

University for Diversity: A Case Study

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Abstract

A study of a university diversity initiative that trained faculty to create and teach interdisciplinary “diversity courses” resulted in significant student gains on a pre-/post questionnaire assessing multicultural awareness and skills, as well as increased ethnic identity development as measured using the Multi Ethnic Identity Measure (MEIM). Qualitative analyses revealed that college students attending a multicultural institution with a dedicated mission of promoting diversity, perceived themselves as better prepared for entering a multicultural work place. This study demonstrates one model for stimulating faculty and students to increase discussion of diversity issues in the curriculum as they prepare for working in diverse communities.

Living and learning in a multicultural environment do not assure a respectful and culturally competent college education. Information about these experiences can provide a basis for the intentional development of curriculum that critically examines multiple and intersecting systems of race/ethnicity, gender, religion, and the “isms” that pose barriers to making diversity work (Kim, 2005). This research represents a case study that addressed the following: How did a small urban Catholic university situated in a multiethnic, multilingual community promote curricular transformation in order to teach and learn about diversity? What were the results of research designed to assess diversity outcomes achieved by graduating students and diversity course participants? How do experiences of diversity affect students’ perceived readiness for work and career lives? Finally, what was the extent to which diversity courses impacted the achievement of healthy ethnic identity development? These were the questions that guided our empirical explorations about the outcomes of diversity initiatives at St. Thomas University in Miami Gardens, Florida.

This article shares the emergent journey of curricular change that began with a faculty inspired and administratively supported innovation entitled the Affirming Diversity Faculty

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Seminar. In a university whose student body reflects inter-national boundary blurring, tied to a mission that is committed to educating leaders who contribute to the economic and cultural vitality of the regions they serve, St. Thomas faculty created an initiative that put the discussion of diversity into diverse classrooms.

In The Beginning

The Affirming Diversity Faculty Seminar was inspired by the collective energy of an interdisciplinary group of faculty initiating the conversation in response to the needs revealed by minority students. Unlike the faculty, the majority of the students are members of various minority groups. St. Thomas University is a Hispanic serving institution (HACU; Hispanic Association of Colleges and Universities). The student population reflects the demographics of the surrounding urban area of Miami-Dade County. In the year 2005–2006, the student population was 36% Hispanic, 24% Black, 27% White, 2% Asian or Pacific Islander, 4% unknown, and 7% international students representing more than 60 countries. Florida residents comprised 70% of the undergraduate, graduate, and law students, 56% of whom were female and 44% were male; and 54% were adult students 25 years or older (St. Thomas University Fact Book, 2006).

Analysis of the mission of the university reveals the primacy of diversity, which is identified as a “student centered, Catholic university with rich cultural and international diversity.” Explication of the mission statement notes that women and men of all ages, races, nationalities, religious traditions, and beliefs are welcome within a community of justice seeking learners that operates within a multinational, multiethnic, and multicultural environment (St. Thomas University Undergraduate Catalogue, 2004-05, p.10). The Affirming Diversity Task Force members were concerned with institutionalizing the mission-promoting understanding, respect, and appreciation for diversity within and between all facets of the learning community, as advocated by Boyer (1997). Prejudice prevention work (Ponterotto & Pedersen, 1993) was valued as being integral to the sustainability of a world increasingly pervaded by ethno-violence and increasing advances in global communication. The task force also committed to maintaining a “non-deficit tonal quality,” the approach outlined by “appreciative inquiry” theorists (Annis Hammond, 1998; Cooperider, 1990). Appreciative inquiry helped the group focus on the strengths of the faculty that could be built upon within a setting that honored them with dignity and respect.

The task force began a dialogue and critical inquiry in order to extend the borders of faculty cultural awareness, knowledge, and skills to that of cultural competence and leadership. This initial Affirming Diversity faculty committee launched an exploration that incorporated Geertz’s (1973) approach to the interpretation of culture. The group grappled with conceptual definitions of culture, and the role that culture plays in university and human life. Questions addressed how students place nationality, ethnicity, identity, violence, religion, death, love, and work into a meaningful framework, and how the study of multiculturalism fit with the university mission. Several innovations were discussed and recommended both for student life and academic areas, but the professional development of faculty was deemed tantamount to the change process.

