How Comfortable Are You Really?: A Qualitative Analysis of Teacher Candidates Perceptions of Their Comfortability with Diverse Populations

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ABSTRACT
In an increasingly diverse school population, teachers find themselves facing students whose ethnicities, cultures, experiences, and religions are vastly different from their own. While this is a fantastic opportunity to develop a unique learning community, it is also challenging for teachers who may or may not have adequate training to meet the needs of all students. Using a survey designed to determine how comfortable an individual is in a variety of situations characterized by diversity, pre-service education candidates from the Elementary K-6 and Special Education K-12 degree programs from a mid-sized university in Arkansas were given a questionnaire on their comfortability with different diversity characteristics. The semester in which participants engaged in this survey included field placement. Results from the questionnaire indicated that the lowest average comfortability rating was for the HIV category, and the highest average comfortability rating was for the disability category. Qualitative information suggests that pre-service teachers perceive that they are "comfortable" with different groups of people, although previous research cautions against this comfortability. The authors suggest that teacher education programs, professional development, and staff in-service training on diversity topics should consider several practices designed to bolster how teacher candidates prepare to work with diverse populations of students.

Keywords: teacher candidates, diversity, perceptions, comfortability

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INTRODUCTION

One of the most beautiful aspects of schools is the diversity of the students and staff that inhabit them; however, this is also one of the scariest and most challenging aspects of being a teacher. Teachers entering the workforce today face new and ever-changing challenges. A school's culture is fluid and always changing, and schools typically have numerous identities coming together in one place. It is imperative that teachers are not only trained to navigate the multicultural waters but that they also feel effective in doing so. This can be a double-edged sword because teachers may have received limited preparation on issues of diversity during their preparatory training and throughout in-service professional development, yet may feel incompetent and uninformed, or worse, may make assumptions based on beliefs and values rather than facts.

This article targets the growing diversity of schools, and the different identities of students teachers are facing within their classrooms. The authors discuss research addressing the concern of teacher self-efficacy as it pertains to multicultural competence. Qualitative information presented suggests that pre-service teachers perceive that they are "comfortable" with different groups of people, although previous research cautions against this comfortability. Implications for future research and practical suggestions for higher education using a cultural humility mindset instead of a multicultural mindset are presented.

LITERATURE REVIEW

Growing Diversity in the Schools

In the 21st century, school diversity is on the rise. Our era allows us to be transient and is "accepting" more diverse identities such as the LGBTQ+, students of color, and students with disabilities. This is excellent progress; however, there is a long way to go. Schools, and by extension, teachers are now required to interact and form relationships with students from all walks of life without proper training in addressing their personal biases. According to the U.S. Department of Education, in 2013-14 there were 50 million students who identified as the following racial and ethnic identities: 1.1% identified as American Indian/Alaska Native, 4.8% as Asian, 24.8% as Latino, 15.5% as black, 50.4% as white, 0.4% as Pacific Islander, and 3.0% identify as having two or more races. The National Center for Learning Disabilities reports that 1 in 5 children have some type of learning disability. According to the Williams Institute UCLA School of Law (2017), approximately 0.7% of youth ages 13-17 identify as transgender. These statistics are merely brushing the surface of diversity in the school system. This section will examine a more in-depth look at some of the diverse identities teachers encounter in the 21st-century classroom. These identities are by no means an exhaustive list; they simply coincide with the questionnaire used in this study in which teachers indicated their level of comfortability.

Disability

Disability is a broad term describing individuals with handicapping conditions. In schools, the term disability is defined by the Individuals with Disabilities Education Act (2004) or IDEA. Disabilities fall into several categories, with each defined by federal and state statutes. These categories include students with an autism spectrum disorder, specific learning disabilities, speech or language impairments, and intellectual disabilities, to name a few. The primary purpose of federal and state law is to provide a free appropriate public education to each child regardless of disability. States receive federal assistance to ensure that student rights are protected, and most, if not all, higher education teacher preparation programs, instruct all future educators in strategies designed to

meet students' needs in an inclusive environment. Because most students with disabilities receive placement in general education, in-service training is frequently provided, but the quantity and quality of this training vary by school. The number of students served varies by disability category, but generally, students with disabilities make up about 14% of the school-aged population (National Center for Education Statistics, 2019).

