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Multicultural Awareness Project for Institutional Transformation **MAP IT**

A publication of
the Multicultural Concerns Committee (MCC)
and the Center for Research
on Developmental Education
and Urban Literacy (CRDEUL),
General College,
University of Minnesota-Twin Cities.

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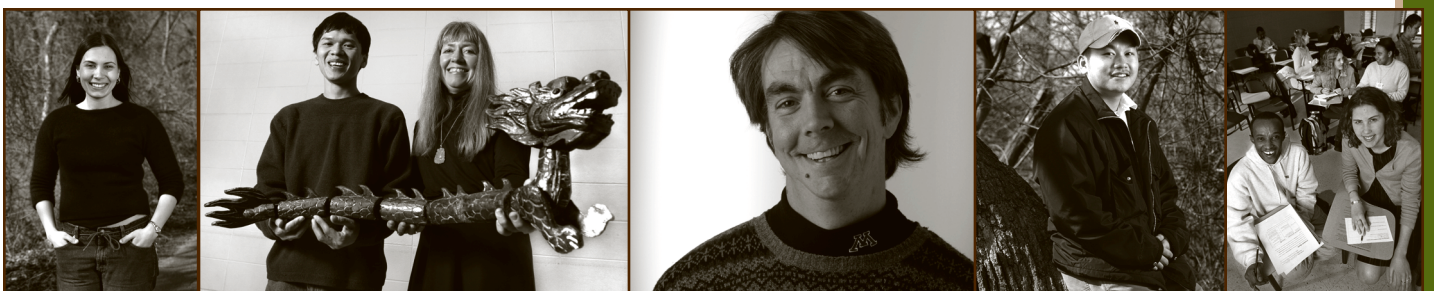
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Executive Summary

The Multicultural Awareness Project for Institutional Transformation (MAP IT) was developed at the University of Minnesota's General College with the goal of integrating multicultural education within higher education. As the acronym indicates, the aim is transformative. MAP IT is an adaptation of *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society* (Banks et al., 2001), created to make the report findings regarding primary and secondary multicultural education applicable to higher education.

MAP IT has culminated in the comprehensive set of 10 Guiding Principles presented in this Executive Summary. This publication also contains four survey instruments designed to aid in measuring the extent to which institutions of higher education centralize multicultural education and incorporate the guiding principles. We advocate a process approach to utilizing the principles and questionnaires to bring about a multicultural transformation in higher education.

Guiding Principles

Institutional Governance, Organization, and Equity

1. The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural learning environment.

2. The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

Faculty and Staff Development

3. Professional development programs should be made available to help staff and faculty understand the ways in which social group identifications such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

Student Development

4. Educational institutions should equally enable all students to learn and excel.

5. Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

6. Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

7. Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

8. Educational institutions should provide support services that promote all students' intellectual and interpersonal development.

Intergroup Relations

9. Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

Assessment

10. Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.

The Origins of MAP IT

The MAP IT guiding principles and survey instruments are an adaptation of *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society* (Banks et al., 2001). *Diversity Within Unity* endorsed 12 essential principles for successful primary and secondary school systems (K-12). *Diversity Within Unity* also included a checklist designed to be used by K-12 practitioners to determine the extent to which their institutions and environments are consistent with the 12 essential principles.

Diversity Within Unity incorporates Banks' (2001) five dimensions of multicultural education to guide transformation of school curricula. The first dimension is content integration, which involves examining the extent to which curricula, educators, classroom spaces, and policies reflect a variety of cultures and groups. The second dimension is the knowledge construction process, which explores the extent to which teachers prepare students to understand "implicit cultural assumptions, frames of reference, perspectives and biases" (Banks, p. 4) and how these factors influence the construction of knowledge. The third dimension, prejudice reduction, advocates curricula that develop democratic thinking. Equity pedagogy is the fourth dimension and requires instructors, staff, and administrators to reflect on whether multicultural issues and concerns are central to their work. Finally, the fifth dimension, empowering school culture, focuses on the institutional level to create an environment where all participants feel enfranchised. The purpose of MAP IT was to build on Banks' five dimensions and adapt *Diversity Within Unity* for use in institutions of higher education.

The work of MAP IT was undertaken by a subcommittee of the Multicultural Concerns Committee (MCC), itself an ad hoc committee within the General College at the University of Minnesota. The MCC was founded in 1989 to promote the General College's overt multicultural mission, and the MAP IT project is a continuation of the Committee's work to bring about meaningful multiculturalism within higher education. Dr. James Banks, lead author of *Diversity Within Unity*, gave permission to the MCC to both adapt the *Diversity Within Unity* principles and to pilot the new survey instrument in the General

College to see how to use the adapted checklist in institutions of higher education.

Our first step was a literature review to determine if there were existing instruments for use in higher education. Although we reviewed a number of existing studies, most were aimed at measuring campus climate, professional development, or commitment to multiculturalism individually, rather than combining these measurements in one instrument (Association of American Colleges and Universities, 2002). Most of the existing instruments were geared for use with faculty or students, and none of the existing instruments were geared for use with faculty, administrators, advisors, student support staff, and students. Thus, we decided that a comprehensive set of guiding principles and a survey instruments for higher education were needed.

Diversity and Multiculturalism

To explain how MAP IT incorporates multiculturalism into higher education, first we must define what we mean by multicultural education. Often the terms diversity and multiculturalism (or multicultural education) are used interchangeably. However, we consider these to be distinct concepts, each of which is significant to MAP IT.