Common Ground

The faculty voted to provide diversity courses as part of the general education requirement. This vote signaled the readiness for curricular change, which is crucial for diversity change on campus. Affirming diversity was defined as valuing the co-existence of multiple cultures, peoples of different abilities and world views within a global context. The study of diversity was construed as wide-ranging, including language, art, music, religion, ideals, philosophy, habits of thinking, learning styles, interpersonal and social relationships and the examination of patterns and systems of power. The Association of American Colleges and Universities (AAC&U, 1995) urged campuses to develop general education courses that explore

diversity in the context of democratic values, histories, and aspirations. Thus a university decision was made to integrate required “diversity courses” into the undergraduate general education curriculum. This was a critical and bold affirmation of the university’s commitment to diversity awareness and issues.

The diversity course requirement provided the impetus to help students develop the skills to become leaders for life. Leading and sustaining change require intention. Bennis et al. (2001) point out that “leadership is about character—who we are—so the process of becoming a leader is much the same as becoming a fully integrated human being” (p. 2). In this way, the curricular inclusion of specific courses to stimulate exploration of diversity issues was complementary to the core mission of preparing students to be future leaders.

Sustaining Hope for a Mutual Future

Pursuit of the whole truth requires expansion and inclusion of other points of view. Faculty hoped that through curriculum change, the windows to the lives of our students would open and their voices would be discovered, heard, and empowered. Faculty further agreed that students who represent racial, gender, disability, or sexual diversity needed to see themselves in the curriculum, and that meeting the diverse learning needs of students was intrinsic to affirming diversity. Faculty were acutely aware that international boundaries were fading and that citizens needed what AAC&U’s American Commitments Initiative (1997) termed a new approach to general education that is (a) intercultural, (b) dialogical, (c) participatory, and (d) relational. Further, learning goals that addressed acquiring intellectual skills, understanding multiple modes of inquiry, developing social knowledge, and gaining self-knowledge and grounded values were identified as essential for students in order for them to live and work in the multi-ethnic communities that comprise our world. These ideas are consistent with those expressed in the St. Thomas University Strategic Goals (St. Thomas University, 2009):

St. Thomas University will be recognized as a diverse community for the personal and professional development of all, followed by objectives to (1) create student, faculty and staff leadership initiatives to study and consult in diversity, (2) expand diversity curriculum and research and (3) promote through marketing, the University as a laboratory for diversity. (p. 1)

The result of an initial process of research, critical analysis, and discussion was the creation of a St. Thomas University Affirming Diversity Committee that coordinated an on-going series of semester-long faculty development seminars. The use of internal awards encouraged faculty participation. By the end of a semester long exploration, discussion, field trips, readings, and debates, each faculty participant developed a syllabus for a specific course in his or her discipline to become a “diversity course” eligible to meet the university general education diversity requirement. These seminars produced scholars who were more knowledgeable about diversity issues and pedagogical strategies and readings that helped to explore these issues in their disciplines. The Affirming Diversity Faculty and the syllabi and diversity courses flowing from the seminars were then introduced into the curriculum to challenge learners to explore human diversity in all of its many facets and consequences.

One key task in this process model was to determine the criteria for diversity courses, to be initiated in a variety of disciplines across the academic curriculum. The committee conducted a literature review and were guided by seminal texts and research including *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project* (Friedman, 1996); *Getting Started: Planning Curriculum Transformation* (Hedges, 1997); “General Education and

American Commitments: A National Report on Diversity Courses and Requirements” (Humphreys, 1997); and “Diversity Links” on the Workplace Diversity Network (2006), a compendium of sites with cutting-edge research and programs readily accessible for academic exploration. These resources include syllabi and teaching resources for colleges and universities and reflective essays rethinking pedagogy and course content, as well as information about initiating curricular transformation.

After several meetings of the task force, the criteria were defined as the following:

1. The course compares and contrasts at least two cultures, one of which can be the student’s culture of origin,
2. at least 25% of the course content and 25% of course competencies are devoted to the study of diversity, and
3. syllabus methods and objectives include specific strategies for acquiring cross-cultural and intercultural knowledge, awareness and skills that lead to cultural competence.

