Assessing Diversity Competence in Resident Advisors

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Abstract

Common discussions about diversity often revolve around age, gender identity, sexual orientation, race, ethnicity and economic class, but there are more areas of diversity not commonly associated with the word: partner status, education level, language, religion, ability, and geographic location. This research sought to assess the level of competency Residential Advisors feel with residents from common diverse groups such as LGBTQ, ethnicity, gender, age, and religion. It was hypothesized that Residential Advisors feel the most competent with residents whose diversity they have come into contact with before, possibly through a roommate, friend, family member, or environmental setting.

Participants included in this research were 87 Residential Advisors on the University of Wisconsin-Stout campus for the 2015 spring semester. Two surveys were sent out to all participants. The first was a Diversity Awareness Profile, found in the Mental Measurements Yearbook. This assessment assessed different ways an individual can discriminate against, judge, or isolate others. The second survey inquired if participants feel competent with their diverse residents now knowing their awareness score. The results of this research show that diversity training for resident advisors is needed.

Keywords: diversity, resident advisors, competence

Assessing Diversity in Resident Advisors

Understanding diversity is encouraged on university campuses around the world (Bowman, 2012). It promotes self-awareness, creativity and curiosity, increases knowledge and worldliness, and gives students multiple perspectives on common issues and stereotypes in the world (Bergerson & Huftalin, 2011). Research has shown that students are becoming more accepting of diverse people and encouraging their involvement on campus (Park, 2014). However, very little research has been performed involving resident advisors who oversee undergraduate college students to determine whether they feel they can connect with their diverse residents. College is a large stepping stone into adult life and the workplace, and young adults experience many new things

during their four years or more years in college. This is a time of self-discovery. In this transition, leaders and mentors have a powerful effect on how opinions and values are shaped. The Resident Advisor (RA) for the dormitory is usually the first person a new student meets, and they maintain a constant relationship throughout the first year in college. As diversity is increasing in colleges, Resident Advisors need to be able to reach out to all students and be aware of any challenges they or other residents might face with diversity. It is important for Resident Advisors to make a good impression so they can connect with those different from themselves.

Research on these mentors of young adults can aid in diversity training and seminars. The purpose of this study was to assess how competent Resident Advisors feel with diverse residents on matters such as sexual orientation, ethnicity, gender, age, and religion. College housing staff can use this research to find areas of improvement when training Resident Advisors. Due to the influence leaders and mentors possess, assessing whether they feel proficient with diversity is essential for growth.

Diversity Awareness

Historically in research, the term diversity primarily referenced race, ethnicity, culture, and values (Pascarella, Edison, Nora, Hagedorn & Terenzino, 1996). In previous studies of human diversity, the most viewed concept was skin color and the relationship between those of different races. However, the term diversity applies to more than just skin color; diversity is the difference among people. For the purposes of this research, diversity represents sexual orientation, gender, race, ethnicity, age, religion, and physical ability. It embodies the structural aspects that divide large groups of people into major categories. Diversity awareness is pertinent in the understanding and acceptance of others. Through awareness, individuals learn to value and to validate those who are different from themselves (Chavez, Guido-DiBrito, &Mallory, 2003).

While diversity awareness may be a simple concept, acceptance and appropriate relatability with members of a diverse group is more challenging. When interacting with a broad unit of diverse individuals, it is important to feel competent in these interactions. Competence is having the knowledge or skill to successfully accomplish something; it not only affects having the capability for success, but also affects self-confidence. If an individual is self-confident that they have the knowledge for success, chances are they are more competent in that field than someone who does not feel they possess those skills (Pascarella, Edison, Nora, Hagedorn & Terenzino, 1996). In professional settings, the ability to positively interact with members of diverse groups is essential.

Workplace

Research has shown that experience with racial and ethnic diversity in an individual's community can largely affect how diversity is perceived in the workplace environment. Exploration of this subject focuses on "community diversity climate" (Ragins, Gonzalez, Ehrhardt & Singh, 2012) which is defined as "an individual's perception of the importance of value his or her community places on racial and ethnic diversity, and the degree to which he or she experiences the community as an environment characterized by inclusion and acceptance of differences" (Ragins, Gonzalez, Ehrhardt & Singh, 2012, p.757). There is a significant correlation among a community diversity climate, work stability and stress: those who live in an accepting and tolerant community have higher levels of work stability and lower levels of work stress than those in intolerant communities (Ragins, Gonzalez, Ehrhardt & Singh, 2012).

