





# Does Diversity Make a



# Difference?

Three Research Studies on  
Diversity in College Classrooms

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## Acknowledgments

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Many higher education faculty members and administrators are deeply concerned that abandonment of race-sensitive admissions and hiring, at a time when most minority groups continue to be underrepresented in higher education, will severely limit campus diversity and will undermine the learning environment for all students.

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Perhaps the most striking and telling survey finding is that faculty members strongly believe that racially and ethnically diverse classrooms enrich the educational experience of white students.

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Attention to  
 multicultural learning  
 extends the meaning of  
 personal, social, and  
 moral growth and  
 improves the capacity of  
 colleges and universities  
 to achieve their missions.

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# University Faculty Views About the Value of Diversity on Campus and in the Classroom

GEOFFREY MARUYAMA, PH.D. and JOSÉ F. MORENO

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**SURVEY RESULTS ADDRESSING THE SIX RESEARCH QUESTIONS**

¥ Faculty members believe that their institutions value racial and ethnic diversity.

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**Institutional Values about Diversity**

| Institutional Value | N    | Mean | Percent<br>010 or 020 | Percent<br>040 or 050 |
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All responses are on a scale of 1 to 5. For the Prst three items, the anchors are 1, 0Strongly disagree and 5, 0Strongly agree,0 while for the Pnal two items, the anchors are 1, 0Not important/irrelevant, 0Extremely important.0

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**Departmental Values about Diversity**

| Departmental Value | N     | Mean | Percent<br>010 or 020 | Percent<br>040 or 050 |
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Effects of Diversity on Classrooms

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Effects on Classrooms

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### Negative Effects of Diversity

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| Negative Effects | N | Mean | Percent<br>010 or 020 | Percent<br>040 or 050 |
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All responses are on a scale of 1 to 5. For the Prst two items, 1 was "Strongly disagree" and 5, "Strongly agree" while for the last two items, 1 was "Never" and 5, "All the time." "Percent" is percentage of responses answered with a response of 1 to 5, not of the total sample.

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Effects of Diversity on Research

¥ Faculty members report that diversity in classes and research teams affects their views and increases their learning.

| Effects on Research | N      | Mean   | Percent<br>010 or 020 | Percent<br>040 or 050 |
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Responses to the Prst two items range from 1, "Not at all" to 5, "Extensively"; for the third and Pftth items, responses range from 1, "Strongly disagree" to 5, "Strongly agree" and for the fourth item, responses range from 1, "Very negatively" to 5, "Very positively." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

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Readiness for Diverse Environment

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Responses for the Prst two items range from 1, 0Not prepared (Not comfortable),0 to 5, 0Very prepared (Very comfortable),0 and for the last two items from 1, 0Never,0 to 5, 0Very often.0

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Comparison of Male and Female Responses

| Factor | Gender | N   | Mean  | Standard Deviation | Standard Error | t-value (significance) |
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**HOW CLASS STRUCTURE IS RELATED  
 TO ATTITUDES TOWARD DIVERSITY**

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National Sample of Faculty

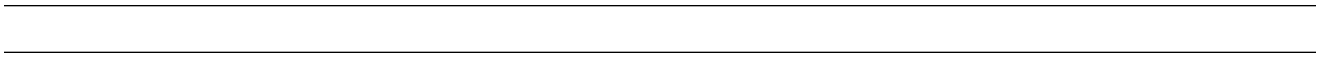
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Descriptive and Technical Information about Factors

|   |   |      | N            | Items                  | Range of factor loadings/eigenvalue | Factor Mean | Standard De |
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Note: In cases where two eigenvalues appear in parentheses, the items that were factor analyzed together yielded two factors. All eigenvalues are unweighted sums of the items listed.

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Correlations of Factor Score Dimensions

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APPENDIX I. Relations of Attitudes about Ethnic/Racial Diversity to Attitudes toward Other Types of Diversity

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Regression Results for Factor Scores

