

Diversity Outcomes

Student Leader Learning Outcomes (SLLO) Project

Definition of Diversity:

The inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. The characteristics can include, but is not limited to: age, background, citizenship, disability, education, ethnicity, family obligations, gender, geographical location, language, marital status, military experience, political views, race, religion, sexual orientation, socio-economic status, and work experience.

These outcomes assume that “others” are individuals with characteristics different from the person being evaluated.

Outcomes:

Students will:

- Differentiate between individual differences, cultural differences, and universal similarities
- Empathize and connect with individuals different from themselves.
- Use knowledge of similarities and differences between people to make sensitive and appropriate decisions

The goal of the diversity outcomes is to instruct student leaders on how to consider human differences in the decision-making processes for their student organizations. Those who work with the diversity outcomes are encouraged to respect the individual beliefs of student leaders. The purpose of these outcomes is not to change personal opinions and values. The purpose is to teach students how human differences impact leadership styles and behaviors and learn how to adapt to the differences found in any given group.

How to Use the Rubric:

Student organizations may experience situations that highlight differences between members (internal diversity) or outside issues that impact the organization (external diversity). The following two examples provide an overview of what might be observed in each situation.

Internal Diversity: A student leader encounters a member of the organization who is gay. The student leader personally does not agree with homosexuality. The following are behaviors that might be observed that correspond to the rubric:

Level 1—The student leader hears a rumor than the member in question is gay and asks other members of the organization if the rumor is true.

Level 2—The student leader confirms the rumor and begins to avoid the gay member, ignores communication from the member, and/or deliberately excludes the member from activities or information sharing.

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Level 3—The student leader begins to talk about the situation with other members of the organization and/or the advisor to gather opinions on the matter. The student leader may express the awareness that homosexuality goes against what s/he was taught or believes.

Level 4—The student leader approaches the gay member and begins to ask questions about sexual orientation.

Level 5—The student leader resumes regular interaction with the gay member. The interaction exhibits increasing acceptance of the individual (but not necessarily the sexual orientation issue).

External Diversity: A student organization president is told that the organization needs to recruit more students from different racial and ethnic backgrounds. The following are behaviors that might be observed that correspond to the rubric:

Level 1—The President does not understand why having diverse members is important.

Level 2—The President questions why there should be distinctions between races. May express the belief that “We are all Aggies”.

Level 3—The President acknowledges that there is some merit in recruiting diverse members and willingly drops off membership applications to specific students and groups.

Level 4—The President seeks initial interactions with diverse students to promote the organization. This may involve speaking to specific individuals or groups to encourage their applications.

Level 5—The President seeks deeper feedback to understand why diverse students may not be attracted to the organization. This may involve meeting with individuals or groups to have that particular dialogue or conducting focus groups.

Possible Interventions:

Level 1: Students in this level may benefit from activities that facilitate reflection on more familiar differences such as religion, body type, personality, and personal habits

Level 2: Students in this level may benefit from facilitated analysis of multiple perspectives (i.e., identifying benefits and limitations of an issue)

Level 3: Students in this level may benefit from journaling, small group discussions, or exploring new sources of information

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Level 4: Students in this level may benefit from encouragement to explore differences such as study abroad, learning communities, diversity courses, training, and service projects

Other Useful Rubrics on This Topic:

Teams and Groups, Critical Thinking

Contributing Resources:

[*Note: Many of the items in the rubric were taken directly from the following three articles. Direct references to rubric material can be provided upon request.*]

Chavez, A. F., Guido-DiBrito, F., & Mallory, S. L. (2003). Learning to value the “other”: A framework of individual diversity development. *Journal of College Student Development, 44*(4), 453-469.

King, P. M. & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development, 46*(6), 571-592.

Pope, R. L. & Reynolds, A. L. (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development, 38*(3), 266-277.

AggiEfolio Competencies That This Rubric Addresses:

To set up a free AggieEfolio account, please visit <https://career180.tamu.edu/portfolio/>

Cluster 1: Problem Solving and Thinking Skillfully

- Observation Skills
- Analyzing Critical Data
- Knowledge of the Economy as a Whole

Cluster 2: Communicating Effectively

- Basic Communication Skills
- Interpersonal Skills

Cluster 4: Working Responsibly

- Leadership Skills
- Teamwork Skills
- Supporting Diversity

Cluster 6: Managing Resources

- Managing Self