

AN ASSESSMENT OF RESIDENCE HALL STUDENTS' BEHAVIORS AND ATTITUDES
RELATED TO RACIAL DIVERSITY

by

KELLY S. BASDEN

B.S., Eastern Michigan University, 2006

A REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF SCIENCE

Special Education Counseling and Student Affairs
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2008

Approved by:

Major Professor
Dr. Christy Moran

Abstract

This report highlights the results of a revised diversity survey that was designed to assess the behaviors and attitudes of students who live in the residence halls at Kansas State University (K-State) regarding their interactions with people from diverse backgrounds. Diverse backgrounds, for the purpose of this study, are specifically related to a racial background different than their own. A survey of 25 questions was distributed to every residence hall student via email. The survey that was distributed was adapted from a version that was used previously by the Department of Housing & Dining Services at K-State.

The original survey was based on the Michael P. Tilford competencies that were compiled in 2000-2001 by K-State's Tilford Group. The Tilford competencies are all based on students' multicultural competency. Multicultural competency is defined by the K-State Tilford group as the knowledge, skills and personal attributes needed to live and to work in a diverse world. (K-State Tilford Group, 2007) The revised survey focuses heavily on the skills portion of the Michael P. Tilford competencies and is based on students' self-report.

Table of Contents

List of Tables	iv
Acknowledgements.....	v
Dedication.....	vi
CHAPTER 1 – Racial Diversity & Residence Halls.....	1
Introduction and Significance.....	1
Review of Related Literature.....	2
Foundation and Practical Significance	5
CHAPTER 2 – Research Method.....	6
Instrument.....	6
Participants.....	7
Procedure	8
Limitations	9
Data Analysis.....	9
CHAPTER 3 – Results, Conclusions, and Summary.....	11
Demographic Overview	11
Behavioral Response Overview.....	11
Attitudinal Response Overview	14
Open Ended Response Overview	17
Tips for Study Replication & Recommendations	25
References.....	28
Appendix A - K-State Tilford Group’s, Multicultural Competency Development Model.....	31
Appendix B - Suggested Survey Questions	32
Appendix C - Final Survey Questions	37
Appendix D - Bar Graphs Produced by Axio Survey System.....	41
Appendix E - Complete List of Unedited Open Ended Responses	54

List of Tables

Table 1.0 Behavioral Response Overview – In the Last Month	13
Table 2.0 Behavioral Response Overview – In the Last Semester	13
Table 3.0 Highest Frequency Response of Attitudinal Questions	17

Acknowledgements

I would like to acknowledge that without the support of my committee, Drs. Christy Moran, Aaron Carlstrom, and Chuck Werring, I would not have been able to complete this report.

I would also like to acknowledge the support of my colleagues and initiative team members. I am very thankful for their support, guidance, and kindness throughout this process.

Dedication

To my Grandparents, Mom, Dad, Carly, Bobbi, and Lindee.
You are my motivation and my spirit.

Chapter 1 - Racial Diversity & Residence Halls

Introduction and Significance

On college and university campuses today, diversity plays a vital and essential role in each student's experience at the institution. The educational value of diversity is enormous: "A diverse educational environment challenges them [students] to explore ideas and arguments at a deeper level – to see issues from various sides, to rethink premises, and to achieve the kind of understanding that comes only from testing their own hypotheses against those of people with opposing views" (Rudenstine, 2001). The effect and the benefit of this learning happens in two ways, "...both intellectually and emotionally" (Rudenstine). The very concept of diversity has been found by many state superior and supreme courts as a "compelling interest," especially in regards to admissions (Rudenstine). When educational rationale was needed, Justice Powell from the California Supreme Court said that, "...the presence of minority students contributes, along with the presence and contributions of other students – to diversity, and therefore the total educational environment of the institution, as well as to the education of all of its members" (Rudenstine).

With these educational benefits in mind, it becomes easier to understand why the diversity-related experiences of students are so exceedingly important. Specifically in housing and residence life, where many times staff members are required to do some form of diversity programming, it becomes even more important to know the outcomes of such events. "As more universities and colleges develop and sustain programs to encourage diversity, one must study the implications of those programs on the campus climate for all students, traditional and nontraditional" (Sedlacek, 1997, p. 5). The goal of this study is to give students an opportunity to report their attitudes and behaviors related to diversity.

Diversity is defined as, “a structure that includes the tangible presence of individuals representing a variety of different attributes and characteristics, including culture, ethnicity, sexual orientation, and other physical and social variables” (Komives, 2003). Diversity is a broad term and there is a range of possibilities for subject focus; for this study the focus is specifically on race. Racial identity is defined as, “...a group or collective identity based on one’s perception that he or she shares a common racial heritage with a particular racial group” (Helms & Cook, 1999). As a result of this study, practitioners in student affairs will have more insight into the attitudes and behaviors of students living in residence halls regarding racial diversity. The information will provide some context related to students’ general attitudes and self-reported behaviors in relationship to people of different racial backgrounds than their own. Practitioners may use this information to facilitate learning through programming and interpersonal relationships among students in residence halls.

Review of Related Literature

Students today exhibit behaviors that discourage discrimination more than higher education has ever seen. According to a fact sheet produced by the Center for Information & Research on Civic Learning & Engagement, “...young Americans are the most tolerant age group and are growing more tolerant over time” (Olander, Kirby, & Schmitt, 2005). The fact sheet goes on to indicate that despite this high level of tolerance, “...social circles and voluntary associations (such as churches and other religious congregations) remain largely segregated by race” (Olander, Kirby, & Schmitt, 2005). For student affairs professionals and administrators, this information becomes exceedingly important to acknowledge and to understand as the racial demographic of university enrollments continue to diversify.

Most universities today display a commitment to diversity in their mission statement, in their recruitment of students, in their hiring practices for professionals, and in their university and community programming. This commitment greatly affects the campus climate. According to Sedlacek, Helm, and Prieto (1997), “There is considerable evidence that campus climate has a great deal to do with the success or failure of students in higher education.” As colleges and universities continue to promote initiatives that surround diversity, it is imperative that they understand the real outcomes of their programs. Sedlacek said, in 1997, that, “As more universities and colleges develop and sustain programs to encourage diversity, one must study the implications of those programs on the campus climate for all students...” (Sedlacek, Helm, & Prieto, 1997).

Based on the information provided by the Center for Information & Research on Civic Learning & Engagement as well as my professional interactions with students, I believe that most students come to their first year of college generally aware of diversity and capable of defining it but are not fully equipped with the developmental tools necessary to live and to interact in a diverse world. This deficient skill set could impact many of their collegiate experiences, including but not limited to, their experience in organized living, in the classroom, and in student organizations.

Oftentimes these environments set the stage for students to apply critical thinking through interpersonal interactions and to challenge their current belief structures or common stereotypes. This critical thinking can happen in a variety of ways and can include interactions with students who are different than themselves. The ability level to do this appropriately varies by student and is contingent on many factors related to their life experiences. In fact, Pascarella and Terenzini

(1991) stated, “We still strongly suspect that students’ individual characteristics frequently mediate the impact of college; not all students benefit equally from the same experience.”

The above mentioned individual characteristics have the potential to impact a variety of things. In 1975, Tinto suggested that a “...student’s persistence was related to the degree to which a student was integrated into the college’s social and academic communities...” (as cited in Davis, 1994). Mow and Nettles (1990) said that, “...social integration was equally important to – perhaps even more important than – academic integration as an influence on ultimate degree completion for black students” (Davis, 1994, p. 84). Along the same lines, integration and climate in the classroom accounts for a significant factor in retention for minority students versus non-minority students. According to an article titled *Campus Racial Climate and the Adjustment of Students to College*, in general, “Exposure to a climate of prejudice and discrimination in the classroom and on campus has gained attention as the main factor accounting for differences in withdrawal behavior between minorities and non-minorities (e.g., Fleming, 1984; Hurtado, 1992, 1994; Hurtado, Carter & Spuler, 1996, Smedley, Myers, & Harrel, 1993, Cabrera, Nora, Terenzini, Pascarella, Hagedorn, 1999, p. 1). Interestingly, though, in a 1994 study, Cabrera and Nora found that “perceived discriminatory behavior affected the social and academic adjustments to college among White students in a pattern similar to the one exhibited by minorities” (Cabrera, Nora, Terenzini, Pascarella, Hagedorn, 1999).

There are a variety of things that impact students who attend college. Their history and the experiences that they have had in their community and at their high school are very important factors. Beyond that, the changing demographic of the United States and the emphasis that educators are placing on diversity all will impact our students’ experience. It is important that as

these intentional and structured initiatives continue to develop that we, as student affairs practitioners, take the opportunity to review them.

Foundation and Practical Significance

The K-State Tilford Group's, Multicultural Competency Development Model can be found in Appendix A of this document. Permission to utilize this competency model was gained by the researcher after contacting Dr. Juanita McGowan, Tilford Chairperson and Director of American Ethnic Studies at Kansas State University. In this model, "Multicultural competency" is defined as the knowledge, skills and personal attributes needed to live and work in a diverse world. Kansas State University acknowledges the importance of helping students develop these multicultural competencies. In 2000-2001 the Tilford Group conducted focus groups with faculty and students. The list of multicultural competencies was compiled as a result of what was learned from those and subsequent discussions (K-State Tilford Group, 2007).

The competencies that were developed are fundamental areas that all students at K-State should be competent in. It is important though, to recognize that residence hall students, by nature of their living environment, are impacted by the phenomenon of diversity in a unique and sometimes different way than their peers who do not live in residence halls. According to an article titled *Cultural Group Perceptions of Racial Climates in Residence Halls*, "While students may embrace diversity in the classroom, they may feel different about it in the close proximity of a residence hall" (Johnson, 2003, p. 117). Jones says that, "Residence life staff may be in a unique position to sculpt living environments and sponsor activities that facilitate minority intergroup interactions, expose values and beliefs, and promote a healthy living environment for all students" (1987, p. 90).

Chapter 2 – Research Method

Instrument

For this study, a web-based survey was created by the researcher to be distributed to all residence hall students at Kansas State University in March 2008. The survey included three main areas in addition to demographic information: questions related to the students' attitudes related to social interactions, questions about their experience with K-State's Housing & Dining Services, and questions related to specific behaviors related to diverse interactions.

After reviewing assessments produced by the Kansas State University, the National Survey of Student Engagement (NSSE), and the 2003 Diversity Awareness survey produced by Kansas State University's Housing & Dining Services, seven demographic questions were chosen by the researcher. Two additional questions were created as a result of research produced by Mow and Nettles in 1990 which suggested that pre-higher education experiences were an important characteristic to investigate in studies related to diversity-related attitudes and behaviors (Davis, 1994). The additional questions were related to experiences or memories that most students have the ability to answer; the students report the racial make-up of the high school from which they graduated and the community in which they were raised.

Following the demographic questions were items related to the students' attitudes related to hypothetical situations or their experience. Questions numbered 10, 11, 12, 13, 15, and 21 were used on the 2003 Kansas State University Housing & Dining Services Diversity Assessment (Decke, 2003). Question 16 was one that was created in a brainstorming session with the Coordinator for Leadership Development at Kansas State University, Nick Lander. After researching the topic of assessment of diversity and reflecting on the Michael P. Tilford competencies that were compiled in 2000-2001 by Kansas State University's Tilford Group, the

remainder of the questions were created by the researcher. The questions were reviewed by committee members Dr. Christy Moran, Dr. Chuck Werring, and Dr. Aaron Carlstrom.