Defining Diversity

Diversity signifies the simple recognition of the existence of different social group identities. For us, diversity includes a wider variety of social groups than race and ethnicity alone. Social group identifications such as home language, religion, gender, sexual orientation, social class, age, and disability, as well as race and ethnicity, are included within our definition. Numerous social science research studies provide evidence that admitting a diverse student body enhances learning for all students (Astin, 1993; Chang, 1999; Gurin, 2002; Maruyama, Nirebim, Gudeman, & Marin, 2000). Likewise, several recent court decisions relying on social science research determined that admitting students who belong to one or more of these categories is critical to the mission of higher education (Miksch, 2002). There is also growing evidence that diversity initiatives have increased the numbers of historically underrepresented students on many campuses (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Smith & Schonfeld, 2000). However, fulfilling the promises of access and equity involves moving beyond diversity to multicultural education.

Defining Multiculturalism

If diversity is an empirical condition—the existence of multiple group identities in a society—multicul-



turalism names a particular posture towards this reality. There are many definitions of multiculturalism and multicultural education. We build on the work of James Banks (2001), who defines multicultural education as, “an idea, an educational reform movement, and a process” (p. 2). What is important to us about Banks’ definition is that it explicitly moves beyond recognition of different social group membership (i.e., diversity) to advocate a method for transforming educational institutions so that they might more fully enable the participation of all citizens within our multicultural society. Exemplifying this transformative method, Lee Anne Bell and Pat Griffin (1997) advocate sequencing learning activities so that students move from a personal understanding of social group identity (e.g., diversity training) to an institutional or structural approach to social justice (multicultural education). According to Bell and Griffin, programs concerned with diversity focus on “helping students describe and understand their own experiences as members of different social groups and listen to others talk about their experiences and perspectives. The focus is on respecting, understanding, and acknowledging difference” (p. 55). The next step is to move toward a multicultural learning approach. “The concepts of dominance, social power and privilege are introduced to help students understand that difference is not neutral, that different social groups have greater or lesser access to social and personal resources and power” (p. 55). At this point, students are ready to deal with cultural and structural levels of inequality.

Ideally, multicultural education strives to build on the strengths and avoid the weaknesses of diversity plans. Evelyn Hu-DeHart (2003) eloquently critiques campus diversity plans that do not address cultural and institutional inequities. She notes:

differences are described as “natural,” hence normal and fixed; their main role is to provide positive experiences . . . [campus diversity plans] advise all of us who are different to learn to get along; we must help to create a “climate of healthy diversity,” in which “people value individual and group differences, respect the perspectives of others, and communicate openly.” In other words, diversity means good manners, now called civility, another key component of the corporate model that has pervaded our campuses. (p. 2)

Multicultural education, as opposed to the diversity programs that Hu-DeHart describes, critically engages systems of hierarchy and institutional privilege that are often left out of notions of individual diversity and civility. Thus, within multicultural education the focus is on “several forms of difference [for example, race, class, home language, gender, sexual orientation, disability] that also define unequal positions of

power in the United States” (Sleeter & Grant, 2003, p. iv). The emphasis on the links between forms of diversity and relations of power is the main factor differentiating multicultural education from diversity training.

The transformative agenda of multicultural education moves beyond celebrating diversity to providing meaningful access to all students. Multicultural education, described as transforming access, builds on the work of Christine Sleeter and Carl Grant (2003), who advocate “Education that is Multicultural and Social Reconstructionist” (p. 195):

Education that is Multicultural means that the entire educational program is redesigned to reflect the concerns of diverse cultural groups. Rather than being one of several kinds of education, it is a different orientation and expectation of the whole educational process . . . The phrase Education that is Multicultural and Social Reconstructionist is adopted by educators who want to identify with a more assertive and transforming educational position. (p. 195)

Education that is multicultural and social reconstructionist deals directly with structural inequality and prepares all involved to transform society so that it better serves the interests of all groups, especially those groups who historically have been marginalized. The goal is to promote structural equity and cultural pluralism. Instruction, while involving students actively in decision-making, builds on diverse learning styles and is cooperative. Further, it incorporates the skills and knowledge that students bring to the classroom. Ultimately, the goal is to move from a banking model of education to a social justice approach (Freire, 1990).

Building on the insights of Freire (1990), Sleeter and Grant (2003), and Hu-DeHart (2003), our view is that multicultural education must extend beyond the classroom and provide an agenda of transformation for better understanding the institution in terms of whom it includes and what it tries to accomplish. In other words, meaningful multiculturalism seeks to transform more than just the curriculum; it seeks to transform the institution. As Patrick Hill (1999) notes, “while the presence of persons of other cul-



tures and subcultures is a virtual prerequisite to the transformation, their ‘mere presence’ is primarily a political achievement” (p. 228). It is not enough to add a requirement that each student take a diversity course in order to graduate, or to sprinkle multicultural courses throughout the curriculum. Hill argues, “marginalization will be perpetuated, if new voices and perspectives are added while the priorities and core of the organization remain unchanged” (p. 228). Rather than focusing exclusively on diversity and classroom issues, the work of higher education must be “reconceived to be unimplementable without the central participation of the currently excluded and marginalized” (Hill, p. 228). The MAP IT project contributes to the reconceptualization of higher education by focusing on the participation of the currently marginalized and excluded as a central concern.

The MAP IT Concept

The Multicultural Awareness Project for Institutional Transformation is a set of guiding principles and survey instruments designed to underscore the centrality of multiculturalism in higher education. The 10 Guiding Principles for Multicultural Awareness and Institutional Transformation incorporate both notions of diversity and multiculturalism. The principles define diversity broadly to include home language, sexual orientation, and disability, as well as race, ethnicity, religion, social class, age, and gender. These principles go beyond advocating for diversity to include our understanding of multicultural education. Thus, the Guiding Principles include the links between forms of diversity and relations of power and advocate for meaningful access to higher education for all students.

