments of training.

Both faculty and staff participants agreed, based on the comments, that the training should be *broadened* to include more aspects of diversity. Several participants suggested that weight, religion, and socioeconomic discrimination should be addressed during training. However, staff participants more often disagreed with the inclusion of LGBT status as a protected class and as a training topic than their faculty participant counterparts. One staff participant stated, “It bothers me [that] so much was emphasized on Gays and Lesbians because it is a choice, based on God’s Holy Word.” “Racism may be illegal but heterosexualism is not,” stated another staff participant.

Two films were used in the training. One was produced by the organization and highlighted the experiences of some GLBT individuals on the campus. The second film was a professionally produced documentary that followed a diverse group of individuals tackling issues of prejudice over the course of a weekend retreat. The films used in the training elicited many negative responses from both faculty participants and staff participants. Faculty participants who disliked the films tended to characterize them as *propaganda*, *contrived*, and *irrelevant* to the organization. “Change the film! Several issues were brought up and ignored (age, etc.). It appeared to be a contrived reverse racism film,” commented one faculty participant. Staff members who did not like the films asserted that the films *were one-sided, controversial, and too*

*long*. One staff participant stated, “The film didn’t celebrate differences and understanding but brought about feelings of controversy and attack between those individuals in the film.”

“What about this program was most useful to you?” item 11, garnered 331 comments from faculty participants and 508 comments from staff participants. Participant comments centered around four broad categories: 1) increased awareness of campus specific incidents and issues related to discrimination, 2) hearing other participant’s *stories*, 3) increased awareness of the importance that the organization placed on diversity, and 4) the opportunity to participate in self-reflection. For both faculty and staff participants, hearing information about campus-specific diversity issues enabled them to more readily recognize a need for the training. “This was useful to me because I was not aware of the extent of prejudices on the campus,” stated one staff participant. Hearing other training participants’ personal experiences of prejudice were also characterized as helpful by both faculty and staff participants. One faculty participant reported, “I was moved by the readings from our students, faculty, and staff who spoke about their experiences...”

Several staff and faculty participants found discussion of the university’s stance on diversity as the most helpful aspect of training. One staff participant stated that he or she was reassured to know that “management’s position is not to tolerate biased behavior.” Another staff participant commented that the most useful part of the training program was “knowing the university has put forth this effort to address these issues of diversity.”

The opportunity to engage in self-reflection regarding personal biases was also characterized as beneficial by both faculty and staff training participants. “Hearing so many points of view, [I] learned to think more beyond my expectations,” commented one staff

participant. A faculty participant observed that the training enabled recognition that individuals are always “learning” and that making “mistakes” is part of that learning process.

Item 12, “I am aware of steps that I can take to further my cultural awareness and competence with diverse populations. If yes, why? If no, why?” garnered 261 comments from faculty participants and 367 comments from staff participants. Both faculty participants and staff participants tended to answer affirmatively, reporting that they knew what steps to take to further their multicultural competency. Many participants stated that *listening* to others would be important to their continued progress toward diversity competence. “I need to listen, pay attention - this day has shown that,” reported one faculty participant. A staff participant observed that they would “shut mouth, open ears and mind” in order to improve their understanding of cultural diversity.

Staff participants were more likely to identify increased contact with nonmajority groups as a step toward increasing multicultural skills, whereas faculty participants were more likely to identify *reading* and *research* as paths toward diversity awareness enhancement. Faculty members more often characterized themselves as likely *teachers* of diversity related skills rather than students. Several faculty participants in response to this item took the opportunity to highlight their familiarity with multiculturalism and their perceived ability to effectively teach others about diversity because of their formal education

In general, across all three dimensions of the evaluation, faculty participants were more likely to use sarcasm in their comments than staff participants and both faculty and staff participants were almost equally likely to identify *White bashing* as problematic.

## Training Facilitator Interviews

Diversity training facilitators provided an alternate viewpoint of the training experience. Training facilitators identified many of the same contentious points made by training participants. For example, all of the facilitators interviewed agreed that some training participants were insulted by the mandatory training. One facilitator said, “I think they took it personal... almost a personal insult that you were saying... that they had to be here because the university felt they needed to hear what was being said.” Another facilitator voiced agreement and also cited the length of the training as an impediment, “It was mandatory... it was a whole day. Those two things in combination I think overshadowed... the content.” Overwhelmingly, the training facilitators agreed that many training participants were irritated by the requirement to attend the training but all also reported that making the training mandatory was probably the most effective method to ensure that all university employees participated.

Facilitators also expressed concerns about the delivery methods employed during some of the training sessions. Some facilitators stated that they suspected training participants were resistant because they perceived that the facilitators were working from their personal agendas. “The participants came in with the idea of, *It’s mandatory. We’re giving up a whole day and this is just somebody’s agenda,*” commented one facilitator. Another facilitator stated, “In some ways I felt like they wouldn’t even listen to me if I had something to say because I was the mouthpiece for somebody’s agenda.”

Most of the training facilitators identified faculty members and *right-wing Christians* as the most problematic training participants in terms of demonstrated resistance to training. White male participants were also identified as more likely to be resistant but to a lesser degree. For most facilitators interviewed, providing training facilitation for faculty member participant

groups became dreaded. “I knew the difference every time I walked into a session and when we began, I dreaded the faculty piece more than I did the staff piece. By the time we ended, when they called and said we’ve got a faculty training. Can you do it on this date? [I said] Oh my God... only if you have nobody else who will do it,” commented one facilitator. All of the facilitators agreed that many of their best sessions were with staff participants, particularly with staff members employed in minimum wage positions. One facilitator said, “Those people understand the concept of oppression... and they also got the irony of the fact that they were there mandatorily to do something that was... it’s oppressive to make people do it!” Several of the facilitators also determined that staff participants responded more favorably to training because they were given the opportunity to have their voices heard, whereas faculty members more often already had that opportunity.

But facilitators also reported feelings of persecution, fear, and shame in association with their facilitator roles. “I think one of the problems was that we were seen as the *diversity educators*... that we were set apart from the rest,” commented one facilitator. Several facilitators expressed feelings of anxiety about wearing their *Diversity Educator* shirts on campus. One facilitator reported, “I got rid of my shirt because I did not like wearing that thing on campus because I felt like I had a target on my back.” By and large, the interviewed facilitators stated that the training efforts had been worthwhile but all reported that the training model required a major overhaul before participants would find it successful.

One of the training facilitators suggested that when training failed, it was because the facilitators were over reliant on the *counseling model*. “I think the biggest problem right from the get go was the absolute dominance of the counseling center or the counselor model,” stated the facilitator. In this facilitator’s estimation, adherence to a strict system of content delivery, in this

case the *counselor model*, served to exclude some participants. The facilitator observed that within this model “condescension was intrinsic” and that resulted in increased participant resistance to the training.

Other facilitators suggested that trainings may have failed because the training participants thought that the training was not broad enough. “[Participants] were bothered that... it was geared toward certain discriminations,” reported one facilitator. Participant perceptions that the training was too narrowly focused may have resulted in the alienation of certain participants. Most facilitators who were interviewed agreed that broadening the training and incorporating sensitivity training for a wider spectrum of human conditions would increase the effectiveness of the training.

One facilitator reported that a lack of appropriate humor infused into the training model resulted in an exaggerated atmosphere of tension. The facilitator related a story illustrating the point. During one session, a joke was made by a participant during an exercise. According to the facilitator everyone in the training session found it funny and it was also used to further the training conversation. The facilitator said that soon after the group refocused another training facilitator who was present began to cry and said, “We all had a good laugh... but did any of us who were laughing think of our Gay and Lesbian brothers and sisters who sat in pain and torment at the suffering of their sexual orientation, which was mocked by this derisive laughter?” The facilitator who was being interviewed reported that four “influential” training facilitators quit that day because they found the reaction of the facilitator “ridiculous.” The facilitator stated further, “...without humor, we’re dead.” Yet the other facilitators who were interviewed identified strongly with the counselor model as well as the need for facilitators to squelch any behaviors that could be viewed as insensitive.

Most of the facilitators reported that they were *exhausted* by the task of facilitating the diversity trainings, particularly when they perceived the participants to be resistant. The constant need to redirect participants, mediate discussions, and adopt a stance of neutrality was identified as difficult by most facilitators. And several of the facilitators reported that they felt as if they were “set up to fail” by the university. Facilitators stated that the university did not adequately prepare them to deal effectively with resistant participants.

One facilitator observed that alternative viewpoints, particularly those that digressed from the agenda were silenced and in some cases demonized, which resulted in some of the training participants characterizing the training as hypocritical. The remaining facilitators disagreed with this point, stating that the point of the training was to confront viewpoints that were perceived to be biased and that silencing *biases* was appropriate facilitator behavior.

#### Open-Ended Responses: Questions Raised

The convergence of the quantitative data and the qualitative data produced several questions. There was incongruence among the training participant’s quantitative ratings of the training model (mostly favorable), the training participant’s additional comments (mixed), and the training facilitator’s reported experiences of the diversity training (mostly negative).

Most of the participant’s rated the enhanced knowledge dimension and the program quality dimension of the diversity training favorably when reporting their perceptions using the Likert-type scale questions but training participant’s comments along those same dimensions were almost equally divided between those that could be characterized as negative assessments of the training and those that could be characterized as positive assessments of the training. Although training participants highly rated the performance of the training facilitators and offered additional comments about the facilitators that were mostly complimentary, the training

facilitators reported that they felt attacked, overwhelmed, and exhausted by many of the training participants.

This incongruence among data constituted an unexpected finding and requires additional discussion and examination. These findings are discussed in greater detail with recommendations for further research presented in Chapter 5.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

Literature describing the effectiveness of diversity training as a viable method of bias reduction is growing but additional research is still needed (Cocchiara et al., 2010). Kulik and Roberson (2008) found that diversity training participants could benefit from a wide variety of training models, even those that lasted only 1 or 2 hours. However, the effects of participant demographic characteristics on training outcomes are ambiguous. Additionally, the role of the training facilitator and training content in relation to participant estimations of training success require more exploration.

This chapter includes a discussion of the study findings and conclusions and provides recommendations for improved practice and future research. Results of the quantitative analysis are discussed in relation to overall estimations of the organization's diversity training effectiveness and in relation to the predictive value of demographic variables on corresponding training ratings. Incongruence between the quantitative data and the qualitative data is also addressed.

#### Research Findings with Comparisons to the Literature

Results of this study agree with findings from some of the studies outlined in the Chapter 2 literature review. Those comparisons are discussed here.

#### Overall Assessments of Training Efficacy

According to Cocchiara et al. (2010) the primary goal of any diversity training should be to facilitate positive behavioral changes that will matriculate to the day-to-day operations of an

organization. He further stated that the achievement of this goal was contingent upon several factors including the creation of a training environment where participants felt safe to explore dimensions of diversity. An enhanced awareness of personal bias, an increased mastery of practices that inhibit discrimination, and a clearer understanding of the benefits of diversity within the organization have also been cited as desirable goals for training (Chrobot-Mason & Quinones, 2002; Curtis & Dreachslin, 2008; Gutiérrez et al., 2000; Holladay & Quinones, 2005).

The subject of this study (assessment of training efficacy at an institution) should be viewed within the context of the organization's documented training goals. The university proposed seven goals for the mandated diversity training.

1. To increase knowledge of 'privilege' and its impact;
2. To increase awareness of university values as related to diversity;
3. To increase awareness of subtle forms of discrimination and oppression;
4. To enhance appreciation for the experiences of those in a nondominant culture;
5. To understand the difference between 'tolerance' and 'affirmation;'
6. To learn practical ideas for creating an atmosphere that affirms and celebrates diversity and;
7. To learn practical, concrete, action steps for increased cultural awareness and competence. (Anonymous University, 2003)

The training evaluation included questions that addressed these training goals (enhanced quality dimension) in addition to items that addressed other aspects of the training experience (the facilitator quality dimension and the program quality dimension).

In general, diversity training participants rated the training favorably along all three dimensions. This finding is consistent with previous research that indicated the reported proximal participant ratings of diversity training tend to be favorable (King et al., 2012) and also indicated that the organizations diversity training tended to achieve its stated goals.

McCauley et al., (2000) identified several activities that were often used in diversity training programs including the sharing of personal stories, group exercises to explore differences, lectures, videos, and handouts. Many of these activities were used by the university during the diversity training sessions. Although overall quantitative estimations of the diversity training's effectiveness were generally favorable, participant comments indicated that several of the activities used during the trainings were polarizing. Participants tended to comment equally on the various activities whether they found the activities highly effective or highly ineffective; neutral responses about training content were nonexistent. This could indicate that some training participants found the training overall to be effective despite finding one or more the activities ineffective.

Previous research has cited training content and method of delivery as possible predictors of the degree of participant resistance during diversity training (Watson, 2008) while Wentling and Palma-Rivas (1999) identified the use of "qualified trainers" (p. 221) as an integral component of effective diversity training programs. Training participant's quantitative ratings on the facilitator quality dimension indicated that most participants found the facilitators to be effective and most of the participant comments also indicated that training participants characterized the facilitators as competent even when the participants did not necessarily agree with the training content. This may indicate that participants are less likely to *blame the messenger* when training content is unpalatable and instead judge the training facilitator's

efficacy aside from the training content. This could also imply that some training participants find it more difficult to harshly judge the training facilitator, who they said, was “just doing their job,” than to harshly judge training content or other aspects of the training they deem as out of the facilitator’s control.

Participant resistance was identified as a major problem by most of the diversity facilitators but based on the overall favorable training ratings the perception of participant resistance is puzzling. Baumeister, Bratslavsky, Finkenauer, and Vohs (2001) found that individuals were more likely to readily recall negative experiences than positive experiences and perhaps the diversity training facilitators exhibited this tendency. But several of the facilitators also reported that their desired outcome for the diversity trainings was to reverse deep-seated prejudice and provoke a change in biased individuals’ beliefs and values. Hemphill and Haines (1997) stated that organizations or their representatives should have the right to demand that employees change their values or beliefs. Rather, organizations should concentrate on training objectives that focus on applicable skill building that will enable employees to work effectively with a wide variety of people. While the organization’s training goals focused on increasing awareness of diversity and building skills for use during the employees’ day-to-day duties, most of the interviewed training facilitators expressed their desire for each participant to reach more altruistic goals. Thus, by adopting unrealistic expectations for the training outcomes, the training facilitators may have inadvertently increased the likelihood that their perceptions of resistance would be heightened. This could further explain why training facilitators tended to characterize the training sessions as failures more often, despite training participants’ overwhelming characterization of the training as successful.

Despite the favorable quantitative training ratings, several participants expressed dissatisfaction with aspects of the training via open-ended comments. Disconnect between the quantitative ratings and the significant number of negative open-ended comments is confusing and bears further exploration. An explanation for this incongruence is elusive, but research that has identified the limitations of self-report surveys may provide some insight. Paluck (2006) observed that self-report surveys were less reliable measures of diversity training effectiveness because of the potential for self-presentation bias or social desirability. In addition, Paluck asserted that participants may lack genuine insight into the degree of influence that the diversity training has had on their perceptions. For these reasons incongruence between a participant's numerical assessment of training efficacy and his or her comments regarding training effectiveness may be more understandable.

#### Effects of Participant Demographics on Perceptions of Training Effectiveness

There is little or no literature that explores the effects of training participant demographic characteristics on participant estimations of diversity training effectiveness; however, researchers have addressed the relationship between participant demographics and voluntary diversity training attendance. Mor Barak et al. (1998) found that members of dominant groups tend to resist diversity training primarily because of the perceived threat that power dynamics within the organization will change. Based on those findings it was predicted that participants identifying as a nondominant or marginalized group member (females, ethnic minorities, older adults, and individuals who self-identified as LGBT) would rate the diversity training more favorably because of the perception that the training was removing impediments for nondominant groups.

As predicted, female participants rated the diversity training higher than male participants on all three dimensions of the evaluation. While it may be logical to assume that females rated

the training higher because they perceived the training could positively influence the organizational climate for women, alternate explanations should also be explored. Kardia (1996) reported that gender differences in the developmental markers of empathy and cognitive process complexity could explain why females are often more accepting of diversity than their male counterparts. According to Catalyst (2012) women are also more likely than men to provide mentorship and assistance to others as they attempt to climb the “career ladder” (p. 1). Thus, females may tend to express more favorable opinions of any type of intervention that seeks to empower disenfranchised groups, including diversity training. Kramer, Konrad, and Erkut (2006) stated that women also bring to organizations a collaborative spirit, a refined sense of problem-solving, and the ability to broaden conversations to include multiple viewpoints. In addition, the researchers asserted that women may be more likely than men to ask “tough questions and demand direct and detailed answers” (Kramer et al., 2006, p. 2). Perhaps these characteristics also better prepare women to address issues of social justice.

