10-22-2009

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Introduction

The term diversity refers to demographic variables such as race, religion, gender, national origin, disability, sexual orientation, age, education, and geographic origin (Rynes & Rosen, 2006). Diversity can also include work group affiliation, life-style, career history, and cognitive style (Pendry, Driscoll, & Field, 2007). The demographic diversity found in the United States population can provide opportunities to embrace new customs and expand traditional roles. However, it may also create challenges as people struggle to find common ground in communities composed of individuals and groups with varied backgrounds and values (Rodriguez, 1998; Trauth, Johnson, Morgan, Huang, & Quesenberry, 2007).

Rapidly changing demographics within the United States and appeals for more access to postsecondary education have led institutions to continue diversifying their student bodies and to focus on improving inter-group relations (Muthuswamy, Levine, & Gazel, 2006; Saenz, Ngai, & Hurtado, 2007). With these changes, a particular educational challenge for universities is how to prepare students to value diversity and to help students recognize how their behavior can influence a school's climate (Trauth, et al., 2007). Tharp (2005) states that one of the most vexing educational problems is how educators should teach students who are from different cultures, races, languages, and economics in a proper and fair manner.

Research demonstrates that structured forms of inter-group contact are important for improving campus climate (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996). Indeed, institutions may inadvertently promote racial tension when they support priorities that work against encouraging a healthy campus climate (Hurtado, 1992). Diversity initiatives are often used to educate people about differences and improve

campus climate. Because there is no set standard, the onus remains with the institutions of higher education to develop strategies and create systems that facilitate the goal of creating a truly diversified educational community (Brown, 2004). With varying types of diversity initiatives and techniques, varied outcomes are likely. The type of diversity initiatives selected and the resultant outcomes on campus climate are important factors to consider as the topic of diversity is explored.

Problem Statement

College campuses are socially created learning environments that are derived from the core beliefs and behaviors of the students, faculty, and staff (Cress & Sax, 1998). Depending on the existing campus climate, an increase of students from diverse backgrounds can result in either conflict, which negatively affects student outcomes, or in new opportunities, which allows students to learn how to interact in a multifaceted, diverse society (Hurtado, Faye-Carter, & Kardia, 1998). Institutional administrators who wish to create comfortable, diverse learning environments need to assess their institution's climate through an analysis of individual and aggregate student values, aspirations, and behaviors (Cress & Sax, 1998; Hurtado, et al, 1998; Mayhew, Grunwald, & Dey, 2005). After assessment, administrators must set a tone to promote the acceptances of differences through campus-wide diversity initiatives (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Hurtado, et al, 1998; Mayhew, et al, 2005; Rynes & Rosen, 2006).

Survey data, collected by the Cooperative Institutional Research Program at the Higher Education Research Institute of the University of California at Los Angeles, profiles the underlying characteristics, mind-sets, principles, educational accomplishments, and future ambitions of freshman entering college in the United States from 1966 to the

present (Wyer, 2007). One notable trend is the increasing racial diversity on campus with the number of full-time minority college freshman changing from 9.1% in 1971 to 23.5% in 2006 (Guess, 2007). Other prominent trends include the increase in the number of students claiming no religious affiliation, the persistence of men being favored over women in the physical and computer sciences, and the political polarization that is occurring as more students label themselves as either liberal or conservative (Guess, 2007). Belief systems such as these, as well as others, contribute to the creation of complex campus climates.

A difficult part of improving campus climates is identifying what factors assist in the development of a positive campus climate (Mayhew, et al, 2005). Research shows that for an educational institution to be successful, it needs to have strong leadership on the issue of diversity, an overtly discernible institutional commitment toward diversity goals, and observable reinforcement of these goals (Mayhew, et al, 2005). Caberera, et al (1999), Hurtado, et al (1998), and Mayhew, et al (2005) recommend a broad-based diversity initiative with substantial diversity-oriented educational opportunities.

Perceptions that prejudice and discrimination exist in the classroom and on campus affect all members of a community. Exposure to this type of negative campus climate impinges on college-related outcomes (Cabrera, et al, 1999). Without specific attention to promote a healthy campus climate, polarizing issues and personal differences may divide students (Guess, 2007). Institutional researchers and administrators are responsible for the creation of a positive campus climate. This research examined a pressing problem, which is a lack of knowledge of the steps administrators need to take to improve campus climate and the results of these actions.

