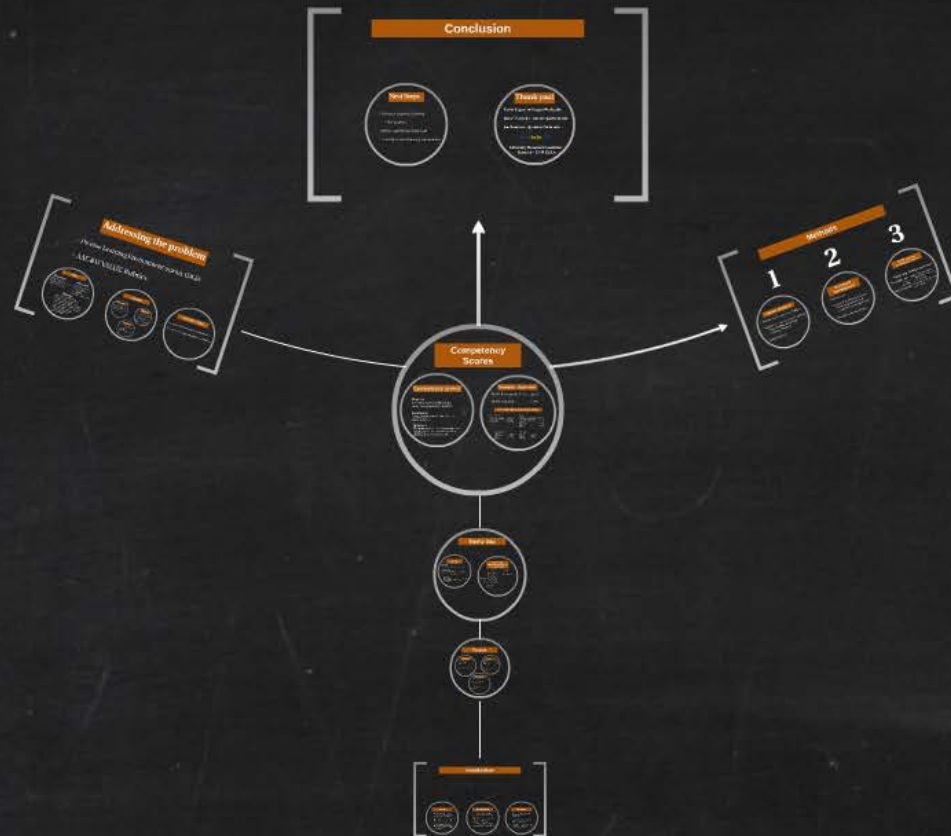


# Measuring and Benchmarking Campus Equity and Inclusion

by M. Kevin Eagan, Ph.D., Oscar J. Mayorga & Joe Ramirez

Based on Jim Harvey's speech structures



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# Introduction

## Goals

- Identify key metrics, beyond compositional diversity, used to measure equity and inclusion.
- Interpret the Diverse Learning Environment Scorecard results.
- Learn how Diverse Learning Environment Scorecard results can assess and support inclusive and equity efforts.

## Background

- Increasing pressures to improve inclusion and equity on campus.
- Higher Education research centers and national higher education associations have made considerable efforts in the last decades to address these challenges.

## Problem

- Increase demand for diversity accountability and measurement
- Various frameworks, but lack of instruments and tools.
- Tools that exist require time and knowledge to analyze and create actionable data points.