Along with the 10 Guiding Principles, a survey instrument was developed and piloted at the General College, University of Minnesota. The revised final survey is divided into four instruments: one for faculty and instructional staff, another for administrators, a third for academic advisors and other student support service staff members, and the final instrument is designed for use with students. The employee instruments are divided by essential job function (e.g., instructor, student support) rather than job classification (e.g., civil service, faculty) in recognition that not all colleges and universities classify positions in the same way. The instruments

do not inquire about residential life, Greek life, student union and activities, and other student affairs functions of the academy, not because we do not understand the importance of the student development mission within higher education, but rather because our focus is on academic life. Each set of questions relates to a particular principle and measures either attitudes about the principle or implementation of the principle.

The MAP IT Process

The goal of MAP IT is to redefine higher education and work toward meaningful access. We do not advocate a top-down approach, imposed by the administration. Although it may accomplish important gains, there is often a backlash. Rather, we advocate a multicultural approach to institutional transformation, a process that will be inclusive, process oriented, and continuous. Building on Iris Young’s (1990, 1997) insights into institutionalized justice and communicative ethics, the MAP IT Guiding Principles and survey instruments assist in the process of institutional transformation by creating ways for more perspectives to communicate and actively share institutional power and legitimacy.

To facilitate communication and shared institutional power, the MAP IT Guiding Principles and survey instruments should be thought of as a process for discovering discussion points. After administering the survey, the results should be discussed in relation to the Guiding Principles. The Guiding Principles are each topics of essential conversations in higher education. Talking about diversity, access, and multicultural education enables persons with divergent views to make an important analytical shift. These conversations will change from who is right, to how each perspective is situated, and what each perspective can contribute to helping us achieve our institutional goals.

We should not, for example, expect to reach one definition of multicultural education and access. Rather, through constructive controversy (Johnson, Johnson, & Smith, 2000), we should strive to work together to transform the institution. What role students should play in decision making within institutions is another area for which MAP IT facilitates ongoing dialogue. Student voices and perspectives must be included in the multicultural transformation process. One formal way to include students is by administering and discussing the student survey incorporating the 10 Guiding Principles for Institutional Transformation.

The use of the MAP IT Guiding Principles and survey instruments needs to be ongoing. Too often, diversity surveys are conducted, reports are written, yet nothing is done with the results. For meaningful transfor-



mation to take place, it is crucial that we continue an ongoing dialogue about the centrality of multiculturalism in higher education.

How will we make multicultural education central to higher education? What will the transformed institution look like? It is more than just making sure all voices have access and are heard, although this is critical. Institutions should be concerned with “neutralizing the impact of unshared power in teaching and research” (Hill, 1999, p. 229). MAP IT attempts not only to neutralize the impact of unshared power, but also to help teachers and learners transform their institutions. With that in mind, MAP IT highlights three stages of multiculturalism (Bruch, Jehangir, Jacobs, & Ghere, 2003). The first phase is celebratory multiculturalism, where the focus is on tolerance and celebration of diversity. Critical multiculturalism is the next stage and reveals group domination and privilege. The final step is transformative multiculturalism. MAP IT will provide educators with one tool to help accomplish that transformation.

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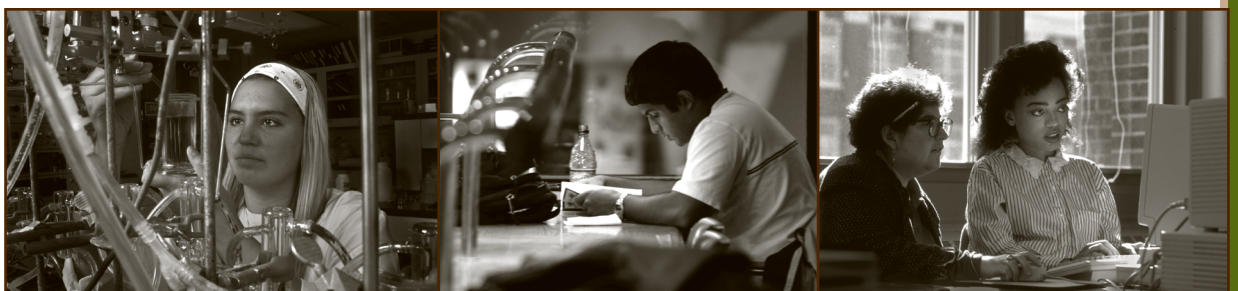
Using the MAP IT Questionnaires

The following questionnaires were developed when a pilot survey of an instrument adapted with permission from Banks et al.'s (2001) *Diversity Within Unity* determined that higher education professionals were hesitant to respond to items outside their own areas of expertise. Thus, MAP IT provides separate survey instruments for administrators, faculty and instructional staff, and student support services staff. Furthermore, we believe it is important to gauge whether our perceptions match those of our students, so a parallel student questionnaire is also included. Under each guiding principle, the initial questions, to the extent possible, represent those that are asked across all four groups. Additional items address work scope-specific issues.

These questionnaires can be administered online or using a paper and pencil format. Question sets and copies of this report can be downloaded from the Center for Research on Developmental Education and Urban Literacy Web site, www.gen.umn.edu/research/crdeul. The following directions should precede each questionnaire:

Following each of the guiding principles are questions designed to assist in assessing the extent to which the [insert name of institution, department, program, or unit here] supports that principle in daily practice. When responding to these items, think broadly and inclusively about such terms as “multicultural” and “diverse groups” (i.e., to include race, religion, gender, ethnicity, culture, home language, social class, sexual orientation, age, and disability). Please respond using a scale of 1 to 4 in which 1 = never or almost never, 2 = occasionally, 3 = often, and 4 = almost always or always. If the item does not apply to your situation, indicate so by selecting “not applicable” (NA). If you have inadequate information, indicate so by selecting “don’t know” (DK). A space for comments has been provided at the end of each section.