Teacher preparation for working with students with disabilities differs based on training for a general or special education teacher. Finch et al. (2013) sampled general education teachers to understand their preparation for educating students with disabilities. This sample of teachers had less than nine courses in special education during their training programs, and these courses were the top source of their training related to students with disabilities (Finch et al., 2013). This supports the claim that general education teachers may not receive enough training in their preparatory program and rely on personal biases and attitudes to educate students with disabilities.

HIV/AIDS
Most students with HIV/AIDS can attend school in a regular classroom without restrictions. There has never been any medical evidence disclosed to show that AIDS is contagious in a school setting, and there are no reported cases of AIDS transmission in schools (U.S. Department of Education, 1991). However, knowing there are students and parents within a school district who have this disability still provokes fear in society. Generally, students with HIV/AIDS are provided services under Section 504 of the Rehabilitation Act of 1973, which ensures that a handicapping condition must not result in exclusion from participation in any program receiving federal funding. Although teacher candidates and teachers typically receive some professional development in Section 504, there is very little specific HIV/AIDS training unless a student presents with the diagnosis. The Centers for Disease Control and Prevention (CDC) has developed guidelines for effective school education regarding HIV/AIDS. According to the CDC, in 2017, youth aged 13 to 24 made up 21% of new HIV diagnoses. Eighty-seven percent were young men, and 13% were young women. Less than 1% were aged 13 to 14, and 21% were aged 15 to 19 (Centers for Disease Control and Prevention, 2017). CDC also clearly defines the role of the school nurse in providing case management and advocating for children and families (CDC, 2017).

LGBTQ+ & Gender
As the culture and student body of schools become more diverse, teachers are exposed to more and more students who identify as part of the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) community. LGBTQ+ students often face oppression in schools. According to the Gay, Lesbian, and Straight Education Network report from 2009, nearly 90% of transgender youth faced verbal harassment as a result of their gender expression, and two-thirds of these students reported they felt unsafe at school (Killman, 2013). Pierre (2017) conducted a study looking at perceptions of LGBTQ+ students. One in five participants reported they experienced some level of discomfort on campus as a result of the actions of an instructor (Pierre, 2017). Teachers receive training that focuses on anti-bullying strategies as a way to provide support for the LGBTQ+ student population. Recent research has suggested that this population of students may benefit more if teachers view LGBTQ+ students from a positive perspective while acknowledging the systemic oppressions that occur as a result of hetero-normativity standards in place (Pennell, 2017).

Educators and parents often do not understand the complex nature of gender, sex, and sexual orientation. There is a tendency to place individuals into binary categories such as male or female, gay or straight, or masculine or feminine. It is vital to make the distinction between sex and gender. Sex describes one's anatomy, whereas gender describes how one feels about themselves (Killman, 2013). These misunderstandings can lead teachers to develop preconceived notions and assumptions regarding a student based on their sex. Girls tend to have more internalizing problems, which can go unnoticed in the classroom, while boys express more externalizing issues and receive more reprimands than female students (Tamm et al., 2018).

Race/Ethnicity

Race is defined as the physical characteristics cultural groups consider to be socially significant, whereas ethnicity is a shared cultures' language, practices, and beliefs (American Sociological Association, n.d.). Historically, 84% of teachers and principals identify as white, which has not changed in more than 15 years (U.S. Department of Education, 2016). If teachers are not members of a racial or ethnic group, then their understanding of cultural beliefs is limited, which may lead to biases regarding a member of a different racial or ethnic group.

By the year 2024, students of color will make up 56% of the student population in the schools (U.S. Department of Education, 2016). Therefore, teachers must be prepared to work with students of color in the growing student population. A majority, if not all, teacher preparation programs provide a diversity class. The "diversity" class is almost always one course taught early on in a teacher candidate's career. Marchitello and Trinidad (2019) argue that the multicultural curriculum in teacher preparation programs needs to include more diverse topics within diversity rather than just race, ethnicity, and sexual orientation. Marchitello and Trinidad (2019) also believed a significant challenge for white teachers educating students of color is that teachers have not reflected on "their own racial identity, nor have they deeply engaged in what structural inequality means" (pg. 17). Teachers receive training to increase their awareness of race and ethnicity, but is diversity or multicultural education enough?