Participants who identified as an ethnic minority rated the diversity training higher than those participants who self-identified as White; however, this only held for the third dimension of the evaluation (the program quality dimension). Ethnic minorities tended to give similar scores as their White peers on the enhanced knowledge dimension and the facilitator quality dimension of the training evaluation. Similar to females, individuals who identified as an ethnic minority may have viewed diversity training initiatives as personally beneficial and possibly for that reason expressed more satisfaction with the overall program than White participants.

Training participants were asked to identify their sexual orientation. Based on responses participants were assigned to groups of heterosexual or other. Due to the small number of respondents who reported their sexual orientation as other ( $n=27$ ), interpretation of the analysis

must be conservative. Contrary to what was expected, a training participant's self-identified sexual orientation did not appear to have an effect on the participant's estimation of training efficacy. Because individuals who self-identified as LGBT constituted a very small sample size in this study, further exploration of this variable using an expanded sample would be warranted.

Age of the training participant was also found to be unrelated to participant estimations of training effectiveness. This was counter to what was predicted. It was thought that older participants (ages 51 and up) would rate the training more favorably than their younger counterparts because of their identification with marginality. However, older training participants tended to rate the training similarly on all three dimensions as participants of other ages.

The literature is prolific regarding the mediating effect of formal education on prejudice and bias (Lipset, 1960; Napier & Jost, 2008; Schuman et al., 1997; Selznick & Steinberg, 1969; Sniderman & Piazza, 1993; Sullivan et al., 1982). Therefore it was expected that faculty participants (approximately 76% who held terminal degrees) would rate the diversity training more favorably than staff participants. Contrary to what was predicted, staff participants rated the diversity training more favorably than faculty participants along two out of three dimensions on the diversity training evaluation (the enhanced knowledge dimension and the program quality dimension). Explanations for this result may be gleaned from the comments offered by some faculty members. Faculty members more often expressed disapproval of the diversity training on the grounds that they already perceived themselves to be educated about issues of diversity. Several cited the training as redundant and devoid of theoretical underpinnings. Faculty participants were also more likely to comment on the *contrived* training content and characterize it as elementary.

An alternate explanation could also be the *micro aggression of intellectualism or academic snobbery* (Arredondo, 2003). Arredondo suggested that this form of resistance often occurs in higher education settings and primarily involves faculty members who contend that the training model fails to clear their academic high bars. When individuals solely focus on the intellectual aspects of an experience, other aspects including the emotional influence of the experience can be overlooked or ignored. Many diversity training models incorporate activities that are geared toward emotional catharsis and awareness. Thus, faculty participants may have found the organization's training program less effective because of an inability to recognize or a conscientious choice to ignore certain aspects of the program.

#### Recommendations to Improve Practice

The university undertook a considerable task and designed, implemented, and evaluated a diversity training program that was mandated for all employees. These efforts are commendable.

Training content continues to be a controversial topic but most researchers agree that diversity training sessions tend to be more effective when training content is based on specific organizational needs. The university may benefit from conducting a thorough needs assessment that focuses on campus climate. It is suggested that the needs assessment address a broad sample of employees not just nonmajority individuals. The university is primarily made up of a White, middle-class, Christian, heterosexual faculty and staff, and those demographics are most heavily represented in diversity training sessions. Therefore, it is imperative that these demographics be assessed to learn more about their beliefs, attitudes, needs, and values. With detailed information regarding the primary training target (based on sheer numbers alone), training developers will be better able to design training content that will be impactful and effective.

The university could also examine the complex relationship between training facilitators and training participants. Clearly, based on this study, the perceptions of training experiences differ between facilitators and participants and the ramifications of these incongruent perceptions require further exploration. The university may benefit from using a variety of techniques to recruit, train, and support diversity training facilitators. The facilitators are an integral component, if not the most important component, of the training mechanism and the possibility for burnout or training fatigue is apparent. In addition, the use of a more varied and diverse group of facilitators may also be helpful. Facilitators who are able to employ multiple delivery methods identify with a wide variety of training participants and readily use tools such as humor and critical thinking skills could enable facilitators and participants to better connect.

Once facilitators are deemed appropriate, the university may benefit from ensuring that facilitator preparation includes adequate discussion regarding potential participant resistance, expectations for the facilitator, and tools for avoiding burnout. The university administration could regularly clarify the intended outcomes of the training and be cognizant of facilitators who are unable to divorce their own agendas from that of the university. When such facilitators are identified, decisive steps could be taken to retrain the facilitator or to relieve them either temporarily or permanently of their training duties. In addition, training facilitators should be given the opportunity to review evaluation data, provide feedback regarding their own experiences during the training sessions, and participate in regular debriefing exercises that will assist with training fatigue. It is also suggested that the university use its deep pool of employees to identify many potential training facilitators; avoid over relying on the same few individuals to do all of the diversity related work on campus.

University administrators could consider training participant complaints regarding situational contaminants. Addressing simple issues such as providing a comfortable meeting room and perhaps some light refreshments could have a positive effect on some participant's training experience. Offering multiple options to complete training may also decrease participant resentment regarding mandatory training. For example, training sessions could be offered not only during the regular workday but also in the evening or on the weekend. Training participants could choose a training session that was the least disruptive to their schedules.

Accurate evaluation efforts can be problematic for any training and accuracy can be particularly challenging when evaluating trainings that involve sensitive topics; reliable and valid evaluation of diversity training programs is important. The university could begin by first identifying and recruiting personnel who are trained and proficient in psychometric statistics and instrument development to examine the existing proximal evaluation instrument and determine whether the instrument should be revised or abandoned. Distal measurements of training efficacy such as follow-up surveys and interviews with training participants should be incorporated in order to provide a more comprehensive picture of the long term effectiveness of the organization's training efforts.

Contaminants such as response set bias and instrument clarity ought to be addressed during the planning stages with pilot studies used to refine the instrument and adequately train evaluation administrators. Development of both proximal and distal training evaluations that adhere to the rigors of psychometric analysis will be essential to responsible refinement of the university's diversity training program. In addition, wherever possible the university could incorporate a control group with which to compare training participants to provide additional evidence of training effects. Further, evaluative techniques should be an integral component

during the initial training planning and development stages rather than as an afterthought. Results from the various evaluative tools should be empirically analyzed, reported, and then used to guide future training incarnations.

At least annually, the university's diversity training goals ought to be clarified and refined within the context of the uniqueness of the institution. This could enable the university to create learning objectives and incorporate training components that directly address the specific needs of the institution at any given time. Further, it may inform evaluative efforts and foster clear alignment between training objectives and accurate measurement of those objectives. Ideally, the university would task an individual or group of individuals with formal statistical training to develop and administer diversity training evaluation measures and analyze and report the results of those measures regularly and accurately. In addition, a cyclical structured process could be in place whereby these results are reported, reviewed, and used to refine training. This process will help ensure that the diversity training efforts remain fluid and flexible and reflect the emerging needs of the university.

Components of organizational diversity trainings could be examined often in relation to reported best practices. Many researchers advocate a less dogmatic approach to diversity training and a departure from training paradigms that represent an overreliance on participant emotional catharsis. Training may stand a better chance of achieving desirable outcomes if the goals focus primarily on applicable skill building that will provide participants with viable tools to work effectively within a diverse workforce. It is important for the university to invest resources into the investigation of current best practices within the field of diversity training and evaluation and actively seek multiple viewpoints from both on and off the campus regarding the most relevant training models.

The university may also consider some of the training participants' requests for additional diversity training opportunities. For example, several faculty training participants in this study expressed an interest in learning more about methods for incorporating diversity discussions into their curriculum. Ongoing topic-focused training opportunities may be a viable manner of maintaining organization employee interest in issues of diversity.

Finally, exploration of demographic-specific training sessions may be helpful. While much of the literature focused on models that incorporate mixed training participant demographics, alternative models are worthy of consideration. In this case the university may find that targeted small-group training sessions may be beneficial. For example, training sessions that are attended exclusively by White males could be structured differently than training sessions that are attended only by Black females. While it is acknowledged that complications could be inherent in this model. However, demographic-focused training sessions could be used in addition to, rather than the exclusion of, other training models and may offer an alternate outlet for in depth exploration of bias that could be more difficult in mixed participant models.

### Conclusions

The overall result of this study indicated that participants found the organization's diversity training program an effective mechanism for increasing awareness of diverse issues and introducing diversity related skill sets. Participants rated the training favorably along all three dimensions of the training evaluation (the enhanced knowledge dimension, facilitator quality dimension, and the program quality dimension). Participant assessments of the training were limited to the proximal effects of training.

Some participant demographic variables were found to be significantly related to participant training ratings. Female participants, staff participants, and ethnic minorities were

more likely to award more favorable ratings. The age of the participant and self-identified sexual orientation were not found to be significantly related to participant estimation of training success.

Diversity training facilitators provided an alternative viewpoint of the organization's diversity training model. Training facilitators were more likely to characterize a training as unsuccessful as were the training participants, suggesting that congruency between training participants and training facilitators is a complex process.

Results from this study have produced more questions than answers and as is often inherent in research endeavors, created a myriad of possible avenues for additional inquiry. Clearly, the world will continue to diversify and the need for effective collaboration among people will require continued diversity training and continued study of all aspects of diversity training. Inevitably, it will be the researchers' task to find answers that will enable the next generation of diversity training participants and facilitators to maximize the benefits of the training experience and enter into a mutual exploration of human differences and similarities.

#### Recommendations for Further Research

Many areas of diversity training research are growing; some are becoming saturated and others have received little attention. Effective evaluative techniques for diversity training as well as the effect of training participant demographics on training models are two areas that require additional attention. The challenges of developing effective evaluative techniques are multifaceted and should take into account the benefits and limitations of methods that are solely anonymous. Concentrated research that focuses on reliable and distal diversity training evaluative tools is important. Diversity training best practices must be informed by reliable and valid data in order to facilitate progression toward stated goals.

Researchers may find that a more nuanced exploration of the effects of training participant demographics is also warranted. Targeted diversity training content and delivery methods could be developed in relation to identified demographic parameters. Research that examines the concepts of resistance and self-directed learning within the context of different demographic groups may lead to increased insight into training group dynamics.

Incongruence among training participant quantitative estimations of training effectiveness and participant's statements regarding training effectiveness also warrants further research. Determining if this phenomenon is related to the mechanics or structure of the training evaluation instrument or to the cognitive or emotional processes of the respondent could be helpful in a variety of ways, including instrument development.

Finally, research taking into account the complex relationship between training facilitators and participants should be explored more fully as well as the personal demands on training facilitators. Diversity training facilitators are tasked with considerable responsibility that requires intellectual and emotional stamina, acute problem-solving skills, and communication competency. The emotional effects of such a role are underexplored and may have a significant influence on diversity training design, implementation, and evaluation.

## REFERENCES

- Age Discrimination in Employment Act of 1967(ADEA), 29 U.S.C. § 621-634. (1967).
- Americans with Disabilities Act of 1990 (ADA), 42 U.S.C.A § 12101 *et seq.*; PL101-336; 104 STAT. 328 (1991).
- Anand, R., & Winters, M.F. (2008). A retrospective view of corporate diversity training from 1964 to the present. *The Academy of Management Learning and Education*, 7, 356-372. Retrieved from <http://wintersgroup.dreamhosters.com/assets/corporate-diversity-training-1964-to-present.pdf>
- Anonymous University (AU). (2007). Section 9 – Faculty and employee information: 9.1 Full-time personnel by EEOC classification. *Fact Book 2007: Covering Years 2007-2003*. A City, TN: AU Office of Institutional Research. Retrieved from [http://www.etsu.edu/iep/07FB/07-9\\_1.pdf](http://www.etsu.edu/iep/07FB/07-9_1.pdf)
- Anonymous University (AU). (2003). *Cultural diversity training staff module overview*. A City, TN: Author.
- Arredondo, P. (2003). Manifestations of resistance to diversity and multiculturalism in organizations. In J.S. Mio and G.Y. Iwamada (Eds.). *Culturally Diverse Mental Health: The Challenges of Research and Resistance* (Chapter 5, pp. 83-104.) New York, NY: Brunner-Routledge. Retrieved from <http://www.worldcat.org/title/culturally-diverse-mental-health-the-challenges-of-research-and-resistance/oclc/50851637/viewport>
- Arthur, W., Jr., Bennett, W., Jr., Edens, P.S., & Bell, S.T. (2003) Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88, 234-245. Retrieved from [http://www.ispi.org/archives/resources/EffectivenessofTrainingArthur\\_etal.pdf](http://www.ispi.org/archives/resources/EffectivenessofTrainingArthur_etal.pdf)
- Baumeister, R.F., Bratslavsky, E., Finkenauer, C., & Vohs, K.D. (2001). Bad is stronger than good. *Review of General Psychology*, 5, 323-370. doi:10.1037//1089-2680.5.4.323. Retrieved from <http://www.csom.umn.edu/Assets/71516.pdf>
- Becker, G.S. (1957). The forces determining discrimination in the marketplace. In *The economics of discrimination* (pp.13-18). Chicago, IL: University of Chicago Press.
- Becker, G.S. (1971). The forces determining discrimination in the marketplace. In *The economics of discrimination* (2<sup>nd</sup> ed.). Chicago, IL: University of Chicago Press. Preview retrieved from <http://books.google.com/books?id=50qHcSNVEMC&pg=PA13&lpg=PA13&dq=The+forces+determining+discrimination+in+the+marketplace+becker&source=bl&ots=EPh-TkcnFm&sig=nMOyv8TVHLKxgUiS1EDKncH4Bc&hl=en&sa=X&ei=mqTeT-XBGbKN6QGN2NCXCw&ved=0CFYQ6AEwBA#v=onepage&q&f=false>

- Bell, M.P. (2007). *Diversity in organizations*. Mason, OH: South-Western/Cengage. Preview retrieved from [http://books.google.com/books?hl=en&lr=&id=Pg8TasJShScC&oi=fnd&pg=PR4&dq=Diversity+in+organizations+bell&ots=rVvcgzUrrF&sig=jolPgSFmq-  
eoQu1D2h6DD3q5QsM#v=onepage&q=Diversity%20in%20organizations%20bell&f=false](http://books.google.com/books?hl=en&lr=&id=Pg8TasJShScC&oi=fnd&pg=PR4&dq=Diversity+in+organizations+bell&ots=rVvcgzUrrF&sig=jolPgSFmq-<br/>eoQu1D2h6DD3q5QsM#v=onepage&q=Diversity%20in%20organizations%20bell&f=false)
- Boslaugh, S.B. (2007). *Secondary data sources for public health: A practical guide*. Cambridge, UK: Cambridge University.
- Button, S.B. (2001). Organizational efforts to affirm sexual diversity: A cross-level examination. *Journal of Applied Psychology*, 86(1), 17-28. doi:10.1037/0021-9010.86.1.17. Retrieved from <http://psycnet.apa.org/doi/10.1037/0021-9010.86.1.17>
- Carifio, J., & Perla, R.J. (2007). Ten common misunderstandings, misconceptions, persistent myths and urban legends about Likert scales and Likert response formats and their antidotes. *Journal of Social Sciences*, 3(3), 106-116. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=ten%20common%20misunderstandings%2C%20misconceptions%2C%20persistent%20myths%20and%20urban%20legends%20about%20likert%20scales%20and%20likert%20response%20formats%20and%20their%20antidotes%20carifio&source=web&cd=1&ved=0CFEQFjAA&url=http%3A%2F%2Fthescipub.com%2Fpdf%2F10.3844%2Fjssp.2007.106.116&ei=9bfeT8OhD8mf6QGh\\_5nFCw&usq=AFQjCNHHm8H4EjfqY5STT-bYjaHut0qBcw&cad=rja](http://www.google.com/url?sa=t&rct=j&q=ten%20common%20misunderstandings%2C%20misconceptions%2C%20persistent%20myths%20and%20urban%20legends%20about%20likert%20scales%20and%20likert%20response%20formats%20and%20their%20antidotes%20carifio&source=web&cd=1&ved=0CFEQFjAA&url=http%3A%2F%2Fthescipub.com%2Fpdf%2F10.3844%2Fjssp.2007.106.116&ei=9bfeT8OhD8mf6QGh_5nFCw&usq=AFQjCNHHm8H4EjfqY5STT-bYjaHut0qBcw&cad=rja)
- Catalyst (2012). *U.S. women in business*. New York, NY: Author. Retrieved from <http://www.catalyst.org/publication/132/us-women-in-business>
- Catalyst. (2012). Paying it forward pays back. *Profiles in Diversity Journal*, October 26. Retrieved from <http://www.diversityjournal.com/9863-paying-it-forward-pays-back/>
- Chavez, C.I., & Weisinger, J.Y. (2008). Beyond diversity training: A social infusion for cultural inclusion. *Human Resource Management*, 47, 331-350. doi:10.1002/hrm.20215. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/hrm.20215/abstract>
- Chrobot-Mason, D., & Quiñones, M.A. (2002). Training for a diverse workplace. In K. Kraiger (Ed.), *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice* (Chapter 5, pp. 117-159). San Francisco, CA: Jossey-Bass. Preview retrieved from <http://www.questia.com/PM.qst?a=o&d=107081432>
- Civil Rights Act of 1964, 2 U.S.C.A § 28 and 2 U.S.C.A; PL88-352; 78 STAT. 241 (1964).
- Civil Rights Act of 1991; PL102-166 (1991).
- Cocchiara, F.K., Connerley, M.L., & Bell, M.P. (2010). “A GEM” for increasing the effectiveness of diversity training. *Human Resources Management*, 49, 1089-1106. doi:10.1002/hrm.20396. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/hrm.20396/abstract>