Institutions may choose to develop and include their own demographic questions, as long as those questions do not serve to identify individuals.



Administrator Form (Form ADM)

This questionnaire is designed for administrators in postsecondary educational institutions.

Guiding Principle 1:

The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural learning environment.

1.1 As you understand the mission of [insert name of program, department, unit, or institution here], does that mission make a commitment to access for diverse students?

1.2 Is a commitment to multicultural issues central to the mission of [insert name of program, department, unit, or institution here]?

1.3 Does [insert name of program, department, unit, or institution here] support higher education for students from all cultural groups?

1.4 Does [insert name of program, department, unit, or institution here] attempt to recruit and retain a diverse student body?

1.5 Does [insert name of program, department, unit, or institution here] operate in a manner that values a multicultural learning environment in which all students will learn?

1.6 Do admissions policies consider potential predictors of academic success beyond traditional measures such as standardized test scores, class rank, or grade point average (GPA)?

Comments related to institutional commitment to access for diverse students:

Guiding Principle 2:

The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

2.1 Does the organizational structure of your program, department, or unit ensure that decision making is appropriately shared among administrators, faculty, and staff?

2.2 Do students have an appropriate role in decision making within your program, department, or unit?

2.3 Do administrators, faculty, and staff collaborate to create a supportive environment for students?

2.4 Are you directly involved in efforts to create a supportive learning environment for students from diverse backgrounds?

2.5 Are successful efforts being made to recruit and retain a diverse work force?

2.6 Do you work in a supportive work environment?

2.7 Are you directly involved in efforts to create a supportive working environment for faculty and staff?

2.8 At your institution, have you been discriminated against on the basis of race, ethnicity, home language, religion, gender, sexual orientation, social class, age, disability, or any other group identification?

2.9 Does discrimination hinder your opportunities to participate fully in your educational institution?

Comments related to the role of organizational structures in creating supportive learning and working environments:

Guiding Principle 3:

Professional development programs should be made available to help staff and faculty understand the ways in which social group identifications such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

3.1 When allocating professional development funds to you, does your program, department, or unit give equal consideration to multicultural conferences, workshops, etc., along with other types of professional development requests?

3.2 If your employment agreement requires professional development days, does this required development include information on multiculturalism?

3.3 Do optional professional development opportunities sponsored by your program, department, or unit include information on multicultural issues?

3.4 Do you encourage faculty or staff to improve, revise, or redevelop programs based on information learned via multicultural professional development activities?

3.5 Does your program, department, or unit provide financial support for you to participate in external professional development activities that address multicultural issues?

3.6 If you have authority over the funding or planning of professional development activities, do you endeavor to provide opportunities to address multicultural issues?

Comments related to professional development opportunities:

Guiding Principle 4:

Educational institutions should equally enable all students to learn and excel.

4.1 Does your institution [or program, department, or unit] equally enable all students to learn and excel?

4.2 Are the administration, faculty, and staff appropriately diverse to serve a diverse student body?

4.3 Are students whose first language is not English provided with the services and support they need to achieve academic success?

4.4 Are first generation college students and students from underrepresented populations given information and services that provide the support they need to achieve academic success?

4.5 Do students from a variety of social and cultural groups succeed proportionately at your institution?

Comments related to equal educational opportunity:

Guiding Principle 5:

Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

5.1 Is the exploration of multicultural perspectives a degree requirement at the institution where you work?

5.2 Does your institution [or program, department, or unit] provide opportunities for civic engagement?

5.3 Does your institution provide learning opportunities in other cultural environments, whether inside or outside the U.S.?

5.4 Are scholarships available to enable low-income students to participate in cross-cultural learning experiences such as international programs?

5.5 Do students' perspectives inform policy decisions that you make?

Comments regarding knowledge construction:

Guiding Principle 6:

Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

6.1 Does your institution [or program, department, or unit] provide services that assist students in acquiring the social skills needed to interact effectively within a multicultural learning environment?

6.2 Do you talk openly and constructively with students about multicultural issues?

6.3 Does your institution [or program, department, or unit] provide opportunities for students to interact with people from diverse backgrounds?

6.4 Does your institution [or program, department, or unit] provide students with factual information that contradicts misconceptions and stereotypes?

Comments related to the acquisition of communication skills:

Guiding Principle 7:

Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

7.1 Does your institution [or program, department, or unit] provide co-curricular opportunities that enable students to develop knowledge, skills, and attitudes that enhance academic participation?

7.2 Does your institution [or program, department, or unit] sponsor any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities?

7.3 Do you sponsor activities that enable students, faculty, and staff to interact socially?

7.4 Does your institution [or program, department, or unit] act to organize activities and projects that enable students from diverse groups to work together collaboratively?

7.5 Does your institution [or program, department, or unit] sponsor and support activities and organizations that encourage students' expression of identity and cultural differences (e.g., African American Student Association, Gay and Lesbian Alliance)?

Comments on extracurricular and co-curricular activities:

Guiding Principle 8:

Educational institutions should provide support services that promote all students' intellectual and interpersonal development.

8.1 Does your institution [or program, department, or unit] provide support services such as advising, academic and career counseling, tutoring, or mentoring programs that promote all students' intellectual and interpersonal development?

8.2 Are learning resources and information technology equally accessible to all students?

8.3 Are learning resources and technology laboratories on your campus open at times that accommodate diverse student schedules?

8.4 Are academic support services universally designed to meet the needs of all students, including students with disabilities?

8.5 Is advocacy around multicultural issues central to your institution's [or program's, department's, or unit's] student services mission?

8.6 To what extent do you personally take responsibility for promoting and developing opportunities for a multicultural student experience?