Religion

Religious diversity is the ideology that significant differences exist in religious beliefs and practices among individuals in society (Tuggy, 2020). These diverse practices not only include inward beliefs and rituals but physical appearance and dress. Students with different religious practices and beliefs other than the normative Christian practices may not participate in holiday events or activities practiced in the school system. According to Johnson (2018), students from different religious backgrounds become targets because of the visible symbols they wear. These differences have unfortunately led to bullying by other students as well as teachers. One in four incidents of Muslim students experiencing bullying involves a teacher (Mogahed & Chouhoud, 2017). This unfortunate statistic calls for more training among teachers regarding the religious diversity of students as well as an exploration of biases towards religious differences.

As a social studies teacher, some units will include lessons on the topic of religious diversity within the context of history since religion is a part of the definition of social studies (National Council for Social Studies, 2017). However, teaching students about religious diversity and feeling prepared to interact and respect students from diverse religious backgrounds is different. Subedi (2006) taught undergraduate teacher preparation courses in diversity and analyzed the data collected from two

diversity courses taught to early childhood teachers. During field courses, students noted Christian religious activities, such as Christmas in December, but were not willing to criticize the school for discriminating against other religious events during this period (Subedi, 2006). Even teacher candidates within diversity classes struggle to understand and question the discriminiation of religious diversity within the school context.

Socioeconomic Status

Socioeconomic status (SES) is defined as an individual's status within society, which reflects multiple aspects of their lives, including education, income, and residence (Dictonary.com, 2005). This societal spectrum includes multi-billionaires to individuals who are homeless. For this article, the authors will focus on students who are homeless. The federal definition of homeless youth includes minors living in shelters with or without family, doubling up with friends or extended family, settling into motels, campgrounds, trailer parks, or using vehicles for overnight accommodation. According to the Institute of Children and Poverty, more than 1.35 million children in the United States are homeless; however, many experts consider this a low estimate, and this does not take into account the number of families living on the edge of foreclosure and eviction (Holgersson-Shorter, 2010).

The question stands, are schools and teachers prepared to meet the needs of children who find themselves living in shelters, with friends, or in vehicles. According to Holgersson-Shorter (2010), teachers and schools are underprepared to meet the unique psychological, socioemotional, and educational needs of students from low SES backgrounds. Unfortunately, veteran teachers have admitted that the discussion of supporting the needs of homeless students was not at the forefront during meetings, emails, or conferences (Baker, 2010). Therefore, teachers may need more information and training and supporting students in poverty and homelessness.

Teacher Self Efficacy

There are a variety of challenges that come with different identities and relating to those with diverse characteristics, not the least of which is biases. Children are spending more time in schools, facing more trauma than ever before, and are thrust into a highly diverse environment. This leads to teachers taking on roles that extend far beyond public perceptions of what teachers do and extend beyond their training. Are they prepared to take on these new challenges?

One way to understand teachers' preparation for diversity is to investigate their self-efficacy. Self-efficacy is defined as one's confidence in their ability to impact their motivation, behavior, and social environment (Carey & Forsyth, n.d.). This concept has implications specific to teachers within the classroom. Teachers' efficacy refers to their own feelings about their personal ability to teach. In contrast, general teaching efficacy relates to one's perception of teaching difficult children altogether (Hoy, 2000 as cited in Protheroe, 2008). To better understand multicultural preparation, it is imperative to know how confident teachers' are in their ability to educate and manage students from diverse backgrounds.

Bloom and Peters (2012) surveyed teachers' sense of self-efficacy related to instructional strategies and classroom management, as well as the demographics of students within their clinical field placement during their preparation program. The authors found that as the percentage of white students increased, teacher candidates' efficacy toward classroom management and instructional

strategies increased. Therefore, when the rate of students of color increased, the teachers felt less effective in their ability to teach and educate this population of students. Teachers receive training in how to implement effective classroom management strategies and use of instructional design, and the data by Bloom and Peters (2012) highlights that student demographics can impact teacher candidates' ability to teach the future generation of students.

IS MULTICULTURAL EDUCATION ENOUGH?

