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CSP 6035: Multicultural Competence in Student Affairs
April 27, 2012

Program Design, Assessment Proposal, and Program Review

Program: An hour-long interactive training session for Resident Advisors centered around self-reflection and awareness of others in relation to privilege, oppression, and multiculturalism.

Issue: Building an inclusive residential community.

Secondary Issue: Understanding privilege and oppression

Audience: Resident Advisors

Intentional Training:

Skills: Use of inclusive language, facilitate discussions around multicultural issues

Awareness: Of self and others in relation to multicultural identity

Knowledge: Introductory knowledge of privilege and oppression

Rationale: College campuses are becoming more diverse yet Resident Advisors are often unaware of the dynamics privilege and oppression play in their communities and in their relationships with students.

Purpose: This training will promote introspection and reflection to develop greater self-awareness amongst Resident Advisors, which is significant due to the greater levels of diversity on college campuses. As Resident Advisors are on the front-line in establishing healthy relationships and practices in residence halls, this program will help Resident Advisors gain skills of inclusive language and facilitate discussions around multicultural issues which will assist in fostering communities.

Assessment: We will be conducting a mixed-methods explanatory design survey as our assessment tool. The pre-test survey will be quantitatively designed to assess where Resident Advisors currently are in terms of multicultural skills, awareness, and knowledge. From the results of this survey we will edit the design initiatives of our presentation to best fit the needs of our audience, considering various levels of multicultural awareness. The post survey will be used to determine how effective our presentation was at meeting our intentional training goals using

the same questions as the pre-test, but using qualitatively designed questions that are open-ended and reflective. This will allow for students to explain why they rated themselves as they initially did, as well as reflecting on how their perspective of their own multicultural competency was changed, or reaffirmed, through the program.

Dates:

Pre-test	Available	April 4 th
	Due	April 11 th
Program Administration		April 17 th
Post-Test	Available	April 17 th
	Due	April 23 rd

Program Specifics:

The program will consist of three different activities in which the Resident Advisors will participate. The first activity will focus on creating self-awareness for the Resident Advisors. In order to do so, the Resident Advisors will complete a worksheet in which they identify their own identities and whether their identities are dominant or subordinate identities. After the Resident Advisors have completed the worksheet, the facilitators will discuss the various ‘-isms’ with the Resident Advisors, as well as share the statistics of a typical BGSU student’s identities, the typical Ohio student, and the typical American student. This activity, including discussion, should take roughly 15 minutes to complete.

The second activity, which we are calling “Create Your Own Program”, will focus on the application of knowledge and skills. In the second activity, the Resident Advisors will be charged with creating a program for their residence hall. There will be no expectations conveyed regarding multicultural competence or inclusion for the programs being created. After the Resident Advisors have created their programs, they will present the programs to the group. After the programs have been presented, the facilitators will then address the inclusion of multicultural competencies and inclusivity in the Resident Advisors’ programs and ways to create more inclusive programs in their own halls. This activity should last roughly 20 minutes.

The third activity is being called “Quickisms”. The Resident Advisors will be split into five groups for this activity. Each group will then be given a white board and markers to

complete the activity. Groups then will be given a game board and cards for the game. On the cards will be written each of the –isms. Once a card is drawn, one team member will then begin drawing the -ism on the board, with team members guessing what is being drawn. The game of Quickisms is quite similar to the game of Pictionary, but only in concept. The purpose of the game is to have Resident Advisors employ the knowledge and awareness they've gained through the other activities. A working copy of the instructor's guide to Quickism is as follows:

The Instructors Notes for Quickism

Each ism is a set of beliefs, attitudes, norms, and values used to justify age based prejudice, discrimination, and subordination.

1. Sexism: Based on sex, and traditional stereotypes of sexual roles. Seen in restricted job opportunities, promoting stereotypical social roles.
2. Classism: systematic oppression of subordinated social and or economic class groups to advantage the dominant group.
3. Ageism: stereotyping or discriminating against because of age. Against children and seniors.
4. Heterosexism : beliefs, biases, and discrimination based on sexual orientation, against the LGBTQ community.

After roughly 15 minutes of the activity, the facilitators will then debrief the Resident Advisors on the gameplay, specifically the difficulties of drawing and guessing, any awkward or uncomfortable, and how the Resident Advisors can employ what they have learned in their own halls.

