

AN ABSTRACT OF THE THESIS OF

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Abstract approved:

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College campuses are becoming more diverse now than ever before. Campuses, however, are not as prepared as they should be for the new students that are arriving. Changes need to be made to status quo processes and procedures, event planning, and classroom education in order to best serve current students. In order for changes to happen, professionals need to participate in diversity related professional development to examine their own biases and assumptions, to learn more about people different from themselves, and to become equipped with tools that will enable a more inclusive campus climate. A mixed methods study was utilized to participants of a single-campus-based diversity summit to capture participants' learning and perceived tools and knowledge with which to return to campus. Findings suggest that there needs to be a community in which participants can grow through relationships, both individually and as a collective; participants of the summit had personal growth of knowledge and understanding in diverse areas, and participants desired to create change in departments, organizations, and in the campus at large.

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Exploring the Need for Diversity Related Professional Development

by
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I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

Kimberly A. McAloney, Author

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Exploring the Need for Diversity Related Professional Development

Chapter 1: Introduction

Higher education institutions in the United States are experiencing accelerated growth of their student populations (NCES, 2009). According to the National Center for Education Statistics (2009), colleges and universities should expect a 29% increase in enrollment from 2007 to 2018. With the rise in student populations attending campuses, there is an increase in the diverse demographics of students attending college. Campuses are becoming more racially diverse, specifically with a rise in Latino/a and Multiracial students; are experiencing more women attending college; seeing a rise in student Veterans, encountering an escalation of students with disabilities; and confronted with an increase of undocumented students (DiRamio, 2011; Institutional Research Service, 2010; NCES, 2009; Roper, L. & McAloney, K, 2010).

With the rise of changing demographics on college and university campuses, student affairs professionals, academic faculty, college administrators, and students need to embark on experiences that will educate and empower those campus participants to create a more inclusive environment for all those in the campus community (Harper, 2008; Pope, Reynolds & Mueller, 2004).

United States Data and National Trends

The United States population is becoming increasingly diverse thus creating significant changes in the U.S. demographics (NCES, 2009, U.S. Census Bureau, 2011). Census data also suggests regional variations in populations, with

some areas of the country experiencing greater increases among particular populations than others. These demographic patterns suggest the social and cultural dynamics created by diversity will vary.

Changing Demographics of Campuses

Diversity has dramatically changed on college campuses (Boyer, 1990; Komives & Woodard, 2003; Talbot, 2008). The United States higher education system was created originally for theology and was designed for the elite (Rudolph, 1966; Chang, Milem, & Antonio, 2011). Colleges and universities built on this foundation are still operating and educating the increasingly diverse students of today. Chester, Lewis, and Crowfoot (2005) state that “few people of Color aside from those who gained access to Black colleges were able to attend colleges and universities prior to World War II” and that “racism was institutionalized in colleges and universities and [is] maintained by the White majorities in most educational institutions and the larger White power structure” (p. 33).

A substantial inclusion of students of Color into higher education came with the passage of the GI Bill after World War II (Chester, Lewis, & Crowfoot, 2005). The GI Bill provided 60,000 African Americans the ability to attend higher education institutions, as it enabled African Americans, Asian Americans, Latinos, and Native Americans who had served in the war to attend college regardless of previous educational experience (Hansen, 2010). Thus began an increase of not only students with various racial backgrounds, but also veterans and non-

traditional, older than average students. The Civil Rights Act also brought an increase of students of Color to college and university campuses through mandated access (Havinghurst, 1960; Kaplan & Lee, 2007).

Due to the foundation on which colleges and universities were built, there are many obstacles faced by students of Color (Simpson, 2003). These obstacles “include an unwillingness, mostly by White students [and campus employees?] to acknowledge and confront systemic and institutionalized racism and a second obstacle is the acceptance of European American knowledge and norms as superiors and ‘normal’ and as therefore, justifiably dominant” (Simpson, 2003).

The foundation of higher education in the United States was one “guided by a vision of coherence... and college students appeared socially and economically to be very much alike” with campuses mostly male, White, and upper class (Boyer, 1990, p. 4). As colleges and universities are becoming more diverse, “many campuses have not been particularly successful in building larger loyalties within a diverse student body, and there is disturbing evidence that deeply ingrained prejudices persist (Boyer, 1990, p. 4).

Ann Schauber (2002) in her book, *Working with differences in communities* continues that, “we are all ethnocentric, some more than others. We believe that our way of thinking, feeling, and acting is the right way. Some of us believe that our right way is the only way for all people” (Schauber, 2002, p. 10). To resolve this problem as a community, it is important to “step out of our ethnocentrism” in order to perceive the world differently (Schauber, 2002, p 10).

Vincent Tinto (1998) in his article, *College as communities: taking research on student persistence seriously*, discusses the importance of building community and involvement to increase student retention and persistence. An open and inclusive community enhances “the likelihood that students will persist to degree completion” (p. 168). By colleges and universities creating an inclusive community for diverse students, students will persist and graduate at much higher rates (Boyer, 1990; Harper, 2008; Tinto, 1998).

Importance of Diversity in Higher Education

According to Ernest Boyer (1990), an open [campus] community is a community in which “sacredness of the person is honored and where diversity is aggressively pursued” (p. 7). Boyer (1990) continues that it is necessary for the “deep social divisions that all too often divide campuses” to be healed otherwise “the university cannot come together in a shared vision of its central mission” (p. 3).

Diversity within the student body is in the interest of campus as many educational outcomes can be achieved and is a central element for college education (Harper, 2008). A group of college presidents said:

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own (Harper, 2008, p. 6).

Harper discussed four forms of institutional diversity: structural, interactional, co-curricular, and curricular (Harper, 2008). Structural diversity

refers to having a diverse student population, which leads to enhanced “intellectual and social self-concept “college satisfaction and retention, and racial understanding” (Harper, 2008, p. 6).

