Diversity Council Meeting  
January 24, 2007

The first item was the approval of the minutes from the last meeting.

Council members then shared the following comments about Brad McClain’s presentation in December:

- he was entertaining and dynamic
- he had very well-grounded ideas
- he shared his own life-experiences
- he was very engaging on a spiritual level
- he may have used too much religious content for some members of the audience
- his definitions were thought-provoking
- he seemed quite genuine
- he seemed very in touch with himself
- he admitted his own weaknesses and failures
- he talked about the importance of family as a transmitter of values

The College’s Diversity Statement in its final revision was approved by the College Council.

We discussed Black History Month, the next event from the Diversity Calendar. Mr. Moore presented the plans for a student-focused Black History activity\(^1\) to be held during February with a culminating event on the 28\(^{th}\). Content for the final contest will be drawn from the Black History bulletin boards around campus.

Women’s History Month will be observed in March. Dr. McCane said that LaKeshia Boykin will be able to assist us with planning.

According to Loden, it is very important for us to recognize where we and the other members of our organization fall on the Diversity Adoption Spectrum. This information will assist in the implementation process. There was quite a bit of discussion as to the wisdom of trying to group employees into the various categories on Loden’s spectrum\(^2\). We were asked by the Chair to please read or review the rest of Chapter 6 prior to the next meeting and consider the following “food for thought” questions since these ideas came straight from Loden:

Where do those in your department fit?
What tools do you currently use that may be used to identify where others fit?
How do we identify the needs and concerns of all five segments?
How to incorporate concerns of all segments into the overall plan?

Our next meeting will be held in the library on Wednesday February 21\(^{st}\) at 1:30.

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\(^1\) See attached description.
\(^2\) See attached list of characteristics for each position on the spectrum.
The 2007 Jefferson Davis Community College Black History Month’s activities will focus around two levels of Black history trivia questions, the JDCC mascot, a student quizzer (holding grandma’s cookie jar of quiz questions), and a student “human billboard.”

**Level I:** Involves the mascot, student quizzer, and student billboard walking about campus (the Student Center of each campus) at 11:00 a.m.-11:30 a.m. Monday thru Thursday asking students Black history questions (February 1-28). A correct response permits the student’s name to be placed in Level II of the activity; “50 Students verses (1) Instructor.” Questions will be drawn randomly from “Grandma’s Cookie Jar.” Students giving correct responses names and contact information will be written on the back of the quiz cookie, and invited to participate in the Level II activity. A token of appreciation will be given to students attempting the questions and for providing correct answers. JDee and assistants can walk Brewton campus one week and Atmore campus the next week for the month of February.

**Level II:** Takes place in Neal Center Auditorium. 50 students that answered Black history questions correctly will be seated in the audience. 2-3 instructor volunteers will be selected to be on stage (One participates in each game) with a student host/hostess. The two opponents will play “50 Students Against 1 Instructor” for a share of $100.00 prize per game. A study sheet of questions will be provided for the student participants 2-3 weeks before the February 28 game. The procedure for Level II will follow the pattern of the popular “One Against 100” television game show. Rules will be distributed a week before the actual game begins.

One alternate gaming procedure for February 28 will be to have the host/hostess quiz the students in the “50” student participant pool on stage. Students will advance to increasingly nicer prizes by answering Black history questions. Names will be drawn from JDee’s Grandma’s Cookie Jar. Contestants and quizzing of different students will continue until the 30-40 minute time period expires. The basic questioning will be of multiple choice formats. A rules committee and prize committee will be established.
Innovators

- Organizational maverick: on the leading edge of change
- Prefer to work behind the scenes
- Often operates outside of the mainstream
- Eager to explore and invent opportunities
- Idealistic
- Lowest level of risk associated with valuing diversity
- Rely on their knowledge rather than knowledge provided.
- Relies on self-discovery and own experience in adopting diversity; an opinion maker not an opinion leader
- Sees diversity as creative opportunity
- Seeks creative fulfillment
- Often regarded as eccentric
- Actions may not align with corporate opinion to a great degree
- Seek new ideas and methods
- May be further along than others and be bored by the natural progression
- Have strong convictions about value and benefits of diversity
- Not as socially interactive—will not engage in much public discussion
- Will support implementation from a distance will not want to take an interactive leadership role
- Prefer to practice valuing diversity rather than to persuade others

Change Agent

- Looks over the innovators shoulders to find new ideas
- Likes to influence and lead change—want to be out front and visible—proactive/visible role
- Shape mass opinion
- Interested in exploring opportunities/issues
- Optimistic and an early tester of new ideas
- Low level of risk associated with valuing diversity
- Seeks out and passes on information; an opinion leader
- Desire social interaction
- Tuned into the needs and desires of others
- Will build a broad knowledge base and acquire personal experience which they like to pass on to others
- Sees diversity as knowledge-enhancing and good for people
- Seeks recognition, respect, social leadership, and personal fulfillment

Pragmatist “Show Me”

- Wants to simplify change and follow at a safe distance
- Cautious about exploring opportunities and issues—want to be convinced that there is a sound business case
- Suspicious of new ideas and change—do not necessarily see valuing diversity as the right thing to do
- Not moved by moral arguments
- Moderate level of risk associated with valuing diversity
- Relies on peer experience and expert endorsement; a follower, not a leader*
- Sees diversity as desirable after proven productive by change agents
- Seeks inclusion/belongingness
- May take months or years to adopt to the change
*(Implementation can be enhanced by linking pragmatist with change agents who share internal success stories about valuing diversity)

Skeptics

- Skeptical about new ideas --suspicious
- Seeks security and wide endorsement by the mainstream
- Associates high level of risk with valuing diversity
- Sees diversity as potentially harmful and moving too fast—may seek negative examples of when diversity failed
- Will slow implementation to maintain status quo
- Reluctant to explore opportunities and fearful of issues—want to protect their image and avoid association with the change
- Reluctant receivers—will filter messages with the intent to ignore, distort, and argue with supporters
- Will resist change and work to slow down the process
- May create conflict and stir sympathy among pragmatists in retaliation to coercion to support or punishment because of expressing concerns
- Can create a powerful backlash that will defeat the change process*--cannot be forced
- Mainstream popularity is required before she or he will accept diversity
- Influenced by authority and majority endorsements
*(must take their fears into account in planning communications, training and systems change)

Traditionalists “slowest to adapt change”

- Wants to avoid involvement with diversity change process
- Will work to stop culture change even if it means distorting reality
- Focused on the past—selective remembrance of better days—yeaun for a return to “good old days
- Denies existence of opportunities or issues related to diversity Use a denial/distortion process to avoid engaging change
- Pessimistic--hostile to change
- Some never accept change
- May lag behind for several years—may leave when valuing diversity becomes a new reality
- View valuing diversity as “personal risk”
- Seek security in the status quo
- Some may become skeptics, majority will remain traditionalists
- Highest level of risk associated with valuing diversity