Materials

- Self-awareness worksheets
- Paper (computer paper for the 'Create Your Own Program' Activity)
- Markers
- Quickism boards and game cards
- White boards (5)
- White board markers

Assessment

Below are the data collected by the pre-test. The post-test will consist of the same questions as the pre-test, but will have open-ended, reflective questions included as well.

Inclusion Pre-Test

10 responses

What is your age?

20/22/19/20/23/18/19/21/19/19

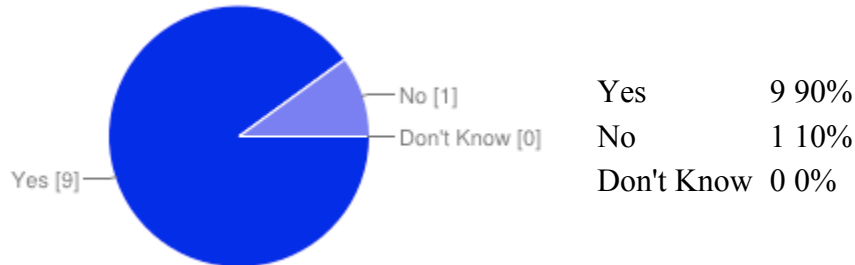
What is your gender?

Female/Male/Male/female/male/Male/female/Female/Male/Female

What is your year in school?

Junior/Senior/Junior/sophomore/senior/Sophomore/first-year/Junior/First/Freshman

Have you ever had any diversity training prior to this?



How comfortable are you working with individuals of different backgrounds from yourself?

How comfortable are you working with individuals of a different gender than you?

Not comfortable	0	0%
Somewhat uncomfortable	0	0%
Neither comfortable nor uncomfortable	0	0%
Somewhat comfortable	1	10%
Very comfortable	9	90%

How comfortable are you working with individuals of a different religion than you?

Not comfortable	0	0%
Somewhat uncomfortable	0	0%
Neither comfortable nor uncomfortable	0	0%
Somewhat comfortable	4	40%
Very comfortable	6	60%

How comfortable are you working with individuals of a different race or ethnicity than you?

Not comfortable	0 0%
Somewhat uncomfortable	0 0%
Neither comfortable nor uncomfortable	0 0%
Somewhat comfortable	1 10%
Very comfortable	9 90%

How comfortable are you working with individuals of a different level of ability than you?

Not comfortable	0 0%
Somewhat uncomfortable	0 0%
Neither comfortable nor uncomfortable	1 10%
Somewhat comfortable	6 60%
Very comfortable	3 30%

How comfortable are you working with individuals of a different sexual orientation than you?

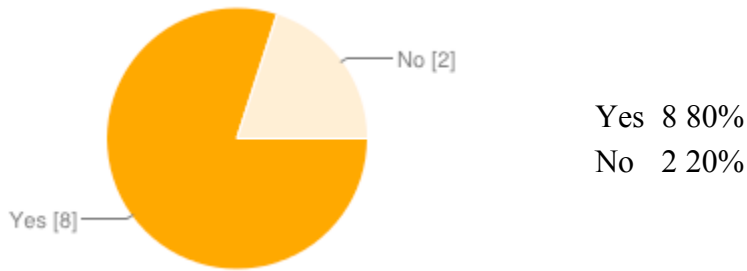
Not comfortable	0 0%
Somewhat uncomfortable	0 0%
Neither comfortable nor uncomfortable	0 0%
Somewhat comfortable	1 10%
Very comfortable	9 90%

How comfortable are you working with individuals of a different social or economic class than you?

Not comfortable	0 0%
Somewhat uncomfortable	0 0%
Neither comfortable nor uncomfortable	0 0%
Somewhat comfortable	0 0%
Very comfortable	10 100%

Have you considered the diverse sexual orientations of students before?

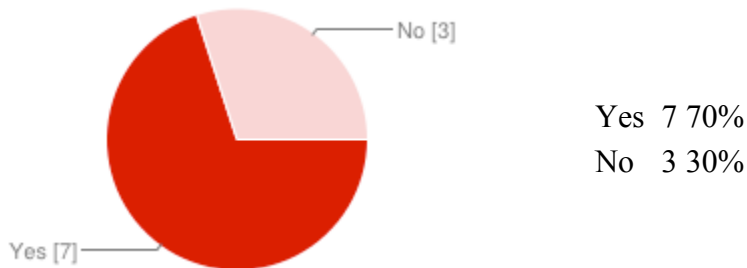
Does your advertising and dialogue before and at the program assume that all participants are heterosexual? For example, at a Valentine's Day Dance, have you said that same sex couples will be welcome? Does a dating program exclude those who don't identify as heterosexual?