Interactional diversity is “interactions with others of different races, ethnicities, sexual orientations, and cultures” and has huge impacts on critical thinking, cognitive outcomes, openness, retention, and an increase in GPA (Harper, 2008, p. 6). Co-curricular diversity refers to programming that occurs outside the classroom, while curricular diversity is in reference to academic coursework and course content (Harper, 2008). Diversity must be intentional to not cause more harm and requires “courage and consciousness” by student affairs professionals (Harper, 2008).

Value of Professional Development

With the increasing complexity of college and university cultural dynamics, the work of student affairs and other campus educators is becoming more and more challenging (Pope, Reynolds, & Mueller, 2004). The creation of welcoming and inclusive campus environments has traditionally rested on student affairs professionals and although diversity and multicultural issues have become of more importance, “it is unclear how much of this awareness has become integrated into the core values, beliefs, and practices of the profession”, as many practitioners receive minimal training in multicultural issues and are rarely evaluated on it (Pope, Reynolds, & Mueller, 2004, p. 4).

Leaders of today's college and university campuses must be able to use practices and approaches that are effective with many cultures in order to create an inclusive community on campus that "establishes equality and domestic tranquility for all people" (Bordas, 2007, p. 5). More and more, both inclusivity and the ability to foster diversity are seen as both leadership and socially responsible qualities (Bordas, 2007). One must embark on a path of development, of personal transformation, that will create "better leaders, leaders who are striving to be inclusive serving communities and working for the advancement of humankind" (Bordas, 2007, p. 194).

Professional development can provide personal growth as well as provide support for divisional and institutional goals (Schwartz & Bryan, 1998). Enhancing competencies and obtaining new knowledge can also be benefits of professional development (Schwartz & Bryan, 1998). Schwartz & Bryan (1998) continue that, "positive outcomes from [professional development] programs are competent, creative, motivated, committed staff providing quality services and a quality-driven organization effective in service" to students in which student affairs professionals, academic faculty, campus administrations, and other students provide services (p. 6). Professional development has a transformative value which promotes growth and development and can also be seen as ethically responsible and necessary in order to be one's best self in one's work (Schwartz & Bryan, 1998).

Jones, Harper, and Schuh (2011) state that because the changing demographics of campuses, preparation must be made by educators to redesign and rethink “long-standing activities and environments” and that “educators and administrators who lack expertise in community with or fostering supportive environments for students who are not majority should constantly work to overcome such shortcomings” (p. 544).

Background of Diversity Summit and Proposed Thesis

The diversity summit began in a meeting with a small group of professionals and graduate students representing a shared desire to educate and to continue to grow as a campus community. In February 2001, Oregon State University (OSU) held a transformative Summit on Diversity. The 2011 summit was to build on the work of the 2001 summit and meet a perceived need on OSU's campus.

A summit format was purposeful in that a summit can “represent a peak experience for the community” and can symbolize a “high point in interactions, communications, and relationship with each other” (Diversity Summit notes 12-20-10). A summit provides dedicated time to immerse oneself in topics without distractions; to envision possibilities; an opportunity to appreciate where one is, as well as, where one would like to go; a coming together of people; and a community, learning together that is with both awe and inspiration. (Diversity Summit notes 2-2-11).

The goals of the summit were crafted to provide a frame of issues “associated with helping [the institution’s community] become the type of university towards which [it] aspires” (Diversity Summit notes 12-20-10). The broad vision for the summit included providing broad activities and learning that focused on the institution as a community that would meet the needs of campus and advance the work that was both currently being done around campus. (Diversity Summit notes, 12-20-10). Another vision of the summit was to gain perspective of where the campus needs to go (Diversity Summit notes, 12-20-10).

With the vision in mind, the creation of the summit was done organically, with a large number of individuals from all parts of campus involved in order to provide an experience targeted for student affairs classified staff, professional faculty, students, and other faculty, staff, and student constituents (Diversity Summit notes, 12-20-10). The outlined goals of the summit were to: build organizational capacity, build individual capacity, increase knowledge and awareness, improve relationships, replenish, increase tools, and provide exposure to the state of campus’ diversity efforts (Diversity Summit notes, 12-20-10). It was out of this vision and defined goals the themes for the summit were identified: identity, culture, consciousness, justice, and engagement (Diversity Summit notes, 2-2-11).

The realms of diversity discussed by the planning committee included: mental health, human rights, race, gender, poverty, student veterans, first

generation college students, non-traditional aged students, international students, and students with disabilities (Diversity Summit notes, 12-20-10).

For this study, the researcher chose to examine the diversity summit participants' shared learning as well as self-reported attitude and projected behavior change. The thesis focuses on a pre-assessment and post-assessment administered to summit attendees. The purpose of this study is to explore the following research questions: (a) What did participants learn from the diversity summit? (b) What, if anything, will participants take back with them to their areas on campus to help create change? (c) What is the worth of diversity related professional development?

This thesis is organized into five chapters. In Chapter 2, the literature review, background knowledge and a review of the literature regarding diversity, professional development, attitude change, and behavior change. In Chapter 3, the research methodology offers an examination of the mixed-method structure of the study. This chapter outlines the methods used in recruiting participants, the collection, and analysis of data. Chapter 4 presents the findings, analysis, and discussion of the study. Information provided in Chapter 4 will include information gathered from participants, the themes that emerged from the data collected, and analysis and discussion of the study results. In Chapter 5, conclusions and recommendations are presented that synthesize data, as well as outline suggestions for future research and practice.

Chapter 2: Literature Review

The purpose of this chapter is to review the existing body of literature related to diversity, professional development, attitude and behavior change, and the social change model of leadership. The researcher found it necessary to discuss literature relating this study in three parts: (a) definition of diversity, (b) definition of professional development, (c) attitude and behavior change.