The instrument that was utilized for the web-based survey consists of twenty-five questions. This survey was created specifically for the use of Kansas State University's Housing & Dining Services. After reviewing past surveys that have been produced by the department and speaking with stakeholders in the department, many have suggested the next step in impacting our student population is to assess the behaviors that students engage in as related to racial diversity. The purpose was to go one step further than previous assessments that have been designed for the department. This was accomplished by including behaviorally-based questions. See Appendix B for a copy of the instrument that was used.

Participants

The population for this research consisted of all the residence hall students at Kansas State University. A list was requested and obtained from Housing & Dining Services which includes the most up-to-date contact information for each resident. Contact information included: first name, last name, and Kansas State University email address.

A total of 1,019 or 31.25% of students responded to the survey. Of the people who received the survey 183 opted out, 953 completed it, and 66 people quit before completing the survey. The number of people who left the survey without completing it varied by page; the majority or 277 students left on the first page, 25 students left on the second page, 32 students left on the third page, and 9 left on the fourth page.

Procedure

Students received a personalized email with a short explanation about the survey. The explanation included description of the survey, why it was constructed, and the goals for the survey. On March 5, 2008 the survey titled, *An Assessment of Residence Hall Students' Behaviors and Attitudes Related to Racial Diversity*, launched at 11:59pm. It was sent to the 3,261 residence hall students who currently live on campus at Kansas State University.

Each of the 3,261 students was sent an email message which invited them to participate in the survey. The email message included both a link to the survey and a link to opt out of the survey. The email addresses that were utilized are the ones that the students selected to have on file with the Housing and Dining Department at Kansas State University. Approximately thirty-seven students did not receive the message because the email address that they listed with the department was not fully accurate or capable of receiving an email at the time of the survey.

The survey remained open until 11:59pm on March 15, 2008. At that time the survey closed and the link was no longer accessible. After the initial launch on March 5th, students who had not opted out or completed the survey received a reminder message encouraging them to complete the survey. This email reminder was sent every two days until the closing date and time.

The original plan was that if the response rate was lower than 30% within the first week, a poster campaign would be initiated. Posters would have been printed and placed in each residence hall encouraging students to participate in the survey. The goal was to appeal to the students through a different modality. By the end of the first week the response rate was 25.02% and it was determined that this was within the appropriate range, so no poster campaign took

place. There was no incentive offered as a benefit of participation. The final response rate was 31.25%.

Limitations

Five limitations were identified as related to this study. The first limitation was that the data compiled is based on student self report which has some potential to be inaccurate. An acknowledgement is made that self report is based on the students' perception of their environment or experience. Another limitation is that university email addresses were utilized for each student. If students do not check that particular email address or if they have it forwarded, they may not have seen the survey in time to participate. A third limitation is the nature of a web-based survey; for any student who has technology limitations either because of lack of knowledge or lack of access, this survey may not be easily completed. However, it is noted that an overwhelming majority of students bring their own computers to campus, there are computer labs in each residence hall, and two academic resource centers with computer labs are provided free of charge for residence hall students. The fourth limitation of this project is that the ultimate cause for behaviors and attitudes were not determined. Despite the lack of a cause and effect description the data provide an important and valid framework on which to base discussions related to student experience in the residence halls, especially related to their attitudes and behaviors associated with racial diversity and ways to enhance its quality. The fifth limitation of this survey is that it was only distributed to students who currently live in the residence halls.

Data Analysis

The survey was distributed by using Kansas State University's Axio Survey System. The respondents were tracked based on who had responded to the questions and who had not so that

reminder emails could be sent. When the survey was submitted no identifying information was linked to their answers. The researcher did not know the responses of specific individuals but had the ability through the Axio Survey System to send reminder emails to those who have not yet responded.

The original plan, once the survey administration portion of the project had ended, was to further analyze the results using the statistical analysis tool SPSS. The Axio Survey system presented the raw data in a report form which included bar graphs and percentages. Since this was all that was necessary for a descriptive analysis, no use of the survey system was needed.

This final report includes a summarized description of the survey responses, a demographic overview of the respondents, and any themes that were noted tendencies students had in their responses. It also includes an overview of the study with both positive and negative highlights from the researcher to serve as tips if the study were to be replicated. A complete print out of the attitudinal and open ended results is included, in addition to possible explanations for results as well as brainstormed solutions or improvements.

Chapter 3 – Results, Conclusions, and Summary

Demographic Overview

Of the 953 students who completed the survey a majority were first year (56.53%), white/Non-Hispanic (79.98%), female (59.98%) students who started college at Kansas State University (79.88%) and have lived in the residence halls for one complete semester (53.58%).

A majority of the respondents also indicated that the racial makeup of the community in which they were raised was 0-20% persons of color (58.19%) and that the racial make-up of the high school they graduated from was 0-20% persons of color (63.2%). In Appendix E graphs are provided which reflect the aforementioned majority percentages and also indicate other responses to the demographic questions.

Behavioral Response Overview

Students were asked questions about their behaviors related to racial diversity. These questions were based on the Tilford Competencies and were related to the day to day activities in which residence hall students would engage. For a complete listing of the final survey questions and structure please refer to Appendix C.

Upon reviewing the responses for questions 1 through 8 it became clear that students gauged these meaningful interactions or daily actions in a variety of ways. The question took on a different meaning for each student. In general, a majority of the respondents consistently indicated that they engaged in the activity per month or per semester 0-7 times. There were also a number of students who identified that they engaged in the activity in the last month or the last semester 7 plus times. Students who perceived that they engaged in the behavior frequently or daily enthusiastically responded with numbers that were not technically possible per each

suggested activity, over 100 and up to 999. On the following page you will find tables 1.0 and 2.0 which identify the question and the frequency within the stated range.

Table 1.0

Behavioral Response Overview – In the Last Month

For each of the following questions please type the number in the space provided that indicates how many times you have experienced each activity in the last month.

	0-6 times	7 or more	Invalid
Q1. Engaged in meaningful conversation with someone whose race was different than your own?	563	377	79
Q.2 Used Critical thinking to understand the view of someone whose race was different than your own?	682	262	75
Q.3 Eaten a meal (breakfast, lunch, or dinner) with someone whose race was different than your own?	601	336	77
Q.4 Heard people make racial or ethnic slurs?	581	361	77
Q.5 Challenged people who have made racial or ethnic slurs?	825	122	72

* Numbers indicate frequency within the stated range

Table 2.0

Behavioral Response Overview – In the Last Semester

For each of the following questions please type the number in the space provided that indicates how many times you have experienced each activity in the last semester.

	0-6 times	7 or more	Invalid
Q.6 Attended programs or activities related to diversity?	878	56	60
Q.7 Worked towards a common goal in a group which included a person(s) whose race was different than your own?	758	172	64
Q.8 Utilized the diversity resources available in your residence hall?	902	31	61

* Numbers indicate frequency within the stated range

The behavioral responses varied from 0 to 999, which was the highest number the student could enter for each interaction. In the open ended responses at the end of the survey several students indicated that it was difficult to recall the amount of interactions they had within a month or a semester, so they just put their best guess as their response. Below are examples of students' responses about the behavioral section:

I believe I answered 10 to how many times I had heard a racial slur in the past month, but honestly I have no clue. It was a blind guess, and I imagine that it will be that way for most of the people who are not at the receiving end of these racial slurs.

This survey was very difficult to think of the number of conversations or recall how many meals I have eaten in the last month.

The beginning of it is something no one would honestly know about. No one keeps track of that because it's way to big a time span...

Another theme that emerged in the open ended responses is that some students understood these questions to be in reference to a person of color, not interactions with a person whose race was different than their own. Knowing all of the above information, the behavioral questions (1-8) and their responses should be utilized to create a scale for future surveys. They should not be used to analyze or generalize the frequency that residence hall students engage in specific behaviors. The questions showed little reliability and the self reported behavior was inconsistent. Several students indicated that the time span was one that they could not recall and other students indicated that they simply did not know.

Attitudinal Response Overview

The second part of the survey was designed to assess residence hall students' attitudes about racial diversity. Similar to the structure that was created for the behavioral questions the

questions related to attitudes were all related to things that they likely would engage in, have some exposure to, or already be familiar with. Students consistently self-reported positive attitudes about hypothetical interactions with people who were racially different than them, about racial diversity in the work place, and about racial diversity in American society. This feedback is consistent with other research which indicates that college students today are the most tolerant age group and that they are becoming more tolerant over time (Olander, Kirby, & Schmitt, 2005). A limitation to this research and information is that it does not tell us whether or not these positive attitudes translate into behaviors and engagement with other students who are racially different than them.

The other questions that are included in this section are related to the programs or activities that are offered in the residence halls and also the self-reported impact that living in the residence halls has had on students' knowledge, skills, and personal development in understanding people whose race was different than their own. For both of these questions students responded in a variety of ways, each being one that did not indicate in any positive or negative way their attitudes about the two.

Students in general seemed ambivalent to their level of interest in the programs and activities related to diversity education and were similarly undecided about whether or not their experience in the residence halls has contributed to their knowledge, skills, and personal development. In general, the unclear response in regards to impact could be the result of respondent demographics – over half of the respondents indicated they were first year or freshmen students. It is possible that this demographic of students may not have had enough experiences at the institution to really reflect appropriately and in turn understand the ways that their development has been impacted.

The highest response rate for each attitudinal question is listed on the following page in Table 1.1, Highest Frequency Responses of Attitudinal Questions. In Appendix D graphs are provided which reflect the responses students gave to the questions related to their attitudes.

Table 3.0

Highest Frequency Responses of Attitudinal Questions

Attitudinal Questions	Highest Frequency Response
9.1 Increasing racial diversity will bring positive changes to American society.	Somewhat Agree - 301 (29.54%)
9.2 I need to be prepared to deal with racial diversity in the work place.	Strongly Agree - 473 (46.42%)
9.3 I would be comfortable if a person whose race was different than my own approached me in a public place to ask a question.	Strongly Agree - 627 (61.53%)
9.4 If I were lost in an unfamiliar area, I would feel comfortable seeking assistance from someone whose race was different than my own.	Strongly Agree - 409 (40.14%)
9.5 I would be comfortable sharing a residence hall room with someone whose race was different than my own.	Strongly Agree - 483 (47.4%)
9.6 Programs or activities related to diversity education offered in my residence hall interest me.	Neither Agree nor Disagree - 247 (24.24%)
9.7 Living in a K-State residence hall has contributed to my knowledge, skills, and personal development in understanding people whose race was different than my own.	Somewhat Agree - 216 (21.2%)

***Note the highest response frequency is listed for each question
Survey result percentages are out of the total number of people who participated in the survey
Complete information can be found in Appendix D**

Open Ended Response Overview

The final question of the survey was an open ended question that thanked and encouraged students to write additional comments if they wished to. The question said, “Thank you for taking the time to complete this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about diversity awareness within the residence halls at Kansas State University, or any other services we provide please write those comments in the space provided below.” Many students took advantage of the opportunity to respond with feedback, and the comments that they presented were of particular

interest to me. A complete list of the unedited open ended comments can be found in Appendix E of this document.