Research has shown that Caucasian individuals living with a higher proportion of people of color are more likely to desire to leave such a community compared to those living in a community of the same race (Ragins, Gonzalez, Ehrhardt & Singh, 2012). However, for individuals of color, their desire to leave the community is based on their perceptions in regards to the racial climate, such as violence, issues with race, and discrimination. In regards to race, both white people and people of color report strong intentions to leave harmful diverse communities; however, it is significantly stronger for people of color than for whites (Ragins, Gonzalez, Ehrhardt & Singh, 2012). The spillover of the community's attitude towards diversity can affect comfortability within the community as well as within the workplace. Moving to a community of acceptance and tolerance gives a higher possibility of stability in the workplace as well as increasing an individual's own acceptance of the community (Ragins, Gonzalez, Ehrhardt & Singh, 2012).

University Friendship Groups and Clubs

Allport's (1954) contact theory suggests prejudice in an interaction is reduced when individuals have institutional support, cooperative interdependence, equal status contact, and common goals. It is also important for friendship to occur with a healthy interaction (Pettigrew, 1998). The effect of a friendship group is direct and remains significant in relationships with diverse populations outside the friendship group. The diversity of a student's friendship group before college is a positive predictor of their interracial interactions and friendships (Park, 2014). Exposure to diversity within friendship groups aids in understanding similarities and differences between diverse populations and in making proper judgements due to these cross-group friendships. Davis, Tropp, Aron, Pettigrew, and Wright (2011) define a cross-group friendship as an "ongoing meaningful relationship with a specific outgroups member or a member that was closer than that of a mere acquain-

tance (in which the relationship is based solely on familiarity)" (p.334). The benefits involved in a cross-groups friendship include higher levels of self-disclosure and positive outlooks on other members belonging to those groups (Park, 2014).

Most friendships are cross-group friendships, whether the groups are based on social class, religion, ethnicity, sexual orientation, gender, or race. An interracial friendship is the most common type of cross-friendship group, where it is racially and ethnically mixed (Antonio, 2001). Studies on interracial friendships have shown common occurrences with Caucasian, Black, Hispanic, and Asian students. Caucasian students are most likely to hold close interracial friendships and also have a different-race romantic partner. Black and Hispanic students display more homophily (a tendency in which there is higher contact between similar people than dissimilar). Asian students are less likely to have close interracial relationships, possibly due to the fact that they have the largest racial/ethnic minority group at most institutions, and therefore have a larger opportunity to choose same-race friends (Bowman, 2012). This research suggests different races have different patterns in choosing friendships and relationships.

Antonio (2001) found a strong relationship between friendship group diversity and interracial interaction outside that friendship group, which suggests interracial friendship groups motivate students to socialize across race and, consequently, across other diversity barriers. However, in most university organizations, research suggests students are more likely to spend time with same-race peers, especially in Greek life, ethnic student organizations, and religious student groups (Park, 2014). Greek life is of predominantly white orientation, while religious student groups often comprise of a specific race associated with that religion branch. The primary goal of ethnic student organizations is to bring together students of a specific ethnicity, so even when an organization has a multiethnic approach, such as the Black Student Union's efforts to welcome Latino students, a Latina student may feel unfit for the organization.

Other campus life interactions can affect judgements and prejudice between diverse groups. When students are randomly assigned or voluntarily choose a diverse roommate, prejudice decreases and acceptance and understanding increase (van Laar, Levin, Sinclair, & Sidanius, 2005). Whether voluntarily or involuntarily, the contact theory is put into play with exposure to diverse individuals, and students are exposed to similarities and differences of these diversities.

Personal Development

There are many societal factors involved in dealing with diversity, and each individual has a different ability and comfortability due to their experiences. Diversity can be described as experiencing the unexpected,

whether it is positive or negative. In these experiences, beliefs or judgements are challenged and can be changed. Research has shown positive diversity experiences that are meaningful lead to greater improved change as opposed to negative diversity experiences. These experiences most often take place outside of our conscious awareness (Bowman & Brandenberger, 2012). During college, students tend to lean toward greater openness to and tolerance of racial, ethnic, and political affairs as well as individual rights. In a study conducted over students' first year of college, it was found that women and nonwhite students had higher levels of openness to diversity than men and white students. Overall, this openness increased with age, living on campus, and participating in a racial or cultural awareness workshop. Key determinants on openness and tolerance are positively correlated with high levels of student involvement on campus and conversations on diverse topics in peer groups (Pascarella, Edison, Nora, Hagedorn & Terenzino, 1996). These traits of openness and tolerance can influence other members of groups and dialogue they are engaged in, and makes the student more receptive to learn more about diversity. This suggests students who promote understanding and choose diverse experiences and dialogue before their first year at college are more likely to seek out diverse interactions throughout their college career than students who do not have a pre-college diversity exploration (Chang, Astin & Kim, 2004).