The purpose of this study was to analyze whether there is a significant difference between student perceptions of campus climate before and after a diversity education program at a small, private highly selective graduate school. During this phase of the study, the students' pre-diversity and post-diversity attitudes were quantitatively assessed. A qualitative approach will be used during Phase Two to explore whether diversity education has improved student perceptions of campus climate. This analysis will serve as a baseline for recommendations on the appropriate steps required to promote an inclusive environment at small, private universities.

Background of the Study

Why diversity initiatives are pursued

Higher education institutions have a long history of concern for achieving diversity; however, the means to achieving diversity have not always been easily realized (Muthuswamy, Levine, & Gazel, 2006). Research shows that increasing diversity on campus while neglecting to attend to the campus climate can result in difficulties for all students (Hurtado, Milem, Clayton-Pendersen, & Allen, 1999). One strategy employed by universities to promote diversity includes a proactive institutional commitment through programs dubbed as diversity training, diversity education, or diversity initiatives (Muthuswamy, et al., 2006).

Hite and McDonald (2006) state that diversity training is used to conform to moral standards, to respond to legal and social pressures, to develop skills for adverse work environments, and/or to apply those skills to improve or change the organizational culture. Paluck (2006) concludes that diversity initiatives began as a response to increased interracial and cross-gender contact in the workplace, which has led to an increase in programs designed to increase people's sensitivity towards people with

diverse backgrounds. In other cases, diversity workshops are to create a forum where people can question and critique their own beliefs and perceptions (Rodriguez, 1998).

The importance of a positive campus climate

The traditional approach to achieving equitable educational outcomes has been to alter the campus climate to be more inclusive (Kezar, Glenn, Lester, & Nakamoto, 2008). Over the past several decades, this has led to placing a high emphasis on providing a college climate that supports diverse populations (Barker, 2007; Brown, 2004; Clements, 1999). Peoples (2004) provides evidence that paying attention to diversity and equal opportunity can play a key role in creating a respectful and inclusive organizational culture where each person has the opportunity to learn, grow, and contribute to the organization's success.

Recent studies by Hurtado, Milem, Clayton-Pendersen, and Allen (1999); and Gurin, Dey, Hurtado, and Gurin (2002) explain that greater racial and ethnic diversity on campuses can enhance learning environments if opportunities for positive and meaningful interactions are available for students. Chang's (1999) research showed that campus diversity had a small but significant positive impact on students' college experiences. Both socializing across racial lines and discussing issues of race were reported as positive educational experiences (Chang).

Laird's study (2005) indicated that students with more experiences with diversity, such as specifically taking a diversity course and positive interactions with diverse peers, have a greater likelihood to score higher on academic self-confidence, social agency, and critical thinking disposition. This study also provides some evidence that diversity experiences may work together to foster development of certain aspects of self.

While some institutions find that increased diversity leads to increased student interactions across race and positive educational outcomes, others believe that it produces fewer interactions, more segregation, and polarized college environments (Saenz, Ngai, & Hurtado, 2007). However, results from another study suggest that experiences with increased diversity and a positive campus climate are important influences on the advancement of student learning and self-governing outcomes, including students' academic commitment and drive as well as citizenship engagement (Laird, 2005). Where negative campus climates exist, higher education institutions have found a correlation between racism on campus, academic performance, and alienation (Muthuswamy, et al., 2006). This shows that campuses that work to integrate diversity are more likely to have a positive campus climate.

Diversity initiatives and challenging assumptions

One fundamental goal of attending college is to give students the skills to think critically and encourage students to become lifetime learners (Pascarella & Terenzini, 1991). Kezar (2008) uses the premise that creating equity most often involves using critical skills to challenge assumptions, since it is commonly believed that most people do not consciously elect to treat other in inequitable manners as demonstrated by studies by Chang (2002); Dovidio and Gaertner (1998); and Dovidio, Gaertner, Kawakami, and Hodson (2002) (as cited in Kezar, 2008). A study by Kezar (2008) concludes that encouraging double-looped learning or equity-mindedness, which is a complex cognitive process that involves questioning traditional beliefs and solutions, is an important part of a diversity initiative.