For teacher training programs to prepare teachers with similar criteria and standards, most educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The standards outlined by CAEP lay a foundation for the level of preparedness teachers will graduate from upon completion of their training program. Under Standard 2: Clinical Partnerships and Practice, teacher preparation programs are advised to provide teachers candidates with clinical experiences that include many aspects, including diversity. However, teacher preparation programs are at their own discretion as to the diverse demographics of the clinical experience. For this particular teacher preparation program, data about candidates' field experiences were analyzed to determine the racial demographics of these experiences. These data provide insight into the racial makeup of the clinical experiences of teacher candidates and where more racially diverse experiences were needed. However, merely exposing teacher candidates to diversity will not prepare them for their varied classrooms.

One of the biggest concerns in poor, urban schools is the racial differences between students and their teachers. These cultural differences can often lead to adverse outcomes for both students and teachers (Ford & Quinn, 2010). Research shows that teachers are more likely to have positive perceptions of the students who are like them and that they are more likely to negatively label those that are different than them (Ford & Quinn, 2010). Overall, the research shows that white teachers have a harder time educating students from diverse backgrounds. The National Education Association report (2004) noted three things: (1) students of color do better when teachers of their same ethnicity teach them, (2) culturally responsive teaching techniques improve academic achievement, and (3) teachers of color have higher achievement expectations for students of color. However, if we cannot increase the number of minority teachers we place in the field, we need to better prepare white teachers to teach students who are different than them. Humans draw from their own experiences to explain the world around them. This is why many white Americans believe that the education system is set on a level playing field where everyone is free to compete equally. To effectively teach, teachers need to be able to explain the content, which involves mastery. Still, they also need to have some level of social justice and cultural awareness of the ingrained values that might affect their ability to teach. The last 25 years have seen a shift in education, which has led to the exploration of diversity issues in schools. Color blindness and lack of awareness have led to white educators avoiding the topic of race and its implications for education, including not seeing racial issues, discussing racial issues, and a lack of examining their own attitudes towards those who are different. It is possible for teachers to be multiculturally competent, if teacher education programs take the responsibility of teaching self-awareness, a sense of mission and social justice, and the value of persistence.

Exposure to different cultures in a superficial way does not prepare teachers, and there has recently been a call for a shift to the way we train professionals in multicultural education. Up until this point, the focus of training has been multicultural competence; however, there is a discussion about

whether "competence" is the correct mindset. Teaching future educators to cram in a bunch of information about different cultures might be perpetuating stereotypes by teaching them to place different "types" of students in their respective boxes.

Irving (2014) suggests that whites need to let go of being perfect or polite and embrace being authentic, staying engaged even when conversations or situations are uncomfortable. She recommends that it is essential to keep learning and to accept feedback. Many good intentions have harmful impacts due to a lack of understanding and willingness to dig deep and seek a level of understanding without becoming defensive or offensive. Without exposure to different groups of people, one cannot honestly know how effective they will be with teaching them. Bloom & Peters (2012) study on racial identity development and self-efficacy found that as the diversity of field placement, meaning more students of color, increases, the less effective teacher candidates felt toward utilizing instructional strategies and managing their classrooms.

To work effectively with their students, teachers need to understand the cultural backgrounds of their students and the cultural setting of the school that they work in. Often biases are emitted from the teachers because their students have to learn styles that are different from their teaching styles. Humans tend to view their values, beliefs, and actions as the norm, and teachers are no different; however, this often leads to teaching practices that negatively impact students who are of diverse backgrounds. Teachers tend to have a romanticized view of diversity that is mostly information from folklore (Sharma, 2005). They spend little time getting to know their students. Many teachers recognize and acknowledge they have a lack of multicultural training in informal conversations while they simultaneously deny multicultural education to be a high priority in formal situations (Sharma, 2005).

Pre-service teachers need to become reflective practitioners who are capable of applying their observations and analytical skills to monitor, evaluate, and revise their teaching strategies (Sharma, 2005). The ability to reflect starts with an awareness of individual cultural perspectives, beliefs, and behaviors. We need to empower teachers from the beginning of their training, and we can do so through course work in culture, linguistics, diversity, gender, race, equity, power, etc. Limited experience within their communities makes it difficult for them to accept cultural diversity as a part of America. There need to be practical hands-on experiences, and pre-service teachers need to involve themselves in critical self and social location reflection.