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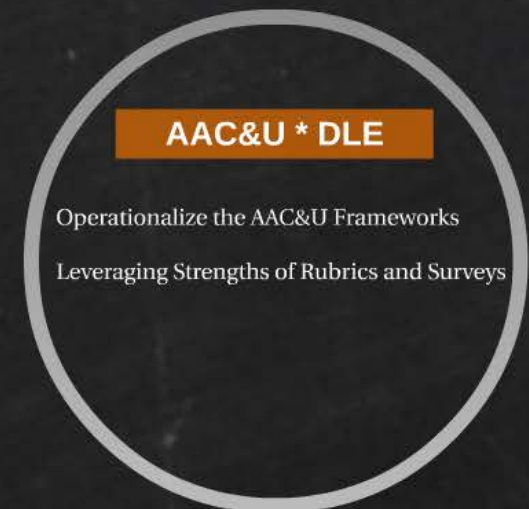
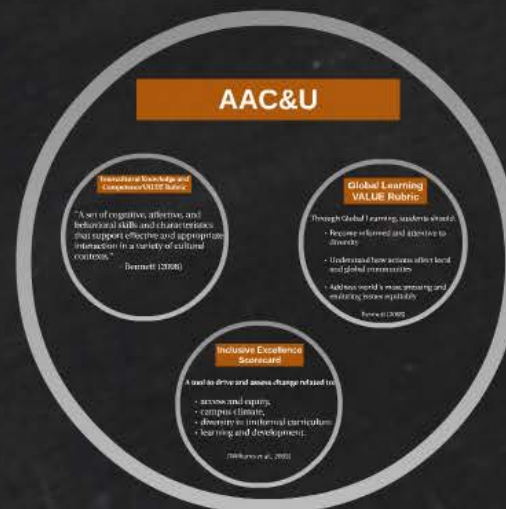
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# Problem

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- Various frameworks, but lack of instruments and tools.
- Tools that exist require time and knowledge to analyze and create actionable data points.

# Addressing the problem

- Diverse Learning Environment Survey (DLE)
- AAC&U VALUE Rubrics



# DLE

## Practices

- Curriculum of Inclusion
- Co-Curricular Diversity Activities
- Navigational Action
- Student Support Services

## Outcomes

- Integration of Learning
- Habits of Mind
- Pluralistic Orientation
- Social Action
- Civic Engagement
- Student Enrollment Mobility

## Climate

- Discrimination and Harassment
- Positive Cross-racial Interaction
- Negative Cross-racial Interaction
- Institutional Commitment to Diversity
- Academic Validation in the Classroom
- Satisfaction with Diverse Perspectives
- Student Financial Difficulty
- Interpersonal Validation
- Sense of Belonging



# AAC&U

## Intercultural Knowledge and Competence VALUE Rubric

"A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

- Bennett (2008)

## Global Learning VALUE Rubric

Through Global Learning, students should:

- Become informed and attentive to diversity
- Understand how actions affect local and global communities
- Address world's most pressing and enduring issues equitably

Bennett (2008)

## Inclusive Excellence Scorecard

A tool to drive and assess change related to:

- access and equity,
- campus climate,
- diversity in (in)formal curriculum
- learning and development.

(Williams et al., 2005)

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- access and equity,
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(Williams et al., 2005)

# AAC&U \* DLE

Operationalize the AAC&U Frameworks

Leveraging Strengths of Rubrics and Surveys

# Methods

# 1

## Factor Analysis

- Matched DLE Items with Rubrics
- Exploratory Factor Analysis in SPSS
  - Principal Axis Factoring
  - Proximax Rotation
- Refined factors

# 2

## Scorecard Development

- Factor scores
- Analyze distribution of scores
  - Institutional level and student level comparisons
- Strengths and limitations

# 3

## Equity Gap and Competency Scores

Equity Gap	Competency Scores
Mean differences	High / Medium / Low
t-tests	Standard Deviations
ANOVAs	+/- 0.5 SDs
Full DLE Sample	Competency by Student and School

# Factor Analysis

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## Equity Gap and Competency Scores

### **Equity Gap**      **Competency Scores**

Mean differences

t-tests

ANOVAs

Full DLE Sample

High / Medium / Low

Standard Deviations

+/- 0.5 SDs

Competency by Student  
and School

# Intercultural Knowledge

1. Cultural self-awareness
2. Knowledge of cultural worldview framework
3. Empathy
4. Verbal and nonverbal communication
5. Curiosity
- 6. Openness**



# Openness

## Intercultural Knowledge

"Initiates and develops interactions with culturally different others. Suspends judgment in valuing his/her interactions with culturally diverse others."