After carefully reviewing their responses, I selected several that I believe were consistent themes in the open ended section. These particular responses also give us a significant amount of insight not only to the level of comfort that many of the residence hall students at Kansas State University have with racial diversity, but also some perspective as to which techniques and recommendations would be most appropriate for this specific population. The quotes give us an opportunity to better understand how students see themselves as a part of interactions with others who are racially different than them. The attitudes portion of the survey only gives us insight to how they feel about the topic in general; here we see how things change a bit when it is personalized.

I go to school to learn, not to meet other ethnicities. It doesn't matter what color of skin people have.

That is what one student had to say in his open ended response. This response was similar to many others that were received. The major theme here after analyzing the text was that some students have a narrow view of learning and education. Commonly, this purpose or focus is one that specifically revolves around classroom activity. These students do not include diversity awareness as a part of their education since it is not consistently a part of their coursework. Despite having diversity as a university learning outcome at Kansas State University, the message seems to be unheard by some students. Many of these same students noted that diversity was good, or that they did not mind diversity programs, but that it was not a major focus for them during their time at Kansas State University.

Along the same lines several other students said that they did not feel the residence halls were meant to be a place for them to learn. One student said:

I do not think it is the dorms responsibility to educate on diversity. The dorms should provide a place to live and get off its high horse and do its job, not self appoint itself to educate everybody. I have professors to do that, who the hell are you? And what's your degree in? I would bet it's not in something that really trained you in diversity. And taking a few seminars and classes here and there don't make you diverse. In reality the dorms have a way of shoving diversity down your throat and it is just too much! I think if you really want people to understand each other the best way to do it isn't at a poorly attended diversity event in the dorms. I think if the dorms want to promote diversity they need to pull their head out of the sky and focus on the real people in the dorms and stop coming up with foolish programs and just let people live in the dorms. Your job is not to be my teacher, your job is to provide a place for me to live, I thought the individuals that ran housing were college educate. I was greatly mistaken.

This response and several other responses like it, again, indicate a lack of understanding in relation to how learning happens. Learning itself happens in a variety of forms, some in the classroom and some out of the classroom, and students themselves have a variety of preferred learning methods. Several students who responded to the survey indicated that they desire a clear separation between the two. Some see the residence halls as serving a singular purpose and that is a place to sleep. There also seems to be an immediate attitude of defense to the programming that does happen. The phrase "...the dorms have a way of shoving diversity down your throat..." and quotes which read in a similar way are stated several times in the open ended section.

This immediate defense of being exposed to diversity awareness could, in some ways, be healthy. For many students the intentional programs that are provided are the first interaction or exposure that they have to diversity awareness topics. Another possible explanation for this type of reaction is that some students do not understand the role of student affairs professionals and residence life staff members, and in turn, feel conflicted when they are being challenged to learn about themselves and to think about their identity, privilege, and how they interact with people

who are racially different than them, among other things. Their initial frame of reference in terms of learning was one that only included this process in the classroom.

Several students in the open ended section indicated that the way diversity awareness programming is presented to them is a major deterrent to their participation. One student said:

Please do not force diversity on me. I don't cherish differences; I tolerate them. I don't have a problem with people of other races as long as their cultures aren't forced upon me. When I am compelled against my will to attend "diversity awareness" events, I actually start to hate the cultures I am supposed to be learning about.

Here we are reminded that readiness is significant and key to learning. Practitioners and student staff members can implement and design as many diversity programs as they want, but if the basic levels of understanding are not present, then the programs that really challenge students to think more broadly and in a more inclusive manner could be lost because some students react with an immediate defense and remove themselves from the educational environment.

It is important to acknowledge that students bring a history and a past with them to campus – they already have opinions and ideas formed about a variety of topics. If they are presented with information that is “too different” or maybe out of context from their perspective or frame of reference, many times their initial reaction will be defense and they become closed to the topic or concept. As indicated in the quote above, students may feel “forced” and do not see it as a healthy and positive opportunity. Diversity education is best achieved when it is structured and developed with student development and readiness in mind.

Other students shared information related to their desire to interact with people who were racially different than them, but indicated that they did not engage in the behaviors because it was not something that was feasible or available to them.

It is hard to pin-point how people feel about racial diversity through a survey. I love to meet people who are diverse and different than me, but where I live currently on campus wouldn't show that (Ford), nor would it show how interested I am in the programs. I am interested, but my class load doesn't always allow for me to attend such programs. Diversity is an important issue and while I live in the halls for another year I will do my best to promote it wherever I live.

This response takes on a completely different tone and offers some more insight to the literal environment and how well its demographic makeup lends to students engaging interpersonally with students who are racially different than them. Students are encouraged and sometimes expected to develop and attain specific competencies related to cross cultural communication, but the reality is that many of the populations with whom student affairs practitioners work are homogeneous, so the diversity itself is not always present. In these instances the responsibility to engage in cross cultural communication could become one that the students must seek out individually. When there is less diversity on campus it seems logical that there would also be a lessened sense of diversity awareness, because the day to day interactions which could naturally occur do not present themselves.

Another theme that was noted in the open ended response was a lack of realistic knowledge about the racial climate at Kansas State University. There were several students whose perspectives indicated a point of privilege and an understanding that lacked awareness outside of their own personal experience. Since they had never experienced racism, they did not believe it existed on campus.

You guys are making way to big of a deal about racial diversity. I have not ever seen nor heard of someone who has treated someone from another race different than what they would treat someone of their own race.

A different student had this to say about their on campus experience as related to racial diversity:

There needs to be a lot more diversity awareness, not only in the dorms but in the university all together. The lack of racial awareness has put a strain in my social life and the adjustments I have to make out taking a toll in my life. I may leave K-state for a more diverse university. Not where my race dominates but where the diversity is so rich we don't even have to question our diversity percentages.

Here we see an interesting dynamic. Two students who live in similar environments and attend the same institution are in tune with racial diversity in two completely different ways. The second student is aware of racial diversity to an extent that it has become a factor contingent on her satisfaction and potential success at the institution. She goes on to say that they may leave the institution because of this fact. The concept of belongingness and seeing people who look like “me” is key and very significant to the retention of students of color and other underrepresented groups on campus.

A number of students indicated that the survey itself offended them or caused them to think about racial diversity in a way with which they were uncomfortable.

This survey offended me. I do not keep track of people's skin color when I have a conversation with them, and this survey seemed to imply that I was racist.

This student presents an interesting concept and one that I followed up on by speaking with colleagues and students. The idea of offense was one that I did not anticipate being present in the open ended section. I assumed that there would be discomfort, possibly some dissatisfaction, or some appreciation, but it did not cross my mind that students would feel personally offended by the topic itself. After several discussions about the concept of offense in relation to this survey, I have come to the conclusion that this attitude could be the product of any number of things, but two concepts particularly stuck out to me as most logical. For many students the questions caused them to reflect on behaviors that they engaged in, could or would engage in, and also their racial identity. This could have been the first time that they had engaged in these specific thoughts and their immediate reaction was to personalize the questions and to

create their own results or assumptions – “*This survey seemed to imply that I was racist.*” Here we see a student who has reflected on her behaviors, what the questions meant to her, and based on her answers developed her own implications or assumptions about what the information they provided would tell the researcher.

Another student indicated that the survey was uncomfortable for him as well, but for different reasons:

I do not completely agree with some of the questions stated in this survey due to the fact that it causes me to think about my interactions with people different than myself. This is not something that I do on a conscious level and therefore it is difficult for this survey to truly represent my experiences in an accurate manner.

Here we see a student who is aware, but in a very unique way. He understands that racial diversity is a concept that he should think about, but since he has not chosen to critically think about it, the concept of being asked questions is one that he is uncomfortable with. He also seems to understand that because they he has chosen not to reflect on his interactions that they feel they are not able to talk about their experiences in a thoughtful way. The level of awareness that he displayed in his response could indicate that he is both cognitively and behaviorally avoiding the topic.

Similar to the student who felt offended, here we see an individual who has allowed himself to consider the ideas, but only to an extent that does not challenge his personal philosophies. By avoiding the act of thinking he has removed himself from engaging or critically thinking about engaging in interpersonal communications with people who are different than him. I cannot come up with a defining or conclusive cause for the apparent avoidance. It could be an initial defense, a genuine disinterest, or any number of things. Without speaking to the individual directly and learning more about his frame of reference, personal history, and thought patterns, there is no conclusive determination.

The final theme that I will discuss as presented in the open ended section was one that suggests that many of the students who responded to the survey are at a low level of racial identity development. Since a majority of the respondents identified as white, I have utilized Helms' White Racial Identity Development model to get a more accurate idea of their racial identity development " (Helms & Cook, 1999).

I think diversity awareness is a joke. All it does is point out differences. The focus should be on unity, not diversity.

Personally, I think that people just need to get over race. It is only an issue if you make it an issue. Making people more "aware" of it will likely induce prejudice.

Both of the above students identified as White/Non-Hispanic and indicated through their responses that unity and not acknowledging racial difference are positive for the community and climate in which they live. Helms' model of racial identity development would suggest that these two students are both in status one of phase one of their racial identity development. In this phase and status (the lowest level in the model) the students have, "A primitive status, primarily characterized by simplistic reactions of denial and obliviousness to the ways in which one benefits from membership in the entitled group and only superficial acknowledgement of one's membership in the White group" (Helms & Cook, 1999, p. 91).

The concept of racial identity development is important and poses a significant challenge to student affairs practitioners because a possible implication is that at Kansas State University there are a significant number of white students who are at the lowest level of their racial identity development. Helms suggests that once students have, "...enough experiences of seeing differences in how African, Latino, Asian, and Native American students and People of Color in the U.S. are treated and 'when one can no longer escape the moral dilemmas of race in this country and one's participation in them, person enters the next stage or status'" (Helms & Cook,

1999, p.91). If interactions are not facilitated either through natural socialization in the residence hall environment or through structured and intentional programming, then there is a possibility that this mass of students will not fully develop their racial identity. The impact of this low level of racial identity development is significant and relative to their understanding of the global society in which they live and will work.

Tips for Study Replication and Recommendations

One major limitation of this study is that there was no appropriate scale to replace the open ended section of the behavioral questions with a multiple choice option. I recommend utilizing the data that was obtained from this survey and then creating a more accurate scale. I would test its accuracy by doing a pilot study with a small sample of students. I would leave an option after the multiple choice section for each behavioral question for the individual to leave a comment. After utilizing the data and then consulting with students, I would re-administer the survey the following academic year with the scale in place. This would allow the researcher to get better and more accurate information related to students' interactions and behaviors as related to racial diversity.

The survey itself was met with some resistance from students. I recommend that the researcher have focus groups or more structured and intentional programmatic opportunities that are advertised across all residence halls on campus to talk about racial diversity. This would serve as an opportunity for students to engage in the topic prior to the survey instead of the survey being the first time they are formally or informally invited to discuss diversity awareness. The focus group itself could cause a higher awareness or attention to the concept of racial diversity that was not present during the first launch of the survey.