- Corti, L., & Bishop, L. (2005). Strategies in teaching secondary analysis of qualitative data. *Forum: Qualitative Social Research/Sozialforschung*, 6(1), 1-27. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/509/1099>
- Creswell, J.W., & Plano-Clark, V.L. (2011). *Designing and conducting mixed-methods research*. Thousand Oaks, CA: Sage. Preview retrieved from <http://www.worldcat.org/title/designing-and-conducting-mixed-methods-research/oclc/758084737/viewport>
- Curtis, E.F., & Dreachslin, J.L. (2008). Diversity management interventions and organizational performance: A synthesis of current literature. *Human Resource Development Review*, 7(1), 107-134. Retrieved from <http://www.uk.sagepub.com/wilton/Online%20readings/Chapter%2011/Curtis%20and%20Dreachslin%20article.pdf>
- Deitch, E.A., Barsky, A., Butz, R.M., Chan, S., & Brief, A.P. (2003). Subtle yet significant: The existence and impact of everyday racial discrimination in the workplace. *Human Relations*, 56, 1299-1324. doi:10.1177/00187267035611002. Retrieved from <http://hum.sagepub.com/content/56/11/1299>
- Devine, P. (2003). Secondary data analysis. In R.L. Miller & J.D. Brewer (Eds.), *The A-Z of social research: A dictionary of key social science research concepts* (pp. 285-288). London, UK: Sage. doi:10.4135/9780857020024. Retrieved from <http://srmo.sagepub.com/view/the-a-z-of-social-research/n1.xml;jsessionid=AA9E934BCDBCA0A3EF276BC24ECF8756>
- Dey, E.L. (2009). Another inconvenient truth: Capturing campus climate and its consequences. *Diversity and Democracy: Civic Learning for Shared Futures*, 12(1), 10-11. Retrieved from <http://www.diversityweb.org/DiversityDemocracy/vol12no1/vol12no1.pdf>
- Distal. (n.d.). Distal. In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.merriam-webster.com/dictionary/distal>
- Employer Discrimination. (2012). *Employer discrimination*. Eagan, MN: FindLaw. Retrieved from <http://smallbusiness.findlaw.com/employment-law-and-human-resources/employer-discrimination.html>
- Equal Pay Act of 1963, 29 U.S.C.A § 206(d); PL88-38; 77 STAT. 56 (1963).
- Esen, E. (2005). *2005 workplace diversity practices: Survey report*. Alexandria, VA: Society for Human Resource Management. Retrieved from [http://www.shrm.org/research/surveyfindings/articles/documents/05-0509wkplcdivprcsr\\_final\\_rev.pdf](http://www.shrm.org/research/surveyfindings/articles/documents/05-0509wkplcdivprcsr_final_rev.pdf)
- Ewers, J. (2008). Beyond diversity training: Diversity and equity work require taking action. *Diverse Issues in Higher Education*, 25(1), 27. Retrieved from [http://findarticles.com/p/articles/mi\\_m0WMX/is\\_1\\_25/ai\\_n24919588/](http://findarticles.com/p/articles/mi_m0WMX/is_1_25/ai_n24919588/)

- Ferdman, B.M., & Brody, S.E. (1996). Models of diversity training. In D. Landis & R.S. Bhagat (Eds.), *Handbook of intercultural training* (2<sup>nd</sup> ed., Chapter 16, pp. 282-303). Thousand Oaks, CA: Sage. Retrieved from [http://bernardoferdman.org/Articles/Ferdman\\_Brody1996\\_models\\_of\\_div\\_training.pdf](http://bernardoferdman.org/Articles/Ferdman_Brody1996_models_of_div_training.pdf)
- Frankel, B., & Millman, J. (2007). *Debunking the attack on diversity training*. DiversityInc Best Practices. Retrieved June, 2011, from <http://diversityincbestpractices.com/retention-worklife/debunking-the-attack-on-diversity-training/>
- Friedman, T.L. (2005). *The world is flat: A brief history of the twenty-first century*. New York, NY: Farrar, Strauss and Giroux. Preview retrieved from [http://www.amazon.com/The-World-Is-Flat-Twenty-first/dp/0374292884#reader\\_0374292884](http://www.amazon.com/The-World-Is-Flat-Twenty-first/dp/0374292884#reader_0374292884)
- Gannon, M.J., & Poon, J.M.L. (1997). Effects of alternative instructional approaches on cross-cultural training outcomes. *International Journal of Intercultural Relations*, 21, 429-446. doi:10.1016/S0147-1767(96)00035-1. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0147176796000351>
- Genetic Information Nondiscrimination Act of 2008 (GINA). 42 U.S.C.A § 200, 42; PL110-233; 122 STAT. 881 (2008).
- Georgenson, D.L. (1982). The problem of transfer calls for partnership. *Training and Development Journal*, 36(10), 75-78.
- Gliem, J.A., & Gliem, R.R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *Presentation at the 2003 Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*, October 8-10, 2003. Columbus, OH: The Ohio State University. Retrieved from <https://scholarworks.iupui.edu/bitstream/handle/1805/344/Gliem%20&%20Gliem.pdf?s>
- Griffith K.H., & Hebl, M.R. (2002). The disclosure dilemma for gay men and lesbians: "Coming out" at work. *Journal of Applied Psychology*, 87, 1191-1199. Retrieved from <http://www.ruf.rice.edu/~hebl/9.pdf>
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1). Article 4. Retrieved March 6, 2012, from [http://uir.unisa.ac.za/xmlui/bitstream/handle/10500/2573/groenewald\\_IJQM.pdf?sequence=1](http://uir.unisa.ac.za/xmlui/bitstream/handle/10500/2573/groenewald_IJQM.pdf?sequence=1)
- Gutiérrez, L., Kruzich, J., Jones, T., & Coronado, N. (2000). Identifying goals and outcome measures for diversity training: A multi-dimensional framework for decision-makers. *Administration in Social Work*, 24(3), 53-70. doi:10.1300/J147v24n03\_04. Retrieved from [http://www.tandfonline.com/doi/abs/10.1300/J147v24n03\\_04](http://www.tandfonline.com/doi/abs/10.1300/J147v24n03_04)
- Hancock, S. (2009). *The meaning, essence, importance and evaluation of diversity training: The effectiveness of diversity training*. Saarbrücken, Germany: VDM Verlag.

- Hanover, J.M.B., & Cellar, D.F. (1998). Environmental factors and the effectiveness of workforce diversity training. *Human Resource Development Quarterly*, 9, 105-124. doi:10.1002/hrdq.3920090203. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/hrdq.3920090203/abstract;jsessionid=2E719E273D3A2CDDAEB196B16B124D81.d01t01>
- Harper, S.R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 120, 7-24. doi:10.1002/ss.254. Retrieved from [http://pages.gseis.ucla.edu/faculty/chang/S07/Week10/Harper\\_Hurtado.pdf](http://pages.gseis.ucla.edu/faculty/chang/S07/Week10/Harper_Hurtado.pdf)
- Hemphill, H., & Haines, R. (1997). *Discrimination, harassment, and the failure of diversity training: What to do now*. Westport, CT: Quorum. Preview retrieved from <http://books.google.com/books?id=Uq8mCAvmm2wC&printsec=frontcover#v=onepage&q&f=false>
- Hite, L.M., & McDonald, K.S. (2006). Diversity training pitfalls and possibilities: An exploration of small and mid-sized US organizations. *Human Resource Development International*, 9, 365-377. doi:10.1080/13678860600893565. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13678860600893565>
- Holladay, C. L., & Quiñones, M.A. (2005). Reactions to diversity training: An international comparison. *Human Resource Development Quarterly*, 16, 529-545. doi:10.1002/hrdq.1154. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/hrdq.1154/abstract>
- Holviono, E., Ferdman, B.M., & Merrill-Sands, D. (2004). Creating and sustaining diversity and inclusion in organizations: Strategies and approaches. In M.S. Stockdale & F.J. Crosby (Eds.), *The psychology and management of workplace diversity* (pp. 245-276). Malden, MA: Blackwell.
- Hurtado, S., & Carter, D.F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70, 324-345. doi:10.2307/2673270. Retrieved from <http://www.jstor.org/discover/10.2307/2673270?uid=3739912&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=47699093961597>
- Hycner, R. H. (1999). Some guidelines for phenomenological analysis of interview data. In A. Bryman & R.G. Burgess (Eds.), *Qualitative research, Vol. 3 - Part Three: Analytic strategies*, 143-164. London, UK: Sage.
- Hymowitz, C. (2008). On diversity, America isn't putting its money where its mouth is. *Wall Street Journal*, (February 25, 2008), p. B1. Retrieved from <http://proquest.umi.com/pqdweb?did=1434346011&Fmt=3&clientId=79571&RQT=309&VName=PQD>

- Jamieson, S. (2004). Likert-scales: How to (ab)use them. *Medical Education*, 38, 1217-1218. doi:10.1111/j.1365-2929.2004.02012.x. Retrieved from <http://mahenry.sumnermckenzie.com/pdf/1LikertScales.pdf>
- Jayakumar, U.M., Howard, T.C., Allen, W.R., & Han, J.C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, 80, 538-563.
- Johnston, W.B., & Packer, A.E. (1987). *Workforce 2000: Work and workers for the 21<sup>st</sup> Century*. Indianapolis, IN: Hudson Institute. Retrieved from <http://www.eric.ed.gov/PDFS/ED290887.pdf>
- Jonker, J., & Pennink, B. (2010). *The essence of research methodology: A concise guide for master and PhD students in management science*. London, UK: Springer. doi:10.1007/978-3-540-71659-4. Retrieved from <http://www.springerlink.com/content/u827nm/#section=664284&page=1>
- Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71, 589-617. Retrieved from [http://www.law.stanford.edu/display/images/dynamic/events\\_media/best\\_practices\\_or\\_best\\_guesses.pdf](http://www.law.stanford.edu/display/images/dynamic/events_media/best_practices_or_best_guesses.pdf)
- Kardia, D. (1996). *Impact of college on student attitudes toward Gay and Lesbian issues discussion – major findings*. Washington, DC: Association of American Colleges & Universities. Retrieved from [http://www.diversityweb.org/research\\_and\\_trends/research\\_evaluation\\_impact/benefits\\_of\\_diversity/kardia\\_major\\_findings.cfm](http://www.diversityweb.org/research_and_trends/research_evaluation_impact/benefits_of_diversity/kardia_major_findings.cfm)
- Karp, H.B., & Sammour, H.Y. (2000). Workforce diversity: Choices in diversity training programs and dealing with resistance to diversity. *College Student Journal*, 34, 451-458. Retrieved from [http://findarticles.com/p/articles/mi\\_m0FCR/is\\_3\\_34/ai\\_66760567/](http://findarticles.com/p/articles/mi_m0FCR/is_3_34/ai_66760567/)
- King, E.B., Dawson, J.F., Kravitz, D.A., & Gulick, L.M.V. (2012). A multilevel study of the relationships between diversity training, ethnic discrimination and satisfaction in organizations. *Journal of Organizational Behavior*, 33(1), 5-20. doi:10.1002/job.728. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/job.728/pdf>
- Kramer, V.W., Konrad, A.M., & Erkut, S. (2006). *Critical mass on corporate boards: Why three or more women enhance governance*. Wellesley, MA: Wellesley College Centers for Women. Retrieved from <http://www.wcwoonline.org/pdf/CriticalMassExecSummary.pdf>
- Krosnick, J.A. (1999). Survey research. *Annual Review of Psychology*, 50, 537-567. doi:10.1146/annurev.psych.50.1.537. Retrieved from <http://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.50.1.537>

- Kulik, C.T., & Roberson, L. (2008). Common goals and golden opportunities: Evaluations of diversity education in academic and organizational settings. *Academy of Management Learning and Education*, 7, 309-331. doi:10.5465/AMLE.2008.34251670. Retrieved from <http://amle.aom.org/content/7/3/309>
- Kulik, C.T., Pepper, M.B., Roberson, L., & Parker, S.K. (2007). The rich get richer: predicting participation in voluntary diversity training. *Journal of Organizational Behavior*, 28, 753-769. doi:10.1002/job.444. Retrieved from [http://www.parker.zydec.net.au/publications/kulik%20et%20al\\_rich%20get%20richer\\_JOB\\_2007.pdf](http://www.parker.zydec.net.au/publications/kulik%20et%20al_rich%20get%20richer_JOB_2007.pdf)
- Kuzon, W.M., Jr., Urbanchek, M.G., & McCabe, S. (1996). The seven deadly sins of statistical analysis. *Annals of Plastic Surgery*, 37, 265-272. Retrieved from <http://xa.yimg.com/kq/groups/18751725/1907222597/name/the+seven+deadly+sins+of+statistical+analysis.pdf>
- Laumann, E.O., Gagnon, J.H., Michael, R.T., & Michaels, S. (2008). *National health and social life survey, 1992: [United States]. ICPSR06647-v2*. Ann Arbor, MI: Inter-University Consortium for Political and Social Research. doi:10.3886/ICPSR06647.v2. Retrieved from <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/6647>
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage. Preview retrieved from <http://www.worldcat.org/title/naturalistic-inquiry/oclc/470972818/viewport>
- Lipset, S.M. (1960). *Political man: The social bases of politics*. London, UK: Heinemann. Retrieved from <http://ia600604.us.archive.org/24/items/politicalmansoci00inlips/politicalmansoci00inlips.pdf>
- Littleton, R.A. (2003). Community among African-American students on small, predominately White campuses: The unforeseen “minority within a minority” experience. *NASPA Journal of Student Affairs Research and Practice*, 40(4), 83-104. (EJ675879). doi:10.2202/1949-6605.1282. Retrieved from <http://www.degruyter.com/view/j/jsarp.2003.40.4/jsarp.2003.40.4.1282/jsarp.2003.40.4.1282.xml>
- Marshall, C., & Rossman, G.B. (1995). *Designing qualitative research*, (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage.
- McCallister, L. (2005). *Multicultural affairs student survey*. Handout from Sociology class.
- McCauley, C., Wright, M., & Harris, M.E. (2000). Diversity workshops on campus: A survey of current practice at U.S. colleges and universities. *The College Student Journal*, 34(1), 100-114. Retrieved from [http://www.brynmawr.edu/psychology/Psych/cmccaule/diversity\\_workshops.pdf](http://www.brynmawr.edu/psychology/Psych/cmccaule/diversity_workshops.pdf)