### Ethnic Experiences:

- .49 Shared personal feelings and problems
- .42 Studied or prepared for class
- .46 Socialized or partied

### General Actions:

- .58 Attended presentations, performances, or art exhibits on diversity
- .75 Participated in LGBT Center activities
- .79 Participated in Racial/Ethnic or Cultural Center activities
- .79 Participated in Women's/Men's Center activities
- .44 Participated in Religious/Spiritual clubs/groups
- .61 Participated in Disability Center activities

Alpha = .80

urse others."

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Alpha = .80

# Global Learning

1. Global self-awareness
2. Perspective taking
3. Cultural diversity
4. Personal and social responsibility
- 5. Understanding global systems**
6. Applying knowledge to contemporary global contexts



# Global Systems

## Global Learning

"the complex and overlapping worldwide systems. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered."

### **Goal:**

- .75 - Working to correct social and economic inequalities
- .61 - Influencing the political structure

### **Action:**

- .60 - Make an effort to educate others about social issues
- .40 - Feel challenged to think more broadly about an issue

Alpha = .67

# Inclusive Excellence

1. Access and equity
2. Diversity in the formal and informal curriculum
3. Campus climate
- 4. Student learning and development**



# Student Learning and Development:

## Inclusive Excellence

The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity

### Ethnic Experience

- 0.68 Had intellectual discussions outside of class
- 0.64 Had meaningful and honest discussions about race/ethnic relations outside of class
- 0.62 Shared personal feelings and problems
- 0.57 Dined or shared a meal
- 0.54 Socialized or partied
- 0.52 Studied or prepared for class

### Interactions

- 0.51 From a socioeconomic class different from your own
- 0.48 From a religion different from your own
- 0.48 From a country other than your own
- 0.48 Of a sexual orientation different from your own

### Action

- 0.63 Make an effort to educate others about social issues
- 0.62 Discuss issues related to sexism, gender differences, or gender equity
- 0.60 Critically evaluated your own position on an issue
- 0.60 Make an effort to get to know people from diverse backgrounds
- 0.59 Challenge others on issues of discrimination
- 0.59 Use different points of view to make an argument
- 0.58 Recognize the biases that affect your own thinking
- 0.55 Made connections between ideas I learned in different courses
- 0.54 Apply concepts from courses to real life situations
- 0.54 Feel challenged to think more broadly about an issue

### Diversity Rating

- 0.44 Ability to work cooperatively with diverse people

Alpha = .90



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0.44 Ability to work cooperatively with diverse people

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# Equity Gap

## Meaning / Interpretation

### Objective

To view differences between groups

### Assumption

Groups should have similar types of experiences in college.

### Important

Differences should not be attributed to group characteristics. Avoid the "group" effect explanation.

## Equity Gap: Student Learning and Development

### Race

White | Asian \*\*

White | Black\*\*

White | Latino\*\*

White | Two or more races\*\*

Latino | Asian\*

Latino | Two or more races\*\*

### Gender

Men | Women\*

\* Sig. at .05

\*\* Sig. at .01

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Men | Women \*

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# Competency Scores

## Competency scores

### Objective

See how groups are distributed along the competency measure

### Assumption

Competency around diversity is a spiral process.

### Important

The scale because its a Z-score does not speak to level of competency; it only distinguishes relative position.