Have you considered the needs of students with different abilities?

- Is the activity location accessible to students with mobility limitations? - Does your advertising make it clear that students who need accommodations can request them? - If you are passing out handouts, are fonts large enough for individuals with seeing impairments? - If you are showing a movie, does it include subtitles?

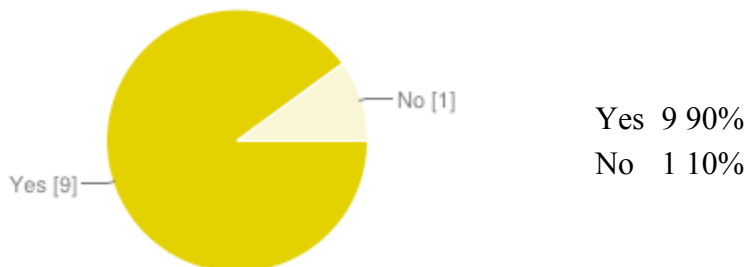
Have you considered needs of students with different abilities?



Have you considered religious backgrounds, rituals & traditions?

- If you have food at your event, will students of diverse religious traditions be restricted from eating it (e.g. some Jewish or Islamic traditions do not eat pork)? - Will you have food at an event when certain students are fasting due to religious commitments and beliefs?

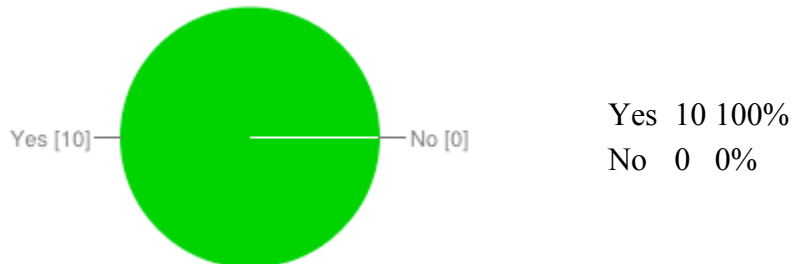
Have you considered religious backgrounds, rituals & traditions?



Have you considered using gender neutral language?

- Did you assume that only men in your community will be interested in participating in intramural football? - Did you assume that only women will be interested in doing a crafts project? - Are you using language in your programming that refers to gender groups as only men and women? - Are programming dynamics playing into traditional gender roles?

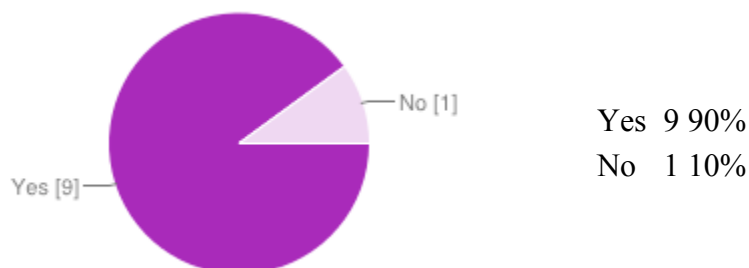
Have you considered gender bias & gender neutral language?



Have you considered diverse racial and/or ethnic populations?

- Will your event attract people of different races and/or ethnic groups? - Will your event culturally affirm or demean people of diverse racial and/or ethnic groups? - Does your advertisement indicate, whether in pictures or words, that this event will be appreciated by people of different races or ethnic groups?

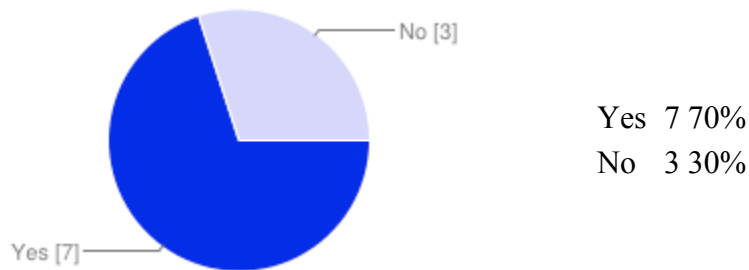
Have you considered diverse racial and/or ethnic populations?



Have you considered the economic limitations faced by some students?