- McIver, J.P., & Carmines, E.G. (1981). *Unidimensional scaling*. Thousand Oaks, CA: Sage. Preview retrieved from <http://www.worldcat.org/title/unidimensional-scaling/oclc/781376086/viewport>
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass. (ED415771). Preview retrieved from [http://www.amazon.com/Qualitative-Research-Study-Applications-Education/dp/0787910090#reader\\_0787910090](http://www.amazon.com/Qualitative-Research-Study-Applications-Education/dp/0787910090#reader_0787910090)
- Merriam, S.B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass. Preview retrieved from [http://www.amazon.com/Qualitative-Research-Practice-Discussion-Jossey-Bass/dp/0787958956#reader\\_0787958956](http://www.amazon.com/Qualitative-Research-Practice-Discussion-Jossey-Bass/dp/0787958956#reader_0787958956)
- Moore, N.Y. (2007). Coming to terms with the “R” word.” Colleges may boast diversity, but what does that really mean for campus climate? *Diverse Issues in Higher Education*, 24(8), 11-12.
- Mor Barak, M.E., Cherin, D.A., & Berkman, S. (1998). Organizational and personal dimensions in diversity climate: Ethnic and gender differences in employee perceptions. *Journal of Applied Behavioral Science*, 34(1), 82-104. doi:10.1177/0021886398341006. Retrieved from <http://jab.sagepub.com/content/34/1/82>
- Nancherla, A. (2008). Why diversity training doesn’t work...right now. *Training and Development*, 62(11), 52-58.
- Napier, J.L., & Jost, J.T. (2008). The “antidemocratic personality” revisited: A cross-national investigation of working-class authoritarianism. *Journal of Social Issues*, 64, 595-617. doi:10.1111/j.1540-4560.2008.00579.x. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4560.2008.00579.x/abstract>
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill.
- Nyab, N. (2010, September 21). *Crippling effects of workplace discrimination*. Troy, NY: Bright Hub. Retrieved from <http://www.brighthouse.com/office/human-resources/articles/87966.aspx>
- Paluck, E.L. (2006). Diversity training and intergroup contact: A call to action research. *Journal of Social Issues*, 62, 577-595.
- Parsky, G.M., Hume, R., Kozberg, J.C. & the Regents of the University of California. (2007). *Study group on university diversity: Overview report to the regents*. Oakland, CA: The Regents of the University of California. Retrieved from <http://diversity.universityofcalifornia.edu/documents/diversityreport0907.pdf>

- Pendry, L.F., Driscoll, D. M., & Field, S.C.T. (2007). Diversity training: Putting theory into practice. *Journal of Occupational and Organizational Psychology*, 80(1), 27-50. doi:10.1348/096317906X118397. Retrieved from <http://nreilly.asp.radford.edu/psy650/pendry%202007%20diversity.pdf>
- Ponterotto, J.G., Rieger, B.P., Barrett, A., & Sparks R. (1994). Assessing multicultural counseling competence: A review of instrumentation. *Journal of Counseling and Development*, 72, 316-322. doi:10.1002/j.1556-6676.1994.tb00941.x. Retrieved from <http://culturalcompetency.wikispaces.com/file/view/9406101612.pdf>
- Proximal. (n.d.). Proximal. In *Merriam-Webster's online dictionary* (11th ed.). Retrieved December 12, 2011, from <http://www.merriam-webster.com/dictionary/proximal>
- Rainbird, H. (2007). Can training remove the glue from the “sticky floor” of low-paid work for women? *Equal Opportunities International*, 26, 555-572. doi:10.1108/02610150710777042. Retrieved from <http://www.emeraldinsight.com/journals.htm?articleid=1623683&show=abstract>
- Roberson, L., Kulik, C.T., & Pepper, M.B. (2001). Designing effective diversity training: Influence of group composition and trainee experience. *Journal of Organizational Behavior*, 22, 871-885. doi:10.1002/job.117. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/job.117/abstract>
- Roberson, L., Kulik, C.T., & Pepper, M.B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group and Organization Management*, 28, 148-174. doi:10.1177/1059601102250028. Retrieved from <http://gom.sagepub.com/content/28/1/148>
- Rosser, V.J. (2004). Faculty members' intentions to leave: A national study on their work life and satisfaction. *Research in Higher Education*, 45, 223-234. (EJ735879). Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ735879>
- Rubin, H.J., & Rubin, I.S. (2005). *Qualitative interviewing: The art of hearing data* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage. Preview retrieved from [http://www.amazon.com/Qualitative-Interviewing-The-Hearing-Data/dp/0761920757#reader\\_0761920757](http://www.amazon.com/Qualitative-Interviewing-The-Hearing-Data/dp/0761920757#reader_0761920757)
- Rynes, S., & Rosen, B. (1995). A field survey of factors affecting the adoption and perceived success of diversity training. *Personnel Psychology*, 48, 247-270. doi:10.1111/j.1744-6570.1995.tb01756.x. Retrieved from <http://nreilly.asp.radford.edu/rynes%20and%20rosen%201995.pdf>
- Saks, A.M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21, 600-619. doi:10.1108/02683940610690169. Retrieved from <http://www.learnership.co.uk/archive/28.pdf>
- Salas, E., & Cannon-Bowers, J.A. (2001). The science of training: A decade of progress. *Annual Review of Psychology*, 52, 471-499. doi:10.1146/annurev.psych.52.1.471. Retrieved from <http://www.annualreviews.org/doi/abs/10.1146/annurev.psych.52.1.471>

- Schuman, H., Steeh, C., Bobo, L., & Krysan, M. (1997). *Racial attitudes in America: Trends and interpretations* (rev. ed.). Cambridge, MA: Harvard University. Preview retrieved from <http://www.worldcat.org/title/racial-attitudes-in-america-trends-and-interpretations/oclc/37239019/viewport>
- Seifert, T.A., & Umbach, P.D. (2007). The effects of faculty demographic characteristics and disciplinary context on dimensions of job satisfaction. *Research in Higher Education*, 49, 357-381. doi:10.1007/s11162-007-9084-1. Retrieved from <http://www.springerlink.com/content/v152565r308jpm08/>
- Selznick, G.J., & Steinberg, S. (1969). *The tenacity of prejudice: Anti-semitism in contemporary America*. New York, NY: Harper & Row.
- Sharp, A.M., Register, C.A., & Grimes, P.W. (1996). *Economics of social issues* (12<sup>th</sup> ed.). Boston, MA: Irwin. Preview retrieved from [http://www.amazon.com/Economics-Social-Issues-Ansel-Miree/dp/0256172064%3FSubscriptionId%3D0JRA4J6WAV0RTAZVS6R2%26tag%3Dworldcat-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0256172064#reader\\_0256172064](http://www.amazon.com/Economics-Social-Issues-Ansel-Miree/dp/0256172064%3FSubscriptionId%3D0JRA4J6WAV0RTAZVS6R2%26tag%3Dworldcat-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0256172064#reader_0256172064)
- Siegle, D. (n.d.). *Sample size calculator*. Storrs, CT: Neag Center for Gifted Education/Talent Development. Retrieved from <http://www.gifted.uconn.edu/siegle/research/Samples/samplecalculator.htm>
- Smith, D.W. (2008). Phenomenology. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Fall 2011 Edition). Stanford, CA: Stanford University Center for the Study of Language and Information. Retrieved from <https://leibniz.stanford.edu/friends/preview/phenomenology/>
- Smith, I. (2011, September 28). Sexual orientation disclosure, concealment and the effects of heterosexism. *SBS HDR Student Conference 2011*, (Paper 5). Sydney, Australia: University of Wollongong. Retrieved from <http://ro.uow.edu.au/sbshdr/2011/papers/5>
- Smith, R.A. (2005). Do the determinants of promotion differ for White men versus women and minorities? An exploration if intersectionalism through sponsored and contest mobility processes. *American Behavioral Scientist*, 48, 1157-1181. doi:10.1177/0002764205274814. Retrieved from <http://abs.sagepub.com/content/48/9/1157>
- Sniderman, P.M., & Piazza, T.L. (1993). *The scar of race*. Cambridge, MA: Harvard University Press. Preview retrieved from <http://www.worldcat.org/title/scar-of-race/oclc/456408048/viewport>
- Spector, P.E. (1992). *Summated rating scale construction: An introduction*. Thousand Oaks, CA: Sage. Preview retrieved from <http://www.worldcat.org/title/summated-rating-scale-construction-an-introduction/oclc/782101460/viewport>

- Steele, S. (2006). *White guilt: How Blacks and Whites together destroyed the promise of the civil rights era*. New York, NY: Harper-Collins. Preview retrieved from [http://books.google.com/books?id=KUDlisq-KksC&printsec=frontcover&source=gbs\\_ViewAPI#v=onepage&q&f=false](http://books.google.com/books?id=KUDlisq-KksC&printsec=frontcover&source=gbs_ViewAPI#v=onepage&q&f=false)
- Sullivan, J.L., Pierson, J., & Marcus, G.E. (1982). *Political tolerance and American democracy*. Chicago, IL: University of Chicago. Preview retrieved from <http://books.google.com/books?id=Hoz-fNJDnwMC&printsec=frontcover#v=onepage&q&f=false>
- Thomas, D.A., & Ely, R.J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review* 74(5), 79-90. Retrieved from <http://www.hispaniccsc.org/2007%20Summit/Appendix/96510p2%5B1%5D.pdf>
- Thomas, K.M., & Plaut, V.C. (2008). *Diversity resistance in organizations*. New York, NY: Lawrence Erlbaum. Retrieved from <http://www.psychology.uga.edu/cdir/pdf/Thomas%20and%20Plaut%202008.pdf>
- Toossi, M. (2006). A new look at long-term labor force projections to 2050. *Monthly Labor Review*, November, 19-39. Retrieved from <http://www.bls.gov/opub/mlr/2006/11/art3full.pdf>
- Toossi, M. (2007). Employment outlook: 2006-16 – Labor force projections to 2016: More workers in their golden years. *Monthly Labor Review*, November, 33-52. Retrieved from <http://www.bls.gov/opub/mlr/2007/11/art3full.pdf>
- US Census. (2011). *Tennessee quickfacts from the US Census Bureau*. Washington, DC: Department of Commerce, US Census Bureau. Retrieved September, 2011, from <http://quickfacts.census.gov/qfd/states/47000.html>
- US Equal Employment Opportunity Commission (US EEOC). (n.d.). *Laws enforced by EEOC*. Washington, DC: US Equal Employment Opportunity Commission. Retrieved September, 2011, from <http://www.eeoc.gov/facts/qanda.html>
- Vaughn, B.E. (2008). *Diversity pioneers in the history of diversity education*. Green Bay, WI: Ezine. Retrieved from <http://ezinearticles.com/?Diversity-Pioneers-In-The-History-Of-Diversity-Education&id=988500>
- Von Bergen, C.W., Soper, B., & Foster, T. (2002). Unintended negative effects of diversity management. *Public Personnel Management*, 31, 239-251. Retrieved from <http://nreilly.asp.radford.edu/von%20bergen%20et%20al%202002.pdf>
- Watson, J. (2008). When diversity training goes awry. *Diverse Issues in Higher Education*, 24(25), 11-13. Retrieved from <http://diverseeducation.com/article/10543/>
- Weimer, M. (2011). Who participates in end-of-course ratings? *The Teaching Professor*, 25(9), 4-5. Retrieved from <http://www.facultyfocus.com/articles/faculty-evaluation/who-participates-in-end-of-course-ratings/>

- Wentling, R.M., & Palma-Rivas, N. (1999). Components of effective diversity training programmes. *International Journal of Training and Development*, 3, 215-226. doi:10.1111/1468-2419.00079. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1468-2419.00079/abstract>
- White-Wright, B. (2008). *Expectations and experiences of African American students at two predominately White universities in southern Appalachia*. (Doctoral dissertation). Retrieved from ProQuest LLC. (3323689). Preview retrieved from <http://proquest.umi.com/pqdlink?did=1597597471&Fmt=14&VType=PQD&VInst=PRO D&RQT=309&VName=PQD&TS=1340597676&clientId=79356>
- Winfeld, L. (2001). *A trainer's guide to training tough topics*. New York, NY: AMACOM. Preview retrieved from [http://www.amazon.com/Trainers-Guide-Training-Topics-Workshop/dp/0814470742#reader\\_0814470742](http://www.amazon.com/Trainers-Guide-Training-Topics-Workshop/dp/0814470742#reader_0814470742)

APPENDICES

APPENDIX A

Diversity Training Evaluation Instrument

**Anonymous University Diversity Training Evaluation**

1=Strongly Disagree      2=Disagree      3=Neutral      4=Agree      5=Strongly Agree

1. I have an enhanced appreciation for the diversity present within the AU community.  
1      2      3      4      5      *Comments:*

2. I have a better understanding of our institution’s position on diversity.  
1      2      3      4      5      *Comments:*

3. I have a better understanding of cultural privilege because of this program.  
1      2      3      4      5      *Comments:*

4. I am better equipped to create an atmosphere that values/celebrates diversity.  
1      2      3      4      5      *Comments:*

5. I have gained new skills that will help me be more sensitive issues of cultural diversity in my interactions with students.  
1      2      3      4      5      *Comments:*

6. I have gained new ideas on how to infuse diversity into my courses, student programs or student services.  
1      2      3      4      5      *Comments:*

7. I have gained new skills that will allow me to be sensitive to issues of cultural diversity in my interactions with co-workers.  
1      2      3      4      5      *Comments:*

8. The facilitators respectfully engaged the audience in the program.  
1      2      3      4      5      *Comments:*

9. Overall, I am satisfied with the program.  
1      2      3      4      5      *Comments:*

10. What recommendations for improvement would you suggest?

11. What about this program was most useful to you?

12. I am aware of steps that I can take to further my cultural awareness and competence with diverse populations.

If yes, why?

If no, why?

**Demographics** (optional)

Age:

Ethnicity:

Sex:

Female

Male

Transsexual

Intersexed

Sexual Orientation:

Heterosexual

Lesbian

Gay

Bisexual

Disability/Exceptionality:

Physical:

YES

NO

Mental:

YES

NO

## APPENDIX B

### Interview Transcript One

I: *Okay, the date is May 29<sup>th</sup> and I'm going to start with the question, "How do you feel that the training program could have been improved?"*

A: Okay, I think...I was there from day one. I was one of the few and eventually ended up being the only to my knowledge, older, white, heterosexual male – self-proclaimed. There were young guys...you know, not too many of those either...it was hard to get men of any age bracket to participate in this. This was looked on as touchy-feely...as women's work...which is a problem, obviously. And again as I mentioned in my email, I think the biggest problem right from the get go was the absolute dominance of the counseling center or the counselor model. How do we feel about this? How is little Johnny feeling today sort of thing. This produced...all occupations produce a kind of occupations' speak which is partially done really to exclude people and I think that if what you're trying to do is deliver messages to people that they really don't want to hear [chuckles] its best to speak to them in language they can understand. Even the [local paper] had an editorial yesterday saying "[Politician] is talking to his constituents in an eighth grade vocabulary. He's an MD. He's clearly condescending."

I felt there was a bit of that going on...a little bit of condescension intrinsic in. You have to understand that my background is very blue collar. I was the first in my family to go to high school [laughs]...you know the first in my family to finish high school, college, etc. So I come from very strong non-educated blue collar roots which would be a third of the constituents that we were dealing with at the university when you talk about physical plant. I thought that's where we hit our Waterloo, our Maginot Line and I knew we would. But again most of the counselor types, (A) were convinced of the rightness of their positions on homosexuality, on race relations. The trouble with the choir though is when you don't want to reach the choir but you want to reach the people who are going to be hostile, you have to be ready for that. And it isn't enough to say this is the moral high ground. I don't think we ever really prepared for that. I wanted to. I made some suggestions that were dismissed 'cause I'm not a counselor. And so the counselors dominated the training sessions. It was their baby. They created it.

I know the rap that...against feminists, that they have no sense of humor...it's idiotic. But it did feel... and we lost, at least four people, major people, including some women who really would have been very helpful in the process. This was like the second week of training. One of the counselors, male, was trying to make a point, about... we shouldn't, in effect, judge a book by its cover. In other words, we have vision of what butch looks like. John Wayne. We have a vision of what feminine looks like. Doris Day. And then we can pick modern equivalents. Those were the archetypes that I grew up with. And, you know, just because somebody looks butch doesn't mean their heterosexual and just because somebody looks "fem", male or female, doesn't mean that they're quote straight, unquote.