Diversity

A definition of diversity incorporates “dimensions such as race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and mental abilities, religious and political beliefs, language, and other life situations” and individuals who embrace diversity “acknowledge the presence of individuals representing a range of different attributes and characteristics (Roper, 2011, p. 71). The United States was built on a foundation of difference, “a culture that recognizes such differences as significant” (Johnson, 2004). Individuals notice difference, diversity, apply social labels, and treat people based on their culture. In the U.S., it is common for people to notice, label, and reduce a person to the single dimension for which they are labeled, thus excluding the person, marking them as “other” and therefore as inferior (Johnson, 2004; Markus & Moya, 2010). Diversity is how people are different from within groups, as well as between different groups.

Below are listed definitions of the above terms as well as a few other terms that may come up throughout the rest of the study:

- Privilege – one group having something of value that is excluded from other groups simply because of group membership, as opposed to something that has been done or failed to have been done (Johnson, 2004).
- Social justice – a process and a goal with the goal being:
“full and equal participation of all groups in a society that is mutually shaped to meet their needs. A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure... a society in which individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others)” (Bell, 2007, p. 21).
- Culture – “a group-level construct that embodies a distinctive system of traditions, beliefs, values, and norms, rituals, symbols and meanings that is shared by a majority of individuals in a community” (Roper, 2011, p. 70).

On college campuses, there is increasing diversity of Latino/a students, Multiracial students, returning Veterans (Borrego & Manning, 2007; Glazer, 2001; Jones & Jones, 2010; Komives & Woodard, 2003; Roper & McAloney, 2010). The National Center for Education Statistics (2011) presented data showing Latino/as' (Hispanic) in higher education enrollment increased 372 percent (from 353,000 to 1,667,000) from 1976 to 2004. Jones and Jones (2010) postulate that multiracial individuals are the fastest growing student population. It is estimated that as many as two million individuals who have military experience will be entering higher education in the next decade (DiRamio, 2011).

W.E.B. DuBois introduced the concept of dual consciousness (Borrego & Manning, 2007; Manning, 2003). DuBois spoke specifically of Black individuals, though the concept of dual consciousness can be applied to underrepresented populations (Borrego & Manning, 2007). The idea of dual consciousness suggests that underrepresented students navigating a (dominant) university experience have two separate and contradictory identities (Borrego & Manning, 2007). In order for student affairs practitioners, faculty, and campus administrators to better work with students, there needs to be an understanding of the students' dual consciousness because "without increased attention to the campus environment, that is created through these held stereotypes, students will continue to feel the powerful impact of prejudice (Liang & Sedlacek, 2000).

Current student affairs literature discusses the need for professionals to address the needs of the whole student (Borrego & Manning, 2007; Evans, et al, 2011; Harper, 2008; Simpson, 2003). "Of all human needs, few are as powerful as the need to be seen, included, and accepted by other people (Johnson, 2004). It is on this premise that universities need to continue to be welcoming and inclusive environments for all students. With the rise of specific student populations, there must be continual education of those who work with students in order to continue to be meeting the needs of students.

Professional Development

Great people are made and great, highly productive and effective people are made through professional development (Hirt & Strayhorn, 2011). One needs

to do self-work in order to realize one's own culture and epistemology, to recognize and work toward inclusion, and have attitude and behavioral changes that will allow one to actively address issues of diversity and social justice to create a more inclusive community for those in which one affects (Boyer, 1990; Jones, Harper, Schuh, 2011; Roper & Conneely, 2009; Singh, et al, 1997). Balenger, Hoffman, and Sedlacek (1992) provided that because there has been little change in White students' racial attitudes over past decades, the implications for student affairs professionals "should be to help students move beyond tolerance toward a genuine valuing of racial and cultural diversity (p. 251). This is not possible for student affairs professionals, faculty, or college administrators unless the professionals themselves have done self-work (Singh, et al, 1997). Suggestions by some researchers are that student affairs professionals (as well as other university employees) may not "have sufficient knowledge to work effectively with a diverse population" (Liang & Sedlacek, 2000). Professional development "training programs" that offer education and allow for growth and promote change will naturally lead to culturally sensitive professionals (Singh, et al, 1997).

What is professional development? There are many definitions of professional development and in its most basic form, professional development is opportunities for personal and professional growth (Hirt & Strayhorn, 2011; Schwartz & Bryant, 1998). Professional development can include in-service development, which includes, "all activities engaged in by the personnel worker

to improve the skills, techniques, and knowledge that will enable him to become an effective agent of education” (Truitt, 1969, p. 2). According to Beeler (1977), the term staff development refers to “in-service continuing education, or staff training, designed to enhance competencies, skills and knowledge of individuals and to enable them to provide better services” (p. 38). Beeler (1977) continued that ongoing staff development was key for progressive organizations.

Professional development should provide active learning to “increase knowledge, add to and enhance management skills and leadership techniques, broaden perspectives, and stimulate creativity...motivation, commitment, and job performance” (Schwartz & Bryant, 1998).

There are various types of professional development including personal, group or program, departmental and divisional development (Schwartz & Bryant, 1998). Individual professional development can include participation in tuition-waivered class at a college or university, workshop attendance, or mentorship (Schwartz & Bryant, 1998). Group professional development refers to multiple individuals enhancing their professional work together (Schwartz & Bryant, 1998). Departmental and divisional professional development are opportunities provided by a department or division and are designed to “affect the largest possible number of people” and allow for development in alignment with the division or department (Schwartz & Bryant, 1998).