- Does it cost money to attend the activity/event? - Are scholarships available for students who cannot afford to attend? - Will your event pose a financial hardship for students?

Have you considered the economic limitations faced by some students?



Overall Assessment of the Program

The program itself consisted of eleven resident assistants, one professional staff member, and two facilitators. There were several significant changes to the program from the original proposal to note. First and foremost, the “Typical Student Activity” was eliminated, due to the fact that several participants had recently completed a similar activity. In its place, the participants completed Horatio Alger’s “Privilege Walk” exercise. The Horatio Alger Exercise consisted of very similar components to the Typical Student Activity, meaning that it brought to light systems of privilege and oppression. The value of completing the Horatio Alger Exercise was that it allowed for students to complete the activity without self-disclosing any identities they may hold, as it was completed individually and on paper. Additionally, it allowed for students to explore their own dominant and/or subordinated groups, which completed the objective set forth to foster awareness amongst the participants.

Another significant program change was the order of activities. The order changed from the “Typical Student” activity, “Create Your Own Program”, and “Quickisms”, to “Quickisms”, the Horatio Alger Exercise, and “Create You Own Program”. This change was made to allow for students to enter into the program feeling a bit more comfortable and open, as they had participated in a game-like activity that focused on societal identities before addressing their personal identities. Overall, the change seemed to be received very well, as the participants were engaged and enthused to participate in a competitive, yet educational activity. The only concern for completing “Quickisms” first was that there was a greater potential for the participants to then be primed for the Horatio Alger Exercise, as they could have already begun reflecting on their own identities.

The third significant program change was eliminating the “Create Your Own Program” activity altogether. The reasoning behind eliminating the activity was due to the fact that the other two activities, as well as the discussions and debriefings for those activities, took much longer than expected. Furthermore, the resident assistants were able to announce and connect the actions and outcomes from the first two activities to their programs and responsibilities on their floors.

Post-Program Survey Responses and Assessment

At the conclusion of the program, the post-program survey became available. As noted above, the post-survey was designed to emphasize qualitative responses, so as to have participants engage in reflection and introspection. After compiling the post-survey responses, the overwhelming trend in responses was that the participants were very comfortable working with multiculturally diverse populations. There were significant responses that stemmed from the program in each of the “-isms” included in the outcomes of the program.

Racism

One significant response related to racism in the residence halls was that a participant indicated they would consider all of the ethnic population and diverse racial people who may attend the program. Another participant indicated that they would include pictures of minorities in flyers to develop an environment of inclusion, regardless of race.

Religious Oppressionism

There were several responses regarding religious privilege and oppression in residence halls. One of the participants indicated that they had learned that different religions effects more than just beliefs and values; religion could also affect things such as food and clothing. Another participant indicated that they would be more thoughtful of non-Christian religious holidays and practices, as society is dominated by Christian privilege. One way to do that would be to research and know what many different religious holidays are, when they occur, and what traditions go along with non-Christian holidays.

Heterosexism

The participants indicated heterosexism and gender neutrality in more responses than any other form of privilege and oppression. The most responses regarding gender neutrality were that the participants would take into account how diverse each person is and I can now take those

differences into account when programming, employing gender neutral language in programming and communications, and seeking to create an inclusive environment that celebrates all gender identities. Furthermore, one participant noted that they would not necessarily use gender neutral language on their floor, but would be sure to have as many female events as male events, while also try to mix up events where the program is appealing to both males and females.

Ableism

The most significant trend in ableism amongst the program participants was being aware of invisible differences in abilities, not just visible. One participant noted that they were reminded that it may not be obvious that a person has a different level of ability. Another participant indicated that they would make their programs accessible for all students, as well as providing assistance to those who need it, as well as ensuring that their programs would be adaptable as needed.

Classism

The participants collectively discussed the concept of classism as recalling that not all students have the means to spend money freely and frequently. As a result, one participant noted that they would keep any program costs for residents to a low level, and if there was a cost, to provide a form of scholarship or aid for that resident. Another resident noted that they would work to cover the cost of programs through Hall Council funds, or out of their own pockets.

Bringing the Activity Back to Your Hall

One of the intended outcomes of this program was to encourage the participants to reflect on how this program could impact their performance in the hall, as well as how it could aid in creating a more inclusive environment on their floor. In addition to the above responses, each participant noted that they would seek to hold a similar program on their own floors to make others more aware of diversity, call to attention the different privileges people have, and educate their residents on tolerance.