A perfectly valid [chuckles]...and certainly something well worth...and easy to discuss that with almost anyone. So, this guy is making the point. Now, I hate again to fall back a bit on stereotypes but there is a kind of heterosexual male that tends to be feminist. I know. I've been going to a lot of feminist conferences. I'm not it. The straight men that go to feminist conferences, by and large, have male pattern baldness, wear granny glasses and Birkenstocks [laughs]. It's the uniform. And I don't. That's not the way I approach life. So I've always looked sort of very...I look like the black guy at the Klan rally. You know, they go what is that clearly white-male privileged dude doing here with us pure people [chuckles]. So, anyway, the guy who was talking, who is married, and his wife is also a counselor, and the two of them were running this portion of the training...so he says just because I am married and just because I have two children, you can't assume that I'm heterosexual. And somebody yelled out "tough way to find out [N]!" [Laughs] Yes, referring to his wife. It could very well have been a coming out statement. It *was* [speaker's emphasis] funny as hell. We howled. We howled. Next week, the wife gets up, tears streaming down her face. She was willing to do that. And I say that as somebody who cries a lot myself. But she was crying and said [in an exaggerated tone of sadness] "we all had a good laugh last week, but did any of us who were laughing think of our gay and lesbian brothers and sisters who sat in pain and torment at the suffering of their sexual orientation which was mocked by this derisive laughter?" Shit. No, none of us...it was a joke. It was a really funny joke and you're screwing it...and four people quit that day. Four very influential, powerful people quit on that...I was very tempted. 'Cause...I just...without humor, we're dead.

I: *Yeah*

A: Now, nobody was making gay jokes. Nobody was being derisive about anybody. It just...it would be...it would be a tough one...It's like there's an old joke...which is Private Smith's mother has died and the general gets the note that Private Smith's mother is dead. The general says to the colonel "make sure Private Smith finds out about this but gently" and it goes down to the lieutenant and the .....finally it gets to the sergeant, you know Victor [?] and he's told to break the news gently to Private Smith in his platoon that his mother just died and he gets up and he goes "ALRIGHT...ATTENTION! Everybody who's mother is still living take two steps forward...NOT SO FAST SMITH!" [Laughs] That was a joke. Tough way to find out [N]. Meaning all humor has got a universal component. That's why we tell certain jokes. And if there was a gay or lesbian person there who was offended by that...although the person being mocked had defined himself as a heterosexual. So I wouldn't know why a gay person...course the argument that would be... "well, you're straight, you don't get it." So there's no fighting that. So there was no fighting [N] when she made this impassioned plea for our understanding of the pain and suffering of others.

Now the other thing...an awful lot of straight people, as it were, talking about the suffering of the gay and lesbian community. We didn't have any gay and lesbians that I was aware of [chuckles] 'cause most of them around here won't out themselves and [T] only come out recently. And we've got, what have we got, like nine thousand faculty members, which means we have at least nine hundred gay and lesbian....

I was advisor to the gay and lesbian club for a couple of years 'cause no gay person would take it over.

*I: I didn't know that.*

A: Yeah, I mean...so, I mean, we have ....there were definitely some issues that we needed to deal with. That was the other thing to segue then...I think the training was too...there weren't other voices heard. It was "should we done along guidance counselor, counseling center thing. Certainly not Freudian anymore but whatever the hell is popular these days...engagement psychology or whatever the hell but...you know I've been in analysis for seven years you know and...and so I...there is a [?] that comes out it. I just killed my mother. So what did you feel when you were pulling the trigger? I mean, I know, I know how it works [laughs]. But the ordinary person [laughs] who hasn't been through...is Woody Allen or me, is...is not familiar with, with psych speak. And there was a great deal of psych speak. And not enough common sense speak. 'Cause when I did my training thing, I threw out all the psych speak crap. 'Cause that was the nice thing...you could pretty much...if you got to run the session you got to pretty much do whatever you wanted as long as you stayed with the basic points.

*I: Right.*

A: When I taught them, I didn't have the problems that say, even my [partner]...now one of the things, being the only older, white, straight males in the program, I was the only one who got away with doing white-male privilege. My [partner] got crucified...everybody got crucified who tried to do white-male privilege. I mean...nobody did well. And even, even with the faculty, even with PhD's there was a lot of hostility when we started talking about white-male privilege. 'Cause, no, I mean it's a hard one. Look I say that as a white male who has had to face issues of privilege living with a feminist [partner], you know, who doesn't let me off the hook and you know, and...but it's been a long journey for me...it's a hard you know...and it was a journey we were asking...

You know and look at the woman who cleans this building, whom I adore... you know...she deals with students and faculty who will take dumps in the toilet with paper shoved in there, forcing her to clean it out with her hands. And I'm going to tell her she has privilege. Well we never got a handle on that. You know my mother was a scrub woman...my mother was a waitress... That was the highest of the food chain she ever got. So we were coming in with our PhD and our psych speak to these people from physical plant...[laughs] and that's the reason they went on line. They couldn't take the heat anymore. They really couldn't take the heat anymore and...uh, it was grim in there. It was harsh. It was harsh. I did a lot of them in the beginning and it all depended on who you got paired up with, you know. Again a couple times I got paired up with some of the heavy duty counselor types and I couldn't do anything really...watched it tank. You know, because, again...if you're going to do things like this it isn't enough to have the moral rightness on your side. You have to be entertaining.

The other thing...we never looked at the entertainment value. One of the big problems we faced going in when it was originally started, it was six hours long. That was really grim. So they eventually knocked that down to five or whatever it was...four. But that six hour model was really awful and uh...there wasn't enough to really fill it. And this was another problem...being in this area...the African-Americans who were involved, all of them, interestingly enough, were very Christian. The curious thing about most of the black people

on this campus is they're actually more religious than the white people on this campus....as has been my experience. I mean I can list the five black women I interact with and every one of them...interestingly; three of them are Catholic...and devout Catholics, which I find equally amusing, since you know, since I am a non-practicing Catholic. So for them...the issues were...they were interested in this because by God, they were going to talk about all the inequities of being black in this white area, which I think was obviously very important but it became for them, the only issue of the diversity training and anything...they got curiously silent when we did the gay and lesbian portion [laughs] 'cause they didn't agree with it. And most blacks of a certain age that I know, resent mightily when gays compare their struggle with the civil rights struggle. They get furious at this. You know, not unlike Jews who take the word holocaust to be only for their loss. So they don't like it when other people...Darfur or other people talk about genocide. So my ethnic tragedy can beat up your ethnic tragedy [laughs].

Um, so I thought that was...and again that's one of the things that's very hard to confront. One of the workshop sessions that I recall vividly, was we were asked to talk about our own racism and sexism. Most of us of a certain age, and especially those of us who were white and raised in the south...if you were more than forty years old and raised in the south, the N-word was part of your natural vocabulary. I don't care how far up the food chain you were it was still a word you used and heard and certainly from your older relatives. So, one of the women was really reaching into her heart to talk about using the n-word as a child growing up and how awful it now makes her feel in retrospect and one of the black women said, "stop using that word...I won't have it." Well, the problem with that though then is that we're not really going to get honest are we? So then that's all bullshit. You don't really want to know how I got where I got. And a few times I made an attempt. I said, "look, you know, I grew up in [town], so for me, the word 'mick' could be a term of endearment depending on how you said it. I mean I walked on the school yard and my Italian friend said, 'hey, you dumb mick.' I said 'what are you talking about you dago shithead'. I mean we used dago, mick, wop, kyke. These were part of our vocabulary." [In disgusted voice] "Ooooh, my God!" The counselors were of course going [makes choking sound]. Hello! Are we going to get down to the nitty-gritty of what is really going on here or are we going to sanitize this whole thing? And that's the other part of where this all went south.

You know, we weren't really interested in truth. We were interested in manners. And I can understand the black people there not wanting to hear white people saying the N-word out loud but then don't ask us to get honest about how we got to where we got.

*I: Yes.*

A: I remember [P] who I consider a friend of mine and I hope she would feel the same...we were doing a session together and I would start discussion of racism by saying "I'm a racist." I'm, you know, at that time, I was a sixty-seven year old white male...you know, it's like I'd say, if you go to the Holocaust Museum in Los Angeles, you walk into the lobby and I took my eleven and my ten year old sons the first time and there were two doors. One door...says prejudice and the other door says prejudice-free and my two little boys who thought of themselves as prejudice free went running over to the prejudice free door and tried to open it. It's locked.

I: Wow.

A: So the first lesson you learn at the Holocaust Museum [laughs] is that there's no such thing as prejudice free. So when I say I'm a racist, what I'm saying is, I was born and raised into a racist culture. I had a grad student a couple of years ago...black guy...um, but he fit in around here 'cause you really have to be a certain kind of black guy to fit into a really all-white area...and he did very well...he was much beloved. He knew how to play the game. He came in one day to my office, obviously very depressed and he never got depressed. And I said "what's the matter?" "Oh nothing", he said, "It'll pass." "No, what's the matter?" "Oh, I was over at [campus office] and oh, don't worry, it doesn't matter." I said, "No what happened?" "Well, there was a woman there, an older woman, and she said 'you're the nicest colored boy on the campus'." And that's the kind of thing you deal with around here and of course the immediate leap is well, she ...that's the way she grew up...and you know...and she didn't mean it...and her intention... you know. Well, the bottom line is though, somehow or the other she should have been called on it but, I mean, he didn't want to do it and I mean I would have done it. I said, "Look you don't have to put up with that and if you want me to go talk to her, I will." But he didn't want to rock the boat and that was it.

But we never got as honest as I think we needed to get if we were going to preach the gospel to other people. I mean, 'cause as I say, I sat there during those come to Jesus workshops and the black people were having none of it as the general rule. They didn't like the n-word floating around. I don't blame them but then you need to say "we're gonna get honest but we also can't do certain things." Don't tell me I can be a 100% honest and then when I am 100% honest, call me on it. You know.

I had my last go round with therapy. My first go round was '65 to '70 and the rules were totally different in those days. This time, it was a couple of years ago, I signed a ten-page document in which clearly I couldn't talk about certain things if I wanted to stay free...which was not as much fun as when I was in therapy the first time when you could get help and get well. So how do we then go out and face the ingrained prejudices and racism, etc. of others if we haven't faced our own. So their intentions were correct, but...and of course nobody would, you know...none of the other white counselors spoke up against the black people there under those circumstances. So we learned from that, that...that it wasn't the truth. We actually weren't going to explore our own journey to where we are.

I: *So one of the things that I've read in the research is that a confrontational model is counterproductive and based on what you're describing would you have called that a confrontational model or just a...how...did it feel adversarial between some of the facilitators and some of the participants?*

A: Well, it certainly became adversarial when, by definition...if I got up and said "people are born homosexual, they don't choose it. No one would choose to be homosexual in this culture which takes away rights. I don't have to go into a city I don't know and try to find a straight bar. I mean [laughs]...you know, nobody... you know so all the things we did in the training...and all of those were good examples. Well if the next response from the audience is "Jesus tells me to kill all fags" and we got that...well, by definition, ipso facto, what am I going to do? Go "I realize you have a valid opinion." "No you don't, you fucking asshole!"

That's not valid." Well, I wouldn't say that but I would say "you know, I'm terribly sorry but we're not going to accept that. That's not acceptable." "Well, you're shutting me down." "No, I'm not shutting you down. What I'm shutting down is an idiotic line of thought." It's just not defensible in a conversation. Which, you know, Thor tells me I should shoot you. See I believe in Thor. I don't believe in Jesus [sarcastically]. See this is where we got back to the religion issue. We never confronted the negative nature of religion in this area. We just don't. We think of it as having no negative aspects. Even those of us who are non-religious...go "oh but religion is certainly a good..." No, I'm not certain it is a good thing and it is certainly is not a good thing in these areas. All this love the sinner, hate the sin is crap and it's proven to be crap. It's a smoke screen for really hating the sinner. It really is. I mean we are pretending a lot of stuff. So when ideas were presented that Jesus tells me to hate all homosexuals, I uh, we didn't have any choice to be confrontational. And is that ideal? No, no. But the other people in the room have to understand that spouting that sort of idiocy is not acceptable and I think the major accomplishment of the diversity training and made it all worthwhile despite all the limitations I've been talking about is that the diversity training model on this campus changed what got to count as acceptable speech. Without it, it would still be okay to say "sweetie baby" to the girl in your class. Without it, it was okay to make jokes about gay guys being hairdressers. All of a sudden the diversity training forced everyone to look at the way they addressed the world they lived in and that would not have happened without the diversity training and I think whatever its failings that was a wonderful thing to have happened here...because I felt a difference. I've been here twelve years and when I got here, the very first class I taught...people back in [town], which was my home were saying "God, how do you put up with it there?" And I said, "No, the people are wonderful." And they said "gosh but the cultural differences are just enormous." And I thought, well not really. They're really not. And I thought what is the one thing...if I could change one thing I really can't live with here in [town] and I still can't and that is the way that women are treated. I... I can live with the religion 'cause I went to sixteen years of Catholic school, so I understand blind allegiance. I can live with poverty. I can live with blue collar...I grew up...none of that bothers me. I don't have to go to five star restaurants and pay \$300 for a meal. You know, I mean, I get issues of class and stuff. But the way women are treated here is in the 1960's and some the 1950's and I find that just so hard. You know, I feel like I'm swimming upstream when it comes to gender relationships, you know.

Every class I teach, I have to reinvent the wheel. Nobody except...I had a student, 32 ACT score, say to me, "Surely your wife recognizes you as head of the household." I mean, you'd never hear that in [town]. So what happened in the first class I taught here, I came out and I said "I want you all to write a list of jobs that women can't do in the entertainment industry, either because they're emotionally unfit for them or because they just wouldn't be able to get them." And I had about forty students, twenty male, twenty female, about 18-40 range of age and every one of them starting writing things down and I said "stop." "Do you realize that if I'd asked that question at [university] where I started teaching, that I would be fired for asking that question and if they thought if it was a joke, they would just boo me and throw shit [laughs]. But you're taking the question seriously and that's what I can't live with." "But you think there's validity to that question..." and I still find that here in 2012, I don't think it's gotten much better.

*I: Do you think that...and in looking at the list of diversity educators, most of them were female...*

A: Yeah

*I: Do you think that that presented a challenge...when they were...particularly working with males in the group?*

A: No question. Especially in this culture...and I had an easier time than the women did, you know, because well I'm funny anyway [laughs] and I speak the language of the street, the blue collar worker. So I had less problem and also if I am going to give a lecture on white male privilege who is going to say I'm wrong. I... I can use examples from my own life. I can say when my wife and I went to buy a house we told the loan officer that we wanted her name first on all the documents. I had to bring a lawyer in to get that done.

*I: Are you serious?*

A: Yeah, they weren't going to do it.

*I: My God, that's unbelievable.*

A: Yeah, and that was five, six years ago. I had to bring a lawyer in to get it done.

*I: Unreal.*

A: Yeah. Here's my favorite example. We were at a fundraiser for [governor] a couple of years ago and [F] introduced my wife and myself to this big politico and he did it right. He said "[P] these are my friends, Dr. [D] and her partner [L]. He stuck his hand at me and said "hi doctor." So I used that as a white male privilege. I don't have to earn a doctorate 'cause if I'm standing next to a woman who has one they'll give it to me. They'll steal it from her and give it to me. So why would I work for one? What would be my motivation? I don't need to. I have external genitalia. It's unnecessary [laughs].

*I: But like you said for you to be able to say that in a diversity training...*

A: No one could contradict me...

*I: And whether...for me to say that...*

A: If you say it, you're going to get crucified. And I blame the counselors for this because they lost a couple of men the day of the sobbing fest over the... [Laughs] destroyed brothers and sisters...you know, none of whom I ever got to meet...um. They made no attempts to recruit people like myself and actually I was not welcomed and then eventually I tired of it. You know, I was busting my ass and all of a sudden...I felt undervalued. Now, course they would argue "well that's because you have white male privilege, you, you're used to being special." And you can't win that argument. That's one of those when you did stop beating your wife arguments. I just eventually pulled myself back from it...but...they made a huge mistake not recruiting. I could have gotten them people like me but they made no effort because they

didn't see any reason for that. And that was a huge mistake. If we ever do it again we need much more diversity [chuckles] in the group that's doing the training. We need diversity of thought process. Not just shrink types. Not just psych people but people from language and literature, the hard sciences, people who approach these things differently. Look at it with a different pair of eyes. We didn't have enough of that. So we weren't self-critical. The very thing that we were asking the people to do, we weren't doing ourselves...in my opinion.

*I: So...one the things again that I've been looking at in the literature says that a lot of people who facilitate diversity training feel like the training has failed unless people are reduced to tears and proclaim themselves racist...yeah and quote see the light unquote. Do you think that the program here...the goals for their program were the wrong goals?*

A: It started off...that they wanted that and I mean so did I. That's a natural. You put all this effort into it, you don't want to get to tolerance...you want to get to affirmation. Remember when they did that game...that continuum?

*I: Yeah*

A: And I fought very hard in the beginning against tolerance being an acceptable goal and then by the sixth month of doing it, I thought, "I'm okay with tolerance" [laughs]. I got pretty okay with tolerance.