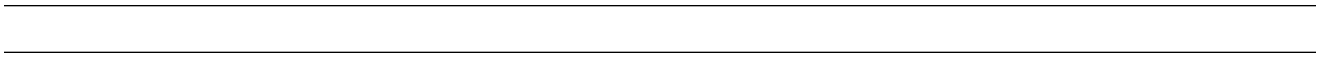
| Predictor                             | 1    | 2    | 3    | 4     | 5    | 6     | 7    | 8     | 9 | 10   | 11    | 12    | R SQ | N   |
|---------------------------------------|------|------|------|-------|------|-------|------|-------|---|------|-------|-------|------|-----|
| Dependent Variable:                   |      |      |      |       |      |       |      |       |   |      |       |       |      |     |
| Institutional values about diversity  | 0.20 |      |      |       |      | -0.12 | 0.16 |       |   |      | -0.13 |       | 0.11 | 291 |
| Importance of diverse population      |      |      |      |       |      |       |      |       |   |      |       |       | n.s. | 308 |
| Departmental values about diversity   | 0.24 |      |      |       |      |       |      | -0.15 |   |      |       |       | 0.07 | 303 |
| Effects of diversity on classrooms    |      |      | 0.29 | -0.17 | 0.14 |       |      |       |   |      | 0.35  | -0.11 | 0.41 | 226 |
| Negative effects of diversity         |      |      |      | 0.14  |      | -0.27 |      |       |   |      |       |       | 0.09 | 299 |
| Diversity benefits for all students   |      | 0.11 | 0.37 |       | 0.14 |       |      |       |   | 0.16 | 0.21  |       | 0.30 | 272 |
| Diversity benefits for white students |      |      | 0.17 |       | 0.14 |       |      |       |   |      | 0.29  |       | 0.21 | 212 |
| Effects of diversity on research      |      | 0.19 | 0.25 |       |      |       |      |       |   |      | 0.37  |       | 0.27 | 167 |
| Impacts of diversity on teaching      |      | 0.14 | 0.28 |       |      |       |      |       |   |      | 0.36  |       | 0.28 | 229 |
| Prepared to teach in diverse classes  |      |      |      |       |      |       |      |       |   | 0.28 | 0.11  |       | 0.15 | 308 |
| Address diversity in teaching         |      |      | 0.14 | -0.23 | 0.15 |       |      |       |   | 0.12 | 0.39  | -0.10 | 0.42 | 296 |

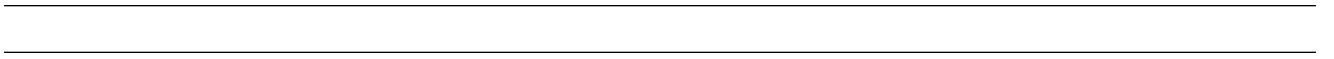
All coefficients are significant at 0.05. Bold coefficients are significant at the 0.01 level.

Predictor variables

- 1. Largest percentage of minority students
- 2. What percentage would constitute a diverse class
- 3. Critical mass is important
- 4. Time spent on lecture
- 5. Gender
- 6. Political views
- 7. Years teaching
- 8. Percentage of minorities at bachelor's alma mater
- 9. Percentage of minorities at graduate alma mater
- 10. White or not
- 11. Involvement with ethnic/racial issues
- 12. Full professor or not







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## ENDNOTES

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# College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity

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Open dialogue  
across difference lies  
at the heart of  
the vision of selective  
liberal arts colleges  
today in America.

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Selective liberal arts colleges feel a sense of urgency about greater inclusion of students of color in the student body because they view a diverse community as essential to fulfilling their mission; yet most continue to have a student body not sufficiently diverse to ensure that students have the opportunity for dialogue across difference as often as would be desired.

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PART 1: CONTENT ANALYSIS OF  
MISSION STATEMENTS OF TOP  
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The most selective and highly ranked liberal arts colleges continue to define their missions as incorporating academic excellence in service to society.

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Excerpts from Sample Mission Statements from Selective Liberal Arts Colleges

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Percent of Selective Liberal Arts Colleges that Include Each  
of Nine Core Values in Their Mission Statement, with and without  
Supplementary Materials

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PART II: MACALESTER COLLEGE

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Enacting Diversity in the Absence  
of Structural Diversity

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It is clear that liberal arts colleges in general are likely to have a contemporary commitment to diversity, as reflected in their mission statements.

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¥ Fully 92 percent of Macalester College's faculty respondents said that having a racially or ethnically diverse student body was essential or very important to achieving the college's mission, and approximately 90 percent disagreed with the view that a focus on racial and ethnic diversity lowered the quality of the institution or the student body.

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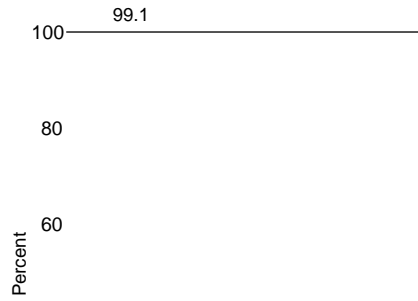
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Percent of Faculty Who Judge the  
Institution to Hold Core Values as High  
or Highest Priorities