8.7 Does your institution [or program, department, or unit] proportionately serve students from diverse backgrounds?

Comments related to student services:

Guiding Principle 9:

Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

9.1 Does your institution [or program, department, or unit] expose students to the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures?

9.2 Do you implement these values in your interactions with students?

9.3 Do you implement these values in your interactions with colleagues?

9.4 Do you point out the important ways in which all humans are similar when discussing cultural differences?

Comments regarding intergroup relations:

Guiding Principle 10:

Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.

10.1 Are the forms of assessment used by your institution [or program, department, or unit] for purposes such as course placement, career exploration, determining preferred learning styles, and/or assessing learning and study strategies culturally-sensitive?

10.2 Does your institution [or program, department, or unit] provide multiple forms of assessment for purposes such as course placement?

Comments on assessment:

Faculty and Instructional Staff Form (Form FIS)

This questionnaire is designed for postsecondary education professionals directly involved in classroom teaching, whether as full-time permanent faculty, part-time temporary instructors, or graduate teaching assistants.

Guiding Principle 1:

The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural learning environment.

1.1 As you understand the mission of [insert name of institution here], does that mission make a commitment to access for diverse students?

1.2 Is a commitment to multicultural issues central to the mission of [insert name of institution here]?

1.3 Does [insert name of institution here] support higher education for students from all cultural groups?

1.4 Does [insert name of institution here] attempt to recruit and retain a diverse student body?

1.5 Does [insert name of institution here] operate in a manner that values a multicultural learning environment in which all students will learn?

1.6 Do admissions policies consider potential predictors of academic success beyond traditional measures such as standardized test scores, class rank, or grade point average (GPA)?

Comments related to institutional commitment to access for diverse students:

Guiding Principle 2:

The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

2.1 Does the organizational structure of your program or department ensure that decision making is appropriately shared among administrators, faculty, and staff?

2.2 Do students have an appropriate role in decision making within your program or department?

2.3 Do administrators, faculty, and staff collaborate to create a supportive environment for students?

2.4 Are you directly involved in efforts to create a supportive learning environment for students from diverse backgrounds?

2.5 Are successful efforts being made to recruit and retain a diverse work force?

2.6 Do you work in a supportive work environment?

2.7 Are you directly involved in efforts to create a supportive working environment for faculty and staff?

2.8 At your institution, have you been discriminated against on the basis of race, ethnicity, home language, religion, gender, sexual orientation, social class, age, disability, or any other group identification?

2.9 Does discrimination hinder your opportunities to participate fully in your educational institution?

Comments related to the role of organizational structures in creating supportive learning and working environments:

Guiding Principle 3:

Professional development programs should be made available to help staff and faculty understand the ways in which social group identifications such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

3.1 When allocating professional development funds to you, does your program, department, or unit give equal consideration to multicultural conferences, workshops, etc., along with other types of professional development requests?

3.2 If your employment agreement requires professional development days, does this required development include information on multiculturalism?

3.3 Do optional professional development opportunities sponsored by your program, department, or unit include information on multicultural issues?

3.4 Do administrators encourage improving, revising, or redeveloping programs based on information learned via multicultural professional development activities?

3.5 Does your program, department, or unit provide financial support for you to participate in external professional development activities that address multicultural issues?

Comments related to professional development opportunities:

Guiding Principle 4:

Educational institutions should equally enable all students to learn and excel.

4.1 Does your program, department, or unit equally enable all students to learn and excel?

4.2 Is the faculty appropriately diverse to serve a diverse student body?

4.3 Are students whose first language is not English provided with the services and support they need to achieve academic success?

4.4 Are first-generation college students and students from underrepresented populations given information and services that provide the support they need to achieve academic success?

4.5 Do students from a variety of social and cultural groups succeed proportionately in your courses?

4.6 Do you use a variety of teaching strategies to accommodate diverse student interests and learning styles?

4.7 In your teaching, do you endeavor to introduce students to appropriate role models through guest speakers, readings, films, or other resources?

Comments related to equal educational opportunity:

Guiding Principle 5:

Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

5.1 Is the exploration of multicultural perspectives a degree requirement at the institution where you work?

5.2 Do the courses you teach provide opportunities for civic engagement?

5.3 Do you teach courses in diverse cultural environments, whether inside or outside the U.S.?

5.4 Are scholarships available to enable low-income students to participate in cross-cultural learning experiences such as international programs?

5.5 In the classes you teach, do students have the opportunity to play the role of teacher in ways that inform you and their peers?

5.6 Within your classroom do students have the opportunity to share their perspectives?

5.7 Do the courses that you teach help students understand historical, social, and political events from diverse perspectives?

5.8 Do you use instructional materials, such as textbooks, supplemental readings, computer applications, or videotapes that describe historical, social, or political events from diverse perspectives?

5.9 Are the texts you use written by authors from diverse backgrounds?

5.10 In the classes that you teach, do you draw references and examples from different cultural groups?

5.11 In the classes that you teach, do you explain about the person or group that came up with a particular idea or theory?

Comments regarding knowledge construction:

Guiding Principle 6:

Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

6.1 Within your courses do students engage in activities that will assist them in acquiring the social skills needed to interact effectively within a multicultural learning environment?

6.2 Do you talk openly and constructively with students about multicultural issues?

6.3 Whether within or outside of class, do you provide opportunities for students to interact with people from diverse backgrounds?

6.4 Do you provide students with factual information that contradicts misconceptions and stereotypes?

6.5 Do you address communications skills in your courses?

6.6 Do you and your students set ground rules together to engage in meaningful dialogue about multicultural issues?

6.7 Do your students have opportunities to participate in simulations, role playing, writing from the perspective of others, and other activities that enable them to gain insights into the impacts of stereotyping, prejudice, and discrimination?