Senge's (2000) findings parallel Kezar's, and his results demonstrate that people have mental models existing below the level of awareness that are often untested and

unexamined. Senge (2000) contends that our mental models "are generally invisible to us – until we look for them" (p. 8). Differences between mental models explain why two people can look at the same event and describe it in two different ways. This also explains why people with different mental models think about interactions from different perspectives.

Combs and Luthans (2007) conducted a study to determine whether the participant's diversity self-efficacy (DSE) positively influence diversity training outcomes. DSE is the perception and belief (confidence) that one can find the necessary motivation, cognitive resources, and courses of action to change behaviors and successfully achieve desired diversity goals and initiatives at work. The study concluded that diversity training sessions aimed at developing the participants' diversity self-efficacy led to significant increases in trainees' measured diversity self-efficacy. The overall disposition to think critically as well as the open-mindedness and critical thinking self-confidence components is of interest in diversity initiatives because developing such a characteristic is a desired outcome of many diversity programs and courses (Laird, 2005).

Diversity initiatives and campus climate

Gazel's (2001) research demonstrates that in efforts to promote a positive campus climate, there has been a tremendous increase in the number of diversity workshops and programs currently offered on most college campuses. These diversity initiatives take forms such as inter-group race relations dialogues that occur both inside and outside classrooms, one time programs, faculty presentations, activities related to minority leadership development, and multicultural awareness programs initiated by student affairs or other campus committees (Muthuswamy, et al., 2006).

The goal of instructional methods or awareness-level learning is to supply information and raise consciousness of diversity issues through lectures, videos, fact sheets, and group discussions (Hite & McDonald, 2006; Paluck, 2006). Experiential models focus on a personal and participatory approach to building skills, such as role modeling or practicing communication techniques (Paluck, 2006). Piaget (1971) explains that experiences with diversity, particularly interaction with diverse peers and circular exposure to diversity, provide the challenge that is necessary for the development of a healthy sense of self and more complex cognitive structures. Combs and Luthans' (2007) study on self-efficacy showed a significant positive difference between those receiving diversity efficacy training versus a control group that did not receive any training.

Studies on students who participated in a race relations program promoting interracial diversity suggest that these students hold more significantly more positive attitudes, express interracial behaviors more frequently, and possess more accurate knowledge regarding issues related to race, in comparison to the control participants, and that these improvements were more than self-selection alone (Muthuswamy, Levine, & Gazel, 2006). Steward, Neil, Breland, and Miller (1999) have a less optimistic view of the effects of diversity initiatives and believe that higher education administrators cannot assume that attending diversity initiatives results in an individual's acceptance or valuing of multicultural counseling issues. Appendix B describes the diversity education program used at the graduate school of the small non-profit institution of higher education.

Conclusion

College campus climates are dynamic environments that are in constant flux in today's increasingly diverse world. To promote positive campus climates most universities have initiated campus-wide diversity programs. Hite and McDonald's (2006) research concluded that appropriately designed diversity efforts are a critical component of systemic diversity initiatives, which subsequently cultivate a positive campus climate. The type of diversity initiatives selected, how the initiatives are conducted, and the resulting impact on campus climate are important factors to consider as the topic of diversity is explored.

Research Questions

The research question for this investigation is:

Is there a significant difference between student perceptions of campus climate before and after diversity education training?

Research Methodology

This two-phase mixed methods quasi-experimental study will explore the relationship between the independent variable (diversity education) and the dependent variable (campus climate). Phase One of the study will be described in this paper; Phase Two, will be conducted in the spring, and will involve depth interviews to further explore student perceptions of campus climate.

Quantitative data was collected through on-line surveys with the goal of generalizing from a sample to a population, allowing inferences to be made about diversity education and campus climate (Creswell, 2009). Two surveys will be distributed to the first-year master's students (n=165) at a small private university. Ten survey questions will be included and respondents will need five to seven minutes to

complete the survey. Online surveys are the preferred type of data collection procedure because they are a time-effective method design that allows for the rapid turn around of data (Creswell, 2009).