This resistance and concept of attitude offended was one that could be lessened in the future. After speaking with students and colleagues, it became clear that for some students this was the first time they had been questioned or engaged in the topic of racial diversity. Because it was the initial interaction their response was often personalized or full of emotion. The benefit of discussing diversity awareness and racial diversity, specifically benefits both students of color and students of the majority. It covers some of the basic information that students should know about the topic and also prepares them to appropriately reflect and analyze their behaviors and their attitudes. Without that the survey can be seen as a cold or sterile approach to educating students about diversity awareness or reaching out to underrepresented students. Some of the comments in the open ended section were skeptical of how the information would be used or why it was necessary to collect. One possibility is that this attitude came because it was the only time they were asked about their attitudes as related to racial diversity throughout the time they lived in the residence halls.

In order to impact this critical mass of students about diversity awareness, a strategic programming plan should be developed. The quality and content of diversity awareness programs is different for each residence hall and is contingent, oftentimes, on the person who is doing the programming. More often than not, it is the multicultural assistant who is encouraged to program specifically to the diversity awareness needs of their students. Understanding the needs of a dynamic group of students implies that the student staff themselves have a good understanding of student development and needs based programs. I recommend that these staff members either have enhanced training on how to do this and how to develop programs that impact students in a way that is appropriate when those students are ready.

Another suggestion would be to develop some type of residential curriculum around the topic of diversity awareness. This would be an intentional structure and program design that would be intended to impact a large group of students who may be at a variety of development stages and levels of readiness. I recommend that if a residential curriculum is designed that the planning committee consist of a variety of stakeholders including diversity awareness specialists, students, student staff members, and the professionals who will supervisor the student staff members who will implement the curriculum.

In summary, the results of this study suggest that there is 1) a need for structured and intentional programming related to diversity awareness, specifically racial diversity, 2) a need to help facilitate racially diverse interpersonal relationships among residence hall students, 3) a need to be sensitive and intentional regarding the inclusion of students of color in this process, and 4) consistent institutional and departmental support for the initiative to be successful.

References

- Cabrera, A.F, Nora, A., Terenzini, P.T., Pascarella, E., Hagedorn, L.S. (1999). *Campus Racial Climate and the Adjustment of Students to College: A Comparison Between White Students and African-American Students*. English Article (EJ) *Journal of Higher Education*, v70 n2 p134-60 Mar-Apr 1999. Retrieved September 10, 2007, from ERIC database.
- Davis, D. (1994). *Safe Havens for African American Students: Finding Support on a White Campus. Draft*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Retrieved September 9, 2007, from the ERIC database.
- Decke, S. (2003). *Multicultural Competency Survey*. Unpublished manuscript, Kansas State University.
- Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy*. Boston: Allyn and Bacon.
- Johnson, V. D. (2003). *Cultural Group Perceptions of Racial Climates in Residence Halls*. *NASPA Journal*, 41(1), Art. 6. Retrieved March 31, 2008, from <http://publications.naspa.org/naspajournal/vol41/iss1/art6>

Jones, W.T. (1987). Enhancing minority-White peer interactions. In D.J. Wright (Ed.), *Responding to the needs of today's minority students* (pp. 81-93). San Francisco: Jossey Bass.

Komives & D. B. Woodward, Jr. (Eds.), *Student Services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

K-State Tilford Group. (2007). *Multicultural Competency Development: Preparing Students to Live and Work in a Diverse World*. Retrieved October 15, 2007, from Kansas State University, Tilford Group Web site:
<http://www.k-state.edu/tilford/MulticulturalCompetencies.htm>

Olander, M., Kirby, E.H., Schmitt, K. (2005). *Attitudes of Young People Toward Diversity. FactSheet. Center for Information and Research on Civic Learning and Engagement (CIRCLE)*, 17. Retrieved September 9, 2007, from ERIC database.

Pascarella, E.J., & Terenzini, P.T. (1991). *How College affects students*. San Francisco: Jossey-Bass.

Rudenshtine, N. (2001). Student Diversity and Learning. In Orfield, Gary, Ed., *Diversity Challenged: Evidence on the Impact of Affirmative Action* (pp.21-48). Cambridge: Harvard Education Publishing Group.

Sedlacek, W.E., Helm, E.G., Prieto, D.O. (1997). *The Relationship between Attitudes toward Diversity and Overall Satisfaction of University Students by Race*. Retrieved September 9, 2007, from ERIC database.

Appendix A

Preparing Students to Live and Work in a Diverse World

Copyright © 2001 Kansas State University. All Rights Reserved

I. Knowledge -- Awareness and understanding needed to live and work in a diverse world.

- Cultural Self -- The ability to understand one's ethnic identity and how it influences identity development.
- Diverse Ethnic Groups -- Knowledge of diverse ethnic groups and their cultures.
- Social/Political/Economic/Historical Frameworks -- Awareness of how social, political, economic and historical issues impact race and ethnic relations in the world.
- Changing Demographics -- Understanding population dynamics related to ethnic minority and majority citizens.
- Diversity Implications for Career--Understanding how diversity impacts the academic discipline, career and professional development.

II. Personal Attributes -- Traits needed by those who live and work in a diverse world.

- Flexibility -- The ability to respond and adapt to new and changing situations.
- Respect -- An appreciation for those who are different from one's self.
- Empathy -- The ability to understand another person's culture by listening to and understanding their perspective.

III. Skills -- Behaviors and performance tasks needed to live and work in a diverse world.

- Cross Cultural Communication -- Verbal and nonverbal communication skills in interaction with those who are culturally different from one's self.
- Teamwork -- The ability to work in culturally diverse groups toward a common goal.
- Listening -- The intention and ability to attend to what others are saying.
- Conflict Resolution -- The ability to resolve cultural conflicts that occur between individuals and groups.
- Critical Thinking -- The ability to use inductive and deductive reasoning to understand diverse perspectives.
- Language Development -- The ability to speak and write more than one language.
- Leadership Development -- The ability to provide multicultural leadership.

Appendix B

Suggested Research Questions

1. Sex
 - a. Male
 - b. Female

2. Birth year
 - a. 19 – drop down list

3. What residence hall do you currently live in?
 - a. Boyd
 - b. Putnam
 - c. Van Zile
 - d. Haymaker
 - e. Moore
 - f. West
 - g. Smurthwaite
 - h. Ford
 - i. Goodnow
 - j. Marlatt

4. How do you racially identify yourself? (Mark only one.)
 - a. American Indian/Alaskan Native
 - b. Asian or Pacific Islander
 - c. Black, Non-Hispanic
 - d. Hispanic/Spanish/Latin American
 - e. Mexican/Mexican American
 - f. White/Non-Hispanic
 - g. Multiracial (if selected students will select as many as are applicable)
 - i. List options
 - a. American Indian/Alaskan Native
 - b. Asian or Pacific Islander
 - c. Black, Non-Hispanic
 - d. Hispanic/Spanish/Latin American
 - e. Mexican/Mexican American
 - f. White/Non-Hispanic
 - g. Other
 - h. Other
 - i. I prefer not to respond

5. Please indicate your current classification in college.
 - a. Freshman/first-year
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Unclassified

6. Did you begin college at your current institution or elsewhere?
 - a. Started here
 - b. Started elsewhere

7. Please indicate the racial makeup of the community in which you were raised:
 - a. A majority of white people
 - b. Most or nearly all white people
 - c. About an equal number of persons of color and white people
 - d. Most or nearly all persons of color
 - e. A majority of persons of color

8. Please indicate the racial make-up of the high school you graduated from:
 - a. A majority of white people
 - b. Most or nearly all white people
 - c. About an equal number of persons of color and white people
 - d. Most or nearly all persons of color
 - e. A majority of persons of color
 - f. I did not attend high school

9. How many complete semesters have you lived in K-State's residence halls?
 - a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5
 - g. 6
 - h. 7
 - i. 8
 - j. More than 8

10. I believe that increasing racial diversity will bring positive changes to American society.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

11. I believe that I need to be prepared to deal with racial diversity in the work place.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

12. I would be comfortable if a person who was racially different than me approached me in a public place to ask a question.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

13. If I were lost in an unfamiliar area, I would feel comfortable seeking assistance from someone whose race was different than my own.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

14. To what extent do you feel K-State Housing and Dining contributed to your knowledge, skills, and personal development in understanding people of other races?
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

15. I would be comfortable sharing a residence hall room with someone of a different race than my own.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

16. Programs or activities related to diversity offered in my hall interest me.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

17. I know the name of my Multicultural Assistant and I could find diversity resources in my residence hall, if I wanted them.
- Strongly agree
 - Somewhat agree
 - Neutral
 - Somewhat disagree
 - Strongly disagree
18. How often have you engaged in meaningful conversation with someone from a different race than your own, this month?
- 0 times
 - 1-2 times
 - 3-4 times
 - 5-6 times
 - More than six times
19. How often have you used inductive and deductive reasoning to understand the view of a person whose race was different than your own?
- 0 times
 - 1-2 times
 - 3-4 times
 - 5-6 times
 - More than six times
20. How many times this month have you eaten a meal (breakfast lunch or dinner) with a person who had a different racial background than your own?
- 0 times
 - 1-2 times
 - 3-4 times
 - 5-6 times
 - More than six times
21. How often have you challenged people who have made racial or ethnic slurs?
- 0 times
 - 1-2 times
 - 3-4 times
 - 5-6 times
 - More than six times

22. How often have you worked towards a common goal in group which included a person(s) who had a different racial background than your own?
- a. 0 times
 - b. 1-2 times
 - c. 3-4 times
 - d. 5-6 times
 - e. More than six times
23. How often have you engaged in meaningful conversation with someone from a different race than your own about the impact of race relations?
- a. 0 times
 - b. 1-2 times
 - c. 3-4 times
 - d. 5-6 times
 - e. More than six times
24. How often have you attended programs or activities related to diversity have you attended, this semester?
- a. 0 times
 - b. 1-2 times
 - c. 3-4 times
 - d. 5-6 times
 - e. More than six times
25. Thank you for taking the time to complete this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about diversity awareness within the residence halls at Kansas State University, or any other services we provide please write those comments in the space provided below.
- a. (Open ended question area)

Appendix C

Final Survey Questions

PART A

For each of the following questions please type the number in the space provided that indicates how many times you have experienced each activity in the last month.

1. Engaged in meaningful conversation with someone whose race was different than your own? _____times
2. Used critical thinking to understand the view of someone whose race was different than your own? _____times
3. Eaten a meal (breakfast, lunch, or dinner) with someone whose race was different than your own? _____ times
4. Heard people make racial or ethnic slurs? _____ times
5. Challenged people who have made racial or ethnic slurs? _____ times

PART B

For each of the following questions please type the number in the space provided that indicates how many times you have experienced each activity in the last semester.

6. Attended programs or activities related to diversity? _____ times
7. Worked towards a common goal in a group which included a person(s) whose race was different than your own? _____ times
8. Utilized the diversity resources available in your residence hall? _____ times

PART C

For the following questions please indicate the extent to which you agree or disagree with the following statements. Please type your answer in the space provided for each question.