METHOD
Participants
Participants came from the Elementary K-6 and the Special Education K-12 degree programs from a mid-sized university in Arkansas. Participants were in their upper-division coursework, and most were in the semester before their student teaching semester. The semester in which the participants engaged in this survey included field placement. This means that these teacher candidates were interacting with students from various diverse demographics. Twenty-six teacher candidates completed the questionnaire and submitted their responses for later analysis and implications. Candidates' participation was voluntary, and the researchers maintained the candidates' anonymity.

Procedure

As part of a class discussion about cultural humility in the schools, the teacher candidates were asked to participate in an activity that would prime them to think about their comfortability with different groups of people. The *"How Comfortable Are You"* survey was taken directly from the University of Houston Diversity Activities Resource Guide, which was published online.

After the activity, teacher candidates had ten minutes to complete the questionnaire. They were asked to be as honest as possible and to exclude their names to ensure anonymity. The questionnaire was 41 questions that describe different scenarios. The teacher candidates filled it out on a Likert scale of 1 (*Not Comfortable at All*) to 4 (*Completely Comfortable*). Please see Appendix A for the exact questions. These questions were then used as part of a class discussion about comfortability with diversity and cultural humility.

RESULTS

This research is qualitative information gathered from pre-service teachers as part of a class discussion. Figure 1 is a visual representation of the overall rankings of the students made of different categories. Please see Appendix B for a detailed breakdown of the questions by category. As can be seen in Figure 1, the lowest average comfortability rating was for the HIV category at 2.26 out of 4. The highest average comfortability rating was for the disability category at 3.63 out of 4. This is not surprising given that the population consisted of aspiring elementary education teachers. Participants reported (on average) being fairly-completely comfortable in the areas of Race/Ethnicity, Religion, Disability, and Homelessness. Participants reported (on average) being uneasy-fairly comfortable with the categories of HIV and LGBTQ+ & Gender. The question remains, though- how comfortable are they really? Without exposure, is it possible for them to be comfortable with students/families from a variety of backgrounds and with a variety of characteristics? Additionally, what can training programs do to help these students be prepared?
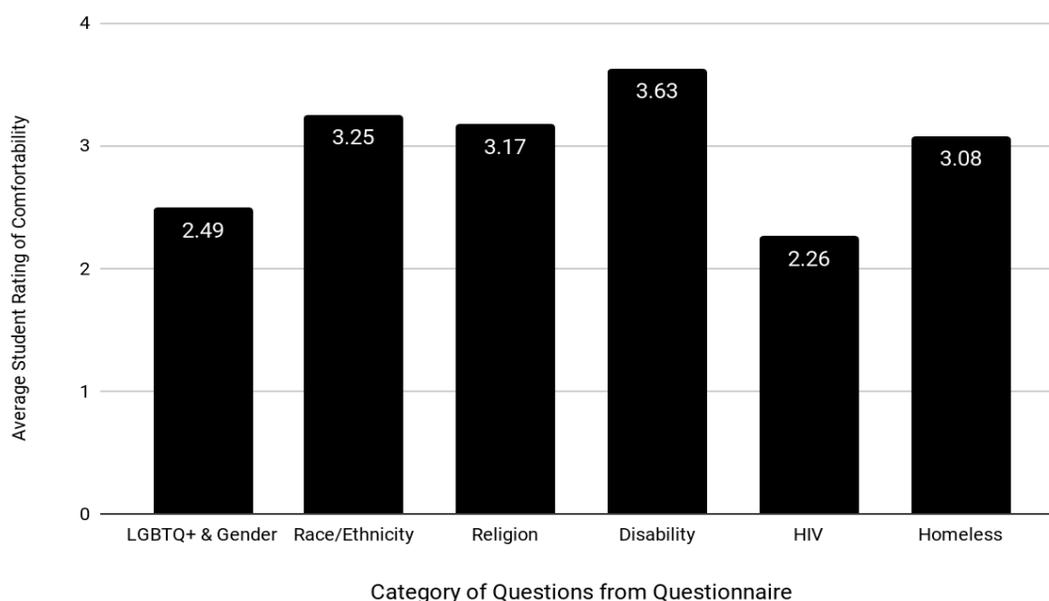