Students attended a diversity education seminar in late January 2008. The first questionnaire was administered in mid-December, 2008, prior to the diversity education seminar. As part of a pre-test/post-test design, the goal of the first questionnaire was to identify students' previous experiences with diversity education sessions and their current perception of a positive campus climate. The purpose of the second survey, administered after the diversity seminar, was to determine if those students perceived a positive campus climate as a result of diversity education. The second on-line survey was conducted at the end of March, two months after the diversity education seminar. This timeframe was selected to allow students to reevaluate the campus climate after diversity education seminar and was selected because it is at a relatively quiet time in the semester, which will increase the likelihood that students will respond to the survey (Creswell, 2009). Analysis of questionnaire results attempted to identify if perceptions of campus climate were significantly influenced by diversity education.

Participants

The research study period spanned from December 2008 through April 2009. As described above, subjects will include the first-year master's students (n=165) and drew on the census (all of the population). The average age of master's students was 27 years, a gender ratio of 60% female and 40% male, U.S. diversity of 12%, and U.S. citizenship composing 68% (40 states represented annually) and international citizenship composing 32% of the class (E. McDiarmid, personal communication, October 15, 2008). Prior to conducting the depth interviews the sample will be stratified by age,

gender and race. Each stratum will be assessed to ensure that the sample represents proportionate characteristics in the universe (U).

Instrumentation

A survey questionnaire served as the primary source for the study's data collection. Survey instrumentation is a useful research technique because it is cost effective, easy to analyze, familiar to most people, and less intrusive than face-to-face surveys (S. Kite, personal communication, November 8, 2008). The surveys were completed using Zoomerang©, an on-line survey tool, which allows researchers to create their own surveys quickly and has the capacity to generate results and report the results back to the researcher in numerical and pictorial format (Creswell, 2009).

The questionnaire was developed by the authors. The questions were divided into four sections. The first section lists the definition of diversity education and asked respondents to indicate the number of times they attended a diversity education session. Additionally, students were asked to indicate their level of agreement as measured by a five-point Likert-type attitude inventory ranging from 'strongly disagree' to 'strongly agree' regarding the usefulness of diversity education (Huck, 2008). Likert-type attitude inventories allow for participant responses that are ordinal, allowing for ranking (Huck, 2008).

The second section consisted of two questions designed to identify current student perceptions of school climate. Likert scales will be used once again for these questions. The third section sought to obtain demographic information on the respondents, which will be used to determine if likely relationships can be identified. A fourth and final section used one open-ended question to provide respondents with an opportunity to describe whether diversity education was valuable as a way to foster a positive school

climate. Although both of the surveys were clearly quantitative in nature, the final open-ended question gave respondents the opportunity to reveal additional, more detailed information about the topic (McMillan & Wergin, 2006).

The survey was piloted to establish the content validity of the instrument and to improve questions, format, and scales (Creswell, 2009). The purpose of piloting the questionnaire is to determine whether the questions are worded sensibly, whether the ordering of the questions is reasonable, whether the respondents understand the questions, whether additional or questions that are more specific should be added, whether some questions should be eliminated, or whether the instructions are understandable. Usually a small number of respondents are selected for the pre-test. In this study, three individuals piloted the survey. Their comments were incorporated into the final instrument revisions (F. Billups, personal communication, November 8, 2008; Creswell, 2009).

Data Collection

The first-year master's students are required by the graduate school to attend a diversity education seminar. The school granted the first author permission to administer the survey and interview instruments to the first-year master's students. Because the research is examining the link between diversity education and campus climate, these same students were selected to complete the post-education survey. The students who are interviewed during Phase Two will have volunteered or been invited to be part of this portion of the study.

At the fall semester bi-annual town hall meeting, the researcher explained to the students the background of the study, the importance of the students' participation, the importance of protecting the confidentiality of the students' survey responses, and

responded to questions the students had on the pre-survey. A follow-up email to the first-year students was distributed the day after the town hall meeting to relay the information to those students who did not attend.

Information regarding the completion of the on-line surveys was sent as an email in December 2008 and in March 2009. To insure anonymity of responses, the survey was launched using a URL web link, which students clicked on to access the survey. This link will be pasted into an email that the researcher sent to the school's student list-serve, which included the addresses of all of the first-year master's students. Students were given one week to respond to the survey. A reminder email was sent mid-week and again the day before the final due date. Zoomerang tracked responses but not the email addresses from which they originated.