Strongly Disagree 1	Somewhat Disagree 2	Neither Agree nor Disagree 3	Somewhat Agree 4	Strongly Agree 5	No Opinion 6
------------------------------------	------------------------------------	---	---------------------------------	---------------------------------	-----------------------------

9. Increasing racial diversity will bring positive changes to American society. _____

10. I need to be prepared to deal with racial diversity in the work place. _____

11. I would be comfortable if a person whose race was different than my own approached me in a public place to ask a question. _____

12. If I were lost in an unfamiliar area, I would feel comfortable seeking assistance from someone whose race was different than my own. _____

13. I would be comfortable sharing a residence hall room with someone whose race was different than my own. _____

14. Programs or activities related to diversity education offered in my residence hall interest me. _____

15. Living in a K-State residence hall has contributed to my knowledge, skills, and personal development in understanding people whose race was different than my own? _____

PART D

**For the following questions please mark the option that represents your answer.
Please answer them to the best of your ability.**

16. What is your sex?
 - a. Male
 - b. Female
 - c. Transgender
 - d. No Response

17. What year were you born?
 - a. Open ended response

18. What residence hall do you currently live in?
 - a. Boyd
 - b. Putnam
 - c. Van Zile
 - d. Haymaker
 - e. Moore
 - f. West
 - g. Smurthwaite
 - h. Ford
 - i. Goodnow
 - j. Marlatt

19. What is your racial/ethnic identity? (Mark as many as appropriate)
 - a. American Indian/Alaskan Native
 - b. Asian or Pacific Islander
 - c. Black, Non-Hispanic
 - d. Hispanic/Spanish/Latin American
 - e. Mexican/Mexican American
 - f. White/Non-Hispanic
 - g. Multiracial (if selected students will select as many as are applicable)
 - h. Other (if selected students will list their response)
 - i. I prefer not to respond

20. Please indicate your current classification in college.
 - a. Freshman/first-year
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate Student
 - f. Unclassified

21. Did you begin college at Kansas State University or elsewhere?
- Started at Kansas State University
 - Started elsewhere
22. How many complete semesters have you lived in K-State's residence halls?
- 0
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - More than 8
23. Please indicate the racial makeup of the community in which you were raised:
- More than 80% persons of color
 - 61-80% persons of color
 - 41-60% persons of color
 - 21-40% persons of color
 - 0-20% persons of color
24. Please indicate the racial make-up of the high school you graduated from:
- More than 80% persons of color
 - 61-80% persons of color
 - 41-60% persons of color
 - 21-40% persons of color
 - 0-20% persons of color
 - I did not attend high school
25. Thank you for taking the time to complete this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about diversity awareness within the residence halls at Kansas State University, or any other services we provide please write those comments in the space provided below.
- (Open ended question area)

Appendix D

Bar Graphs Produced by Axio Survey System


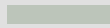




Question 10

What is your sex?



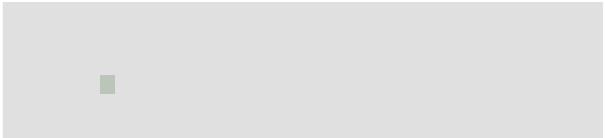

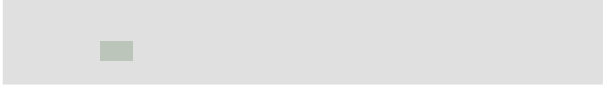

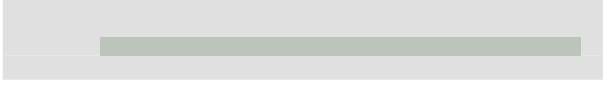

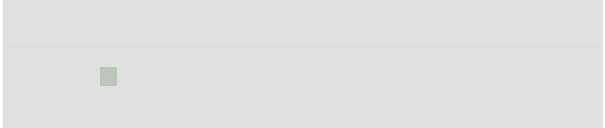

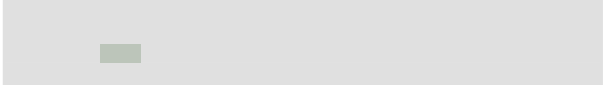
Question 12

What residence hall do you currently live in?

Boyd		78 (7.65%)
Ford		116 (11.38%)
Goodnow		173 (16.98%)
Haymaker		118 (11.58%)
Marlatt		118 (11.58%)
Moore		150 (14.72%)
Putnam		92 (9.03%)
Smurthwaite		13 (1.28%)
Van Zile		22 (2.16%)
West		71 (6.97%)
N/R		68 (6.67%)

Question 13

What is your racial/ethnic identity?

American Indian/Alaskan Native		23 (2.26%)
Asian or Pacific Islander		39 (3.83%)
Black, Non-Hispanic		51 (5%)
Mexican/Mexican American		26 (2.55%)
White/Non-Hispanic		815 (79.98%)
Multiracial (please select as many as are applicable)		31 (3.04%)
Other		24 (2.36%)
I prefer not to respond		36 (3.53%)
N/R		66 (6.48%)

Question 14

Please indicate your current classification in college.

Freshman/first-year		576 (56.53%)
Sophomore		172 (16.88%)
Junior		122 (11.97%)
Senior		64 (6.28%)
Graduate Student		8 (0.79%)
Unclassified		3 (0.29%)
N/R		74 (7.26%)

Question 15

Did you begin college at Kansas State University or elsewhere?

Started at Kansas State University		814 (79.88%)
Started elsewhere		132 (12.95%)
N/R		73 (7.16%)

Question 16

How many complete semesters have you lived in K-State's residence halls?

0		41 (4.02%)
1		546 (53.58%)
2		86 (8.44%)
3		137 (13.44%)
4		34 (3.34%)
5		53 (5.2%)
6		13 (1.28%)
7		22 (2.16%)
8		10 (0.98%)
More than 8		8 (0.79%)
N/R		69 (6.77%)

Question 17

Please indicate the racial makeup of the community in which you were raised:

More than 80% persons of color		30 (2.94%)
61-80% persons of color		38 (3.73%)
41-60% persons of color		84 (8.24%)
21-40% persons of color		197 (19.33%)
0-20% persons of color		593 (58.19%)
N/R		77 (7.56%)








Question 18

Please indicate the racial make-up of the high school you graduated from:

More than 80% persons of color		33 (3.24%)
61-80% persons of color		37 (3.63%)
41-60% persons of color		84 (8.24%)
21-40% persons of color		145 (14.23%)
0-20% persons of color		644 (63.2%)
N/R		76 (7.46%)

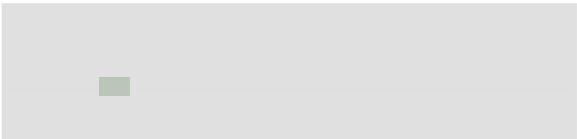



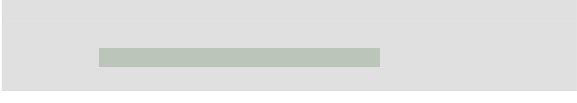


Question 9.1

9.1 Increasing racial diversity will bring positive changes to American society.

Strongly Disagree		56 (5.5%)
Somewhat Disagree		61 (5.99%)
Neither Agree nor Disagree		136 (13.35%)
Somewhat Agree		301 (29.54%)
Strongly Agree		316 (31.01%)
No Opinion		92 (9.03%)
N/R		57 (5.59%)

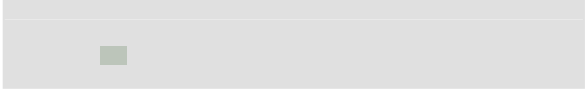

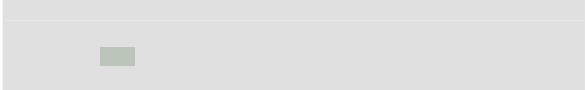

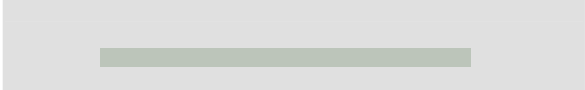

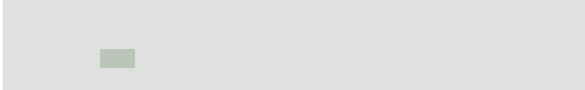
Question 9.2

9.2 I need to be prepared to deal with racial diversity in the work place.

Strongly Disagree		48 (4.71%)
Somewhat Disagree		39 (3.83%)
Neither Agree nor Disagree		109 (10.7%)
Somewhat Agree		214 (21%)
Strongly Agree		473 (46.42%)
No Opinion		79 (7.75%)
N/R		57 (5.59%)

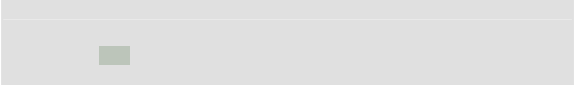

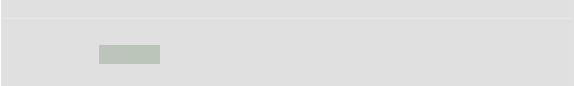
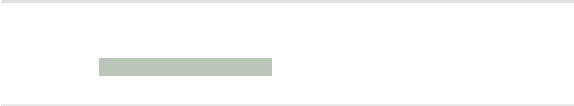
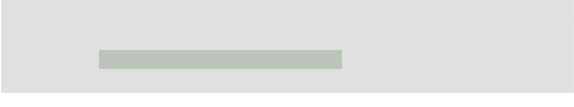


Question 9.3

9.3 I would be comfortable if a person whose race was different than my own approached me in a public place to ask a question.

Strongly Disagree		43 (4.22%)
Somewhat Disagree		18 (1.77%)
Neither Agree nor Disagree		57 (5.59%)
Somewhat Agree		138 (13.54%)
Strongly Agree		627 (61.53%)
No Opinion		79 (7.75%)
N/R		57 (5.59%)

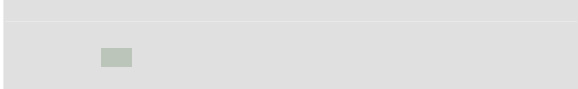

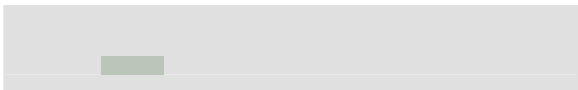

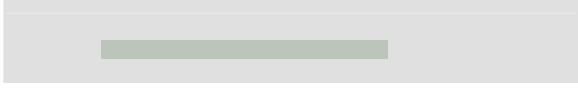


Question 9.4

9.4 If I were lost in an unfamiliar area, I would feel comfortable seeking assistance from someone whose race was different than my own.

Strongly Disagree		50 (4.91%)
Somewhat Disagree		54 (5.3%)
Neither Agree nor Disagree		100 (9.81%)
Somewhat Agree		289 (28.36%)
Strongly Agree		409 (40.14%)
No Opinion		60 (5.89%)
N/R		57 (5.59%)








Question 9.5

9.5 I would be comfortable sharing a residence hall room with someone whose race was different than my own.

Strongly Disagree		50 (4.91%)
Somewhat Disagree		65 (6.38%)
Neither Agree nor Disagree		102 (10.01%)
Somewhat Agree		187 (18.35%)
Strongly Agree		483 (47.4%)
No Opinion		75 (7.36%)
N/R		57 (5.59%)



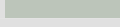




Question 9.6

9.6 Programs or activities related to diversity education offered in my residence hall interest me.

Strongly Disagree		154 (15.11%)
Somewhat Disagree		158 (15.51%)
Neither Agree nor Disagree		247 (24.24%)
Somewhat Agree		174 (17.08%)
Strongly Agree		105 (10.3%)
No Opinion		124 (12.17%)
N/R		57 (5.59%)

Question 9.7

9.7 Living in a K-State residence hall has contributed to my knowledge, skills, and personal development in understanding people whose race was different than my own.