Comments related to the acquisition of communication skills:

Guiding Principle 7:

Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

7.1 Does your academic program, department, or unit provide co-curricular opportunities that enable students to develop knowledge, skills, and attitudes that enhance academic participation?

7.2 Does your academic program, department, or unit sponsor any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities?

7.3 Does your academic program, department, or unit sponsor activities that enable students, faculty, and staff to interact socially?

7.4 Do you personally act to organize activities and projects that enable students from diverse groups to work together collaboratively?

7.5 Does your program, department, or unit sponsor and support activities and organizations that encourage students' expression of identity and cultural differences (e.g., African American Student Association, Gay and Lesbian Alliance)?

7.6 Are there co-curricular activities associated with the courses you teach that foster positive multicultural relationships?

Comments on extracurricular and co-curricular activities:

Guiding Principle 8:

Educational institutions should provide support services that promote all students' intellectual and interpersonal development.

8.1 To your knowledge, does your program, department, or unit provide support services such as advising, academic and career counseling, tutoring, or mentoring programs that promote all students' intellectual and interpersonal development?

8.2 Are learning resources and information technology equally accessible to all students?

8.3 Are learning resources and technology laboratories on your campus open at times that accommodate diverse student schedules?

8.4 Are academic support services universally designed to meet the needs of all students, including students with disabilities?

8.5 Do you refer students to the types of support services listed in question 8.1?

Comments related to student services:

Guiding Principle 9:

Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

9.1 In your courses, do you expose your students to the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures?

9.2 Do you implement these values in your interactions with students?

9.3 Do you implement these values in your interactions with colleagues?

9.4 Do you point out the important ways in which all humans are similar when discussing cultural differences?

9.5 Do you use teaching strategies, such as collaborative groups, to model these values?

Comments regarding intergroup relations:

Guiding Principle 10:

Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.

10.1 In your courses do you use multiple culturally-sensitive techniques to assess student learning?

10.2 Do you enable students to demonstrate knowledge in multiple ways that reflect diverse learning styles?

10.3 Do you assess student outcomes that are related to improved multicultural relations?

10.4 Do the forms of assessment you use go beyond traditional measures of subject matter knowledge to include critical thinking?

Comments on assessment:

Student Development and Support Services Staff Form (Form SSS)

This questionnaire is designed for postsecondary education professionals who serve in positions that provide counseling, advising, and academic support services for students.

Guiding Principle 1:

The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural learning environment.

1.1 As you understand the mission of [insert name of institution here], does that mission make a commitment to access for diverse students?

1.2 Is a commitment to multicultural issues central to the mission of [insert name of institution here]?

1.3 Does [insert name of institution here] support higher education for students from all cultural groups?

1.4 Does [insert name of institution here] attempt to recruit and retain a diverse student body?

1.5 Does [insert name of institution here] operate in a manner that values a multicultural learning environment in which all students will learn?

1.6 Do admissions policies consider potential predictors of academic success beyond traditional measures such as standardized test scores, class rank, or grade point average (GPA)?

Comments related to institutional commitment to access for diverse students:

Guiding Principle 2:

The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

2.1 Does the organizational structure of your program or unit ensure that decision making is appropriately shared among administrators, faculty, and staff?

2.2 Do students have an appropriate role in decision making within your unit?

2.3 Do administrators, faculty, and staff collaborate to create a supportive environment for students?

2.4 Are you directly involved in efforts to create a supportive learning environment for students from diverse backgrounds?

2.5 Are successful efforts being made to recruit and retain a diverse work force?

2.6 Do you work in a supportive work environment?

2.7 Are you directly involved in efforts to create a supportive working environment for faculty and staff?

2.8 At your institution, have you been discriminated against on the basis of race, ethnicity, home language, religion, gender, sexual orientation, social class, age, disability, or any other group identification?

2.9 Does discrimination hinder your opportunities to participate fully in your educational institution?

Comments related to the role of organizational structures in creating supportive learning and working environments:

Guiding Principle 3:

Professional development programs should be made available to help staff and faculty understand the ways in which social group identifications such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

3.1 When allocating professional development funds to you, does your program, department, or unit give equal consideration to multicultural conferences, workshops, etc., along with other types of professional development requests?

3.2 If your employment agreement requires professional development days, does this required development include information on multiculturalism?

3.3 Do optional professional development opportunities sponsored by your program, department, or unit include information on multicultural issues?

3.4 Do administrators encourage improving, revising, or redeveloping programs based on information learned via multicultural professional development activities?

3.5 Does your program provide financial support for you to participate in external professional development activities that address multicultural issues?

Comments related to professional development opportunities:

Guiding Principle 4:

Educational institutions should equally enable all students to learn and excel.

4.1 Does your program, department, or unit equally enable all students to learn and excel?

4.2 Is the staff appropriately diverse to serve a diverse student body?

4.3 Are students whose first language is not English provided with the services and support they need to achieve academic success?

4.4 Are first-generation college students and students from underrepresented populations given information and services that provide the support they need to achieve academic success?

4.5 Do students from a variety of social and cultural groups succeed proportionately in your program or unit?

4.6 If applicable, does your program, department, or unit use flexible forms of student course placement?

Comments related to equal educational opportunity:

Guiding Principle 5:

Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

5.1 Is the exploration of multicultural perspectives a degree requirement at the institution where you work?

5.2 Does your program, department, or unit provide opportunities for civic engagement?

5.3 Does your program, department, or unit provide learning opportunities in other cultural environments, whether inside or outside the U.S.?

5.4 Are scholarships available to enable low-income students to participate in cross-cultural learning experiences such as international programs?

5.5 Is your personal philosophy and practice as a student services staff member informed by your students' perspectives and experiences?