An email announcement was sent through the student list-serve in March 2009 to notify and request that the first-year master's students participate in the interviews. Provisions will be made to protect the confidentiality of the students who are individually interviewed. Neither the name nor any other identifying information of the participant will be used in the researcher's presentations or documents.

Data Analysis

Descriptive and inferential statistics were used to analyze the survey data. Descriptive statistics, including measures of central tendency and frequency counts, were run on the data. Inferential statistics, using t-tests, were conducted to determine if there are significant differences between the pre-test and post-test data following the intervention of the diversity education training.

Limitations of the Study

The internal validity of the survey instrument may influence the outcome of the survey. The generalizability of this study will be limited as there is just one study site. The study is also limited because the idea of campus climate will be explored in a narrow manner, solely as it relates to student perception and the influence of diversity education. The timing of when surveys and interviews are administered will affect the number of respondents. To minimize this threat, the instruments will be conducted mid-semester to avoid the beginning or end of the semester rush and students will be given a week to complete the surveys. The first author, who holds opinions on the diversity education, will be analyzing the quantitative data, which may present an opportunity for bias. To minimize this threat the first author's biases will be declared and the second author will collaborate to verify the data.

Delimitations of the Study

This study is designed to be narrow in scope and will analyze one small graduate school within a mid-sized Ivy League university located within the northeast. Within this graduate school, only first year master's students (n=165) will be analyzed. Another significant delimitation of this study is that only students, not the staff or faculty, will be investigated. Lastly, the impact of diversity education on interactions outside of this particular graduate school will not be measured.

Resulting Actions

This study sought to determine whether diversity education significantly impacted student perceptions of campus climate and examined if students with more diversity-based experiences (such as specifically taking a diversity education seminar), perceive the school's campus climate more positively. Once Phase Two is conducted, involving

depth interviews with participating students, an additional dimension of understanding the attitudes, values, and perceptions of campus climate will supplement quantitative findings. The outcomes of this study, the recommendations for both policy and institutional change, and the areas for additional research will be made available to the school's diversity committee, as well as the students, staff, and faculty. The author will be available to discuss the results of the study with interested parties. Because many college campuses have diverse student bodies and are interested in promoting a positive campus climate, the results from this study may be of interest to those who are considering the implementation of a diversity education program.

Findings

As part of a comprehensive assessment of the relationship between campus climate and student perceptions of diversity education seminars, a Diversity Education survey was administered to a small graduate school at an ivy league non-profit institution of higher education during the 2009 Spring semester. The survey project is designed to track student perceptions of their diversity education experiences, and to identify the extent to which the seminars affect a positive campus climate in a small non-profit institution for higher education.

Highlights of significant findings include:

- Response rates: 165 students were surveyed in Phase I, yielding a response rate of 63% (n=104); 165 students were surveyed in Phase II, yielding a response rate of 27% (n=44). Despite the small sample sizes, the representative nature of the respondent populations make the findings actionable (although not generalizable) during the exploratory phase of the research.

- <u>Demographic Profile</u>: The profile of the respondent population closely matches student populations across all similar college campuses when comparing gender and ethnicity segmentation (37% M/67% gender, 20% Asian/Asian-Amer/65% white). The majority of respondents were between the ages of 25-29 years, 78% were US citizens, and a majority identified themselves as middle/upper class in their socioeconomic status.

- <u>Value of Diversity Education</u>: Nearly 60% of Phase II respondents indicated that they believed all students should participate in diversity education seminars, compared with only 31% of the Phase I respondents, a positive variance of 29%. Similarly, Phase II respondents rated the usefulness of diversity education seminars more highly when compared with Phase I respondents (42% *somewhat or strongly agreed* during Phase I compared with 65% who *somewhat or strongly agreed* during Phase II, a positive variance of 23%).