A qualitative study by Bergerson and Huftalin (2011) found that in becoming more aware of their own identities, students have also become aware and accepting of the differences of others. Through self-reflection and knowledge of one's own identity, individuals become more understanding and open to dissimilarities. Personal interactions such as informal conversations, classes, and social events with members from diverse communities have been linked to increased openness. Increased self-awareness of an individual's own identity, challenges, and privileges also leads to a higher acceptance of others (Bergerson & Huftalin, 2011). Chavez, Guido-DiBrito, and Mallory (2003) developed a framework for understanding an individual's diversity development. Although each person is different in the way they develop with diversity, there seems to be a common outline. For any kind of diversity, no matter how big or small, individuals move through periods of awareness: unawareness, dual awareness, questioning and self-exploration, risk-taking or other exploration, and integration dimensions (Chavez, Guido-DiBrito, &Mallory, 2003). Chavez, et al (2003) defines unawareness as the lack of awareness of the "other"; this is when there are no feelings or acknowledgement that there is an "other". Dualistic awareness is the start of awareness for the "other"; however, it is an egocentric superior awareness. Questioning and self-exploration is a stage where an individual experiences feelings that make them question their own experiences, ideas, and meaningful contact, whether negative or positive. Risk-taking and other exploration is a period when an

individual confronts their own perceptions about the "other", and they may change their behavior and take risks in this exploration. Integration is the final stage of validating others and thus increases self-confidence and acceptance of others (Chavez, Guido-DiBrito, &Mallory, 2003).

This framework is used with every diverse concept and often an individual is in several different stages simultaneously for multiple notions of diversity. For example, one may have discovered a close friend to belong to the lesbian community and they are confronting their own perceptions of sexual orientation and learning more about the community, which places them in the risk-taking stage. At the same time, they may have no knowledge of the sexual orientation known as pansexuality, so they would be placed in the unaware stage of this framework until it is brought to the dualistic stage.

Resident Advisors

Previous research on diversity and leaders of the college community has concentrated on factors affecting Resident Advisors and promoting diversity and acceptance. Universities want to hire individuals that will spread understanding about diversity, specifically cultural diversity. The Resident Assistant Cultural Diversity questionnaire (RACD) was developed to understand how previous experience can affect a Resident Advisor's confidence in dealing with cultural diversity (Johnson, Kang, & Thompson, 2011). This assessment explores five components: need for cultural diversity training, confidence working with culturally diverse residents, belief in the existence of racism in residence halls, confidence in their ability to handle racial conflict, and belief in the power of the Resident Advisor position to bring about cultural understanding (Johnson, Kang, & Thompson, 2011). The component "need for cultural diversity training" assesses the level Resident Advisor's belief that specific training in addition to their previous experiences is needed for a better understanding of cultural diversity. The second component, "confidence in working with culturally diverse residents," evaluates the extent to which Resident Advisors believe that previous exposure and relationships with diverse cultures have prepared them for such interactions in the residence halls. The component "belief in the existence of racism in residence halls" explores whether Resident Advisors have witnessed negative racist attitudes and comments in residence halls. The fourth component, "confidence in their ability to handle racial conflict," reflects Resident Advisor's competence levels when handling conflict in the resident community due to racial issues and communication. The final component, "belief in the power of the RA position to bring about cultural understanding," assesses the level of certainty a Resident Advisor believes their superior position in the residential community can influence cultural understanding and acceptance (Johnson, Kang &Thompson, 2011). This five-factor model has been used at the close of Resident Advisors' employment to understand how effective diversity training was in the pre-ac-

ademic year as well as to analyze aspects to include in diversity training for the subsequent year.