The Task Force further developed the faculty seminars with the tangible outcome—a diversity syllabus created by each faculty participant. The faculty seminar provided a space for valued interdisciplinary conversations that diversity seminar participant, history professor Frank Sicius (1996), noted are:

hard to come by. Often faculty members have all they can do to attend professional meetings and keep up with the current scholarship in their own primary fields. Add the committee assignment and the attention to current student’s needs, and there is little left to explore ideas outside of one’s own discipline, to acquire added intellectual expertise to better meet the needs of future students. (p. 3)

Sharing ideas about how to capture students’ attention, connect them with their personal voices, and encourage connections with others facilitated a greater understanding of the challenges of marginalized college students in the United States. Faculty focused on strategies to motivate and retain diverse students who were academically under prepared and tired—from the competing demands of work, family, school and often unidentified acculturative stress.

Takaki (1993) contends that one crucial way that Americans can determine the meaning of diversity is through dialogue—about our own culture, history, and economic situation. Faculty appear to seek dialogue about culturally based meaning systems and the constructions of meaning by a diverse student body.

The historical context revered by Takaki takes place before our eyes. We watch the plight of the *balseros* (term for Cubans who flee by boat)—and view the images of Haitians attempting to elude immigration officials after days of enduring squalor and danger on the high seas. We hear stories from these students who endure loss of country, home, social status, and identity. Yet, the resilience they manifest is observed often, but difficult to name—these foreign-born students may have challenges with English grammar, but they possess a wisdom that is vital to the future of the world. In discovering the richness of ethnic enclaves, our university community of diverse learners is perceived as having true human resources, and the faculty is transformed through this process of discovery.

Institutional change is possible, but only within a community that truly values diversity and the legitimacy of the group process. Learning must be invitational. The hope for an institution

that a faculty and administration viewed in terms of the reality of what it could be, created a mutual shared future.

Here and Now: The Impact of Diversity Coursework

Following the above initiative, the university President then distributed an annual request for proposals calling for faculty members to undergo training and develop diversity courses, and further to provide an empirical lens on the university's diversity course efforts. The goal of curricular change had been met, but not measured. The following section reports on research designed to assess the diversity outcomes and to measure the students' experience in their diversity courses. As a result of the institutional change to the general education requirements, every undergraduate student had to complete one "diversity course" prior to graduation.

Methods

Participants

College students from 12 "diversity" courses (3 Business, 2 History, 2 English, 2 Religious Studies courses, as well as 1 in Communications, 1 in Criminal Justice and 1 in Sociology) were surveyed. A total of 135 students completed both a pre-test at the start of their course, and a post-test at the end of their course. The mean age was 21.4 years (s.d. = 5.1). There were 73 Male (42%) and 99 Female (57%) students in this sample. There were 16.6% first year students, 27.7% sophomores, 23.3% Juniors, and 17% Seniors in the sample, with 15% not responding. In addition, a separate sample of 90 graduating students responded to an anonymous Graduating Student Exit Survey.

Primary languages spoken at home were 47% (N=64) English, 38.5% (N=52) Spanish, 11.1% (N=15) Haitian/Creole and 3.4% (N=4) "other," including Portuguese, Serbian, and Arabic. Students were asked to identify the ethnic group or groups with which they most closely identified. Ethnic group is defined as a group that shares a unique social and cultural heritage that is passed on from generation to generation (Ponterotto & Pedersen, 1993). This method of determining ethnic identity originated from feedback the research team received in class discussions regarding limitations of prescribed or externally defined racial ethnic designations.

There were 95 students (54.9%) who identified as Hispanic (which included Cuban American, Colombian, Dominican, Peruvian, Hispanic American, Argentinean, Mexican, Mixed West Indian, Nicaraguan, Puerto Rican, Colombian, Brazilian, as well as "mixed" Mexican-American, Mexican-Dominican, Venezuelan-Puerto Rican, and Dominican-Nicaraguan). A total of 19 students (11%) identified as African American, 17 (9.8%) Caucasian, 14 (8.1%) Haitian, 6 (3.5%) Caribbean (Jamaica, Bahamas, Trinidad), 5 (2.9%) self described as "mixed race", and 15 did not respond.