## Example: Openness

Full DLE Sample (N=7,174): 20.2%

DLE U (N=1,545): 13.2%

### DLE U (% High Levels of Openness)

Sexuality:		Race:	
Gay/Bisexual:	20.8%	African American:	37.5%
Straight:	11.8%	Asian American:	27.7%
		Hispanic:	23.2%
		White:	9.0%
Gender:		Income:	
Women:	13.0%	Low:	23.3%
Men:	13.6%	High:	9.6%

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### DLE U (% High Levels of Openness)

#### Sexuality:

Gay/Bisexual: 20.8%

Straight: 11.8%

#### Race:

African American: 37.5%

Asian American: 27.7%

Hispanic: 23.2%

White: 9.0%

#### Gender:

Women: 13.0%

Men: 13.6%

#### Income:

Low: 23.3%

High: 9.6%

# Conclusion

## Next Steps

- Enhance statistical testing
  - IRT analysis
- Refine and Revise Scorecard
- Consider other diversity frameworks

## Thank you!

Kevin Eagan - [mkeagan@ucla.edu](mailto:mkeagan@ucla.edu)

Oscar Mayorga - [omayorga@ucla.edu](mailto:omayorga@ucla.edu)

Joe Ramirez - [jjramire@ucla.edu](mailto:jjramire@ucla.edu)

[heri.ucla.edu](http://heri.ucla.edu)

Diversity Research Institute  
June 16 - 17 @ UCLA



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**Thank you!**

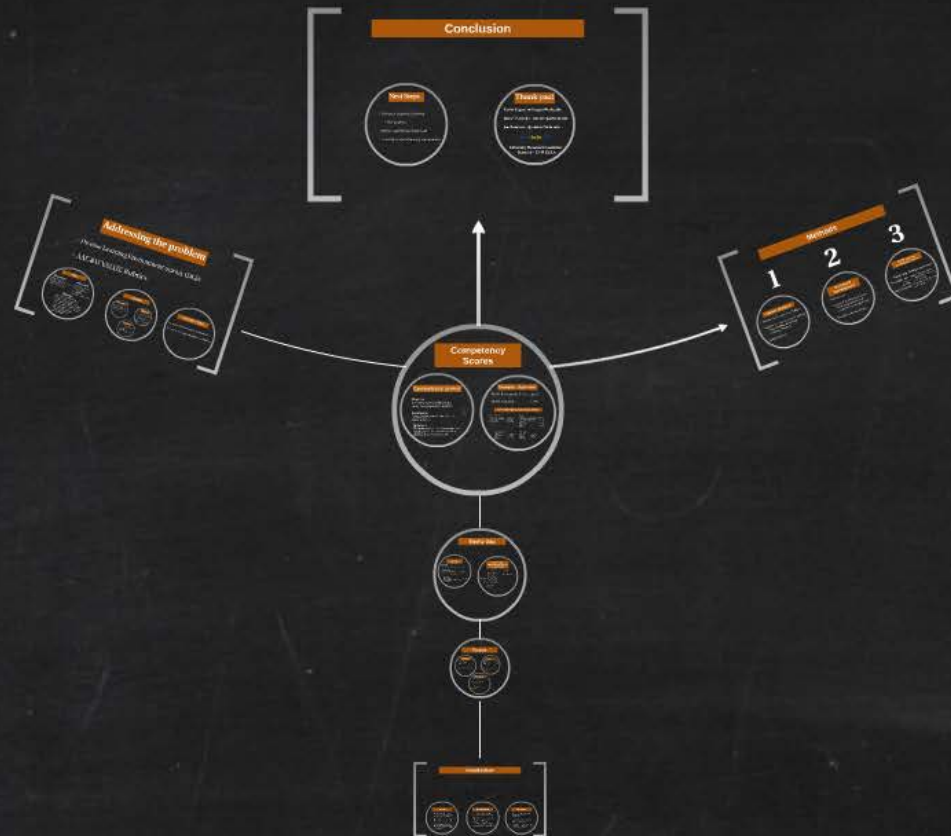
**Kevin Eagan - mkeagan@ucla.edu**

**Oscar Mayorga - omayorga@ucla.edu**

**Joe Ramirez - jjramire@ucla.edu**

**heri.ucla.edu**

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Factor Analysis Summary of the AAC&U's Intercultural and Global Learning VALUE Rubric and Inclusive Excellence Model

AIR 2015 Conference Presentation - May 28, 2015

By K. Eagan, O. Mayorga and J. Ramirez

**Intercultural Knowledge and Competence**

"a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2008).