- <u>School Climate</u>: Phase II respondents agreed somewhat less strongly with the statement that the school reflected a positive school climate, suggesting that the more they were exposed to the concept of diversity education, the less they felt the school expressed those core values. Open-ended comments supplemented the quantitative findings by revealing their frustrations with the "short-term" attempts at diversity education, urging the School to implement longer term programs and educational interventions. Additionally, respondents expressed an appreciation for the chance to talk more substantively about the differences among students, and the need to value and respect those differences. The decrease in this rating suggests that the "mandatory" and one-time nature of the education seminar may have had a negative effect on a population who now sees the need for more extensive training. The positive outcome of this rating can be viewed by realizing that the community now sees a greater need for diversity education that is embedded in their education, and not just as a peripheral program that occurs a few times a year.

- <u>Value Statements</u>: Respondents agree that the school generally provides a welcoming and supportive environment for all students (average rating of 91% somewhat/strongly agreed). The most significant declines in ratings were found in questions about equal treatment of faculty and staff (19% fewer respondents agreed with the statement in Phase II) and 13% fewer respondents agreed that students of different backgrounds could easily voice their opinions. The rating declines for all questions in this category can be interpreted to mean that there is a relationship between the extent of diversity education and the affect of self-awareness and self-reflection on perceptions of equity and tolerance.

- <u>Subgroup Analyses</u>: Respondent subgroup responses were analyzed for variations in perceptions and attitudes. Cross tabulations were conducted to assess comparisons between perceptions of the value of diversity education with school climate and to assess comparisons between self-declared ethnicity with perceptions of school climate and diversity education. Findings indicated that there appeared to be little difference among ethnic declarations regarding the value of diversity education, while the perception of school climate appeared to be less favorable among underrepresented ethnic populations.

- <u>Editorial comments/open-ended questions</u>: Narrative comments supported quantitative findings in several ways. First, most respondents felt that the school climate was generally welcoming. They also emphasized that one-day or short-term seminars or workshops were not enough to substantially change the ways in which people interacted or viewed one another.

Recommendations

- A comprehensive diversity education program should be developed to include the following components:
  - o Multi-faceted and long-term approach should be used

- o Discussions that encourage dialog to allow students to review the topics taught
- o Learning opportunities that focus on experiential learning as opposed to training
- o Modules that encompass personal and participatory approaches to building skills, such as role modeling or practicing communication techniques
- o Events and opportunities that are designed to reach different learning styles

- This research should be supplemented with focus group interviews to further explore the inconsistencies in the findings, especially the declining ratings in the value of the perception of school climate and in perceptions that all students' voices were respected and heard. The students' in-depth observations and opinions would add to the survey findings and help the administration and staff develop a more meaningful diversity education program.

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Appendix A

Definition of Key Terms

Positive campus climate	An atmosphere that encourages harmony among students of different backgrounds and allows students to appreciate each other as individuals (Clements, 1999).
Diversity	Defined in the broadest sense in order to include all of the different characteristics that make one individual different from another (Wentling & Palma-Rivas, 1997).
Diversity education	Methodology that is designed to supply information and build awareness of diversity issues, provide language and framing of diversity and inclusion issues, and build skills that enable individuals to identify and shift dynamics at multiple levels of a system.
Diversity initiatives	Practices and programs that address access, retention, and academic success of historically underrepresented students and also on more comprehensive efforts to alter the ethos of institutions to better educate a diverse cohort of students for a complex global society (Appel, 2006).
Diversity training	Methodology that is designed to supply information and raise awareness of diversity issues through lectures, videos, fact sheets, and group discussions, but does not focus on building skills (Paluck, 2006).

Appendix B

Student Sessions: Building an Inclusive Community

Final Agenda Design

Welcome by Assistant Dean

Overview of the day/objectives
• Intro and context for importance of diversity, inclusion, and leadership

Introductions:
• Name, study, home, your dream job in 5 years
• Intros of facilitators
• Handout leadership plan – note what you said about your dream job and how it connects to issues addressed in the leadership plan

Initial conversations in groups, followed by 2-3 popouts from each group:
1. When I think of the word diversity, what comes to mind?
2. What aspect of diversity am I most paying attention to in my work/life right now?
3. What do I most hope to get out of this learning session?
4. Diversity is important because…

Working Agreements
Foundational concepts:
• Three frames for diversity
• Intro to group membership
• Tracking/noticing group membership, a foundational skill
• Differentiation exercise
• Trios to debrief on Differentiation
* Worksheet on group membership

Power and Group Membership: Dominant/Subordinated Group Dynamics
Input followed by small groups:
• How do you see your D/S memberships impacting how you see the world and how the world sees you?
• What might be some of your "blind spots?"