5.6 In your work, do you endeavor to help students understand how their voices and ways of knowing can shape the academy?

5.7 Are courses offered in your program or unit that help students understand historical, social, and political events from diverse perspectives?

Comments regarding knowledge construction:

Guiding Principle 6:

Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

6.1 Does your program, department, or unit provide services that assist students in acquiring the social skills needed to interact effectively within a multicultural learning environment?

6.2 Do you talk openly and constructively with students about multicultural issues?

6.3 Does your program, department, or unit provide opportunities for students to interact with people from diverse backgrounds?

6.4 Do you provide students with factual information that contradicts misconceptions and stereotypes?

6.5 Do you address communications skills in your work with students?

6.6 When working with groups, do you and the students set ground rules together to engage in meaningful dialogue about multicultural issues?

6.7 Do students have opportunities to participate in simulations, role playing, writing from the perspective of others, and other activities that enable them to gain insights into the impacts of stereotyping, prejudice, and discrimination?

6.8 Does your program, department, or unit provide services such as workshops or one-on-one or group counseling in which students can address multicultural issues?

Comments related to the acquisition of communication skills:

Guiding Principle 7:

Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

7.1 Does your program, department, or unit provide co-curricular opportunities that enable students to develop knowledge, skills, and attitudes that enhance academic participation?

7.2 Does your program, department, or unit sponsor any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities?

7.3 Does your program, department, or unit sponsor activities that enable students, faculty, and staff to interact socially?

7.4 Do you personally act to organize activities and projects that enable students from diverse groups to work together collaboratively?

7.5 Does your program, department, or unit sponsor and support activities and organizations that encourage students' expression of identity and cultural differences (e.g., African American Student Association, Gay and Lesbian Alliance)?

Comments on extracurricular and co-curricular activities:

Guiding Principle 8:

Educational institutions should provide support services that promote all students' intellectual and interpersonal development.

8.1 Does your program, department, or unit provide support services such as advising, academic and career counseling, tutoring, or mentoring programs that promote all students' intellectual and interpersonal development?

8.2 Are learning resources and information technology equally accessible to all students?

8.3 Are learning resources and technology laboratories on your campus open at times that accommodate diverse student schedules?

8.4 Are academic support services universally designed to meet the needs of all students, including students with disabilities?

8.5 Is advocacy around multicultural issues central to the student services mission?

8.6 To what extent do you personally take responsibility for promoting and developing opportunities for a multicultural student experience?

8.7 Does your program, department, or unit proportionately serve students from diverse backgrounds?

8.8 To the best of your knowledge, are orientation materials communicated in formats that are accessible to all students?

8.9 Do orientation requirements (such as time commitments, agenda) accommodate all students?

8.10 Does orientation address expectations for welcoming students into a diverse learning community?

8.11 Are forms and materials developed with attention to the diverse needs of multicultural learners?

Comments related to student services:

Guiding Principle 9:

Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

9.1 Do the services you provide expose students to the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures?

9.2 Do you implement these values in your interactions with students?

9.3 Do you implement these values in your interactions with colleagues?

9.4 Do you point out the important ways in which all humans are similar when discussing cultural differences?

9.5 Do you use strategies, such as collaborative groups, to model these values?

Comments regarding intergroup relations:

Guiding Principle 10:

Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.

10.1 Are the forms of assessment used for purposes such as course placement, career exploration, determining preferred learning styles, and/or assessing learning and study strategies culturally-sensitive?

10.2 Does your program, department, or unit provide multiple forms of assessment for purposes such as course placement or career exploration and assessing strengths?

Comments on assessment:

Student Questionnaire (Form STU)

This questionnaire has been designed to assess how college and university students evaluate multicultural aspects of their collegiate experience.

Guiding Principle 1:

The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural learning environment.

1.1 As you understand the mission of [insert name of institution here], does that mission make a commitment to access for diverse students?

1.2 Is a commitment to multicultural issues central to the mission of [insert name of institution here]?

1.3 Does [insert name of institution here] support higher education for students from all cultural groups?

1.4 Does [insert name of institution here] attempt to recruit and retain a diverse student body?

1.5 Does [insert name of institution here] operate in a manner that values a multicultural learning environment in which all students will learn?

1.6 Do you think that it is beneficial to be part of a multicultural learning environment?

1.7 During the admissions process, did you feel welcomed?

1.8 Do you believe that you are a valued member of the educational community at [insert name of institution here]?

Comments related to institutional commitment to access for diverse students:

Guiding Principle 2:

The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

2.1 Are students involved in the decisions made at [insert name of institution here] that affect the learning environment?

2.2 Do you as a student have the opportunity to participate in planning and/or decision making at [insert name of institution here]?

2.3 Through student organizations, campus-wide committees, or other participation in college life, do you personally play a role in decision making?

2.4 Do you believe that the educational community of [insert name of institution here] is a supportive environment?

2.5 Does [insert name of institution here] promote cooperation between students, faculty, and staff?

2.6 Are administrators, faculty, and staff (e.g., advisors) invested in your success as a student?

2.7 Does [insert name of institution here] operate in a manner that values diverse views and experiences?

2.8 At your college or university, have you been discriminated against on the basis of race, ethnicity, home language, religion, gender, sexual orientation, social class, age, disability, or any other group identification?

2.9 Does discrimination hinder your opportunities to participate fully in your educational institution?

Comments related to organizational structures and decision making:

Guiding Principle 3:

Professional development programs should be made available to help staff and faculty understand the ways in which social group identifications such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

3.1 Through your interactions with administrators, faculty, and staff at [insert name of institution here], do you believe that they understand the ways in which factors (such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability) influence all individuals and institutions?