Strongly Disagree		151 (14.82%)
Somewhat Disagree		127 (12.46%)
Neither Agree nor Disagree		198 (19.43%)
Somewhat Agree		216 (21.2%)
Strongly Agree		182 (17.86%)
No Opinion		88 (8.64%)
N/R		57 (5.59%)

Appendix E

Complete Listing of Unedited Open Ended Responses

Question Number 19: *Thank you for taking the time to complete this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about diversity awareness within the residence halls at Kansas State University, or any other services we provide please write those comments in the space provided below.*

- I just wanted to make a comment about the selection of responses in question 13. I was a little concerned that the only choice for Hispanic people was Mexican or Mexican American. There are other classifications of Hispanic people, and this should have been reflected in the questionnaire.
- In my experience in Marlatt is where I was able think more diverse just because there is more diversity there. It seemed like people were thrust together so they either dealt with it or left.
- I think the topic of diversity is pushed too much in the residence halls. It is very difficult to get students to attend any program or meeting related to diversity unless you personally ask them to come or make them feel guilty for saying no. There is a reason that most MAs do not stick with their position past the first year, and that is because their job is extremely difficult to get anyone involved in.
- There are racist people here. You won't change them. That's how they grew up. The only ones you can change are the ones that are inexperienced.
- It's not as big of a deal as people say it is...everybody gets along for the most part..and if they don't its not because of what they look like but how they act or maybe differences in beliefs.
- Diversity is fine, however, diversity activities are a waste of time.
- nothing
- No comment
- You should be worrying less about diversity and more about the epidemic of people loosing hair in the showers. That shit is everywhere.
- I hate living in the residence halls. Enough said. And it has nothing to do with race.

- I feel like this survey was a waste of time. How am I supposed to know how many times I've talked to any particular race? Maybe I'm weird, but I don't sit at my desk at the end of the day and say "How many times did I talk with Black people today? What about Asians? Any Mexicans? What other minorities might I have talked to today?" If you want real information, ask for it. If you want people to shoot in the dark at the number of meals they've eaten with people who look different, don't consider it useful or accurate. Walk around the Derby and do the math yourselves if you're concerned. I don't understand why we focus so much on drawing attention to peoples' differences. If we really want to support harmonious diversity, maybe we should focus more on our similarities than our differences. Please don't waste people's time with surveys like this. And I'd be nice if your card scanners at the front doors from 9pm-6am worked more often than they didn't.

- I think diversity awareness is a joke. All it does is point out differences. The focus should be on unity, not diversity.

- There needs to be a lot more diversity awareness, not only in the dorms but in the university all together. The lack of racial awareness has put a strain in my social life and the adjustments I have to make out taking a toll in my life. I may leave K-state for a more diverse university. Not where my race dominates but where the diversity is so rich we don't even have to question our diversity percentages.

- I don't think that we should be required to take this test, because when you have surveys about racial issues, all you are doing is pointing out the differences between the races, and you are harming the diversity issue instead of helping it, because everyone should be treated as one race, human.

- I grew up in a college town, and if I compare the two Kansas State is not diverse. I feel like it is a racist place to live and I would never want to live here or raise a family in a place that lacks so much culture and racial diversity.

- My roommate is an International Student from China.

- Question 13 States: What is your racial/ethnic identity? I am disturbed that "Mexican" is offered as a "racial/ethnic" identity but no other Latina American or Hispanic cultures are represented. I hope it has come to the attention of those writing this survey that there are many people of Columbian and Paraguayan heritage that attend school here at K-State. I also hope that "Mexican" was intended to apply as an "ethnic" identity, because it is certainly not a race; it describes more appropriately a nationality because those who are Americans but have a Mexican heritage are still Americans. It is a bit depressing to see something like this from a university that prides itself on trying to be racially inclusive.

- You guys talk about "Diversity" like it's some award you earn, and when you get enough points, you're diverse. Talking about diversity, and having diversity fairs and diversity days doesn't do anything. It's a good way for the ethnic majority to feel good about themselves because they're "doing something" for the world. It's ridiculous, because no

amount of discussions can bring about diversity. Diversity, the way that everyone talks about it on campus, doesn't exist. Walking to class and seeing a black person, or someone from the middle east, doesn't make you diverse. Diversity is life. We all live in a world, and there are different people. People need to realize that for the most part, they aren't going to have that "diversity" when you attend a university composed primarily of white people. I just feel like this term is thrown around so much. It seems like everyone thinks that this is it. This is the key. The magic word, and if we use it enough and make enough programs with the word in it, then we've succeeded. We've arrived and we're all better people. It seems to me that forcing diversity just increases your AWARENESS of other races. And that IS NOT a good thing. We should be able to live in a world where you don't even have to think about how many "ethnic people" you talked to or ate with. That is so forced! That is so meaningfully! What is the point? Just so that we can earn one more point on our good citizen board?

- None at this time

- Any diversity program that is in our hall, such as diversity team, are on the same night every week and I couldn't make that time this semester so I feel like I am missing out because I can't go due to a prior commitment. The MA this year has done a fabulous job but I just wish I could go to them and they were on a different night.

- I have a Chinese roommate. She is awesome, I love her, and we are very compatible. I've met many of her friends too! She is the reason I'm able to put down high numbers of diversity interaction. I am very thankful for the opportunity to have met her and lived with her for a year.

- no

- Make those of a different race realize that maybe sometimes people like to sleep at night. Maybe trying to enforce quite hours would be nice.

- I think that within the halls race is the only diversity issue that is promoted and I would like to see future improvement. I don't feel like I learn anything new about diversity because it seems to always focus on minorities and I am a minority. I would like to know more about other diversity topics.

- don't waste my time

- How can you be "transgendered"? You are either male or female. America is collapsing because of stupid liberal ideas like that more than racism, both real and perceived. This was a good survey until that option lowered to the status or worthless.

- I really appreciate the emphasis that K-State has put in diversity awareness and

involvement. Keep up the good work!

- Mostly just the Chinese people who are here, most of them ignore us even if we try to talk to them but the ones that don't are considered friends and come with us to most of what we do for recreation.
- its weird. I don't think this survey was necessary. its especially awkward answering it if you are the minority.
- This survey offended me. I do not keep track of people's skin color when I have a conversation with them, and this survey seemed to imply that I was racist.
- There has been an increase in students of color in Ford Hall. I believe that having more people of color in positions of authority in Housing and Dining would offer more comfortability to students of color. Additionally, I think the residents would greatly benefit if they are able to interact with people of different races. Lastly, I think Housing and Dining is doing a good job at recognizing diversity is an area of concern and attempting to improve diversity within the residence halls.
- It is difficult to live with someone of a different race for extended periods because it is very hard to understand someone from a different culture. I have personal experience and we just end up going around in circles which lead to several misunderstandings.
- Praise God for foreign languages! Totally awesome.
- I appreciate the multicultural bulletin boards around Strong Complex; they are eye-catching and informative.
- ResNet sucks and needs to be greatly improved!!!)
- I think the foreign students would have an easier time integrating if they kept their doors open. The students who come to do all four years here have been particularly fascinating and taught me a lot about their various cultures.
- The first thing I want to mention is the fact that the term "persons of color" was used in Question 18 and 19. If you really looked at everyone around you, you would realize that everyone is a color, I think the term should be extracted from the survey. It reminds me of the "Colored Only signs that implanted in my mind when I think about the civil rights movement. Another point I want to address is a poster in the front of Van Zile beside across from the mail-boxes. The issue I have with the poster is the description "Black". My race is not Black nor is Barrack Obama. My race is African American, and it would make my stay at Putnam a lot more comfortable if the poster were changed or taken down. Thank you for your interest in my point of view.

- Diversity programming in the residence halls serves little purpose. It does not increase diversity awareness and actually serves to hurt it at times. Posters about international holidays and similar things are more likely to cause people to laugh at them because of poor grammar and spelling, and those who do actually take a minute to read them completely ignore the intended message because we're so inured to "diversity awareness" schemes. We've been told since we started kindergarten that diversity is important in the same manner as we are now in the res halls, and this has honestly hurt the cause of diversity. Instead of learning how to appreciate other people, it has taught us to ignore anyone who starts talking about it... we've heard it all before, and it has no meaning to us. Appreciation of diversity is not learned through diversity programming. Most students avoid it, and those who actually have had experiences in diversity ignore them completely. Rather than a setting where one can learn about other cultures, the programs tend to include a half dozen close-minded people who have never lived outside of the US ranting on about how diversity is the Holy Grail of everything. I learned how to appreciate other people from all other cultures from studying abroad multiple times. You learn a lot about diversity when you live share a bathroom and kitchen with students from Turkey, Equador, Iran, and China. You learn about diversity when you hear about other countries on a personal basis, and not from Americans who have never experienced being a foreigner themselves. If you want to make diversity programming interesting and effective, you need to get international students involved. Rather than hiring Americans who have never lived in another country to put on programming, go to the source. I'd go to a Chinese night where Chinese food is served and Chinese students tell about their lives growing up in China. I would never go to current diversity programs.

- Moore hall is a great place to live. We have a great MA who provides us with many diverse learning experiences.

- It's not that big of a deal. Lay off a little bit.

- n/a

- racial diversity isn't an issue here at all. I have yet to hear any kind of racial slur used in a bad manner towards someone.

- I do not fully understand how this survey will help make the residence halls a better place to live for the students at Kansas State University. I also do not think it is appropriate to ask what the ethnic identity is of the student filling out a survey with these questions included. To me, diversity is important, however, it seems to be shoved down the students' throats at KSU. We should be asking more about the living standards in the halls. Such as lunch only being around an hour long making it impossible for some students to take advantage of the meals that they bought. It seems to me that if this survey is important enough, we should have another survey asking about the living conditions as well.

- n/a

- I haven't seen any big problems of racism in this college so far, but I do know that most Americans don't interact with very many people from other countries, the problem being that we're both not very willing to step out of our comfort zones. Something that K-state could do is get us to mix together, something that's not labeled "international diversity day" or something like that. Something not specifically labeled international would be nice, because then they're not walking around with a label on their foreheads. The other thing is that there's a lot more to racism than "persons of color". There's racism against people from Europe too.

- I just wanted to say that on the section asking for "racial/ethnic identity" Mexican/Mexican American is not a race, it's a nationality. There are many other Hispanic countries where people could originate from. Not all Hispanic people are Mexican. I know that a lot of Hispanic people would take offense to this. For a survey about multi-cultural awareness and diversity, somebody should have seen that.

- Moore hall has done absolutely nothing to promote unity racial or not. my floor is ridiculous, our R.A. has not done any activities or made any effort to unify us at all. I am shocked that we won community of the month in October because I would hardly call the floor I live on a community.

- I know most Chinese live in Moore hall or Derby complex, I wish next semester the housing service could make it equal in different resident hall, so that it could be more multicultural..thank you.