Levels of system: Individual/Group/Organization
• Mission-driven rationale at the organizational level
• Case studies of diversity and inclusion dynamics (small groups and large group report out and discussion)
• Discussion about skills

Leadership Plan
• Meeting in trios
Closing

Appendix C

Copies of data collection instrument
Diversity Education Survey – Pre-diversity Education (adapted from on-line version)

Diversity Education and Campus Climate

Diversity Education Survey

Page 1 - Heading

Diversity Education

One important aspect of your graduate education is preparation as a future leader. To promote this educational goal, you will be participating in a diversity education session entitled "Building an Inclusive School and Community". The Registrar's Office has enrolled you in a session on one of the following dates: January 23, 24, 30, or 31 from 9 a.m. to 5 p.m. The seminar will focus on leadership, organizational development, and what it means to work effectively across differences.

This survey will only take a few moments of your time but it will provide us with valuable information as we prepare for future educational programming. Thank you, in advance, for your time.

Page 1 - Heading

I. Definition of Diversity Education

Page 1 - Question 1 - Choice - One Answer (Drop Down)

Diversity education is designed to supply information and build awareness of diversity issues, provide language and framing of diversity and inclusion issues, and build skills that enable individuals to identify and shift dynamics at multiple levels of a system.
Based on this definition, please indicate the number of times you have attended a session that focused on diversity education.

  ○ 0
  ○ 1 - 2
  ○ 3 - 4
  ○ 5+

Page 1 - Question 2 - Rating Scale - Matrix

To what extent do you agree or disagree with the following statements regarding diversity education.

	strongly disagree	somewhat disagree	neither disagree or agree	somewhat agree	strongly agree
Attending a diversity education seminar is useful to me as an individual.					
I believe I will learn new information during the upcoming diversity education seminar.					
All students should be required to attend a diversity education seminar.					

Page 1 - Heading

II. Current Perceptions of School Climate

Page 1 - Question 3 - Choice - One Answer (Drop Down)

A positive school climate encourages harmony among students of different backgrounds and allows students to appreciate each other as individuals.
How strongly do you believe this statement applies to the school climate at the School?

○ strongly agree
○ somewhat agree
○ neither disagree nor agree
○ somewhat disagree
○ strongly disagree

Page 1 - Question 4 - Rating Scale - Matrix

To what extent do you agree or disagree with the following statements regarding school climate:

	strongly disagree	somewhat disagree	neither disagree nor agree	somewhat agree	strongly agree
The school provides a welcoming and supportive environment for all students.	○	○	○	○	○
All students are treated equally by faculty and staff.	○	○	○	○	○
Students from different backgrounds can easily voice their opinions.	○	○	○	○	○
It is common to see students working effectively with each other across differences.	○	○	○	○	○
I can voice my opinion in class without worrying about negative consequences.	○	○	○	○	○
Students from different backgrounds participate equally in the social activities at the school.	○	○	○	○	○

Page 1 - Heading

III. Tell us about yourself...

Page 1 - Question 5 - Choice - One Answer (Drop Down)

Gender

○ Male
○ Female
○ Transgender

Page 1 - Question 6 - Choice - One Answer (Drop Down)

Age

○ 18 - 24
○ 25 - 29
○ 30 - 39
○ 40 - 49
○ 50 - 59

Page 1 - Question 7 - Choice - One Answer (Bullets)

Residency

○ United States
○ Permanent Resident

◯ International

Page 1 - Question 8 - Open Ended - One Line

For international students, please list the country that you reside in: (optional)

Page 1 - Question 9 - Choice - One Answer (Bullets)   [Randomize]

Ethnicity

◯ Asian/Asian-American/South Asian
◯ Black/African-American (non-Hispanic)
◯ Hispanic/Latino
◯ Native American/Alaskan/Pacific Islander
◯ White-non-Hispanic
◯ Middle-Eastern/Northern-African
◯ Other, please specify

Page 1 - Question 10 - Choice - One Answer (Drop Down)

Socioeconomic Status - please identify the socioeconomic group you were a part of during your childhood and adolescence.