**Cultural Self-Awareness (Knowledge)** -- Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

1. .714 GENACT09 Participated in ongoing campus organized discussion on race/ethnic issues
2. .710 GENACT08 Attended debate or panels about diversity issues
3. .543 HAREXP02 Reported an incident of discrimination to a campus authority
4. .484 CONSACTION05 Challenge others on issues of discrimination
5. .448 HAREXP04 Reported an incident of sexual harassment to a campus authority
6. .448 CONSACTION09 Critically evaluated your own position on an issue
7. .436 CONSACTION07 Recognize the biases that affect your own thinking

Alpha .703

**Knowledge of Cultural Worldview Frameworks (Knowledge)** ---Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

1. .700 CONSACTION08 Make an effort to educate others about social issues
2. .681 CONSACTION05 Challenge others on issues of discrimination
3. .615 CONSACTION01 Make an effort to get to know people from diverse backgrounds
4. .609 CONSACTION02 Use different points of view of make an argument
5. .492 ETHEXP06 Had intellectual discussions outside of class

Alpha .705

**Empathy (Skills)** -- Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

1. .802 GOAL06 Helping to promote racial understanding
2. .781 GOAL04 Working to correct social and economic inequalities
3. .553 GOAL11 Helping others who are in difficulty

Alpha .697

**Verbal and Nonverbal Communication (Skills)** -- Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

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1. 0.716 DIVRATE2 Tolerance of others with different beliefs
2. 0.716 DIVRATE3 Openness to having my own views challenged
3. 0.701 DIVRATE5 Ability to work cooperatively with diverse people
4. 0.671 DIVRATE4 Ability to discuss and negotiate controversial issues
5. 0.658 DIVRATE1 Ability to see the world from someone else's perspective

Alpha .725 *\*Note the five variable used in Verbal and Nonverbal Communication are the same used in the Pluralistic Orientation Factor.*

**Curiosity** (Attitudes) -- Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

1. 0.598 INTERACT03 From a socioeconomic class different than your own
2. 0.593 MNDHAB03 Seek solutions to problems and explain them to others
3. 0.591 MNDHAB07 Seek alternative solutions to a problem
4. 0.563 INTERACT02 From a religion other than your own
5. 0.525 MNDHAB09 Explore topics on your own, even though it was not required for a class
6. 0.524 MNDHAB06 Take a risk because you felt you had more to gain
7. 0.514 INTERACT04 Of a sexual orientation different from your own
8. 0.495 INTERACT01 From a country other than your own
9. 0.463 MNDHAB10 Accept mistakes as part of the learning process
10. 0.460 MNDHAB01 Habits of Mind: Ask questions in class
11. 0.402 INTERACT05 With a disability.

Alpha .791

**Openness** (Attitudes) -- Initiates and develops interactions with culturally different others. Suspends judgment in valuing his/her interactions with culturally different others.

1. 0.791 GENTACT12 Participated in Women's/Men's Center activities
2. 0.788 GENACT11 Participated in Racial/Ethnic or Cultural Center activities
3. 0.748 GENTACT10 Participated in LGBT Center activities
4. 0.648 GENTACT14 Participated in Disability Center Activities
5. 0.58 GENACT07 Attended presentations, performances, or art exhibits on diversity
6. 0.487 ETHEXP04 Shared personal feelings and problems
7. 0.463 ETHEXP09 Socialized or partied
8. 0.443 GENACT13 Participated in Religious/Spiritual clubs/groups
9. 0.421 ETHEXP08 Studied or prepared for class

Alpha .804

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**Global Learning**

“critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability” (Bennett, 2008).