- This survey was a complete waste of time. The beginning of it is something no one would honestly know about. No one keeps track of that because it's way to big a time span and all but meaningless shit. I am now dumber for taking this and want to go kill a Jew

- I go to school to learn, not to meet other ethnicities. It doesn't matter what color of skin people have.

- I know that there are diversity programs but they aren't advertised all that much when their events and/or meetings are. I don't feel that the diversity aspect is all that popular because most people in my hall have no idea who runs the diversity program. I also think that when there have been diversity events on campus, overall, they encompass too many aspects. Just because someone wants to be diverse, it doesn't mean that they are accepting to all types of diversity. For example, just because I am fine with diversity with people of different races doesn't necessarily mean that I am also promoting diversity in areas such as gays, lesbians, and transgenders. I would enjoy going to events for diversity if maybe certain topics were discussed at one meeting (like race) but sexual orientation would not be involved at the same meeting. I have learned in my classes that to be accepting of people doesn't mean that you have to approve of everything they do. Now having said that, the diversity programs should emphasize that the people going wouldn't have to

approve of everything under the sun pertaining to diversity. I think there would be much more involvement if this was the case.

- The Jardine RSVP process was competitive and sloppy. We have heard horror story after horror story of the Jardine application process and we fell right into that. Why must it be competitive to get an apartment? Why can't it just be like everywhere else and who gets there and makes the deposit gets it? It was just absolutely ridiculous...and all the information is on paper?! Who does that nowadays? I was extremely disappointed and hope to God that we never have to go through it again.

- -

- I think that the people who see differences in race, and complain that there needs to be more diversity are usually the ones who are more racist than anyone. I believe that there is a very relevant episode of Southpark- the episode in which the town is fighting over changing the city flag from a bunch of white stick figures standing around a hung black figure. The children end up on the side wanting to keep the flag the same because they saw nothing wrong with the flag. They didn't notice the race difference. I believe that if more people saw this way instead of profiling all white males as racist, the world would be a better place. So please, quit wasting my time with dumb diversity meetings, if people want to be racist, let them. I doubt a floor meeting will change anything.

- I would assume the last two questions are not just referring to African Americans. If they are only referring to African Americans then I would strongly question the validity of both the survey and your results.

- none

- For me, race is not an issue or obstacle when interacting with other people. Granted, I don't go out of my way to hang out with or befriend people of other races, I just let what happens happen, and I treat everyone with the same respect and friendliness I always put forth. Therefore, I have little interest in diversity programs. I attend them more out of curiosity and setting an example rather than seeking to "change my ways." That said, I do respect the goal of educating those who are intolerant or offensively racist. Unfortunately, I feel that racist persons will avoid programs such as these, or if they do attend I imagine the message will largely be ignored or downright denied in their mind. What I see with these programs often are active members of the community, such as hall staff, the diversity team, and student government attending while the general community largely seems to either be unaware or uncaring. I wish I knew the solution for this gloomy situation, but I do not. The most I can do is put my thoughts out there for those more central to the process to see.

- Many times diversity programs exclude that majority population.

- we don't have a whole lot of diversity programs in our dorm...

- I think people focus too much on race. "Race" is a concept that has no real biological evidence to support it, yet it is the source of so much tension and prejudice. While I think it is a good idea for people to be aware that people of other "races" live, work, and go to school in our community (and that people of all races live, think, and feel emotion the same as each other), I also think it is not a good idea force the concept of racial diversity on people; if diversity programs are not planned and enacted carefully, they may have the unfortunate result of only reinforcing the idea that people can be categorized into groups based on the unsound concept of "race."

- I feel like there is a small group of really open minded students on campus and in the residents halls who are willing to accept and understand others (myself included). These students accept anyone and treat everyone the same. Other students have a very mild interest in what is going on. The MA's on campus are amazing but there needs to be at least two or more per building if they are going to affect large numbers of people. Also, MA's need to know that they have their supervisors and peers backing them up and standing up for diversity.

- I love different races

- ResNet could use some work. Really. Just see if you can't tweak the server so that I don't get kicked for 3 minutes every 30 minutes. Also, CSA and OfficeScan suck. If CSA isn't letting me on the network because I don't have every single unnecessary Windows update then OfficeScan is taking over my system while not actually catching any viruses or the like. Both programs seem to be written by pissed-off, control freak monkeys banging their knuckles against the keyboards. What is up with me not being able to actually uninstall OfficeScan? If it screws up (which it does often) then I have to manually remove all files and registry entries instead of using an uninstaller because I need some bullsh*t code. Argh!! I could go on, but this is too painful.

- The question about "would an increase in racial diversity benefit society" was poorly worded. It makes it sound like you want to kill off the majority race and allow minority populations to increase in numbers. That's wrong no matter who you are. Until I got to college, my exposure to persons of color was limited due to the area where I grew up. Even then, I never was taught to view Asians or South Americans as people of color. I think the real issue is black folks. Our society and media teaches us that black individuals are the gangsters, pimps, and killers of today. The black individuals I've interacted with and built friendships with are no much different from me than any other person. We shouldn't be so surface level to judge someone by the color of their skin. I don't believe the issue lies with this generation, the responsibility lies with the people who control the media and continue to spread false ideas about racial stereotypes to us. How do you address an issue like that? You can't just walk up to a broadcasting company and put on a cute little program and get them to quit. It is also far-fetched to organize a huge strike from the media that America is addicted to. If you want to see more black people come to

K-State (I think that would be totally awesome!), maybe you should start by putting some massive education \$ in intercity schools where the need is before they even think about college. You're going to need to start getting their parents on board with the idea too. You're going to need to start having leaders and recruiters in the college being people of color that aren't concerned only for recruiting more people of color, but can act as role-models and be genuinely concerned about all races. You might even set up a mentorship program where you line up a black person with a black mentor. The reasons I keep hearing black people not doing well in college is because lack of motivation. We need to find a way to get them motivated.

- The question about approaching a person of color if you are lost, I disagree because I wouldn't feel comfortable approaching anyone in a strange place, regardless of their ethnic make-up.

- I think this is a little bit ridiculous. How many times have you eaten with a person of a different race? Really!?!

- I do not think you necessarily have to always utilize the diversity resources here in the halls, so just surveying on one month I don't think will show the true trends. I know first semester I went to a couple D-Team meetings, etc. However, a bunch of my friends are different races than I am, so my numbers on how often I have conversations with people of other races is kind of biased because I talk to them at LEAST once a day, usually more.

- It is hard to pin-point how people feel about racial diversity through a survey. I love to meet people who are diverse and different than me, but where I live currently on campus wouldn't show that (Ford), nor would it show how interested I am in the programs. I am interested, but my class load doesn't always allow for me to attend such programs. Diversity is an important issue and while I live in the halls for another year I will do my best to promote it wherever I live.

- Please do not force diversity on me. I don't cherish differences; I tolerate them. I don't have a problem with people of other races as long as their cultures aren't forced upon me. When I am compelled against my will to attend "diversity awareness" events, I actually start to hate the cultures I am supposed to be learning about.

- Sometimes when we try and force diversity discussions upon people and stress them too much we begin to make "color" an issue.

- I do not think it is the dorms responsibility to educate on diversity. The dorms should provide a place to live and get off its high horse and do its job, not self appoint itself to educate everybody. I have professors to do that, who the hell are you? And what's your degree in? I would bet its not in something that really trained you in diversity. And taking a few seminars and classes here and there don't make you diverse. In reality the dorms have a way of shoving diversity down your throat and it is just too much! I think if you

really want people to understand each other the best way to do it isn't at a poorly attended diversity event in the dorms. And the MA in Moore, she is really bad at her job. She is condescending and treats people very poorly, I feel she sets a poor example with her language and is almost promoting reverse discrimination. We had a floor meeting and she was rude and inconsiderate, she didn't listen to anybody and she just judged my floor and everybody on it. She should really have her job looked at. I think if the dorms want to promote diversity they need to pull their head out of the sky and focus on the real people in the dorms and stop coming up with foolish programs and just let people live in the dorms. Your job is not to be my teacher, your job is to provide a place for me to live, I thought the individuals that ran housing were college educated. I was greatly mistaken.

- I'm not American I'm a French exchange student(blond and white though), so I spend most of my time with others international students from Asia, Africa, south America... So of course less white than me! The dorm was a good experience for me because of all this exchange. After all it was more easy to speak with non white foreigners than with white Americans...

- To be simple... This survey seems somewhat raciest...

- none

- This survey was very difficult to think of the number of conversations or recall how many meals I have eaten in the last month.

- need better food choices at Kramer dining center

- I just wanted to let you know that the questions about racial slurs were difficult to answer. A month is a long time to remember something and racial slurs can be so subtle and common that many people don't either notice when they or others use racial slurs. I believe I answered 10 to how many times I had heard a racial slur in the past month, but honestly I have no clue. It was a blind guess, and I imagine that it will be that way for most of the people who are not at the receiving end of these racial slurs. Also, I think that diversity awareness is best learned through experience. Acceptance cannot be taught in classroom to the depth that it changes a person. In my experience, spending time and getting to know people who are different than I am is the best way to grow, not attending programs or listening to lectures. If you make it real and connect the information with a real person, it really takes hold of you. You can hear all the lectures and discussion in the world and learn from it, but if you never get the chance or take the opportunity to live it out, it's pointless. Especially when it's coming from people who are white Americans from the Midwest.

- There are issues with diversity beyond race, including that of religious diversity. I would like to see more of this covered.

- In addressing the question about hearing racial slurs, I believe that most comments I hear are not only about different minorities but I think they stem from ignorance not maliciousness. I truly believe that many people don't know why their jokes are inappropriate and that many Caucasians do not understand the difference between them being called a "cracker" and minorities being called a wop or nigger.

- Part of diversity is understanding cultures of people who enjoy the arts at different levels more than others, such as music in the dorms. It may be the norm for Caucasians to enjoy music at whisper level, but in the African-American community we have always enjoyed listening to the full effect of the music including, but not limited to the base and beat of the song and the words. Staff in the dorms should also learn to be culturally aware when making procedures and statutes that are asinine in real life. Thanks (:

- I think this survey is utterly ridiculous. I read the first question and my first thought was "Are you seriously kidding me?!?!?" I could not believe you would ask such questions. I never think about what race someone is, particularly when I'm talking to them. I was particularly aghast with question 2. I do not correlate someone's race with their view on a subject. Race can influence someone's view on subjects, but I don't believe that it's the defining factor. And not everyone of a race will share the same view. I do not believe that this is a beneficial survey. I talked to at least 10 people concerning this survey and all were offending in reading the first question and half of them refused to complete the survey. I think you should keep this in mind in considering sending out surveys like this in future.

- It is really difficult to have conversations with people of a different race when there are not that many people of color here at K-State (the diversity could be worse, but it could also be a lot better). There are a lot of students from other countries, but there are not a lot of K-State students that are diverse. There is a huge divide between different races, and there isn't a lot of integration between the students. And, it isn't because we aren't allowed to be in the different groups but because we don't really need to intermingle. Just thought that I would let you know; last semester in one of my lecture classes there was only one person of color. There is also only one minority in my lecture class this semester.

- I don't/haven't really thought of the dorms as a place to learn about Diversity.