◯ working class
◯ middle class
◯ upper middle class
◯ upper class

Page 1 - Heading

IV. In conclusion...

Page 1 - Question 11 - Open Ended - Comments Box

In your own words, to what extent do you think that diversity education is valuable as a way to foster positive school climate?

Page 1 - Heading

Please click on "submit" to conclude the survey, and exit the link. We appreciate your time and insights.

Thank You Page

Thank you for taking time to complete this survey!

Copies of data collection instrument
Diversity Education Survey – Post-diversity Education

Diversity Education and Campus Climate - Part II

Diversity Education Survey

Page 1 - Heading

Diversity Education
In January you participated in a diversity education program entitled Building an Inclusive School and Community. The seminar focused on leadership, organizational development, and what it means to work effectively across differences. The purpose of this survey is to obtain feedback from students on the school climate at the school since these diversity education sessions.

Page 1 - Heading

I. Perceptions of School Climate

Page 1 - Question 1 - Rating Scale - Matrix

To what extent do you agree or disagree with the following statements regarding diversity education?

	strongly disagree	somewhat disagree	neither disagree or agree	somewhat agree	strongly agree
Attending a diversity education seminar is useful to me as an individual.	○	○	○	○	○
I learned new information during the January diversity education seminar.	○	○	○	○	○
All students should be required to attend a diversity education seminar.	○	○	○	○	○

Page 1 - Question 2 - Choice - One Answer (Drop Down)

A positive school climate or atmosphere encourages harmony among students of different backgrounds and allows students to appreciate each other as individuals.
How strongly do you believe this statement applies to the school climate at the school?

○ strongly agree
○ somewhat agree
○ neither disagree nor agree
○ somewhat disagree
○ strongly disagree

Page 1 - Question 3 - Rating Scale - Matrix

To what extent do you agree or disagree with the following statements regarding school climate:

	strongly disagree	somewhat disagree	neither disagree nor agree	somewhat agree	strongly agree
The school provides a welcoming and supportive environment for all students.	○	○	○	○	○
All students are treated equally by faculty and staff.	○	○	○	○	○
Students from different backgrounds can easily voice their opinions.	○	○	○	○	○
It is common to see students working effectively with each other across differences.	○	○	○	○	○
I can voice my opinion in class without worrying about negative consequences.	○	○	○	○	○
Students from different backgrounds participate equally in the social activities.	○	○	○	○	○

Page 1 - Heading

II. Tell us about yourself...

Page 1 - Question 4 - Choice - One Answer (Drop Down)

Gender

- ○ Male
- ○ Female
- ○ Transgender

Page 1 - Question 5 - Choice - One Answer (Drop Down)

Age

- ○ 18 - 24
- ○ 25 - 29
- ○ 30 - 39
- ○ 40 - 49
- ○ 50 - 59

Page 1 - Question 6 - Choice - One Answer (Bullets)

Residency

- ○ United States
- ○ Permanent Resident
- ○ International

Page 1 - Question 7 - Open Ended - One Line

For international students, please list the country that you reside in: (optional)

Page 1 - Question 8 - Choice - One Answer (Bullets)   [Randomize]

Ethnicity

- ○ Asian/Asian-American/South Asian
- ○ Black/African-American (non-Hispanic)
- ○ Hispanic/Latino
- ○ Native American/Alaskan/Pacific Islander
- ○ White-non-Hispanic
- ○ Middle-Eastern/Northern-African
- ○ Other, please specify

Page 1 - Question 9 - Choice - One Answer (Drop Down)

Socioeconomic Status - please identify the socioeconomic group you were a part of during your childhood and adolescence.

- ○ working class
- ○ middle class
- ○ upper middle class
- ○ upper class

Page 1 - Heading

IV. In conclusion...

Page 1 - Question 10 - Open Ended - Comments Box

In your own words, to what extent do you think that diversity education is valuable as a way to foster positive school climate?

Page 1 - Question 11 - Open Ended - Comments Box

What, if any, piece of information have you reflected on from Building an Inclusive School and Community session held in January?

Page 1 - Heading

Please click on "submit" to conclude the survey, and exit the link. We appreciate your time and insights.

Page 1 - Heading

Thank You Page

Thank you for taking time to complete this survey!