In addition, 196 students who graduated between 2002 to 2007 returned surveys that included this question: "My exposure to the cultural diversity while a college student increased my effectiveness in my career." Of these alumni, 37.1% received undergraduate degrees, 50.3% graduate degrees, and 12.6% both graduate and undergraduate degrees; 48% were Female and 52% Male; 63% Hispanic, 26% Black-Non-Hispanic, and 11% White Non-Hispanic.

Procedure and Instruments

Instructors were asked to permit students to complete a pre-test during the first week of the semester, and to allow students to take a post-test during the last week of the course. A research assistant administered a consent form and questionnaire, and the data were entered into

an electronic data file for analysis. Of 253 students enrolled across 12 courses, 135 consented to participate and completed both the pre- and post-tests.

The Diversity Outcomes Survey consisted of demographic items, and 36 questions designed to assess generally the following themes suggested by Garcia et al. (2001): Campus Climate, Multicultural Competencies, Education Experiences, Accessibility, and Institutional Visibility (See Table 1). The post-test included 2 additional open-ended questions: (1) How has your diversity experience helped prepare you for your career?, and (2) What does it mean to be an “American”?

In addition, the Multi-Ethnic Identity Measure (MEIM; Phinney, 1992), a 20 item survey of ethnic identity development, was administered. The MEIM consists of 14 items that assess three dimensions of *ethnic identity*. The three subscales are affirmation and belonging (5 items), ethnic identity achievement (7 items), and ethnic behaviors (2 items). An additional 6 items assess the individual’s attitude and orientation towards other groups. Phinney (1992) contends that this outward orientation toward others differs conceptually from constructs that deal with internal ethnic identity, but may interact with it as an aspect of social identity within the greater systemic societal context. All items were responded to on a 4 point Likert-scale ranging from (1) Strongly Agree to (4) Strongly disagree.

The following are sample items from the MEIM. Ethnic attitudes toward own ethnic group are assessed by items such as item 14 which states “I have a lot of pride in my ethnic group and its accomplishments.” Ethnic identity achievement is measured by questions such as item 1 that states: “I have spent time trying to find out about my own ethnic group.” An example of an item designed to assess ethnic behaviors is item 16: “I participate in cultural practices of my own group, such as special food, music or customs.”

Four additional questions were included in a Graduating Student Exit Survey (see Table 1). These items assessed outcomes of the students’ university experiences and were also answered using the 4-point (agree to disagree) Likert-type scale.

Results

Reliability analysis for all items on the Diversity Outcomes Survey (excluding the MEIM) indicated the scale showed good internal consistency (Chronbach’s alpha Pretest = .906, Posttest = .936). Responses for all survey items (1 – 36, excluding the MEIM items) were summed together to form a “Total Score.” Repeated measures analysis of variance were performed on pre- and post-test Total Scores; with gender, year in school, primary language, and ethnic group entered as between subject factors, with students’ age entered as a covariate. These analyses revealed only a robust main effect of the pretest vs. posttest repeated measures factor ($F(1,105) = 21.389, p < .001$) with no other significant main effects or interactions due to any of the between subjects factors or covariate ($p > .01$ all tests). Likewise, a pair-wise (dependent) t-test on pretest vs. posttest total scores showed a significant difference ($t(134) = 4.685, p < .001$), due to posttest scores that were higher than the pretest scores [$M = 116.61 (12.8)$ vs. $111.10 (10.8)$, respectively]. Thus students had higher scores, indicating more diversity knowledge, awareness, and skills at the end of their diversity course than the beginning (see Fig. 1).

Repeated measures analyses of variance were also performed on total MEIM total (calculated by summing all the MEIM item responses, with items 7, 8, 10 & 15 reversed). The pre- and post-test MEIM total scores were entered as repeated measures, with gender, ethnic group, and year in school entered as between-subjects factors and with student age entered as a covariate. This analysis revealed a significant main effect of the pretest vs. posttest repeated measure factor ($F(1,105) = 10.89, p < .001$), with no other significant main effects or interactions ($p > .01$ all tests) except for a marginally significant interaction between the pretest/posttest factor

and 'year in school' [$F(4, 105) = 2.67, p = .051$]. This interaction was due to a slightly lower difference between pre- and post-test among 2nd year students ($M = 0.94$) compared to the mean pre-post difference for 1st, 3rd, and 4th year students ($M = 3.85, 5.85, \& 4.56$, respectively). The key finding was thus the significant repeated measures effect due to students' MEIM post-test scores being higher than pre-test scores [$M = 68.86 (7.0)$ vs. $65.4 (7.13)$, respectively]. Thus MEIM scores increased, suggesting greater personal awareness of ethnic identity and with students reporting that they were feeling positive about their culture and their knowledge of multicultural issues.