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

1. .768 CONSACTION07 Recognize the biases that affect your own thinking
2. .745 CONSACTION09 Critically evaluated your own position on an issue
3. .538 CONSACTION05 Challenge others on issues of discrimination

Alpha .710

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one’s own and to understand how one’s place in the world both informs and limits one’s knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

1. .822 ETHEXP06 Had intellectual discussions outside of class
2. .775 ETHEXP04 Shared personal feelings and problems
3. .761 ETHEXP01 Dined or shared a meal
4. .737 ETHEXP02 Had meaningful and honest discussions about race/ethnic relations outside of class
5. .705 ETHEXP09 Socialized or partied
6. .654 ETHEXP08 Studied or prepared for class
7. .506 INTERACT03 From a socioeconomic class different from your own
8. .490 INTERACT01 From a country other than your own
9. .486 INTERACT02 From a religion different from your own
10. .444 INTERACT04 Of a sexual orientation different from your own

Alpha .869

**Cultural Diversity:** the ability to recognize the origins and influences of one’s own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determines hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

1. .824 GENACT09 Participated in ongoing campus-organized discussions on racial/ethnic issues
2. .805 GENACT11 Participated in Racial/Ethnic or Cultural Center activities

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3. .769 GENACT08 Attended debates or panels about diversity issues
4. .758 GENACT12 Participated in Women's/Men's Center activities
5. .728 GENACT10 Participated in LGBT Center activities
7. .676 GENACT07 Attended presentations, performances, or art exhibits on diversity
8. .584 GENACT02 Helped raise money for a cause or campaign
9. .511 GENACT01 Performed community service
11. .451 GENACT13 Participated in Religious/Spiritual clubs/groups

Alpha .871

**Personal and Social Responsibility:** the ability to recognize one's responsibilities to society-- locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

1. .805 GENACT05 Demonstrated for a cause (e.g., boycott, rally, protest)
2. .639 GENACT04 Publicly communicated your opinion about a cause (e.g., blog, email, petition)
3. .624 GOAL03 Influencing social values
4. .617 GENACT06 Worked on a local, state, or national political campaign
5. .583 GOAL10 Becoming a community leader
6. .583 GOAL02 Keeping up to date with political affairs

Alpha .763

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

1. .750 GOAL04 Working to correct social and economic inequality
2. .613 GOAL01 Influencing the political structure
3. .599 CONSACTION08 Make an effort to educate others about social issues
4. .401 CONSACTION03 Feel challenged to think more broadly about an issue

Alpha .670

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

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1. .656 GOAL06 Helping to promote racial understanding
2. .616 GOAL07 Working to achieve greater gender equity
3. .594 GOAL11 Helping others who are in difficulty
4. .586 GOAL12 Participating in a community action program
5. .575 CONSACTION10 Discuss issues related to sexism, gender differences, or gender equity
6. .565 CONSACTION06 Apply concepts from courses to real life situations
7. .555 CONSACTION04 Made connections between ideas I learned in different courses
8. .549 CONSACTION01 Make an effort to get to know people from diverse backgrounds
9. .497 CONSACTION02 Use different points of view to make an argument

Alpha .805



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### **Inclusive Excellence Scorecard**

“We outline an Inclusive Excellence (IE) Scorecard that builds from the work of Bensimon (2004), Astin (1991), Hurtado and colleagues (1999), Smith and colleagues (1997), and others. The IE Scorecard is a multidimensional management and measurement tool that can simultaneously drive and assess change related to four areas: (1) access and equity, (2) campus climate, (3) diversity in the formal and informal curriculum, and (4) learning and development” (Williams et al, 2005, p. 20).

**Access and Equity:** The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education

1. .894 CMPSAT04 Racial/ethnic diversity of the staff
2. .881 CMPSAT02 Racial/ethnic diversity of the faculty
3. .840 CMPSAT03 Racial/ethnic diversity of the student body
4. .660 CMPSAT09 Administrative response to incidents of discrimination
5. .560 DIVINST03 Accurately reflects the diversity of its student body in publications
6. .449 DIVINST06 Has campus administrators who regularly speak about the value of diversity