Frequently, the term professional development is used in graduate preparatory program textbooks and readings (Komives & Woodard, 2003, Evans,

2011), in general professional development in student affairs is promoted by professional associations including the American College Personnel Association (ACPA) and Student Affairs Administrators in Higher Education (NASPA). Barr and Associates (1993, pp. 349-350) discussing professional development:

We all have deficiencies in our academic training and preparations as we assume administrative positions in student affairs. The question becomes one of identifying what skills and competencies we must develop further, what knowledge we need to gain. Then we can design a plan to meet those requirements. Staff salaries are by far the largest item in our budgets and our most important investment. It is essential that we assure that all professional and support staff members have the opportunity to refine their own skills to improve performance... The commitment to improve professional skills and competencies rests, however, with each of us.

Though professional development can be provided through various means, it is ultimately an individual's responsibility. One benefit of professional development is its transformative value; it can be seen as "an ethically responsible and necessary part of individual and organizational responsibility" (Schwartz & Bryan, 1998, p. 12). Merkle and Artman (1983) define professional development as an experience that causes a change in behavior resulting in professional and personal growth as well as improved organizational effectiveness. It is the responsibility of higher education professionals to "stay abreast of change" and be current in their knowledge of the field and continue to change, grow, and renew (Jones, Harper, & Schuh, 2011; Schwartz & Braynt, 1998). Investment in the human capital that colleges and universities depend on is time and money well spent as it leads into the discussion of attitude and behavior change as the

design of the professional development intervention is to promote change (Abraham, 2011; Schwartz & Bryant, 1998).

Attitude and Behavior Change

Fostering individual and social change is the goal of social justice and diversity work and thus, diversity-related professional development (Bell, 2007). Allan G. Johnson (2006) in his book, *Privilege, Power, and Difference*, states, “the purpose is to change how we think so that we can change how we act and, by changing how we participate in the world, become part of the complex dynamic through which the world itself will change” (p. viii). Roper and Sedlacek (1989) state that “comprehensive multicultural educational programs” should not only provide programming, but also “explore attitudes and influence behaviors” (p. 28). There is a complexity to attitudes that encompass many dimensions (Roper and Sedlacek, 1989). There must be an attitude change because there cannot be a change in behavior without the attitude change first (Schettler, 2003).

While an attitude change is half the battle, the other, equally important piece is behavior change (Johnson, 2004). As well as attitude change, there must be a behavior change (Johnson, 2004; Roper and Sedlacek, 1989). In discussing behavior change, Johnson (2004) states, “silence, inaction, and passive acceptance of everyday privilege that goes along with group membership are all it takes to make [one] just as much a part of the problem as any member of the Klan” (p. 118).

A behavior change may include one becoming an ally. An ally is a member “of the advantaged group who acts against the oppression(s) from which they derive power, privilege, and acceptance” (Bell, 2007, p. 32). Through recognition or attitude change, allies are motivated to change their behavior and actively work against oppressions (Bell, 2007).

Social Change Leadership Model

The work done on college campuses by student affairs professionals, campus administration, and faculty go farther than content area knowledge. There is a need to foster in students a sense of connectedness and community and the ability to act, relate, and interact with the increasingly global world (Singh, et al, 1997).

One leadership model that promotes change is the social change model of leadership development. The Social Change Model of Leadership is based on the foundational assumptions that:

- “Leadership is socially responsible, it impacts change on behalf of others
- Leadership is collaborative
- Leadership is a process, not a position
- Leadership is inclusive and accessible to all people
- Leadership is values-based
- Community involvement/services is a powerful vehicle for leadership” (Komives & Wagner, 2009, p. 50).

The human values of knowledge, service, and collaboration are the cornerstone of which this model was created. Leadership is defined as “dynamic and collaborative” and does not happen overnight, but is a process with the goal

of improvement of status quo society and must be for the benefit of others (Komives & Wagner, 2009, p. 51).

For the Social Change Model of Leadership, there are seven C's of change, which represent three dimensions of values. The seven C's are change, citizenship, common purpose, collaboration, controversy with civility, consciousness of self, congruence, and commitment. The three dimensions of values are society/community values, which encompasses the C of citizenship; group values, which includes common purpose, collaboration, and controversy with civility; and individual values, inclusive of consciousness of self, congruence, and commitment. Lastly, the hub of all of these values is change.

For change to happen according to the Social Change Model of Leadership, "it is important that one acquires knowledge (knowing), integrates that knowledge into beliefs and attitudes (being), and applies knowledge and beliefs in daily life (doing) (Komives & Wagner, 2009, p. 66-67).

Chapter Three: Research Methods and Design

This study examined participants learning from participating in a single-focused-campus diversity summit. This chapter will detail (a) the research design overview, (b) participant recruitment process, (c) data analysis, and (d) limitations and other factors that may have affected the data collection and research. The goal of this research was to gather information about participants' learning to gauge what participants might bring back to campus and potentially implement and make change in their respective offices, programs, and departments.

Specifically, this study explored the following research questions: (a) What did participants learn from the diversity summit? (b) What, if anything, will participants take back with them to their areas on campus to help create change? (c) What is the worth of diversity related professional development?

Research Design Overview

In order to accomplish these goals, a concurrent mixed method research design as outlined by Teddlie and Yu (2007) was developed, using both closed-ended and open-ended questions. This was used in order to have a similar basis for the perceived influence the summit had on participants' understanding of their and others culture, awareness of assumptions, judgments, and biases, as well as the opportunity for participants to mention particular learning from the summit.

The likert scale was created based off of the Cultural Knowledge and Effectiveness Rubric (2009) developed by Oregon State University Student Affairs Assessment Council.

The goal of the researcher was to recruit up to 500 participants; each attendee of the diversity summit. The quantity determined was to ensure all attendees of the summit the opportunity to participate. The diversity summit along with the pre and post assessments were conducted in the fall of 2011 at a predominantly White, large, public research university.

Participants and Recruitment Methods

A recruitment email asking all registered participants to participate in the pre-assessment went out the day before the diversity summit. There were also paper copies of the pre-assessment at the registration table. Following the diversity summit, another email was sent to participants requesting their participation in the post assessment. The diversity summit had 245 registrants. There were 147 respondents to the pre-assessment survey and 50 respondents to the post-assessment survey.