MUDAS Questionnaire

To measure the progress of college students' view and understanding on diverse topics, Mosley-Howard, Witte, and Wang (2011) constructed the Miami University Diversity Awareness Scale (MUDAS). Similar to the RACD, the MUDAS assesses five constructs: value and appreciation, learning and knowledge, intercultural interaction, social justice, and discipline practice. Value and appreciation examines the perception that diversity is positive to quality of life. Learning and knowledge explores the understanding of their own culture and recognizing any privileges a student may have associated with social factors such as race, social class, and gender. Intercultural interaction pertains to a student's desire to share life experiences with their culture and their eagerness to learn about cultures outside their own through concepts such as friend groups or studying abroad. Social justice examines a student's value regarding diverse cultures, their promotion of diversity, and their tendency to speak up in culturally injustice situations. Finally, discipline practice explores the willingness to address cultural awareness in society and handle cultural-related conflicts with effective management skills (Mosley-Howard, Witte, & Wang, 2011). Through this study, researchers found significant differences with gender and ethnic groups. Female participants rated themselves higher than male participants in cultural awareness, and Latino/Hispanic students showed the highest results for all five factors, with Black students following (Mosley-Howard, Witte, & Wang, 2011). Assessing the difference in diversity awareness between the majority and minority groups of each diverse construct could aid in diversity training in academic and residential settings.

Gaps in Research

Research has shown that higher competence with diversity has benefits, and cultural understanding and acceptance is more prevalent in specific diverse groups. Life experiences before college may not encourage students to explore cultural awareness and understanding. Therefore, it is important that Resident Advisors feel confident that they can understand and relate to diverse individuals, as well as teach incoming students. As the workplace, neighborhoods, and institutions become more diverse, understanding and accepting differences becomes increasingly important. There is little research looking at training techniques or models used to train Resident Advisors on diversity competence. Assessing how competent these leaders are in their skills and abilities is imperative in understanding what additional training may be needed or if changes need to be made, as well as in assessing the positive effects diversity training had before becoming a Resident Advisor.

The purpose of this study was to assess the level of competency Resident Advisors exhibit with their diverse residents. It was hypothesized that Resident Advisors will feel the most competent with residents whose diverse identity they have come into contact with before, possibly through a roommate, friend, family member, or other environmental settings. It is also hypothesized that RAs who are more aware of cultural diversity will feel more competent with diverse residents.

Methods

Participants

87 undergraduate Resident Advisors in the University of Wisconsin-Stout residence halls were solicited for participation. Participation was open to all regardless of gender, age, religion, sexual orientation, or socioeconomic status. Resident Advisors from both freshmen dormitories and upperclassmen dormitories were included. Nineteen responses were received, fifteen of which were completed. This provided a 17% usable response rate.

Materials

Researchers used a survey comprising of seven demographic and diversity questions, the Miami University Diversity Awareness Scale [MUDAS] (Mosley-Howard, Witte, & Wang, 2011), and 15 questions pertaining to relationships with residents and self-sought diversity experiences (see Appendix). The MUDAS questionnaire consists of 37 questions used to assess the RA's views and behaviors towards diverse others using a 5-point Likert scale from strongly agree to strongly disagree. The 15 relationship and diversity experience questions were established by researchers as valid measures of assessing the level of competency Resident Advisors feel with their diverse residents and their past experiences. Participants responded on a 7-point Likert scale from not at all like me to just like me with neutral as an option as well.

Procedure

After IRB approval, the survey was administered and distributed in summer 2015 via the Qualtrics online survey software to UW-Stout Resident Advisors in residence halls during the 2015 spring semester. Participants read an implied consent page prior beginning the survey. They first answered questions pertaining to their demographic and diversity information, and then proceeded to the MUDAS questionnaire, and finally finished the survey with questions about their diverse relationships and experiences. Participants were able to discontinue the survey at any point.
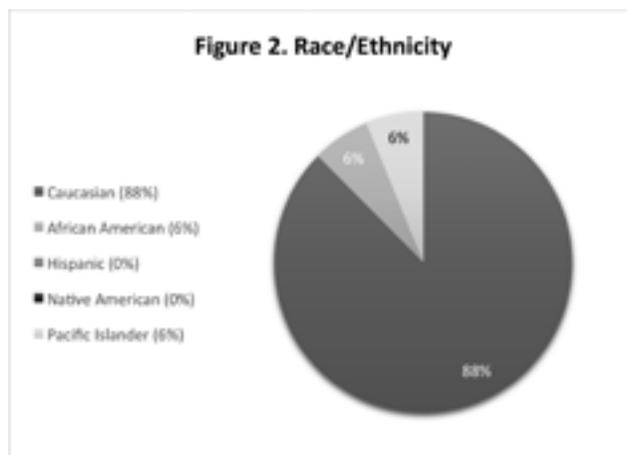
Results and Discussion

Initially, 19 participants started the survey but only 15 completed it. Therefore four surveys were not used in the analysis. The ratio of female

to male respondents was 3:2 with nine females and six males. All respondents identified as heterosexual and no participants reported disabilities. The undergraduate majors ranged across the spectrum, with no specific major reported more than others.