3.2 Do administrators, faculty, and staff demonstrate a knowledge and understanding of diverse groups?

3.3 Do administrators, faculty, and staff seem aware of their own personal attitudes toward people from diverse groups?

3.4 Do your teachers seem interested in understanding your background as it relates to learning?

3.5 Do your teachers know how to effectively teach students from diverse backgrounds?

Comments regarding administrators, faculty, and staff:

Guiding Principle 4:

Educational institutions should equally enable all students to learn and excel.

4.1 Does [insert name of institution here] equally enable all students to learn and excel?

4.2 Do you have opportunities to interact with appropriate role models on campus?

4.3 Do your teachers provide the help you need to be successful at [insert name of institution here]?

4.4 Are you treated with respect by staff and faculty?

4.5 Do you have the same opportunity to achieve your academic goals as any other student here at [insert name of institution here]?

4.6 Do the teaching strategies used by faculty at [insert name of institution here] accommodate diverse student interests and learning styles?

4.7 Are you concerned about your safety on this campus?

Comments related to equal educational opportunity:

Guiding Principle 5:

Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

5.1 Is a course that explores multicultural perspectives a degree requirement at [insert name of institution here]?

5.2 Have the courses you have taken provided opportunities for civic engagement (community involvement), such as service learning?

5.3 Are opportunities available to you to study in diverse cultural environments, whether within or outside the U.S.?

5.4 Are scholarships available to enable low-income students to participate in cross-cultural learning experiences such as international programs?

5.5 Do your teachers present different theories or points of view about topics discussed in class?

5.6 Have you had the opportunity in your classes to share your experiences and perspectives?

5.7 Have the courses you have taken at [insert name of institution here] helped you understand historical, social, and/or political events from diverse perspectives?

5.8 Have the instructional materials such as textbooks, supplementary readings, computer applications, or videos described historical, social, and/or political events from diverse perspectives?

5.9 Do your courses or teachers present the idea that how a person sees the world is influenced by her or his personal, political, and/or economic experience?

5.10 Are the references or examples presented in your classes drawn from different cultural groups?

5.11 When an idea or theory is presented, do you learn about the person or group from which it came?

5.12 Has your cultural group been portrayed accurately and respectfully in the courses you have taken?

Comments regarding knowledge construction:

Guiding Principle 6:

Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

6.1 Have your experiences at [insert name of institution here] increased your ability or comfort in interacting with people from different cultures or groups?

6.2 Do administrators, faculty, and staff such as counselors and advisors talk openly and constructively with you about multicultural issues?

6.3 Whether within or outside of class, have you had the opportunity to interact with people from diverse backgrounds?

6.4 Have they provided you with factual information that contradicts misconceptions and stereotypes?

6.5 Has the importance of communication skills been presented in the courses you have taken?

6.6 In the courses you have taken, have safe ground rules been set for engaging in meaningful discussions about multicultural issues?

6.7 Have you had the opportunity to participate in simulations, role playing, writing as though you experienced something from another person's perspective, or other activities that enable you to gain insights into the impact of stereotyping, prejudice, and discrimination?

6.8 Have your courses required you to discuss cultural differences?

6.9 Has developing an understanding between people of different cultures been a goal in the courses you have taken?

6.10 Have your courses at [insert name of institution here] included learning that "normal" is defined differently for different groups of people?

Comments related to the acquisition of social and communication skills:

Guiding Principle 7:

Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

7.1 Do you have the opportunity to participate in co-curricular or extracurricular activities that enable you to develop positive relationships with people from diverse backgrounds?

7.2 Are there undergraduate professional or honor societies or career-related activities that provide multicultural opportunities?

7.3 Do you have opportunity to interact with faculty members outside the classroom?

7.4 In the courses you have taken, have there been opportunities to work collaboratively with other students outside the classroom?

7.5 Are activities or organizations available that encourage students' expression of identity and cultural differences (e.g., African American Student Association, Gay and Lesbian Alliance)?

7.6 Have you participated in college/university activities outside of class that promote multicultural understanding?

Comments about co-curricular and extracurricular activities:

Guiding Principle 8:

Educational institutions should provide support services that promote all students' intellectual and interpersonal development.

8.1 Are support services such as counseling, advising, career planning and placement, tutoring, and computer labs equally accessible to all students?

8.2 Are you able to get the help you need outside of class to be successful at [insert name of institution here]?

8.3 Are support services available at times that accommodate diverse student needs?

8.4 Are you comfortable asking a faculty member or staff person for help when you need it?

Comments related to student services:

Guiding Principle 9:

Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

9.1 In the courses you have taken at [insert name of institution here], have you learned about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures?

9.2 Do you have the opportunity to interact with people from diverse backgrounds?

9.3 Have you interacted with people from different cultures who share these values?

9.4 Do you find that you are less likely to stereotype a group of people once you get to know individual members of that group?

9.5 Do faculty use teaching strategies, such as collaborative groups, to model these values?

Comments regarding intergroup relations:

Guiding Principle 10:

Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.

10.1 In the courses you have taken at [insert name of institution here], have you had the opportunity to demonstrate knowledge in multiple ways, such as through discussion, oral presentations, essays, creative projects, and portfolios, as well as quizzes and tests?

10.2 In the courses you have taken, have a variety of types (e.g., multiple choice, essay) of tests and quizzes been offered?

10.3 Have the tests that you have taken included culturally-specific references that were unfamiliar to you and were not taught as part of the course content?

Comments on assessments:

Bibliography of Suggested Readings

This abbreviated bibliography is included to supplement the references provided on pages 9 and 10 of this document. For a complete bibliography of the publications that have guided this work, please visit the Center for Research on Developmental Education and Urban Literacy Web site at www.gen.umn.edu/research/crdeul

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