Data Analysis

In February and March 2012, all responses were analyzed using typology method (Caracelli & Greene, 2007). The open-ended questions were coded and grouped into themes. The researcher then identified the themes or subject matter that had common elements and gave the researcher a sense of the ideas and

organization of the information. The categories were then formed, which enabled the researcher to form and report general hypotheses.

The closed-ended questions were compared to one another (pre- and post-). Both the open and closed questions were jointly consolidated and compared for further analysis.

Personal Disclosure

As the researcher of this study, I have biases, perspectives, and my own opinions around this topic. My interest comes from my personal experience as a low socioeconomic, Multiracial, heterosexual, older-than-average Christian female student at a predominantly White, large public research institution who has had experience with an also predominantly White, large community college. For most of my life, I have lived, attended school, and worked in predominantly White institutions and businesses. Race has always been my most salient identity. It was not until at 26, I connected with other Multiracial individuals and felt I was part of a community: sharing space with others who could relate to my experiences. As I began to come into my own and grow in my own multiracialism and heal from some of my past experiences, I began to be challenged that as well as being a raced-person, there are other identities that I have and there is importance in doing work in identities in which I have dominance and I have sought out experiences and professional development in these areas.

Summary

This mixed methods study examined a diversity summit's participants' perceived learning. There were 147 pre-assessment participants and 50 post-assessment participants. Once the assessment tools were completed, the researcher was able to search for themes and common pieces that were able to be categorized. The findings of this research will be found in chapter 4.

Chapter 4: Research Findings and Analysis

This study explored participants' learning from their participation in a single-focused-campus diversity summit at a predominantly White, large, public, research university. This chapter begins with a description of the participants in the study, followed by research findings. The chapter is organized according to the themes analyzed in from the data collected.

In order to gather information related to the research questions, data was collected with demographic questions. The participants' surveys were coded to derive central themes and categories. Themes that emerged from the data are building community, personal expansion of knowledge and understanding, and creating change on campus. Demographic information collected from the pre-assessment and post-assessment will be presented followed by a discussion of each theme in detail. It is from these findings and analysis that the researcher made connections to the research questions. Discussion of the findings, researcher remarks, and recommendations will be in Chapter 5.

Pre-Summit Participants

As the summit was a diversity summit, the researcher thought it best to allow people to self-identify as much as possible in order to keep the premise of diversity and social justice. Table 1 summarizes the demographics of the 147 respondents to the pre-assessment.

Table 1

Summary of Pre-Assessment Demographic Information

Identifier	Percentage	Inclusive of
Gender/Sex		
Female	68.08	NA
Male	31.91	NA
Race/Ethnicity		
Black	4.22	African American, Black
Asian American	10.56	API, Asian, Asian American, Vietnamese, Cambodian, Filipino, Hmong, Indian, Korean, Middle Eastern
White	64.79	Caucasian, Euro American, European American, European
Latino/a	9.86	Latino, Latina, Chicano, Mexican American, Puerto Rican
Native American	2.11	American Indian, Native, Native
Multiracial	8.45	Asian/White, Chinese/Italian/Asian/White, Black/White, Italian/German/French/American Indian, Mixed Chinese American, Mixed Mostly western European, Multiracial, Native American/Mexican/German, White/Native
Sexual Orientation		
Lesbian	6.1	
Gay	3.8	
Bisexual	4.58	bi, bisexual
Queer	3.05	
Heterosexual	77.86	heterosexual, straight
Other	4.58	don't identify, female, male, open, pansexual, virgin
Birth Country		
USA	91.20	

Other	8.80	Cambodia, Canada, China, Columbia, England, India, Lebanon, Mexico, USSR
Ability		
Currently Able Bodied	77.14	ability, able, able bodied, able-bodied, currently able-bodied, fully able, N/A, na, no disability, none, not disabled, relatively able (short), standard, TAB, temp disability, temporarily able bodied, temporarily able-bodied, temporarily abled, today: able
Differently Abled	20	ADHD, anxiety, anxiety & depression, chronic pain - cancer survivor, depression/anxiety, disabled, dyslexic, hard of hearing, highly sensitive person (believe it or not, it can be a little disabling), I am able bodied but I do have Bipolar 2 Disorder, living with cancer, physical and learning disabilities, some hearing loss-not a big deal..., vision
No Response	2.86	
Religious & Spiritual Identity		
Agnostic	8.4	Agnostic, hard core Agnostic
Atheist	5.04	
Christian	47.05	Catholic, Christian, Christian - Protestant, Christian (Progressive), Christian Traditional, Christian/Non-Denominational, Christian/Protestant, Christianity/Baptist, Christian-Lutheran, L.D.S., Lutheran - Christian, Methodist/Lutheran, non-denominational, non-practicing Methodist, open catholic, open-minded Christian, Protestant. raised Catholic

Jewish	3.34	Jewish, non-denominational (Jewish by tribe)
None	13.45	N/A, non, none, one specific, non-religious, Not religious
Other	22.68	"Free thinker", Baha'i, Buddhist, deist, eclectic/spiritual drawing from multiple traditions, Exploring, God and Me, indigenous, Muslim, Pagan, Pagan/Wiccan, Philosopher, respect and gratitude (I don't believe in God by don't try to put prescriptions on it), Shamanism, Solitary Domestic Witch, Spiritual, Unitarian Universalist, Varies, wandering, wilderness, yogi

Post-Assessment Participants

The post-assessment had significantly less respondents than the pre-assessment. The pre-assessment had 147 respondents while the post-assessment had 50 respondents. Table 2 summarizes the demographics of the post-assessment respondents:

Table 2

Summary of Post-Assessment Demographic Information

Identifier	Percentage	Inclusive of
Gender/Sex		
Female	68.09	Female, woman
Male	31.91	Male, man
Race/Ethnicity		
Black	4.34	African American, Black
Asian American	10.87	Asian American, Filipino American, Middle Eastern, Tongan-American

White	67.39	Caucasian, White, Western European, White Non-Hispanic, Anglo, White as can be, Jewish/European, Irish Catholic/Jewish/French/Swiss/Ukrainian
Latino/a	6.52	Hispanic, Latina, Mexican-American
Native American	2.18	
Multiracial	8.70	Mixed, multiracial, Samoan/Hawaiian/Chinese/Portuguese, Mostly Northern European and some Native American
Sexual Orientation		
Lesbian	7.41	
Heterosexual	85.19	straight, primarily heterosexual, straight at the moment
Other	7.41	bisexual, female, gay, somewhere on the continuum
Birth Country		
USA	97.73	
England	2.27	Cambodia, Canada, China, Columbia, England, India, Lebanon, Mexico, USSR
Ability		
Currently Able Bodied	75.68	Ability, Able, Able bodied, cancer survivor, currently able, currently no disability, fully able, I don't know how to answer this, none, N/A, na, temp-able bodied, Temporarily Able Bodied (also as TAB), yes
Differently Abled	18.92	Anxiety and depression, differently abled, hearing loss, high functioning autism, learning and physical disabilities, living with cancer, only slight hearing disability
No Response	5.41	

Religious & Spiritual Identity		
Agnostic	11.63	
Christian	51.16	Baptist, Catholic, Christian, Christian (exploring), Christian (non-church attending), Christian tradition, Christian (Progressive), Christian/Lutheran, Evangelical Christian, Mormon, open-minded Christian, protestant, Non-denominational Christian, Protestant, raised Catholic
Other	37.21	Buddhist, Jewish, Muslim, Native American Spirituality, Non-religious, no answer, none, pagan, spiritual, Unitarian Universalist, varies

Findings

Due to the vastly different numbers of participants between the pre- and post-assessment, the data collected from each assessment cannot be equally compared. With this in mind, there were themes that presented from of the pre- and post- assessments that will be discussed.

Categorizing the data. After the data was collected, the researcher coded and analyzed the data and found three main themes and several supporting categories for each theme. The three themes are building community, personal expansion of knowledge and understanding, and being a change agent.

Theme 1: Building community. Building community emerged from the data as a predominant theme. Boyer (1990) described an open community as one that each person's sacredness is honored and "diversity is aggressively pursued" (p. 7). In the pre-assessment survey, one respondent stated one of their purposes for attending the summit was learning:

[I want to learn] "how to build relationships with a variety of people at OSU"

Another participant stated:

"I hope to better understand how we can work together as a community to improve our institution relative to social justice. I can see new energy and specific efforts being created, as well as the potential to reduce institutional practices that do not support social justice goals."

From the post-assessment, people felt they gained a greater community from the summit:

[I learned] "there is a community of individuals and groups across campus interested in social justice and it was nice to be surrounded by like-minded individuals trying to better themselves and their communities – there are many collaborative possibilities to pursue."

[I learned] "that my quality of life is determined by the quality of our community."

The building of relationships and building of community are important components of social justice and diversity work (Boyer, 1990; Harper, 2008; Schauber, 2002).

Theme 2: Personal Expansion of Knowledge and Understanding.

Another theme that came out of the pre- and post-assessments was the theme of personal expansion of knowledge and understanding. Student affairs literature discusses the importance of professionals/individuals on a path of personal development and transformation to become better and more inclusive leaders (Bordas, 2007; Harper, 2007; Jones, Harper, & Schuh, 2011; Pope, Reynolds & Mueller, 2004; Schwartz & Bryan, 1998).

Of the respondents for the pre-assessment, 97.96% expressed they wanted to engage in experiences that would broaden their understanding of their personal culture and the culture of others including interacting with people with different cultures than their own. Many respondents' comments expressed their desire for a broadened perspective:

"I would like to pursue continued exploration of myself as a cultural being and to learn how to more effectively serve students from diverse backgrounds."

"I would like to seek more opportunities to improve my cultural competency. It always needs development, particularly in the area of how my assumptions, etc. affect others."

[I have] "interest in working toward being more aware and supportive teacher, advisor and community member. Enjoy learning more about myself and others."

"Personal growth and development as these opportunities are not available often."

Eighty-eight (88) percent of the post-assessment respondents stated the summit had broadened not only their understanding of their own culture, but

also the culture of others. Of the post-assessment respondents, 88% stated they had increased levels of their awareness of assumptions, judgments, and biases that they hold about their culture and the cultures of others. And had an increase ability to articulate the cultural norms (social, relationship, or other dynamics) important to their culture or the culture of others. Eighty-six (86) percent indicated an increase in ability to articulate the influence of their own assumptions, judgments, and biases regarding their own culture and the cultures of others. Ninety (90) percent indicated an increased ability to assess the impacts of their assumptions, judgments, and biases related to their culture and the cultures of others. Several respondents' comments were reflections of their expanded understanding and knowledge:

"I was able to broaden my perspective, which is what I wanted to do."

"I learned a great deal about the voices that are not often represented in the room. Those of people who do not have the means or resources to be their own advocates and who therefore suffer the most injustices."

"I learned that diversity isn't only about the color of your skin."

"I also got a heightened awareness of my own privilege and how social systems can create barriers for groups that are not part of the dominant group."

There were some specific pieces that participants articulated they learned about themselves:

"I learned about White identity and a path to start investigating that for myself."

“The importance of inter-group dialogue in helping each other to continue their work.”

“We are often unaware of the privileges we have and do not know when we are contributing to the oppression of others.”