Figure 1. Year in College While Resident Advisor
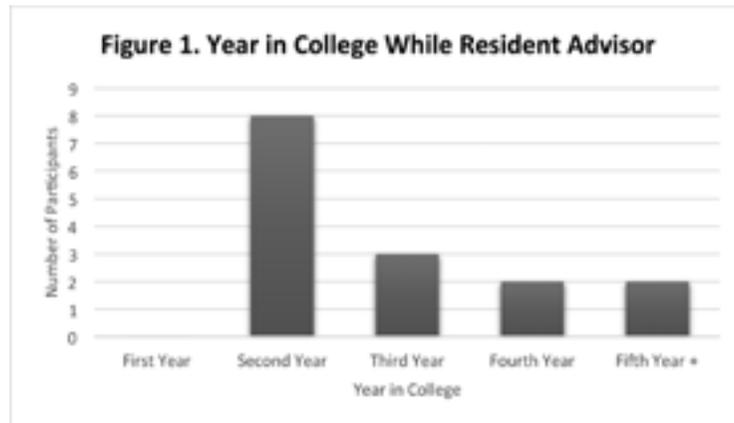
Eight out of 15 participants were second-year college students (sophomore status), three are third-years (junior), two are fourth-years (seniors), and two participants have been in college for five years or more. Participating Resident Advisors reported holding their position ranging from one semester to six semesters, the average being two to three semesters.

Figure 2. Race/Ethnicity

- Caucasian (88%)
- African American (6%)
- Hispanic (0%)
- Native American (0%)
- Pacific Islander (6%)

The majority of participants (93%) were of White/Caucasian descent, with one participant identifying as both White/Caucasian and Pacific Islander. One participant identified as African American. In relation to diversity in the participant's background, only two participants replied that they had grown up in a diverse city or town, and the other 13 reported that they did not come from a noticeably diverse community. Forty percent of participants responded to being involved in clubs and activities that revolved

around a diverse population from themselves; for example, a Caucasian American reported attending an International Students Club. Nine out of 15 participants were not involved in such organizations.

Figure 3. Diversity Within Family Members
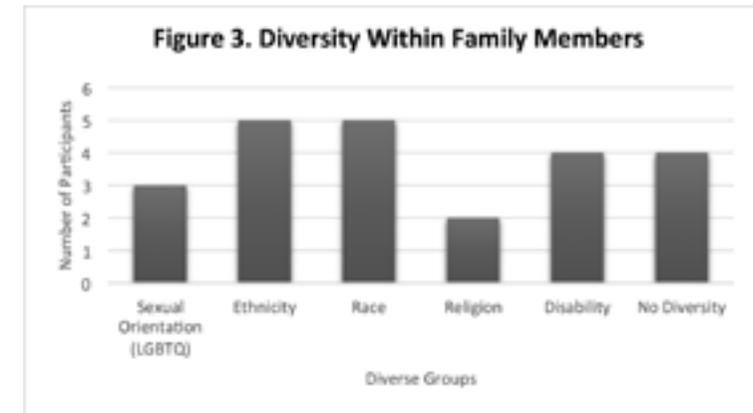
Four participants reported having no diversity in their family. The most common aspect of diversity found in families was race and ethnicity, with disabilities also common, while diversity in religion was the least common. Twenty-seven percent of participants reported no known diversity in their families.