- I'm sick and tired of K-state always pushing for diversity, it's really annoying. I am not racist, one of my best friends is black, I have friends that are oriental and Hispanic, but I am so sick of this push for diversity. This world obviously still has people who are racist, but it not that big of a problem anymore in the USA, especially in Kansas. A bigger issue is when people have a problem with different cultures. I have black friends, but I wouldn't feel comfortable hanging out with a crowd of black people that only talk to other black people, or Orientals that won't speak English in the dinning halls. K-state hands out scholarships to these people to make K-state more diverse and they aren't being diverse!!!! So why can't K-state equally hand out scholarships to all races or to the

smartest, poorest, and most deserving of the scholarships? Also, you rarely see cheerleaders hanging out with the "nerdy" students, why is that? Are they racist against each other? No, they don't like the other's culture or lifestyle. Why do people pick on the girl known as "scooter girl"? If she was black or Hispanic then that would be seen as racism and it would be put to a stop. But no, she's white, so therefore it means nothing and she's not important enough to put a stop to it.

- personally, I think that people just need to get over race. it is only an issue if you make it an issue. making people more "aware" of it will likely induce prejudice. what really needs to happen is to reach out to the people who are prejudiced and try to help them change their views. someone who holds opinions such as those won't come to a diversity meeting. that is wishful thinking!!!!

- Diversity doesn't also include "race". It also includes things like ethnicity, homosexuality, and overall cultural awareness. This is something that K-State, at some points, especially in the Residence Halls, fails to achieve is OVERALL diversity awareness and instead focuses only on specific groups which to me is a little bias.

- I think people need to be aware that diversity isn't just about the color of someone's skin.

- I have nothing to comment about. I believe that the residence halls do a good job on trying to get everyone together and get to know one another.

- STOP SENDING ME EMAILS.

- "Diversity" is now, in my opinion, a word in the Res. Halls that people ignore for the most part. This could be due to over use, forced participation, or reputation of programs.

- n/a

- I'm part of the United States military, and work with people of all different races and ethnicities. There is not much that this college nor it's residence halls can teach me about how to interact with person(s) of different races. Race and color makes no difference to me, in the Army we're all green, and at KSU, we're all purple.

- This seems like a complete waste of time. This survey is to fill some worthless quota needed by some bureaucratic agency within the school. I find it hard to believe that this would seriously be of any use. Do you truly believe people are going to be honest, they look at this and respond with a "What crap." Why should we as students, individuals, and people of many thoughts and ideas be subject to becoming a statistic so that someone higher up in position can use it for some leverage. This is a complete waster of time for me to be doing this, but I feel it necessary, so that those responsible might have a better clue as to what they are presenting to students.

- this survey is stupid "o man residence halls are going to change the world"
- I feel that diversity issues are more than adequately addressed at K-State and in the residence halls in particular. From my observations, fewer problems would be caused if "students of color" would allow themselves to be assimilated into a collective American culture rather than continue to receive special attention.
- Here's my two cents on why diversity programs fail. My only source of intellectual activity in the residence halls has been with a select number of other students. I don't know what "cultural understanding" could mean but meaningful dialogue between people of other cultures. However, these occasions of meaningful dialogue with *anyone* are far too rare. K-State is a pretty conservative place and so you need programs for general discussions literature, philosophy, history - i.e., general culture - before any diversity program will work. Intellectual activity has to be going on in students' heads before diversity makes any sense. So, diversity adds to culture but it does not sustain it. Of course, general programs about intellectual fulfillment don't receive funds and diversity/tolerance programs do. So, I suppose these programs are better than nothing.
- I work at a preschool where there are tons of different ethnicities and races and I also have a class at Theodore Roosevelt Elementary which is a very diverse place. I love it!
- Moore does hardly anything to promote diversity, diversity isn't just about people who look like they are from a different country Europeans get prejudice too
- I wish there was better advertisement about diversity programs and groups.
- If people wore fewer cowboy hats on campus, race relations would be a lot easier
- I understand that there is a difference among "attitudes" of different races. These differences seem to be promoted by the minorities by instinct, which is the opposite of what they really want. I treat all races the same; if I ever feel uncomfortable among other races, it's because "they" for one, want to be, and for two, think there is a difference between us.
- please disregard all my answers, I was simply tired of deleting this email and therefore chose random answers, not based on actual attitudes, experiences, and or real life
- In my experience, if people IGNORE race and just let everyone live as they wish, everything turns out fine. I have many friends based on common interests and some of them happen to be different races than mine. Pro-diversity programs tend to be too anti white male, which is a major turn off for people who happen to be white male. Now I should point out that I am not white and I have issues with your 13th question: You do not ask about Hispanics in your race/ethnicity question. You ask about Mexicans but not

about OTHER Hispanics. So that's why I had to check Mixed and Other.

- none
- Quite honestly, I'm white and I'm a diversity at home. Most of my community and school was Hispanic. I think that the K-State campus is only semi-diverse to begin with. There aren't very many Hispanic people on campus.
- I'm not really sure what the diversity team is doing to promote awareness at Kansas State University. Maybe advertise it better and/or provide more interesting activities that people will WANT to participate in. To me, right now, it seems more like words on paper or playing at a good idea than it does actually spreading around ideas and information in a fun, useful way.
- I do not think racial diversity is or should be a big issue in the residence halls, KSU, or the U.S. Yes, there are some differences that we need to be aware of among someone of a different race than us, but the more we push it on each other, the more it pushes us apart. When we continually say that we are different from one another (which we are), it only seems to encourage the idea of racial division. Education on differences in race isn't a bad thing, but I don't believe it should be pushed as much as it currently is. Now, if there are issues where racial division is a problem, then of course they should be addressed. But if there are few to no problems, then I see little need for an emphasis on educating students in racial diversity. Having the information available can be helpful, but anything more is probably not needed. Let's concentrate on what brings us together, and yes, that may sometimes be race, but then it is only a small minority we usually focus on. So instead let's look at bigger ideas that are truly important. There are bigger issues to concentrate on than racial diversity.
- We have diversity resources available? I never knew. It's great and all to teach about racial diversity, but what about other diversity, such as with LGBT (Lesbian, Gay, Bisexual, and Transgender) individuals? None of the halls I've stayed in had any kind of diversity activities.
- I do not completely agree with some of the questions stated in this survey due to the fact that it causes me to think about my interactions with people different than myself. This is not something that I do on a conscious level and therefore it is difficult for this survey to truly represent my experiences in an accurate manner. I have been asked several times about racial differences this year and every time I have been hesitant to respond to any of them, because I am never informed on how the results will be used or what they will be used for. I feel that racial diversity is not something students at Kansas State think about on a conscious level regularly. I feel that we have a very diverse campus and that my experiences at Kansas State have allowed me to meet new people. However, I feel that I probably would have had the same type of experience at any job or college if I would have chosen a different in my education or career.

- I don't feel as though diversity awareness is very present in the residence halls -- there aren't many programs that I am aware of where students are introduced to diverse cultures. This school year, I've been to one RA-lead meeting about "Hurtful Words" where there was discussion about using phrases like "That's gay," and "Homo." Even though this wasn't about races particularly, the residents expressed very close-mindedness when it came to being sensitive to others' differences. The residents felt if other people were offended that it was the other person's responsibility to remove themselves from the situation instead of the students changing the way they talk. Small arguments started and the situation, I felt, was kind of pushed under the rug. It was not further addressed and people began using offensive words (profanities). In a group setting, it was asked if these words were offensive to anyone. No one spoke up, and even though they were offensive to me, I did not feel safe in speaking my opinion because of the large number of students who saw no problem with hearing the F-word in every other sentence. I think the residence halls could do a better job at addressing issues like this and stressing the importance of respecting others' beliefs (cultural and religious) by being aware and polite.

- living in Moore hall I got to know more people from different countries and I am still friends with them now. In Moore my roommate was an exchange student which is how I met many other people with different ethnicities. I was able to show her around Manhattan because she was new and I also learned a lot from her too. In Putnam there is hardly any diversity at all which I do not like.

- I think racial diversity is racism with a nice-sounding label. We should judge people not because of anything on their outside, but what is in their heart. This survey makes me upset, because there's SO many more ways to be diverse than just racially. I am disappointed that KSU Housing and Dining chooses to focus on only one aspect of diversity.

- Diversity awareness is a waste of K-State's time. If you really want to accomplish something, you'll stop labeling me and everyone else as "Native American", "African American" or "Asian American" and educate people on knowing what is beyond the skin. Current diversity training is another form of racism--because racism is at its core recognition that there are differences between groups of people. But if you eliminate the groups, you are left with only people, rather than several groups of people. Where I come from, how I speak, and what my ancestors did is entirely irrelevant in today's globalizing world. And for the record, I've never seen a "white-person" appreciation day/week/month. White people are an ethnic group too. And White people are actual minority in the world. Interesting how I've never heard the diversity program push that angle. Stop worrying about lawsuits and "happy-go-feely" pseudo-humanitarianism and try teaching something that matters... the truth.

- I have no further comments.

- I am not sure why the residences Halls are so worried about racial diversity awareness. I grew up in a town with 100% White/Non-Hispanic populations and when to school with

100% white people. I currently am living in Goodnow Hall with two white roommates and one black roommate. But really who is counting and why? Do you only eat white cows no so what hell is everyone's problem.

- You guys are making way to big of deal about racial diversity. I have not ever seen nor heard of someone who has treated someone from another race different than what they would treat someone of their own race.

- I found this survey to be worthless. I'm sorry that you feel this information necessary. Kansas State does very little to promote diversity. Its a good attempt though. With Kansas being a very conservative state, there is not much diversity to begin with. I hope my contribution helps you to realize that you can't promote diversity when the community isn't diverse to begin with.

- What do you mean by "persons" of color? African American's? Latino's? Asians? White people? *White is a color too*

- I want to live in the same room in next fall semester. But I am going to take summer course, too. If I live in Haymaker or Moore, I have to sign up a continuous housing form and I have to live in Haymaker or Moore next semester. The same situation happens on spring break or Thanksgiving break, which forces me to borrow an apartment from my friend. Please think about it.

- "Racial programs" really don't matter to me. I think it's great that K-State is trying to become more friendly to people of color and different racial groups. They must be sure that they do not favor these groups over others.

- Even though I grew up in a place where it was rare to see anyone of a race other than Caucasian I don't think I have any problems accepting diversity nor do I find it interesting to meet diverse people. I have been associated with people from various countries, cultures, and races since I arrived at K-State and don't feel that I or any one else had much trouble adjusting or interacting with others.

- Question for you guys, if you have white Non-Hispanic and Black Non-Hispanic why don't you have Hispanic. There are Hispanic people who are from other places than Mexico. I thought that someone asking questions like this might understand and put more than just Mexican/Mexican American. I'm Hispanic or Honduran/American, so I think you might need to add Hispanic to your list if you do not wish to offend anyone else that might be from Guatemala, El Salvador, Honduras or any other place that is Latino but not Mexican.

- I just wish that Kramer had continuous housing as well because I am going to be an RA in Goodnow and some of my international friends wanted to be living with me and I wanted to become an RA in Moore hall so that I could hang out with them more but now

I'll be in Goodnow which isn't too bad because I'll still see them but I just wish that they could come with me like they really wanted to.