Respondents expressed learning around mental health issues, ableism, religious diversity, differing communication styles across cultures, the power of language, issues surrounding individuals in poverty, and the incarcerated population.

Professionals today are asked to be more inclusive and often do not have training or knowledge in multiple areas (Bordas, 2007; Pope, Reynolds, & Mueller, 2004). The summit provided space for professionals and students to grow in their knowledge of themselves and others that will enable them to continue on their path of development and personal transformation that will allow them to serve the campus community at a better capacity (Bordas, 2007; Schwartz & Bryan, 1998).

Theme 3: Change Agent. A third theme that surfaced was the desire for changes to happen on campus and for participants to help lead the change. In the pre-assessment, participants identified the following about their desire for systemic campus change and their participation in that:

[I want to learn] “what our community needs.”

[I want to] “learn to assess these issues and begin to think of solutions.”

[I want to learn] “how to address systemic and organizational issues as a campus.”

Some participants identified more specific campus change:

[I want to learn] “how to be more welcoming and appreciating personally and relating the work I do for my department and the university.”

[I want to learn] “how to make organizations and departments more inclusive.”

[I want to learn] “how to reach under-represented groups in a way that would be inviting.”

“I would like to learn how to be more inclusive when creating events and communicating with individuals.”

Ninety (90) percent of post-assessment respondents expressed an increase in their ability to assess the impact of their own assumptions, judgments, and biases related to their own culture as well as the cultures of others. In the post-assessment, respondents expressed their learning:

“I learned to feel comfortable and reflect on how I see the different issues.”

[I learned] to be comfortable to accept my growth as normal and what is meant to be.”

“There are still many sources of resistance to social justice, yet social justice can help anyone and everyone – why can’t we all see social justice through this inclusive lens.”

Respondents were able to articulate the process of continually learning more in the areas of social justice and diversity and the impact on themselves. These personal impacts, thus help individuals create campus change (someone to quote here?)

Another piece that came out of this data was the call for more opportunities such as the summit:

“We need more established mechanisms for faculty and staff to be able to talk about this stuff more frequently.”

“That I can shape the arc of history towards justice – one step at a time.”

“[the summit was] a live-action affirmation of the power of dialogue to help dismantle the walls between us.”

Another respondent said:

“I learned not to be quiet about diversity, that my voice also needs to be heard.”

Through the summit, participants seemed empowered through the community building that took place, through their personal learning, and encouraged to be a change on campus. There was also a call to continue the conversations and the work that had begun during the summit.

Summary

The diversity summit participants expressed a desire to build greater community amongst themselves and throughout campus, to have a personal expansion and growth of knowledge and understanding around issues of diversity, and to be change agents both personally and on campus. Through building community, there became a safe space for personal growth that led to the desire to create change on campus. Chapter 5 discusses the themes in relation to the original research questions. Also in Chapter 5 are the researchers' recommendations for future research and practice.

Chapter 5: Conclusions and Recommendations

Examining the outcomes and learning of a single-campus based diversity summit at a predominately White, large, public research university has led to a better understanding of creating change on campus. This exploration is important because it reveals the importance of the continuance of diversity-related experiences for teaching faculty, professional faculty, administrators, staff, and students who work on campus.

Summary of the Study

This concurrent mixed methods study examined the perceived influence a single-campus based diversity summit at a large research university had on participants understanding of their own culture, awareness of personal assumptions, judgments, and biases, the culture of others, particular learning from the summit. The research questions that guided the study were as follows:

1. What did participants learn from the diversity summit?
2. What if anything will participants take back with them to their areas on campus to help create change?
3. What is the worth of diversity-related professional development?

This researcher used both qualitative and quantitative inquiry to gain a broad understanding of the experiences of the summit participants. Participants were identified through registration of the summit and were emailed the pre- and post-assessment surveys. Paper copies of the pre-assessment were also available at the summit itself. The collected data was coded and analyzed to identify the

major themes. The themes that emerged from the data were (a) building community, (b) personal expansion of knowledge and understanding, and (c) being a change agent. Findings supported the initial research questions presented in Chapter 1.

Conclusions

The findings of this research revealed the importance of diversity related educational experiences in professional and personal development. The participants shared their learning through multiple methods, which led to the findings and analysis of the data. The following section provides an explanation of the findings based on the original research questions.

Research Question 1. Research Question 1 was, “What did participants learn from the Diversity Summit?” Participants identified learning about themselves, about others, and the importance of experiences like this. Many participants mentioned learning about themselves in terms of white privilege, recognition of blinders they had on previously about certain groups of people, and a challenge of previously held beliefs.

In terms of learning about others, participants mentioned learning in areas they were unfamiliar or had no previous knowledge or exposure as well as a deepening of areas in which participants had some knowledge. There was an expressed comfort level in participants exploring topics at this event.

Multiple participants mentioned the importance of events like this for exploration and growth. It was also mentioned by participants that being in the summit space and community where people who wanted to be there to learn and advance social justice and diversity work allowed for greater experiences, conversations, and hopeful future work.

Research Question 2. Research Question 2 was, “What did participants feel they would take back with them to their areas of campus?” There are two pieces found that the participants identified they would take back with them to their roles on campus. The first is their learning about themselves and others and the second is the desire to continue conversations started at the summit.

With regard to participants learning, there were identified challenges of assumptions and stereotypes participants mentioned. This challenging of previous assumptions and stereotypes will translate into the summit participants’ work on campus and their interactions with students and one another.

Secondly, there was a desire by participants to continue the conversations that began at the summit. There was an articulation of one participant who stated her/his voice needs to be heard. This is an important piece that can be used to create change on campus. Many participants mentioned social systems and institution processes that create barriers. A hope is that as participants have learned, they will implement their learning.

Research Question 3. Research Question 3 was, “What is the worth of diversity related professional development?” Of the post-assessment respondents, more than 86% showed an increased awareness and understanding of their own and others’ cultures, an increased ability to articulate their own influences cultural norms on theirs and others cultures, and increased ability to assess their impact.