Figure 4. Diversity Within Friend Groups
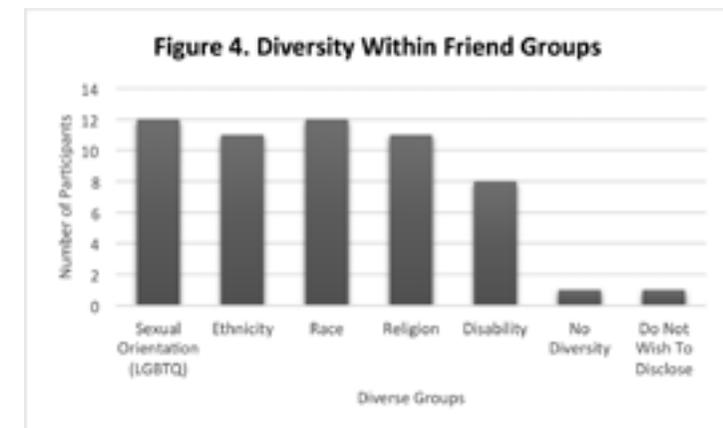
Diversity is more common within friend groups than within the family. Eighty percent of participants have friends that identify as a different race or sexual orientation. Seventy-three percent of participants have friends belonging to a different ethnicity or religion. Participants with friends who identify with a disability were 53% of respondents. Only one respondent reported no diversity.

Table 1.	Mean	SD
Questions 1-6 of Miami University Diversity Awareness Scale		
I am aware of my own culture and ethnicity.	4.13	1.06
I am NOT comfortable talking about my culture and ethnicity.	1.67	0.82
I seek to learn about different cultures.	4.20	0.86
I seek opportunities to interact with people from different cultures.	4.00	0.85
I appreciate and welcome the challenges and opportunities that diversity brings.	4.20	0.68
I do NOT share my appreciation of diversity with my friends.	2.33	0.98

Note. SD = Standard Deviation

Rated on a Likert Scale from 1 (strongly disagree) to 5 (strongly agree)

The results from the MUDAS questionnaire show high diversity awareness and cultural appreciation, as well as a high sense of social justice and a strong willingness to promote diversity. On a scale of one to five with one being strongly disagree and five being strongly agree, participants averaged 4.40 on understanding their own privileges that come with their identity. High averages of 4.20 were for welcoming the challenges of diversity, demonstrating awareness of their own culture, appreciating cultural diversity, and wanting to learn about other cultures. These results suggest Resident Advisors value and appreciate cultural diversity and implementing this appreciation into society.

Discussion

This research showed that specific training workshops need to be implemented for Resident Advisors on college campuses. Most Resident Advisors at the University of Wisconsin-Stout are knowledgeable about groups similar to them but have limited knowledge on individuals from other diverse groups. Training workshops should be implemented not only for understanding culture, but also religion, sexual orientation, and age differences in students living in residence halls. Resident Advisors are more likely to feel comfortable and competent with residents whose diversity aspects they have experienced in their life through family, friends or other social circles.

A limitation in this study was self-report bias. Although this study relies heavily on how the individual feels, there can be an unconscious bias of responding in a socially acceptable way to avoid judgement. Other limitations of the study include a small sample size and only a 17% response rate. Due to conducting the survey over the summer months after the participant's employment, the small response rate can be a result of time management or unavailability. It is also possible that measuring diversity in families was not specific enough. It can be interpreted as the nuclear family of parents and children living in the same household or to the extended family. In this study, the MUDAS survey specifically assessed Resident Advisors' knowledge on diverse cultures. Future research should investigate Resident Advisors' feelings

and emotions towards diverse groups on campus. As this study is representative of competence, more specific questions towards emotions should have been implemented rather than assessing how aware Resident Advisors are of diversity.

This research can be used for diversity training in understanding what to work on for students, specifically in what areas can be improved and how to guide them through working with diverse residents and feeling confident and comfortable. This research could also be used to help in training workshops for high school students in hopes of increasing their knowledge on diverse cultures and involvement through having a dialogue about diversity. Teaching high school students diversity awareness, competence, and acceptance can aid those who do not advance to higher education, where most diversity awareness is taught and experienced. It broadens the scope for future research regarding what characteristics and background can aid in understanding and accepting diversity.

More research on this topic needs to be completed for the results of this study to be beneficial. Future research should explore personality traits that might aid an individual in diversity competence. A larger sample size is needed and research should also examine Resident Advisors from different universities and compare competence. Other research could include analyzing competence due to their academic year status and coinciding college experiences, i.e. second-year Resident Advisors versus fourth-year Resident Advisors. Future studies should specifically explore gender, age, involvement on campus, ethnicity, and race in relation to competency with residents.