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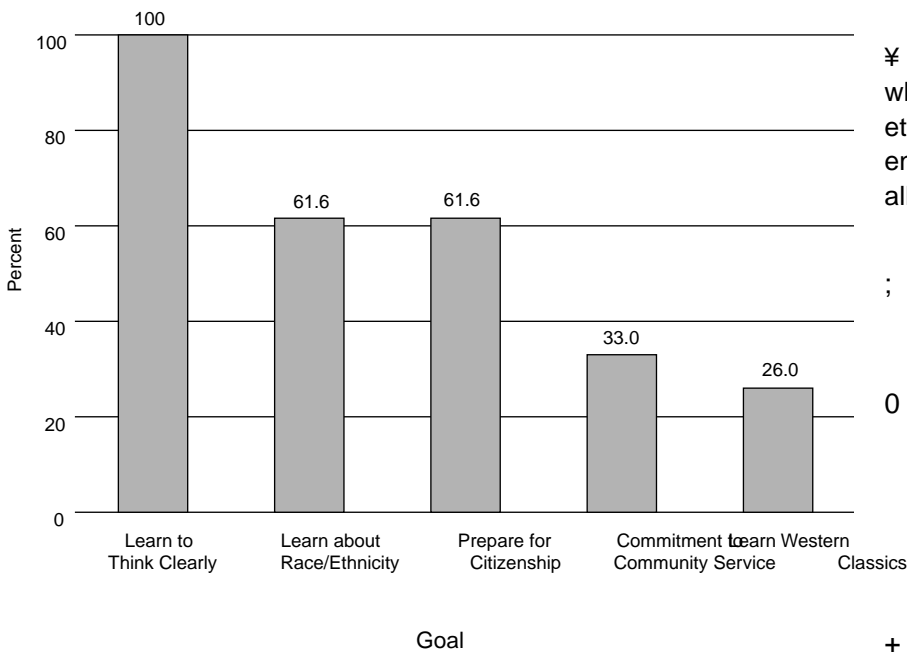
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Percent of Faculty Who Perceive Each Educational Goal as Essential or Very Important



¥ Macalester faculty members overwhelmingly believe that a racially and ethnically diverse student body enhances the educational experience of all students.

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¥ Forty percent of Macalester classes have no African-American or Latino students in them, and U.S. students of color find themselves the sole member of their race or ethnic group in two-thirds of their classes.

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Percentage of Classes Taken by U.S. Students of Color in Which They Were a Solo, Spring 1998

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|  | % Solo | Solo/All Classes Registered |
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Sample

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Nine Categories of Core Values Found in Mission Statements, with the Subcategories Included in Each, and Examples

| Values/Mean/Goals<br>Top 28 Selective Liberal Arts Colleges | Initial Categories<br>Combined | Examples                                                                      |
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# The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms

PATRICIA MARIN, PH.D.

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As one professor said, "I want people to be able to represent diversity, not just talk about it. So, in fact, I need diversity in the classroom."

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Professors need to act  
as facilitators and to  
create a classroom  
setting in which  
all students are valued  
and included in the  
educational process  
if they are to maximize  
the benefits of  
a multi-racial/  
multi-ethnic class.

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Faculty participants said they need diversity to teach to their highest potential and that multi-racial/ multi-ethnic classrooms enable them to be more successful in achieving the outcomes they envision for their classes.

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APPENDIX III.C Student Focus Group Guide

Obtaining a definition of multi-racial/multi-ethnic class room from each participant:

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General questions (to use in this focus group):

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APPENDIX III.D Implications for Practice

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Using Diversity as an Educational Tool

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Faculty Preparation

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## REFERENCES

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# Faculty Classroom Diversity Questionnaire

*[Faint, illegible text, possibly a URL or contact information]*



Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue. Throughout the questionnaire, "racially/ethnically diverse students" and "minority students" refer to African American, Asian Pacific American, Latino, and

Never All the time Not Applicable Don't Know

10a. Interactions between students from different racial/ethnic

[Redacted content]

along racial/ethnic lines.

① ② ③ ④ ⑤ ○ ○

10b. Participation in classroom discussion by students of a particular racial/ethnic group is increased by the presence of other students from the same racial/ethnic group.

① ② ③ ④ ⑤ ○ ○

[Redacted content]

Important to their participation in your classroom.

① ② ③ ④ ⑤ ○ ○

11. How important is interaction between the students of different racial/ethnic backgrounds in your classroom to each of the following:

Completely Unimportant Very Important Not Applicable Don't Know

a. Helping students develop their ability to think critically.

① ② ③ ④ ⑤ ○ ○

b. Affecting the development of students' leadership abilities.

① ② ③ ④ ⑤ ○ ○

[Redacted content]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SKIP QUESTION 26 IF STUDENTS IN YOUR CLASSES DO NOT DO RESEARCH.

Strongly  
Disagree

Strongly  
Agree

Not  
Applicable

Don't  
Know

26. Students in more racially/ethnically diverse classes conduct their research on different types of topics than students in more

BACKGROUND QUESTIONS.

30. What is your principal activity in your current position at

*(Mark one)*

- ① Administration
- ② Teaching
- ③ Research
- ④ Services to clients and patients
- ⑤ Other (please specify)

31. Do your interests lie primarily in teaching or research?

37. Your sex:

- ① Male
- ② Female

38. How would you characterize your political views?  
(Mark one)

- ① Far Left
- ② Liberal
- ③ Moderate
- ④ Conservative

41. Please indicate the number of years you have spent in

48. How well prepared do you feel you are to teach/work in a

[The form contains multiple horizontal lines for handwritten responses, but the content is obscured by heavy black redaction bars.]

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et al. (1998) and  
et al. (1999) have shown