It is these changes and increases that individuals need to have in order to create more inclusive campus environments that are discussed in literature (Bordas, 2007; Boyer, 1990; Harper, 2008; Pope, Reynolds, & Mueller, 2004; Schwartz & Bryan, 1998). Many participants discussed their impact on campus and changes that can be made through speaking out and realizing their impact and sphere of influence.

Participants also experienced a community of other people who showed a desire and interest in also doing the work to create change on campus. All three themes of building community, personal expansion of knowledge and understanding, and change agent are answers to the worth of diversity related professional development.

Implications

This study explored the concept of diversity related professional development. To supplement the literature regarding professional development and the need for more diversity training, this study hoped to provide a deeper

understanding. This study yielded meaningful implications for colleges and universities.

Research implications of this study include campuses are becoming increasingly more diverse. For this reason, it will be important for research to continue with regard to more and continued diversity related training.

In terms of practitioner and pedagogical implications, it is through education and interactions with students that change continues not only with practitioners, but also with students. Higher education has a key role in the shaping of society. If as educators, we are not prepared to work with diverse populations and create a more inclusive campus, what disservice are we doing to ourselves, other professionals on campus, to students and to society?

Additional support should be provided for professionals who expressed the need for more learning and growth. There should be opportunities for individuals to continue their personal expansion of knowledge and understanding through continued professional development opportunities.

To support those who participated in the diversity summit, there should be organized conversations to continue community building across campus and to continue the work that began at the summit expressed by participants' desire to be change agents on campus. With this continued support, changes and ideas discussed throughout the summit will have an opportunity to be cultivated and given place at the university thus creating space for change and a more inclusive campus.

Recommended Further Research

This study examined people who attended a single-campus based diversity summit. Based on the construction and limited scope of this research, there remains a need for additional research in the following areas:

- What might be the differences of learning or campus change if the summit was longer? What would be the impact of a national conference where people from all over the country were able to share their expertise, explore together, and challenge one another?
- What might have been found if there was follow up with participants over time with regard to their reflection on learning? What could have been found in terms of what participants were able to take back to campus and implementation? What would a year-long study have shown?
- What would more in-depth qualitative interviews with participants show? What would have been the benefit of more qualitative questions in this study?
- What might have been able to be explored if the data would have been able to be compared with regard to the relationship participants had to the university? What were the different experiences of students, professional faculty, teaching faculty, or classified staff throughout the summit? Was the learning or

perceived change hoped to bring back to campus different based on the individuals relationship to the university?

Concluding Thoughts

This researcher sought to explore this topic based on the literature around diversity related professional development. It was the researchers hope that the study offers insight and prospective into diversity related professional development. This study has implications for educators because college campuses and the nation will only continue to diversify. This diversification means educators need to be better prepared to serve students coming to campus and the community as well as educate students who will go on to careers into our increasingly global society. For this reason, it was important to examine the topic of diversity related professional development. Research must continue to further explore the need for diversity related professional development experiences in order to create a more socially just world.

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APPENDICES



OSU Diversity Summit
November 2, 2011

Using the scale below, please select the response that best describes you for each of the questions.

1	2	3	4
Not at all like me			Very much like me

_____1. I am open to engaging in experiences that will broaden my understanding of my culture and the cultures of others, including interacting with people from cultures other than my own.

_____2. I consistently seek, initiate, develop, and value experiences and interactions that broaden my understanding of my culture and the cultures of others.

_____3. I try to be aware of assumptions, judgments, and biases that I hold about my culture or the cultures of others.

_____4. I can articulate the influence of my own assumptions, judgments, and biases when interacting with others who are from a culture different than my own.

_____5. I am able to articulate understanding of the cultural norms (social, relationship, or other dynamics) important to my culture and the cultures of others.

_____6. I am able to assess the impact of my assumptions, judgments, and biases related to my culture and the cultures of others.

Please provide a brief response to the questions below. (Use back if necessary)

7. What prompted you to participate in the OSU Diversity Summit?

8. What do you specifically hope to learn from this experience?

Demographic Information.

1. Sex/Gender: _____
2. Ethnic/Racial Background: _____
3. Sexual Orientation: _____
4. Religious/Spiritual Identification: _____
5. Country of birth and/or citizenship: _____
6. Ability/Disability: _____
7. Unit/College/Organization affiliation: _____
8. Other Salient/Important Identity(ies): _____

OSU Diversity Summit
November 2, 2011



Using the scale below, please select the response that best describes the influence this conference had on you today.

1	2	3	4
No influence at all			A great deal of influence

_____1. Broadened my understanding of my culture and the cultures of others

_____2. Prompted me to further seek, initiate, develop, and value experiences and interactions with that help me to broaden my understanding of my culture and the cultures of others.

_____3. Increased my awareness of assumptions, judgments, and biases that I hold about my culture or the cultures of others.

_____4. Increased my ability to articulate the influence of my own assumptions, judgments, and biases regarding my own culture and the cultures of others..

_____5. Increasing my ability to articulate the cultural norms (social, relationship, or other dynamics) important to my culture or the cultures of others.

_____6. Increased my ability to assess the impact of my assumptions, judgments, and biases related to my culture and the cultures of others.

Please provide a brief response to the questions below. (Use back if necessary)

7. What are the one or two things that you learned by attending this conference?

8. How were your expectations met or not met during this conference?

Demographic Information.

9. Sex/Gender: _____
10. Ethnic/Racial Background: _____
11. Sexual Orientation: _____
12. Religious/Spiritual Identification: _____
13. Country of birth and/or citizenship: _____
14. Ability/Disability: _____
15. Unit/College/Organization affiliation: _____
16. Other Salient/Important Identity(ies): _____