Overall, this research illustrates that Resident Advisors feel more competent with diverse groups when they have experienced diversity in their personal life. Therefore, future training for resident advisors should include exposure to diverse populations and education on different culture's norms and values.

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Appendix

DEMOGRAPHIC, MUDAS AND DIVERSITY QUESTIONAIRE

Demographic:
Gender: Male/Female/Other (DROPDOWN)
Year in school: 1st year/2nd year/3rd year/4th year/5th year +
Major: _____
Ethnicity: Caucasian/White; African American/Black; Asian American/Pacific Islander; Latino/Hispanic; Native American; International student; Multiracial; Other (DROPDOWN)
Disability? Yes/No/Do not want to disclose
Sexual Orientation: Heterosexual/Homosexual/Bisexual/Transsexual/Other (DROPDOWN)
How many semesters have you been an RA *including this* one? _____

Miami University Diversity Awareness Scale:
All measured on a 5 point Likert Scale of Strongly Disagree to Strongly Agree
I am aware of my own culture and ethnicity.
I am NOT comfortable talking about my culture and ethnicity.
I seek to learn about different cultures
I seek opportunities to interact with people from different cultures.
I appreciate and welcome the challenges and opportunities that diversity brings.
I do NOT share my appreciation of diversity with my friends.
A conscious effort should be made to teach cultural expectation in schools and/or classrooms.
Teachers should develop conflict management skills to solve cultural clashes.
I recognize the privileges I might enjoy because of my race, gender, sexual orientation, lack of disability, etc.
I consider cultural issues in my daily life.
This item is predetermined for the purpose of data analysis, please respond to this item by marking the "Agree".
I do NOT speak up when I witness instances of social injustice.
I do NOT have close friends from different cultures.
It is NOT important for me to learn a second language.
People from different nationalities should NOT be encouraged to retain their various customs, traditions and language.
A wide variety of religious diversity is good for our country.

I would welcome the opportunity to study abroad.

Addressing economic class differences tend to be divisive in everyday life.

Although individuality is important in the United States, excessive differences in beliefs can hurt our society.

Stressing different cultural customs and traditions tends to reduce learning the basics (reading, writing, mathematics) in schools today.

The American public school system's curriculum should concentrate more on our common American identity rather than on specific ethnic groups.

I am aware of the effects that my culture has on those whose culture is different from mine.

I check myself to see if an assumption I am making about a person(s) is based on facts, not stereotypes about a group.

This item is predetermined for the purpose of data analysis, please respond to this item by marking "Disagree".

I realize that if I commit to promoting social justice, I too must change.

I do NOT know how to learn about people and cultures unfamiliar to me without being offensive.

I would welcome the opportunity to work in and urban community.

It is NOT important to value different sexual orientations.

Students with special learning needs should NOT be included in regular K-12 and college classrooms.

I will be comfortable working with individuals who have a variety of learning needs.

I believe that all individuals are capable of learning at a high level no matter what their personal background or culture might be.

Teachers (K-12) should be trained to effectively introduce issues of diversity in the classroom.

Teachers (K-12) should receive training in working with students that have diverse needs.

Professors should be trained to effectively introduce issues of diversity in the classroom.

Professors should receive training in working with students that have diverse needs.

I view promoting diversity wherever I can as an essential part of my role as a student.

I appreciate the range of cultural experiences that people bring to relationships or situations.

Personal Diversity Questions:

I am involved in clubs/activities that are about a diverse population from myself. *Yes/No*

I grew up in a diverse city/town/village. *Yes/No*

I have family *members who identify with* a diverse population.

    Check all that apply: LGBTQ/Ethnicity/Race/Religion/Disability/Do not want to disclose

I have close friends belonging to a diverse population.

    Check all that apply: LGBTQ/Ethnicity/Race/Religion/Disability/Do not want to disclose

Number of residents:

Estimate the Number of residents you are ethnically, racially, or sexual orientation diverse from:

Rate on a 7 point scale of Not At All Like Me to Just Like Me:

If I do not understand a lifestyle choice, I openly ask questions.

If I do not understand, I research through online or paper sources.

I go out of my way to talk to diverse residents.

I learn about diverse residents more than non-diverse.

I am closer to my diverse residents than non-diverse.

My diverse residents come to me for help.

My diverse residents and I often have conflicts.

My diverse residents feel comfortable with members from other diverse groups.

Do you seek activities, seminars, or information pertaining to diversity?