Figure 1 Overall Visual Comparison of Average Student Ratings of Comfortability Across Categories

DISCUSSION

The level of comfort teacher candidates have, regarding each category identified on the scale, is dependent upon one's values, beliefs, knowledge of self and others, and the ability to seek information that might disrupt, dismantle, or distress one's current thinking. The authors acknowledge that perception-based surveys have more to do with self-importance--centering and valuing one's thoughts, ideas, understanding, and desired behaviors. This exaggerated sense of priority can exacerbate bias. Yet, these types of surveys and subsequent data can provide insight into how people think that might also inform their behavior and actions.

The analysis of the data highlights how one balances reality and perception. This is especially true for the questions related to hot button issues of race and sexual orientation. In regards to race, by the year 2024, there will be a minority-majority crossover in America (Rabinowitz, Emamdjomeh & Meckler, 2019). This means there will be a greater need for individuals to interact with people from different beliefs, values, backgrounds, and histories from their own.

Additionally, many teacher candidates in this survey are from smaller, homogeneous communities with little racial and cultural diversity. These candidates have limited experience with people from diverse backgrounds, and many of these teacher candidates' perceptions about their levels of comfort are arguably through a narrow lens. This is an overarching issue the authors highlight, as the need for more interactions with and learning about people from different backgrounds, cultures, and beliefs is essential to engaging with understanding, respect, and humility. Appropriate cultural training is critical as these teacher candidates enter an increasingly diverse field.

Generally, the candidates reported they were more comfortable engaging with persons with disabilities. The lowest rate of comfortability was with someone known to be HIV positive. Additionally, some of the lowest levels of comfort were with gender fluidity, and other questions related to LGBTQ+ identities.

Interestingly, while most reported that they were reasonably comfortable with race and ethnicity, participants also reported they were least satisfied with those who identify as black, and especially black men. As for religion, the lowest mean rates were Muslim and Buddist. Yet, the participants reported a slightly higher level of comfortability with a Muslim woman. This begs to question the role gender may have played in their perceptions. Are these participants more comfortable with women? In this case, Black women or Muslim women?

Overall, a mean rating of 3.4 indicates that participants reported that they felt prepared to present on diversity. This calls to question which category of diversity might they be most comfortable with? Based on their reported levels of comfortability, ableism, and gender might be areas where the participants are more comfortable, whereas, race, health, and religion might be their least comfortable areas to present on.

Implications and Informed Practices

The authors suggest that teacher education programs, professional development, and staff in-service training on diversity topics should consider the following to bolster how teacher candidates are prepared to work with diverse populations of students.

- Engage teacher candidates in activities and learning that helps them acknowledge their authentic self and how they present themselves to others. This is essential to building rapport with students and others. It also allows for deeper engagement with cultural humility. Cultural humility is one's ability to engage in self-reflection and discovery and understanding of others to create opportunities for more significant and more authentic relationships and interactions.
- Engage in difficult conversations about diversity, inclusion, and equity. Be pragmatic in approaching topics of race, ethnicity, and culture to inform perceptions about others based on their narratives and not counter-narratives. Ensure that the conversations account for the unmasking of social and cultural conditioning.
- Embrace diversity science as a way to frame the work needed to understand systems of inequity and sociocultural phenomena and psychological assumptions and perspectives that support these systems and structures.
- Create a culture designed to dismantle the luxury of privilege and ignorance. Promote awareness, responsiveness, and sensitivity to, and for, others.
- Increase one's awareness of cultural humility to address the demographic trends and shifts that are happening in the country. Engaging in cultural humility will provide more access to discovering one's authentic self and how to engage one's tactical self when needed and appropriate to a discussion.
- Offer more deep training by equity experts to practicing professionals.
- Ensure those teaching diversity courses have a sound and in-depth knowledge of the diversity, inclusion, and equity topics. They should also be skilled in facilitating difficult discussions, particularly around representation.

