

THE IMPACT OF DIVERSITY, EQUITY & SOCIAL JUSTICE

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PURPOSE

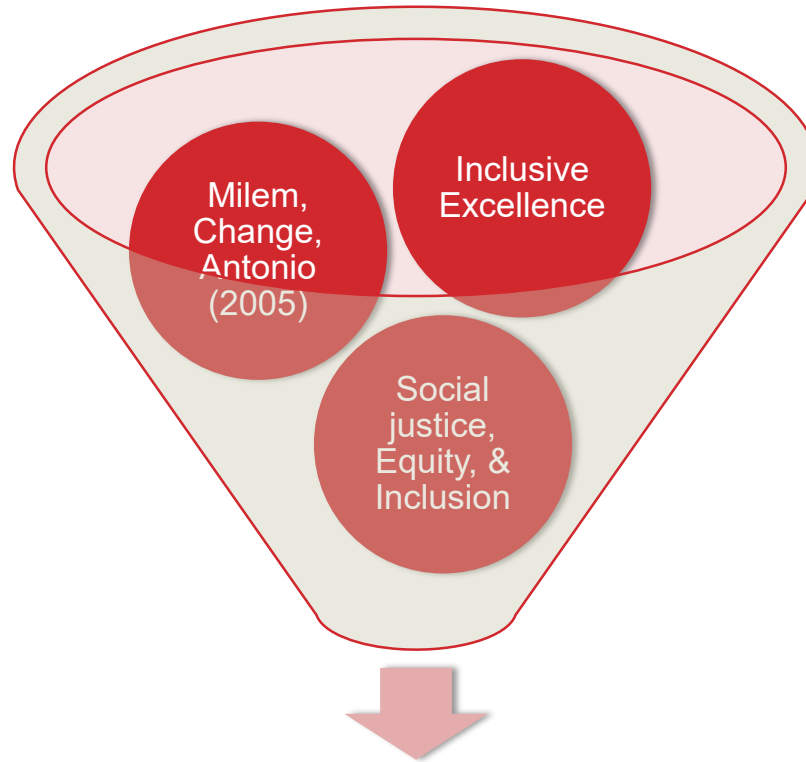
The assessment will be used to pilot and determine the impact of a campus-wide Diversity, Equity, and Inclusion training. In an increasingly diverse world, it is imperative that faculty, staff and students understand biases, have the tools they need to be inclusive and to develop equitable practices. This training could be an avenue for more inclusive spaces across campus. The training will be developed at three levels (1) Beginning, (2) Intermediate, and (3) advanced. Beginning level material will introduce participants to diversity, equity, and inclusion concepts and allow them to think through how their background, experiences and identities contribute to their worldviews. The intermediate level training will offer more specific identity topics (i.e. ability status, race/ethnicity, sex assigned at birth/gender, age, nationality, etc) with research and case studies on supporting students, faculty, and staff for success. Advanced level training will allow folks to look at how stereotypes, discrimination, and oppression have impacted systems. Each training will incorporate a conversation component and assessment to help participants better understand how to implement what they learned in everyday settings and embrace the cultural differences in society – specifically in Higher Education.

GUIDING QUESTIONS

RQ1: How does introductory level DEI training impact cultural understanding for faculty, staff, and students at A-State?

RQ2: What tools and skills are developed from DEI training?

GUIDING LITERATURE: IMPACT OF DIVERSITY TRAINING



Conceptual Framework

METHODS/METHODOLOGY

METHODS

Site: Arkansas State university

- A mid-sized, doctoral research, predominantly white institution

Participants:

- Multiple student and faculty/staff focus groups

Procedures:

- Pre/post assessment
- Reflection
- Focus Groups

METHODOLOGY

Case Study: Study of a specific issue through one or more cases (Creswell, 2007).

DATA ANALYSIS

**Qualitative
Analysis
process as
recommended
by Marshall &
Rossman
(2006)**

- **Organizing the data:** collecting surveys and recording responses
- **Becoming immersed in the data:** general sense of participant experiences
- **Coding the data:** line-by-line coding of survey responses
- **Generating categories and themes:** overarching ideas and themes
Interpreting the data: meaning behind the codes
- **Reporting the data:** findings in relation to frameworks and methodology

NEXT STEPS

- Scripts written by **April 5**.
- Videos recorded by **April 23** with subtitles.
- **Focus Groups** Scheduled April 28, April 29, May 11, May 12 at noon and 5:30 P.M. each day.
- **Pilot sessions** for incoming leadership groups by June 1

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