You know...if I saw a light bulb go off when I talked about my wife losing her doctorate or having to get a lawyer to get our names the way we wanted...I said, "Imagine if you guys", and I'd point to guys, "if you and I wanted to buy a house together that we were going to renovate and rent and for whatever reason I want my name first and you, you don't care or vice versa. Do you think there's going to be any problem? Listen, we're the one with a quarter of a million dollars so I go in and go 'I want my name first and in Hebrew'. They're not going to say anything. They're just going to do it. I'm the customer. But a woman...named first on the deed...in the south...here...not happening." Well, they know I'm not making it up. You don't have to be a card carrying member of the ACLU to see that that's wrong. It's intellectually stupid [laughs] and just flat out wrong. And it's bad business.

So if I move people from a reasonable...well some aspects of cultural male dominance is idiotic that's something. 'Cause that's the thread on the sweater...if you can pull the thread on the sweater then it will unravel eventually. So I do that when I teach here. I don't try...I am a card carrying member of the ACLU. I'm a liberal. I don't back away from it but I don't expect to take these right wing Republicans and get them anywhere near the ACLU but I would like to get them to the point where they see "okay [I'm] a nice guy. His ideas therefore are probably worth considering." I consider myself a winner if I get people to at least go "let me think about that." So I think we got more realistic. I think that was okay. We got to accept tolerance as a win [laughs].

*I: Well, I mean...I hear what you're saying. As time went on and the educators became more worn down and I think disenchanting with the process and...and...with each other to a point...*

A: Yeah.

I: *...the definition of success was different. But you've talked some about some of the reasons that you feel like there was...well, let's just ask about that. When there was disagreement from the participants, a lot of the facilitators would categorize it as resistance. Do you feel like that that was unwise? That it might have been helpful to look at what was going on from a participant's point of view and characterize it as something other than resistance?*

A: It depends, you know. On the extreme, when you've got the people who were just supplying all kinds of idiocies...a religious defense... I think there wasn't much you could do with that. If all of a sudden...if my mother got [?] in here, she would have said stuff like "there are nice colored people and bad colored people." I don't think there'd be any reason to jump all over her about that...I mean we could go..."we probably don't like to use the word colored person much anymore, person of color Mom may be a little better to go with...you know...people have changed the way they address people and yeah I can see where you're coming from...I mean there's good and bad in everybody." I mean, again that's not psych speak acceptable but I mean if somebody came from a benign place and were mouthing things that felt off target, I think it, you know, the Irish have an expression and there's a southern equivalent I'm sure. You catch more flies with honey than you do with vinegar. Pointing out that somebody is idiotic or that the idea is idiotic...if it's not terrible...and that's the "Jesus tells me to hate homosexuals"... I got nothing I can do with that. But somebody goes, you know, "hey a lot of gay people...gay people want special rights." You know we get that a lot or "women want special rights." "Affirmative action"...well affirmative action isn't a slam dunk even for black people. Gay marriage is not universally sought after by all homosexuals. So just because it happens to be the religious left's darling of the moment...Fran Lebowitz rightfully says "I'm just as frightened of the religious left as I am of the religious right" [laughs]. I mean, smart woman...Fran. You know this idea...I posted something of Facebook the other day...if...if a woman is seeking truth believe her. If a woman has found truth, do not [laughs]. We're all seeking, you know, and we're never going to get there because it is the path after all...it is the journey...not the destination, because there is no destination if you're doing it right.

And, um...so I think...I don't know...again...look, we had some facilitators who were excellent. [X] was excellent...I thought I was pretty damn good, my wife was good, [Y] was brilliant... [Z] was great...um... [Q] could be very good with the right...she and worked great together. We did several together. We worked great together. [U] was great. And some were not so great. Some were, you know...at its worst...some of the older ones in the program would get up there and treat the people as if they were in kindergarten [chuckles]. That didn't work at all! [Laughs] Condescension...really didn't play out very well.

So, but I... I, you know, again, I think that's a bit about personalities. I think what we need to do is look at the structure. If we ever do it again or if we're to learn from what we did...as I say on a positive note...we changed the dialogue on this campus from it's okay...we have a professor here and he got censured, not fired, but censured 'cause he used to come in the class and call the women "dear ones" and the men "sir" and he couldn't see what was wrong with that...he was being courtly. And what I pointed out to him, I said, "what's wrong with it is, you're teaching a course in Political Science and your now beginning a discussion about entropy and all of a sudden whose ideas on entropy are we going to listen to? The sirs' ideas or the dear ones' ideas? We're not going to listen to the dear one's ideas 'cause they're the

dear ones. There, there, there. So things are not benign. Calling women chicks or babe or honey or sweetheart are not just southern and acceptable that way. They're just not. And, and... I say that as somebody coming from [town] where I had to stop calling everybody baby [laughs]. Baby, what's happenin'? [laughs] So, I mean language does carry meaning and you do have to ...”oh your being....no I'm not” [as if addressing another person] I mean I get it. I need to modify the way I speak but its gets to an emotional context.

So I do think that was good. We did change the way people were talking on campus. That was good. But, again, the big problem was not enough diversity in the planning. All the planning was done by the counselors, you know. And all of them...and they all had pretty strong agendas which sort of snuck in. One of my dear friends on the thing and shall remain nameless but she really cares mostly about the real fringe. Transgendered transvestites, as a category is again, not one that really interests me. And I realize how that makes me sound. But when you got an audience that takes homosexuality as a sin and you start talking about the rights of the transsexuals and the rights of the transgendered and the rights of the quizzical [laughs]...we just can't do all... we can't be all things to all people. I'm not talking about persecuting transgendered or transsexual people but I am saying if we're trying to move a group that's all the way over here [gestures to left] towards a position a little bit away from there, talking about the most esoteric or extreme elements, is going to lose everybody. Once we left...it's no longer LGBT, its LGBT question mark, I don't know...there's seven letters...you lost me. I mean I liked it better...and again you know, I can't win this and well, “that's cause you're a straight guy and you don't feel”...now we're back to [N] crying and we're back to “you don't feel our pain” [chuckles].

*I: Well, you know, one of the things...one of the things that it seemed like they highlighted at first...and I was involved more when they first started the training, was the mission statement of the institution...*

A: Right

*I: And I was even in some trainings where the facilitators would say, “You know what, it doesn't really matter what you think or what you feel, you work here, you have to follow this and in the times that I heard that it almost seemed like the trainings were more effective on that perspective because people viewed it as “well, this is how I keep my job versus your trying to change the way I believe and the way I feel.” Course, I was like you. I share your views. I wanted everybody to have that “ah ha” experience and that Kumbaya moment, you know really feel it, versus “well, I don't want to lose my job so I'm not going to call you a fag.” Do you think that...what do think about that approach?*

A: I used it, I mean I...I yeah...that makes sense. I'm a product of sixteen years of Catholic school so I'm used to taking orders. I'm used to sitting up straight and folding my hands. Uh, so...if you say to me...”I don't care what you think, if you want to keep your job here, you won't make gays...you won't tell gay jokes, or make gay slurs cause if you do , you'll be fired.” That's alright with me. I'm okay with that. Yeah, I came to believe in the continuum. I mean here we were with racism over here and that's not acceptable and if we got people to tolerance it wasn't as good as affirmation. In the training, we all talked about affirmation as the goal. After I did a couple of months of these, tolerance became the goal. I was perfectly

happy to get the meter from racist to tolerance. And so I'd be perfectly happy. We in Catholicism, we have the difference between an imperfect and a perfect act of contrition. An imperfect act of contrition is "I'm sorry for my sins 'cause I don't want to fry my sorry ass in hell." A perfect act of contrition is "I'm sorry for my sins because they offend you God...they offend your love." Okay, that's better [chuckles]. But if I can't get to that one, the "I don't want to fry my ass in hell" will still get me to Heaven and so, I...I was okay with that. I mean, yeah that was good enough. I mean we can't get everybody. As I said, I'm happy if I get my students to the point where...I don't expect them to vote Democrat. I'm not trying to convert them but I *am* trying to show that Fox News...that's an oxymoron...like army intelligence and jumbo shrimp. As long as I can get them to the point where they can understand that Fox News isn't [laughs].

You know...well, I had a student one day say, "you never present George Bush's side in these discussions." I said, "Well, I don't have to. That's why God invented Fox News so you can go watch George Bush's position 24-7. I'm the only chance you get to hear something else. So I don't have to make it balanced. The rest of the world is doing the balancing for me."

*I: Well that's interesting that you brought that up, because in looking at the evaluations, in looking at some of the comments, we hear people say "well, there was all this presentation about diversity and appreciating and supporting diversity but I'm a Republican or I'm a Christian or I'm this or that. I don't believe that homosexuality is right and there's no support for my position. There's no respect for my position. What do you say? How do we address that?"*

*A: Well, that was hard. And you know, again I wish the training had been more in your face. I mean I do a lot of work for the Public Health College and they'll do things like... public health officials will go into factories and try to implement no smoking policies. Well, the way they do it here at the university is they present all the arguments and it's like you know, everybody is wearing their metaphysical patches on their tweed jacket. They brought me in to create scenarios for these things. So we started doing a scenario on that one, so they could go [in an authoritative voice] "we are going to be implementing a non-smoking policy... [as if interrupting] FUCK YOU! Fuck you! If I want a fucking cigarette, I'm gonna' have a fucking cigarette. Fuck you! I have a fucking union here. Shove it up your fucking ass!" Now what? Now what are we going to do? You know, academe is not the real world. The real world, where the teamsters are and the [?] you know these are people, you know...I mean what are you doing?! [Laughs] You don't walk in front of those people and tell them they can't smoke! [Laughs]*

All of sudden, the people who are going through the training with me now go out there and are ready cause they know what they're going to get. They're going to get attacked. They're going to get attacked emotionally. They're going to get attacked on a visceral level. We didn't do that. We all pretended that this was going to be Kumbaya and I knew damn well, growing up in the streets of [town], there was nothing Kumbaya about any of this. We were going to get to hit and we weren't ready for it. I was ready for it but most of the others weren't ready and I think we should have done more of that. We should have done more hostility training and you know... what do we do when "God tells me to kill all fags"? How

are we going to respond to that? Let's not pretend that it's not going to happen, which is what we did in the training. You know, we never prepared for worst case scenarios and we got plenty of them.

And even among the PhD's...we got an awful lot of...somebody who will remain nameless but I am so offended by this, I can't tell you. The department that he's in has a female chair and has a lot of women in it. And they're in positions of power. And he said at a dinner where a lot of people were...so it was a public thing...he said "the department is going downhill ever since it became a gyneocracy." See...that's the redneck equivalent of "pussy whipped." See he...he gets to use a nickel/dime word like gyneocracy cause he doesn't have the stones to say that the department is being run by a bunch of pussies [sarcastically]. But that's what the word means [laughs]. I know what gyneocracy means. So, it's rule by pussy! Say it!

But so... we really got hit by the PhD's who were filled with their rage against powerful women and their rage against gays and their rage against blacks and affirmative action but they had, you know...it's like the movie, Chariots of Fire, about the Jewish runner, and you know, he couldn't, he wouldn't race on the Sabbath and John Gielgud who played the "Don of Oxford", looked down and said [in a mock British accent], "oh look there. There's our Jew boy." And that kind of upper class anti-Semitism that the British have perfected...we got a lot of that from the upper... [in mock elitist tone] "don't you feel that this affirmative action dog has been beaten?" I mean, you know, we got a lot of that. We just didn't get the lower classes reacting here. We also got the you know...I mean it was really...as hard as it was to walk into a room full of maintenance people, walking into a room full of PhD's was not easy either. They can be the worst group.

*I: I think that surprised a lot of people.*

A: 'Cause they were unteachable...a lot of them. Yeah, they were not open-minded as a general rule and I found that...I found that a little bit surprising but I shouldn't have.

*I: Yeah. Well, we're just a few minutes from closing. If you were able to redesign the program, and I know this is a big question, but redesign the program from the ground up and I know you've talked about some things already but if you could kind of summarize what that program would look like.*

A: Well, I'd like to start with a focus group that was more diverse. That...that...the irony was that the diversity training wasn't diversified and I think that came back to haunt us a lot. Uh, so I think that if we were to spread the net and handpick a group of people, some of who had been involved, but also reached out...reached out especially to some of our younger faculty and administrators, so that we had a stronger cross-section of...folks. And you know, rebuild it. You know, look at what we've done, keep what worked, 'cause it didn't all fail. There were some excellent exercises and moments in the training. But you know, I would just take a fresh look and it certainly can't be...I think...I think doing it online is a mistake. I think we need to go back to like two hours. You know, get it down to two hours and you know in the age of tweets, we don't need more than two hours. A two hour workshop, maybe even one hour, you know. I would streamline it. Get it more...you know...a more diverse structural

analysis. Still have some people from counseling God knows, but not everybody from counseling 'cause it was almost entirely HDAL or the counseling center. And that produced, I think, a monochromatic way of looking at things. And that was self-defeating finally.

*I: How would you evaluate whether the program was working or not?*

A: That would be hard. I mean, because you know, a lot of times, the feedback we got was based on popularity. I got great notices. I'm funny. I'm entertaining [laughs]. I got really great notices. I'm not so sure I did any good...because what are we evaluating me on? My ability to be entertaining? Or my ability to actually change hearts and minds? And how much did we really expect to change hearts and minds in a day? Maybe our...maybe it was unrealistic. Maybe it needed more of "you're going to do the training. You're not going to like it. We don't care what you think about it. We know its' right and we expect you to respond to it." Sometimes you got to take your castor oil and I think we needed to acknowledge that people weren't going to love this. And that was the other fallacy. They're going to love this once they hear about truth and beauty and the American Way. No they're not. I mean we don't seem to learn that lesson in Afghanistan, Iraq or at the [institution] diversity training seminar [laughs].

*I: Do you have any other comments that you want to add?*

A: No, I think this went perfectly well! It was a good time in my life. I'm glad I participated. Um, I ...felt towards...you know...they made no...there was no attempt made to recruit older, white males and that was a huge... I was the only older white male they had therefore so when you mention [this], they will know who it is, 'cause I was it. There was a couple of younger guys but they didn't do it often but I was it in the plus fifty, white male, straight...just me. And that was wrong. And I don't think you can afford to be...well, if they didn't volunteer...recruit! They didn't volunteer because they didn't think they'd be wanted and God knows I didn't feel wanted a lot of the time. It was many a day I walked out of those sessions and said "what am I doing this for? I'm not getting paid for it. They treat me like shit [laughs]. They look at me like the enemy. What am I doing it for?" [?]. ...it's the right thing to do. But they needed more people...there are people like me around here. We're not all Neanderthals. We're not all knuckle draggers. There are very good fifty to seventy year old white, straight males around here who are decent human beings but they needed to be...I'd go out and recruit people like that. But they're not going to volunteer but they can be massaged into doing it and they made a mistake not doing that. And they also made a mistake with some...one of the people who walked out that day was [G]. A powerhouse...who said "I'm not going to be around a bunch of people who don't know how to laugh" [laughs]. So, you know, we lost some really good people early on.

*I: And you know...the word purge...that's very interesting because I don't know if you ever got the opportunity but I know that I never got the opportunity as a diversity educator to process it with other diversity educators...*

A: No, we did a little bit of that but not enough. We, we...they...we had a couple of gab sessions...maybe they were even informal, now I don't remember. We needed to do...we needed to be debriefed, but again, you know...I don't think diversity training can ever work

if diversity trainers have to watch what they say around *each other* [speaker's emphasis]. I think if we're not getting honest with ourselves about our own journey with this then I don't think we can do the kind of job which is necessary and I felt a bit hamstrung by that.

*I: Do you mean to say that...did you perceive there was a core leadership and that if you didn't subscribe to that leadership's idea of what the training was about that you would be purged from the group?*

A: There's the door.

*I: Yeah*

A: Yeah. They didn't mind that they lost [G] and they should have. If I were running an organization and I had [G], you know and I lost her for some reason, I would try to get her back. There are people who are really influential and who are very good teachers and you can't afford to lose them. And even [H] got where she stopped doing it long before I did. I mean she just got fed up and didn't feel supported you know.

It's easy to Monday morning quarterback. They did it. It had a positive...look if I had to say was it finally a positive experience, the simple answer is yes. Yeah, if you had to do it over again and you had to do it exactly the way it was done would you? Yeah. There's that. But it doesn't mean that it shouldn't be revisited in the future and maybe do it again or do it in a different form.