Item analysis indicated that certain specific items on the survey showed robust increases from pre- to post-test, and thus contributed to the significant overall main effect observed for the total scores. The statistically significant (highest pre- to post-test) changes were observed for certain items, as shown in Table 2.

Students responded identically to each of the 4 Graduating Student Exit Survey items: 91% of 90 graduating students either "Agreed" or "Strongly Agreed" with each statement. The results suggested that students generally endorsed that the climate of the institution openly accepts difference, and that their educational experience has or will help them work more effectively, and that they have developed sensitivity to diverse worldviews. They indicated that they strongly believe that sensitivity to diverse worldviews is an imperative to success in the global work place.

An open ended question on the post test explored the value placed on both the study of and experience of diversity with regard to career and work. Based on a sample of 158 responses ($N = 158$), the relevant data were coded and analyzed through the development of categories. Comparisons and contrasts were made and categories were identified as a theme when 10 or more of the participants responded with similar answers to the question. A major focus of the analysis involved grouping the responses together that were linked in meaning. The categories and major themes were organized into a taxonomy (Cresswell, 1994). The results indicated that students believed that they had achieved knowledge (specific information about cultural practices and belief systems), awareness, (understanding of self and others), and skills (viable skills learned from interacting with ethnically diverse peers), that were directly applicable to their careers and highly valued. Likewise, in the alumni survey, most graduates strongly agreed in response to the question "My exposure to the cultural diversity of STU while a student has increased my effectiveness in my career."

Discussion

As shown in Figure 1, analyses compared the pre-test and post-test scores of college students, and revealed:

Diversity Outcomes Survey Total scores: post-test scores were higher than pretest, indicating more knowledge, skills, awareness, and concerns about multicultural issues by the end of their university diversity course compared with at the start. Some of the key individual items resulting in statistically significant outcomes were those that enabled students to explore and expand their views about human diversity, learn about research related to diversity, participate in educational experiences, read specifically about diversity, and learn and work in a climate that accepts people of all backgrounds and abilities.

Total MEIM showed significant gains from pretest to posttest, suggesting greater personal awareness of ethnic identity and with students reporting feeling positive about their culture and their experiences and developing knowledge of multicultural issues. Ethnic identity development is a variable that has been found to interact with interpersonal relationships, self esteem, and the development of autonomy in college students, and ethnic identity achievement contributes to

psychological resilience, an important factor in academic success for minority students (see Phinney, 1995). The results of this study suggest that participation in a diversity course promotes healthy movement along a developmental continuum.

The results of the open ended question and the diversity items assessed on the Graduating Student Survey indicate that the experience of learning in a multiethnic, multilingual context, coupled with curricula that focus on diversity provides students with knowledge, awareness, and skills that prepare them for an increasingly global and diverse workplace.

This research presents a case study that describes the model developed by a small urban Catholic university situated in a multiethnic, multilingual community that promoted curricular transformation to teach and learn diversity. It reports the positive results of research designed to assess the diversity outcomes acquired by graduating students and diversity course participants. It reveals the value and importance placed on the preparation participants received for work and career lives. It demonstrates the positive impact diversity courses had on the achievement of healthy ethnic identity development.

According to results of this study, curricular transformation developed by a faculty that was provided a space for learning and sharing inspired and cultivated the intensely lived life of the mind and spirit within a culturally complex context. Data suggest that interdisciplinary diversity courses and a multiethnic multilingual college experience prepare students for a diverse world of work, and promote that aspect of psychological development known as ethnic identity, which leads to a secure sense of self. The process of initiating and institutionalizing a diversity training standard, combined with the results of the empirical study of diversity outcomes, demonstrate that St. Thomas University is indeed a “university for diversity.” This description of one university initiative may offer a helpful model for institutions of higher education attempting to train students and faculty to understand diversity issues better so that they can be prepared to work with increasingly diverse student bodies and communities.