Alpha .865

**Diversity in the Formal and Informal Curriculum:** Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment.

1. .670 CRSTYPE04 Materials/readings about race/ethnicity
2. .667 CRSTYPE09 Materials/readings about sexual orientation
3. .663 CRSTYPE07 Materials/readings about privilege
4. .652 CRSTYPE05 Materials/readings about socioeconomic class differences
5. .646 CRSTYPE08 Opportunities for intensive dialogue between students with different backgrounds and beliefs
6. .638 CRSTYPE02 Materials/readings about gender
7. .580 GENACT07 Attended presentations, performances, or art exhibits on diversity
8. .579 GENACT08 Attended debates or panels about diversity issues
9. .511 CRSTYPE10 Materials/readings about disability
10. .428 CRSTYPE03 Opportunities to study and serve communities in need (e.g., service learning)

Alpha .885

**Campus Climate:** The development of a psychological and behavioral climate supportive of all students.

1. .764 COLOPN12 I feel a sense of belonging to this campus
2. .747 COLOPN06 I feel that I am a member of this college

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3. .689 COLOPN10 Staff recognize my achievements
4. .684 COLOPN05 Faculty believe in my potential to succeed academically
5. .666 COLOPN03 I see myself as a part of the campus community
6. .665 COLOPN15 Faculty show concern about my progress
7. .656 COLOPN11 At least one faculty member has taken an interest in my development
8. .635 CMPSAT01 Overall sense of community among students
9. .628 COLOPN09 If asked, I would recommend this college to others
10. .627 COLOPN02 Faculty empower me to learn here
11. .614 COLOPN04 At least one staff member has taken an interest in my development
12. .606 COLOPN07 Staff encourage me to get involved in campus activities
13. .568 COLOPN14 Faculty encourage me to meet with them after or outside of class
14. .562 CMPSAT10 Respect for the expression of diverse beliefs
15. .545 DIVINST05 Promotes the appreciation of cultural differences
16. .533 CMPSAT07 Atmosphere for religious differences
17. .523 DIVINST06 Has campus administrators who regularly speak about the value of diversity
18. .517 CMPSAT08 Atmosphere for differences in sexual orientation
19. .499 CMPSAT05 Interactions among different racial/ethnic groups
20. .448 DIVINST04 Appreciates differences in sexual orientation

Alpha .916

**Student Learning and Development:** The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity

1. .682 ETHEXP06 Had intellectual discussions outside of class
2. .644 ETHEXP02 Had meaningful and honest discussions about race/ethnic relations outside of class
3. .633 CONSACTION08 Make an effort to educate others about social issues
4. .620 ETHEXP04 Shared personal feelings and problems
5. .619 CONSACTION10 Discuss issues related to sexism, gender differences, or gender equity
6. .600 CONSACTION09 Critically evaluated your own position on an issue
7. .599 CONSACTION01 Make an effort to get to know people from diverse backgrounds
8. .591 CONSACTION05 Challenge others on issues of discrimination
9. .588 CONSACTION02 Use different points of view to make an argument
10. .583 CONSACTION07 Recognize the biases that affect your own thinking
11. .574 ETHEXP01 Dined or shared a meal
12. .552 CONSACTION04 Made connections between ideas I learned in different courses
13. .541 CONSACTION06 Apply concepts from courses to real life situations
14. .540 ETHEXP09 Socialized or partied
15. .537 CONSACTION03 Feel challenged to think more broadly about an issue
16. .520 ETHEXP08 Studied or prepared for class
17. .511 INTERACT03 From a socioeconomic class different from your own
18. .483 INTERACT02 From a religion different from your own

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19. .482 INTERACT01 From a country other than your own
20. .481 INTERACT04 Of a sexual orientation different from your own
21. .441 DIVRATE5 Ability to work cooperatively with diverse people
22. .432 DIVRATE4 Ability to discuss and negotiate controversial issues
23. .432 DIVRATE1 Ability to see the world from someone else's perspective
24. .423 DIVRATE2 Tolerance of others with different beliefs
25. .396 DIVRATE3 Openness to having my own views challenged
26. .380 COLOPN13 am interested in seeking information about current social and political issues

Alpha .900

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