*I: Well, thank you! Thank you so much.*

## APPENDIX C

### Interview Transcript Two

*I: The first question that I have...and we can just bounce off of...based on your experience as a diversity trainer how do you feel that that particular model, the face-to-face model, could have been improved?*

B: I think the content was exceptional. I think...I'm not sure I have an idea about how...because it was mandatory that everyone attend, faculty and staff attend...I'm not sure how you breach that barrier. And that barrier I think was a detriment to the content... [?]. ...because the content, the exercises, I thought were really good.

*I: The mandatory attendance being the barrier?*

B: Um hum. I think that anger and resentment that it brought from so many different people, people that actually surprised me...I expected it to be reversed from my perception...and that was my own perception. I think there was so much animosity created by the mandatory label. If there had been a way to allow people to buy in...and they wouldn't have...but if there had been a way to allow them to buy into it without labeling it as mandatory diversity training, because that comes with a stigma in and of itself at the beginning...

C: Yeah, because I think many people felt a little insulted, like "well why do you feel like that I need this? Why do you feel that I need to be here? This is something that I believe in anyway. It's part of who I am." So I think they took it as a personal...almost a personal insult that like you were saying, mandatory, that they had to be there because the university felt they needed to hear what was being said...they needed to hear...

B: A lot of things...I've heard a lot that it was the time involved because it was a full day and for a lot of people in the groups that I did, being out of the office ...for the full day...was real problematic, I mean, at least in their minds, because that was part of the problem for me. Being able to do a training session was actually having a day at some point in the week when I didn't have something else but in my mind it was something I needed to do. So, I couldn't...I understood that but because it was difficult for me to be able to do a training session...I understood the frustration of...you know... it was mandatory... you had to do it... it was a whole day. Those two things in combination I think overshadowed like you said, what was in the content. And it was...the content itself, I don't know...the movie was long but I think over time we shortened that, if I recall correctly... and again it's been awhile. It seemed like we watched a lot of it and it was very long and then I think we cut it down so we didn't see the whole thing...trying to shorten it. But I think we had lost so many people because of the mandatory [label] and they were having to give up a whole day...I think a lot of what we were trying to do...I agree with what you just said...it just...it set it up in a bad...they came in with a bad attitude to begin with instead of an open mind. Even the people who were open-minded were irritated by it.

C: And you know this is probably just coming from my experience with students, but since it was a full day thing and I know there's an increasing expense, and I don't know if the funds would be there to support that, but to provide lunch might have been an added bonus...just kind of make people feel like "oh this is not bad." [Group laughs].

D: Yeah, I mean I know that there were days when...weren't you part of that group? [Asks another focus group interview participant]...there were days when the trainers needed the lunch away...totally be away because it had been so confrontational.

B: Yes...

C: Right...so that's the thing...if there can be a way... and I think that's what you're [gestures to interviewer] looking towards...is to try and diminish that confrontational attitude...that perception of "you need to be here and I'm the one who's going to be telling you how you should feel and how you should..."

B: What your values should be...

C: Yeah, yeah...

B: I think that was another issue. There was people in some of the groups that I did that were...I don't want to say they were offended but it bothered them that we... that we kind of...by the way we were trained and the way the training was supposed to be...it was geared toward certain discriminations. And there was...I'll never forget...there was [a woman] who kept going on about how she was...I mean she would not hear anything we were saying because she was offended that we were not covering her being discriminated against as a Christian. And the person I was working with...we were just going "this is the Bible Belt... how are you being discriminated against?" But she truly felt like she was discriminated against as a Christian because she couldn't pray...yeah and she had some major issues and she was not going...just, she came in with this attitude from the get go that... "Wait a minute! Why are we not talking about me?" And I think people who had those stories that we were not there to focus on, didn't understand why we were focusing...even though we explained it...it didn't matter. It was "Well, how come we're not talking about this group or that group?" And I think that was an issue...

C: Yes, that's an excellent point because I think that that was one of the primary concerns and comments that I had heard, was that there was a specific agenda. Yeah...and so there's a way to sort of diminish that by maybe starting out with you know "let's talk about diversity. Let's open the floor so that all of you can share your own experiences in which you have felt that you've been...have experienced prejudice or bias and just share those feelings." And then respond to those people, you know even if it doesn't fit in with the category, it might really be well worth the hour that it might take to do that just to affirm and validate *everybody* [speaker's emphasis] who's present and you know, then...come from a different perspective after that.

I: *It sounds like what you are saying...and actually I've heard in other interviews that the focus might have been to narrow...to the exclusion [of] or to the perceived exclusion of some*

*people who were attending the training but... going off of that...when we were all in the "train the trainer" training did any of you foresee these potential problems at that point...*

C: Yeah...

B: It came up at several times during the training but the trainers kept coming back to "this is what we're focusing on because these are the biggest issues here at [AU]." And I think that's where the agenda piece came in, even though we may not have been part of that, I felt like I was a spokesperson for...it sort of became the trainers were the spokespeople for whoever it was who had the agenda if that was what...The participants came in with the idea of ... "It's mandatory...we're giving up a whole day and this is just somebody's agenda." In some ways I felt like they wouldn't even listen to me if I had something to say because I was the mouthpiece for somebody's agenda. It wasn't my agenda...I sort of looked at it as...it is broader than just what we're here to talk about but this was one day...you cannot cover everything in one day and to try to help people to understand that this is just the beginning... it didn't...it's to help start a dialogue....

C: So maybe talk about more sensitivity...in a general sense would be a good approach. I mean, you almost have to go through it...see what happens...before you know. Based on the experience so far, it seems that a broader perspective might be a good direction to go at least on a trial basis.

D: Which I 'm thinking the online training kind of went to...I can't remember for sure...should remember because helped develop that. But I'm thinking the online training was a broader sense of sensitivity to a broad variety of issues rather than focused on these five or whatever...how many... [group laughs]

*I: I don't remember either...Well, and I know we talked a little about this before we started and it just seems natural to ask. Did any of you...or...did you feel like when we went to an online model and we stopped the face-to-face model that we had somehow waived the white flag and given up?*

E: Um hum. Yeah.

C: I do think that face-to-face interaction has a lot to offer that was missed through the online program because you're doing [it] with your computer and you know a lot of that sharing of personal experiences and that human interaction is lost...which is so valuable... and in something like this, that is really what it's all about.

E: And I think it goes to the piece of the way people learn. For me the face-to-face was imperative. The online was really meaningless to me. I read all the time and for [D] [gestures toward D] that may be the way she learns ...that may be the more effective [way] for her...the online. So I think it's individualized. I'm guessing everyone in here is more person-to-person. I don't know that but I'm guessing that we are all...but I don't think everybody here [at institution] is. I think we shut down people by the face-to-face when they may open up but then we are precipitous to share...to expand it on the online.

C: But you know that would be another interesting study...to look at preference- online versus... in person and age. I bet there'd be...

B: Well even a hybrid, because I teach online. I know I've got students, if they were sitting in the classroom, face-to-face they would never say a word but in an online environment they're much freer to say things. And I even polled my classes last semester with [?] and some different questions and a number of the students kind of surprised me because there were some of the more active and engaged ones in the discussion board...those students...some of them said "it wouldn't have mattered if I was in person or online, I'd still be active." But some of them said "if I had this class in person I would not have said a word or I would have said very little throughout the semester. But because it's online and I can think about what I'm saying before I type it, I'm much more likely to participate and participate more actively than I would if I was in a class." So maybe there's something to that. That there's some kind of hybrid model where...

I'm thinking of one person I had in one group who was so rude and ugly. I know there were other participants who shut down as soon as the man opened his mouth because he was so ugly. I'm sure nobody even wanted to say anything and I could tell by watching faces that there were people who wanted to say something but he was so belligerent...even as I was leaving the session...I mean I didn't even know what to do. And I felt like "Here I'm the one who's supposed to be trained and I did not know how to handle somebody who was that ugly and it was clear that people in the room were not going to talk after that. It basically shut down the conversation. And I think in an online environment where you're just sitting in front of the computer, you're not having a conversation anyway, there might have been the opportunity for other people to say something because they didn't have to look him in the face.

C: And that's a good point because in those trainings it's university-wide so you don't know one another really well...

B: Or you're never going to see them again...

C: ...that they don't work intimately with them so they don't know them.

D: Now the first ones were done by department so you did know...didn't they?

C: Yeah...

B: I must have done ones by department...

D: Yeah because it would be a group of people who had already bonded in some way so that they could gang up on the trainers [group laughs] or it could be people who already had their animosities set up so they were fighting with one another and so those dynamics made it different early on. I watched more of these than I actually trained because I came in and set up the movie for people. The conversational line is a good idea if we could incorporate into the online module an actual discussion board. It would actually add to that experience regardless. I don't know if anybody would do it.

E: Yeah, but we'd have to have an anonymity.

D: Well that was what I was thinking. A discussion board with...without...

C: And then how would you incorporate the time factor in there though, because it would definitely increase the amount of time for the online module.

D: Um hum.

B: Yeah, you couldn't just sit down and do it in a couple of hours or whatever...

C: Right. And some people would just want to go in there...and they want go in there and get it done so they can move onto their next task. So you'd have to have a set period of time. So like "for the next ten minutes we're going to discuss..."

D: Or you just let them discuss or not. If they need to get something off their chest...if they need to see what other people are thinking...

C: ...Although they probably would feel "well they can identify my computer so they'll know I was the one saying this." So if there was a way...

D: Yeah, to set it up anonymous...

C: If there's a way...

B: Yeah, and you know D2L has a way you can set your discussion posts...

D: Oh that's right...

B: I mean... it's available.

*I: One of the things that I've run into during my literature review talks about how when you set up voluntary situations like this that people who tend to participate are those that really don't need it and those that do...[don't come]. So I think that leads to an interesting question. How do we attract those people who need the training without bringing in that confrontational element of "oh you're here because you've been identified as..."*

*But [B] you brought up the issue of the belligerent participant which has been a repeated...[topic] [group laughs]... and some of the things that I've heard are things like "I've felt like I was in over my head. I was never trained to deal with that. It got out of hand and then everything was lost." How many of you, besides [B] have experienced something like that?*

E: I did. I can remember one in particular... at the end of the day, I went down to my office and closed the door and laid down in my floor and cried.

B: Ohhhhhh....

E: ...for probably forty-five minutes before I could pick myself up and go home. I was...I had nothing left. Emotionally or physically, I had nothing left. I had never...and I am rural [City in] Tennessee...I had never experienced the constant barrage of hate that I experienced in that one day and at one point put myself between my partner and one of the participants to keep her from laying him out. And I don't know if she really would have but they were both here [holds hand close to face] and I stepped between them and said "Okay, we need to take a break and go to lunch. We'll see you all back at ..." And I thought, "I don't know if I can come back this afternoon." And then the rest of the afternoon was just as horrid. He [the participant] did calm down a little bit and his partner was in the class also and when we were talking about sexism...oh my gosh... how domineering he was and how clueless she was and they got started on this back and forth about sexism and how it didn't exist...

B: ...and you could see it right there in front of you...

E: Oh, and they were so aggressive with it.

D: Yeah, but the rest of the group might have learned a lot from that too.

E: The what?

D: The rest of the group.

E: It was a departmental group as you mentioned and they were all...it was a very large group and for some reason part of another group got into this one and the other group wouldn't talk. And there was no way to protect people.

D: Yeah. Right.

E: It was horrid.

B: I think that was part of the problem that I had because when that guy got so belligerent I wanted to protect everybody else in the room but there wasn't any... I mean the damage had been done. He'd already spewed this awful stuff. I mean there was nothing I could do and I felt responsible for everybody else in the room...because I couldn't protect them from that. It didn't occur to me that they might have learned something but that is exactly what we're talking about...somebody like that...that's who we're talking about. I think because these were peers it was different, because I was sitting there thinking as they were talking if that had been my own classroom with students I would have handled it differently because I probably wouldn't have been like your teaching partner [gestures to E]. I would have been all over it. I mean I would have been in their face in a nice way as I could have but I would have reacted differently had they been my students. I mean I wouldn't have been ugly but I would have reacted differently than dealing with people who are basically your colleagues.

D: And they respond differently because...

B: Yeah, 'cause they know they can do that.

I: *So were there times you felt powerless?*

B: Very much.

E: Yeah.

C: Um hum.

D: I consciously...because I heard the stories early on...I consciously partnered with someone that I knew...because I don't teach regular classes where we talk about ideas. We talk about [topic]. Nobody gets complicated [group laughs]. So I consciously partnered with people who I knew had a good ability...I wouldn't say [to]control the room but what it really was...I would partner with like [A] or [R] who'd just talk over everything so they'd never get a chance to be belligerent...

B: I did too!

D: I don't know that they learned much in those sessions but it was a whole lot easier on me because I didn't have to deal with the emotional impact of it. And I consciously made sure that I wasn't dealing with the emotional impact of it because...in part...because my [partner] is a [occupation] in [department] and he had debriefed some of the people coming out of the sessions who were just...at lunch...like ready to just quit and so I knew what was happening in a lot of people's sessions and so I knew that I couldn't deal with it. I'm a "hide under the table" kind of person [laughs]. So that was my response. I knew that I couldn't deal with a classroom faculty yelling at me.

*I: Did you perceive any differences in the trainings where it was...and there were times when it was all faculty or all staff...and I don't know if you were aware of which trainings were which...I imagine you were. Did you perceive a difference in the dynamics?*

B: I'm not sure that I had any...they either were combinations... 'cause I didn't do any that were departmental that I can recall. I think by the time I was able to do them it was either into staff or it was...didn't we do a catch all?

E: Yeah...

B: So maybe it was one of those combinations? I don't remember the one...but I don't recall it being...It was kind of like similarities in the groups...that there would be somebody who was belligerent and somebody who'd almost cry and the groups were kind of the same from that perspective but I don't think I had any that were...that I could tell you "this was faculty and this was staff."

C: I think the staff...that group was much more receptive and I think that related to what their normal responsibilities and duties were because this was kind of like a break for them because they weren't having to mop the floors whereas faculty were thinking "I've got this lecture to prepare. I've got this study I want to develop. I've got this I want to do..." So I think that they came in more stressed out because they felt they didn't have the time to devote to this whereas staff saw it as a relief...as something fun.

E: I don't know that that was my experience with all of my staff groups. And I wouldn't say because of stress from work. It was the animosity of being called upon and it was particularly...and I will tell you...some of my greatest blessings through this was the Physical Plant and some of that...and some of my expected "walls" were only a couple in that area. They were mad because they had to come because of that mandatory label. I'm not sure it was because they wanted to be there or didn't want to be there but it was the mandatory label from that group of individuals. The faculty group of individuals...it was definitely the mandatory piece. They were affronted that anyone would make them come to a diversity training – "how dare they!" And I say that generalized, but it was generalized. It was a small group of people who made it really bad for the majority of people. And as we talk about this we tend to focus on the people who made it so bad. And when I say they made it so bad...I mean it was bad. It was a small group. So when you asked "did we know the difference?" Yes, I knew the difference every time I walked into a session and when we began I dreaded the staff piece more than I dreaded the faculty piece. By the time we ended, when they called and said "We've got a faculty training. Can you do it on this date?" "Oh my God...only if you have nobody else who will do it, I will do it."

D: My best experiences were with the janitorial staff and in part it was because I did that session with [R] and he walked in and said "let's talk about oppression." And those people understand that concept. And so he went from there to talking about other...and so I think that approach in all of the...might have helped all of them. But it worked so well with those folks because they got it and they also got the irony of the fact that they were there mandatorily to do something that was...it's oppressive to make people do it [group laughs]. But those were my best groups and part of it... in the back of my head I was thinking part of the reason those were my best groups was because they're used to being told what to do and they just do it.

I: *Well I am wondering about that concept of teachable spirit...*

B: I didn't do one of those, but I 'v done a training and it was years ago. They were training people from Physical Plant and it wasn't related to this but while you were talking I was thinking back to that group and just the fact that anybody asked them for their opinion...amazing...

C: Yeah...

B: Amazing...I mean they were...and you know how hard it is going walking around campus at five o'clock in the morning picking up trash so when you get here the campus looks nice ? But how many times does anybody ever say "wow, the campus looks really pretty today. Thank you for doing that?" "And we pick up cigarette butts..."

D: Yeah...

B: And just the fact that somebody was listening to them...now this was training their supervisor told them they had to do or needed to do and giving them a voice made all the difference in the world. And it was eye-opening for me because I realized how many times I had walked past the grounds crew putting out mulch and never said anything. But I

think...that's not the issue...but the fact that they had a voice...whether you agree with it or not...just the fact that anybody would have cared what they thought may have made a difference because like you said, they're used to being told what to do. They don't get a choice...