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Table 1. Diversity Outcomes Survey

Please check one box to show your rating / response to each statement

	<i>How often?</i>			
	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
<u>Before taking this course I had the opportunity to:</u>				
INTERACT-with people of diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIALIZE - with people of diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDY- with people of diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PARTICIPATE IN EDUCATIONAL – with people of diverse ACTIVITIES backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
The atmosphere where I worked or went to school was one that openly people of all backgrounds and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>How much do you agree with each statement?</i>			
	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
<u>Before taking this course I had the opportunity to:</u>				
Expand my view about human diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore human diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with people from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a climate that accepts people of all backgrounds and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop sensitivity in working with people from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2

How much do you agree with each statement?

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Disagree</u>	<u>Somewhat Disagree</u>
<u>Before taking this course I had the opportunity to:</u>				
Have learned about my own biases and use of stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand how race, gender, sexuality and social class / status influence other topics I study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge others who behave in a way that shows they are culturally insensitive or biased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept that family is defined differently by various cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect that male-female roles can vary significantly across different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about people of diverse and different backgrounds and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in activities to learn about diversity issues (issues of race, culture, religion, gender, age etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read specifically about human diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct school assignments to learn about human diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about research and methods to study of diversity and multicultural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discover that it is important to learn about diverse groups with backgrounds different from own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See the connection between studying diversity and real life application (job, family, community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with each statement?

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
<u>My previous school or workplace:</u>				
Allowed me to work with ethnically diverse teachers or supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To work with students of all backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STU has a diverse population of students from many different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had full access to all the same facilities as any other students regardless of my background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encountered barriers at STU due to my race/culture/ethnic background or age or gender or orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of different cultures and abilities were welcome and included at my school/job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Before taking this class I knew:</u>				
STU is a university that supports diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STU prepares students to work in a diverse community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Rate your awareness of the following:</u>				
“Diversity” courses in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That there are many different diversity courses offered at STU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That there is a university (Gen-Ed) diversity requirement that must be fulfilled to graduate from STU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That embracing diversity is a part of the mission of STU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diversity Items added to graduating student exit survey:

How much do you agree with each statement?

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
How much do you agree with each statement?				
The climate here at St. Thomas University openly accepts people of all backgrounds and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience at St. Thomas University helps me work effectively with people of diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become more sensitive and aware of issues having to do with people from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience at STU with people of diverse backgrounds will help me in my career / workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 2: Individual Survey Items with Highest Pre to Post-Gains

<i>Diversity Survey</i>		
	<u>t value</u>	<u>p value</u>
<u>Statement ("I had the opportunity to...")</u>		
Expand my views about human diversity	4.60	.001
Explore human diversity issues	2.63	.05
Work in a climate that accepts people of all backgrounds and abilities	6.68	.001
Respect that male-female roles can vary significantly across different cultures	3.56	.001
Participate in activities to learn about diversity	4.59	.001
Read specifically about human diversity	10.46	.001
Conduct school assignments to learn about human diversity issues	10.86	.001
Learn about research and methods to study diversity and multicultural issues	11.20	.001
 <i>MEIM – Multi-Ethnic Identity Measure</i>		
<u>Statement ("How much you agree / disagree")</u>		
I have a clear sense of my ethnic background and what it means for me.	2.32	.05
I am happy that I am a member of the group I belong to	2.61	.01
I often spend time with people from ethnic groups other than my own	3.34	.001
I really have not spent much time trying to learn more about my ethnic culture & history (reversal)	2.43	.02
To learn more about my ethnic background, I have often talked to other people about my ethnic group	2.73	.01
I feel a strong attachment towards my own ethnic groups	2.77	.01
I enjoy being with people from ethnic groups other than my own	2.93	.005
I feel good about my cultural or ethnic background	2.96	.005

Figure 1. Students' Mean Diversity Survey and MEIM Scores (Before vs. After Diversity Course)