D: Notice that class was not part of our diversity agenda...

B: Yeah...

E: I have one experience on that note. One of the guys in one of my diversity trainings would...after that...being angry about being there...would come into my office and tell very inappropriate jokes in my office to bait me...and his partner who was with him on campus all the time...I don't mean his life partner but his work partner would say...and I could hear him outside say... "Um hum. She's one of the diversity people." And he would chuckle. And finally, I let it go. He probably told two jokes. I didn't laugh. I had no expression. The second or third time he did it, I finally said "You know, what are you doing? What does that mean for you? I realize that your baiting me and I'm just not exactly sure why." He never came back to my office again after that. But I mean, it went that far...that he would seek my office out to tell me inappropriate jokes. Maybe it was four or five times. I don't know.

*I: You bring up a very interesting point and I'll ask everybody this. Did...I know that several of you said that there might have been instances where it started to feel more like "us against them"...*

C: Right...

*I: You know forget the training content...we've just got to survive this! Was there ever a time during your diversity educator tenure that you felt personally attacked or just having that title of diversity educator was just not wanted... "I don't want it anymore."*

E: I felt personally attacked with that guy. I felt targeted maybe, not attacked, targeted...because we were diversity educators. I don't think it was just me. I think anybody that he would have seen with that shirt we had that said diversity educator on it...I think it would have been the same thing then as well. He probably didn't know their stance because he wasn't in their group and I can't remember who was with me that day but...and he might not have tested it.

C: I think one of the problems was that we were seen as the diversity educators...that we were set apart from the rest. If there was a way to delete that "set apart" perception and they thought that we were one of them...we're just volunteers who agreed to help facilitate or to help lead or to get things started and that everybody had ownership....

E: I'm glad you said that. I was thinking that when we started this conversation that would have been so nice to have a way to incorporate that rather than set us apart. Because as [B] said a moment ago...we were spokespeople, which set us apart from the very beginning...

D: And we wore the shirts..

B: I got rid of my shirt because I did not like wearing that thing on campus because I felt like I had a target on my back.

D: Yeah.

B: I got rid of it [laughs]. Somebody's walking around town in a diversity educator shirt [group laughs]. But I did because I felt like I had a target on my back and I wore it to the trainings but took it off as soon as I could. I did not like being seen around campus wearing that shirt and that's...that's not something I'm proud to say but that was not something I...eventually I got to the point where I was glad when I got the schedule and I could not figure out a day when I could do a training and I finally said, "You're going to have to take me off...because I feel bad that you keep asking me and I can never do it." But part of it was I was thrilled I couldn't do it because it wasn't a pleasant experience. I can't say there was any day that I walked out going "Wow that was really cool." I couldn't...I got to the point where I could not see even the least glimmer of positive from having done it. And again, I'm not proud to say that and you all probably think I'm a terrible person [laughs] but that's the way it felt. By the time I was done, I just....

E: I think that's so sad...

B: I know...that we went into it with such high expectations and hopes. I mean we were writing our essays at the same time and we were comparing our notes. I mean we wanted to be picked [to serve as diversity trainers]. I remember having a conversation, "What do we say to make sure that we're picked for this because this is important?" And by the end, I was like "Oh God...why did I write that? I should have done a terrible job of it so they wouldn't have picked me!" [group laughs].

E: It's like we said. It wasn't every group that was bad and when I say bad, I mean negative. It was the few people in that group who made it negative but they're the people who fouled up the whole thing for all of the trainers.

B: Um hum.

*I: Do you think that we tend to remember those experiences that were painful and that didn't go as we hoped? Do you think that the goals of the training were a little muddled? And by that I mean when we were going through "train the trainer" ...I almost felt like for me to perceive the training as being successful at least one person had to have that "Ah Ha!" moment...that moment of enlightenment...you know I was hoping for that. Did any of you go in with that expectation? That that would be the way we would measure whether it was successful or not?*

B: I don't think I went into it with the concept that that would measure the success. I went into it expecting that at some point I would see the light bulb go off over somebody's head or somebody would say something and I would go "Okay, they got it." But I can't recall actually hearing that because I think that would have been such a change from the negative I felt... I would have grasped onto anything positive. I can't honestly say that other than a doing a session with [A] who was just so freakin' funny [laughs]...and even the session we did was still a challenge but because I was with [A] ....[group laughs]...I mean he would start talking and I would go, "Oh my gosh, he's actually contributing" [to the 'isms]...but he

was funny and he took the pressure off. I went into it thinking “I can handle this” but then I was really glad when I got paired up with [A] because I knew [A] would do all the talking. And you know, I’m a talker, obviously.

D: [A] could diffuse stuff.

B: [A] could in ways that I couldn’t do it.

E: And he’s white male.

D: Oh yes. And there’s no doubt...no doubt that it was easier to do the session with a white male in the room.

B: Yeah...which is so contrary to what we were trying to do! Even when we would put the sheets up on the wall and you had to identify with one of the groups and then you went over and talked about your privilege. The white males would get over here in the corner and they’d have nothing on their sheet and you’d be going “You gotta’ be kidding me! You can’t come up with anything?” And you’d go “Well, how about this?” “No!” [laughs]

D: Which ...part of why it was easier is because those white males could model those things for the white males in the room and for the people who hadn’t...who couldn’t get their mind around what privilege was even about. And so that does help.

E: Um hum.

B: It was just unfortunate that you had to have the white male...to click.

C: But you know, I think that there’s a real danger in all of us being facilitators and looking for “Ah Ha!” moments in others because I know that there are many areas of diversity that I get...I mean I really get it but there are areas in which I have been, I’m sure, without knowing it, so completely insensitive that I mean it’s frightening. And so I think if we’re looking for “Ah Ha!” moments in others and if that in any way becomes evident...you know mannerisms, in what we say to others, then that is just going to increase their resentment because they’re going to be like “Well, who are you to believe that you’ve got it and you’ve come here to evaluate me and tell me whether I get it or not...?” I think there’s a danger in even talking about “Ah Ha!” moments amongst ourselves or even thinking about it when we’re in there, thinking “Okay, do you get it? Do you get it?” [laughs]. Because you might look at me and go “Well, I remember the time you did...” And I go, “Well, your right but I’m the leader her so...!” [group laughs].

*I: You’re exactly right because one, that was kind of a naïve notion and two, that was a kind of elitist notion and so I had to rethink my stance about that...*

E: I still have that hope of just...not maybe even an “Ah Ha!” moment but a moment of connection that somebody...but I always started with... “Somebody in my life said that if you ever get to the point that you think you’re not a bigot...break it down, that you’re not a racist, sexist, homophobe, whatever...if you ever get to that point where you think you’re not, then you’re the person you need to be afraid.”

D: Oh wow.

E: And that is how I would begin my sessions. “I don’t come to you as an expert. I come to you as your equal and I want to share this experience with you.” And so, I always had that moment. Every session I went into, I just wanted one person to say “Oh, yeah.” And it just...something...something, even if it was not something that big...just little.

B: Did you have somebody...?

E: Almost every session, depending on what department they were [group laughs] ...except for that one...and I can’t remember what other group it was that got thrown in with that group...but I think some of that group...I think they really got a lot from watching that dynamic because it was a very large group. It was one of the largest groups that we had. And...that...evil group [laughs] took up the majority of that. And so I think they [the smaller group] had their own personal “Ah Ha!” moment that had nothing to do with us and everything to do with that group and what we were trying to accomplish. Does that make sense?

I: Yeah.

D: Yeah.

E: And I don’t think it’s naïve to have that hope. I think we have to be careful with that hope not to do what you [gestures to C] were talking about.

D: Yeah. I wanted people to walk away and think about it later.

E: Yes. Yeah.

D: When somebody says something to somebody and just to have that little info. I always held onto...that that was happening...that we give them things to think about later on.

B: Unfortunately, you don’t ever hear that “MasterCard Moment” story. Because I think about with students...we have them in class and they’re freshman and you think “I’m not getting through to them” and then three or four years later you get a note from them. “Thank you for everything you taught me my freshman year. I didn’t know how much I would need it until later.” And then you know, “Okay, that happens to be the one student who wrote you a note.” But you have to know that there were other people in that room who had the same experience, they just didn’t tell you about it. But with the diversity training, I never felt like I was ever going to hear [laughs] from somebody who said “You know what you said?” or “You know what so and so said in training? I just wanted you to know I thought about that.” We didn’t get those “MasterCard Moments?”

D: As a [specialty] teacher...if we succeed, we never see them again [group laughs].

C: But you have to remember, just like your students, we’ve planted the seed. We may not get to see the...

- B: And we just hope for that big break a little bit but I think when you don't know and what you've had is so much of the negative...or what you remember is so much of the negative...and you know, you worry about the people you felt like you couldn't protect or the people who didn't have a voice because there was the loudmouth or the evil people or whatever [group laughs]...
- E: Let me label! [group laughs].
- B: Yeah because...when you can't see anything but that, you don't know if what you've done is actually...and I don't mean it like me personally...as the program...
- C: But once that seed is planted...if that individual lives one year, two years, three years, there's going to be plenty of opportunities and experiences for that seed to be nourished.
- D: Yeah...
- I: I am sorry to interrupt. I did promise you that you'd be gone about this time so I wanted to give you just a last opportunity if there's anything you wanted to add...I had three questions and we have really have touched on all of them. One was about resistance [laughs] and one was about things that happened in the program so we really covered everything. Do you all any final comments that you want to add before we stop recording?*
- D: I had one session...one particular session that I was thinking of that didn't have a lot...everybody seems to have a loudmouth but not everybody seems to have a resistant person. Not every group has a resistant person. And my loudmouth in one group was a woman who wanted to share her experience with having been discriminated against over the course of her career and continued to share her experiences... [group laughs]. And so, sometimes the loudmouth isn't necessarily resistant. They may be resistant to the rest of the curriculum but they're not necessarily resistant to the idea.
- I: Well, I think that probably is a good place to end it by saying that I guess there are many of us on this campus that have stories that we desire to tell and that we're anxious to tell if we had someone to just listen to us and maybe that's a key in diversity training in whatever form we move forward...is just telling our stories...*
- C: Yeah, maybe flexibility is the key.
- E: Yeah and I think to second guess the development of what was our diversity training is a disservice to those who put it together because they were given a task and they couldn't cover it all...so they had to choose and they pulled. I mean they sent out surveys and they got the information and pulled things from that...from the [institution] population. And so, for those that didn't participate in the survey – they were screaming the loudest. Those that did participate in the survey – we got what we got. And so I think the....
- I: I think it was very courageous to undertake the program. That's part of why I'm doing this, is that...hopefully it's just a stage in the process and we can learn more about what worked well and what didn't and then move forward but it was really courageous of the people who put it together.*

B: I was at a conference last week and one of the ladies who I got to know during the week, she asked the question did I know one of our individuals...she said "why do we have a female student athlete of the year and not a male student athlete of the year?" Or a woman of the year...that what it was. "Why do we have a woman of the year but we don't have a man of the year? Because every other award that we vote on is female student athlete of the year or the male student athlete of the year, female scholarship, male scholarship winner but why is there just one thing in this woman of the year?" And she's probably in her late fifties, Jewish woman. And she said "I think that's ridiculous." She said "Why do we either not have both like we do for everything else or we not have this one at all?" And everybody just sat there because we didn't have an answer. Because it wasn't our award, it was an NCAA. And so we're sitting there going "We don't really know how to answer that question." And she said later, "I'm very disturbed by the fact that we focus so much on differences that we don't see how much we can be alike." And I think that's where the stories are so powerful...is not to say...because I agree with you...the content...I mean I can't even imagine how...it boggles the mind to think what they had to go through to get the content that we got and I am very glad that I didn't have to do that because I don't know...I could not have put the energy and effort into that they did. I believe that we don't need to shortchange what they did because some of our experiences were not positive because it didn't have so much to do with the content as maybe the methodology or something else.

D: And...

B: What you [gestures to E] said about what we actually have in common and your comment about what the person had said "When you think I'm not a bigot or racist or whatever..." I wish I would have heard that before [group laughs] because I would have started discussions with that! Everybody in this room has a story and the lady who wanted to tell her story...the lady in my group who felt like she had been discriminated against because she was a Christian, even though I was sitting there going "You gotta' be kidding me"...I was that person. I had become that person who thought she didn't have a story and perhaps that is one of the ways to improve it...to recognize that everybody in that room does have a story and maybe that would help...would have helped put the bad feeling aside. I don't care who you are...we've all got experiences. I mean I've never walked a mile in [C's] shoes but for me to say "Well..."

C: It's rough, let me tell you! [group laughs]

B: But I haven't! We don't know what it's like to be the other people in the room and I do think we are set apart as we know everything and we're better than you. But I do...I wish I'd had that. Because I have been that person and I'm still that person sometimes and if I don't recognize I'm that person that's when I start going to the dark side. I'm not being able to go "Oh wait a minute, what did I just...I can't believe I just said that. That went against everything I thought I believed in." But because we obviously weren't listening to everybody's stories, I don't think we gave everybody the voice and everybody in that room thought they had an issue or that they had been discriminated against or had experienced bias. I felt like we were saying "Unless you're one of these groups you haven't experienced it." And I think that was...

E: And we were trying to rush through all the...and you know, we didn't have the opportunity.

C: Yeah.

B: If anything...if I could go back and change one thing about it, it would be that...would be to say "While we may be concentrating on this, every one of you have something" and maybe to start with...like your group did [gestures to D], "Let's talk about oppression." I can't say that I did that at any point and I wish to gosh that I had some flexibility where I felt like I could have done that a little better...

*I: We could go on and on. There is so many questions that I want to ask! But for time's sake, I want to thank you guys and I really appreciate it. This is going to be very helpful. I'm going to turn the recorder off now.*

## APPENDIX D

### IRB Approval



East Tennessee State University

Office for the Protection of Human Research Subjects • Box 70565 • Johnson City, Tennessee 37614-1707  
Phone: (423) 439-6053 Fax: (423) 439-6060

#### IRB APPROVAL – Initial Expedited Review

May 15, 2012

Michelle Hurley

**Re:** A study of participant perceptions of organization mandated diversity training at one university  
**IRB#:** c0412.3s  
**ORSPA #:** N/A

The following items were reviewed and approved by an expedited process:

- Form 103; Narrative (3/15/12); CV; Potential Conflict of Interest (none identified); Informed Consent (ver. 03/15/12 stamped approved 05/14/12)\*; Letter; Focus Group Questions; Assurance Statement

The item(s) with an asterisk(\*) above noted changes requested by the expedited reviewers.

On **May 14, 2012**, a final approval was granted for a period not to exceed 12 months and will expire on **May 13, 2013**. The expedited approval of the study *and* requested changes will be reported to the convened board on the next agenda.

The following **enclosed stamped, approved Informed Consent Documents** have been stamped with the approval and expiration date and these documents must be copied and provided to each participant prior to participant enrollment:

- Informed Consent Document (ver. 03/15/12 stamped approved 05/14/12)

Federal regulations require that the original copy of the participant's consent be maintained in the principal investigator's files and that a copy is given to the subject at the time of consent.

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10



Accredited Since December 2005

working days) on Form 109 ([www.etsu.edu/irb](http://www.etsu.edu/irb)). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,  
Chris Ayres, Chair  
ETSU Campus IRB

cc: Terrence Tollefson

VITA

MICHELLE LYNN HURLEY

Personal Data:                   Date of Birth: July 8, 1973  
  Place of Birth: Kingsport, Tennessee  
  Marital Status: Divorced

Education:                        East Tennessee State University, Johnson City, TN, Ed.D.,  
  Educational Leadership and Policy Analysis, December 2012.  
  East Tennessee State University, Johnson City, TN, M.A.,  
  Community Agency Counseling and Marriage and Family  
  Counseling, August 2000.  
  East Tennessee State University, Johnson City, TN, B.A.,  
  Psychology, December 1997.

Professional Experience:       Assistant Director, Ronald E. McNair Post Baccalaureate  
  Achievement Program, East Tennessee State University,  
  Johnson City, TN, 2002-Present.  
  Adjunct Faculty, Human Development and Learning, East  
  Tennessee State University, Johnson City, TN, 2005-2007,  
  2009-2011.  
  Therapist, Family Advocate, Volunteer Coordinator, The  
  Children’s Advocacy Center of Sullivan County, Blountville,  
  TN, 2000-2002.