LIMITATIONS

No study is without its limitations, this article included. First and foremost, the data collected for this article was collected as part of a class and is therefore limited in the information we can draw from it. Because of this, this article provides qualitative and anecdotal evidence that is tied to other research. Future studies should collect quantitative information on teachers' perceptions of their comfortability. Researchers in this article felt compelled to start the conversation as there is not a lot of research that highlights teachers' feelings of preparedness and their lack of training geared towards self-reflection and identifying personal biases. This is hard work and takes lots of practice, a practice that is just not offered in the vast majority of teacher education programs. This article is the start of a conversation on how to better prepare teachers going into a field where diversity not only matters but is apparent in every facet of their time teaching in the 21st century. The researchers hope that this article will help spark a new era of training and will encourage others to research this need as well.

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APPENDIX A

This section provides the full scale and questions that the teacher candidates were given. The "How Comfortable Are You" survey was taken directly from the University of Houston Diversity Activities Resource Guide, which was published online.

"How Comfortable Am I?"

Please take some time to rate (indicate by a circle) the following statements on a scale of 1-4, **with 1 being not comfortable at all to 4 being completely comfortable.**

	Not Comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
1. You visit your grandparent at an assisted-living community.	1	2	3	4
2. A friend invites you to go to a gay bar.	1	2	3	4
3. You go to the gay bar and a person of the same sex asks you to dance.	1	2	3	4
4. A homeless man approaches you and asks for change.	1	2	3	4
5. Your new roommate is Palestinian and Muslim.	1	2	3	4
6. A fellow RA is paraplegic.	1	2	3	4
7. A group of young Black men are walking toward you on the street.	1	2	3	4
8. Your history instructor speaks with a pronounced Vietnamese accent.	1	2	3	4
9. Your assigned lab partner is a Fundamentalist Christian.	1	2	3	4
10. Your new roommate is Jewish.	1	2	3	4
11. Your sister invites her new boyfriend home to dinner. He is a female-to-male transsexual.	1	2	3	4
12. You arrive at church to discover your new pastor is a woman.	1	2	3	4
13. Your dentist is HIV positive.	1	2	3	4
14. Your women studies instructor is a Muslim woman who wears a headscarf and full length robe.	1	2	3	4
15. The young man sitting next to you on the airplane is Arab.	1	2	3	4
16. Your new suitemates are Mexican.	1	2	3	4
17. Your assigned partner for a project in Statistics has a learning disability.	1	2	3	4
18. Your new roommate is gay.	1	2	3	4
19. The woman sitting next to you on a plane weighs 250 lbs.	1	2	3	4
20. Your new supervisor is Iranian.	1	2	3	4
21. Your math tutor is a 62 year old woman.	1	2	3	4

	Not Comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
22. Your two next door neighbors in your hall are lesbian/gay.	1	2	3	4
23. Your mother "comes out" to you.	1	2	3	4
24. Your Lakota roommate practices traditional forms of Native American spirituality.	1	2	3	4
25. Your brother's new girlfriend is a single mother on welfare.	1	2	3	4
26. Your family buys a home in a predominantly Black neighborhood.	1	2	3	4
27. A child in the class in which you are student teaching is HIV positive.	1	2	3	4
28. You discover that the cute young man/woman that you are attracted to is actually a woman/man.	1	2	3	4
29. Your sister becomes a Buddhist.	1	2	3	4
30. You discover your teenage brother kissing a male friend.	1	2	3	4
31. Your Black roommate gets a full-tuition minority scholarship.	1	2	3	4
32. The two other students in your Accounting project group are animal rights activists.	1	2	3	4
33. Your new roommate has been in prison.	1	2	3	4
34. The AG president in your area/hall is putting herself through school by exotic dancing.	1	2	3	4
35. A Thai immigrant student invites you to dinner with her family.	1	2	3	4
36. One of your group presentation members has a speech impediment.	1	2	3	4
37. A Native American student invites you to attend a Pow-wow with him.	1	2	3	4
38. Your Graduate Hall Director is visually impaired.	1	2	3	4
39. Your residence hall floor is doing community service at a homeless shelter.	1	2	3	4
40. One of your residents gets called to active military duty in the Middle East.	1	2	3	4
41. You are asked to prepare a presentation on Diversity for your community.	1	2	3	4

APPENDIX B

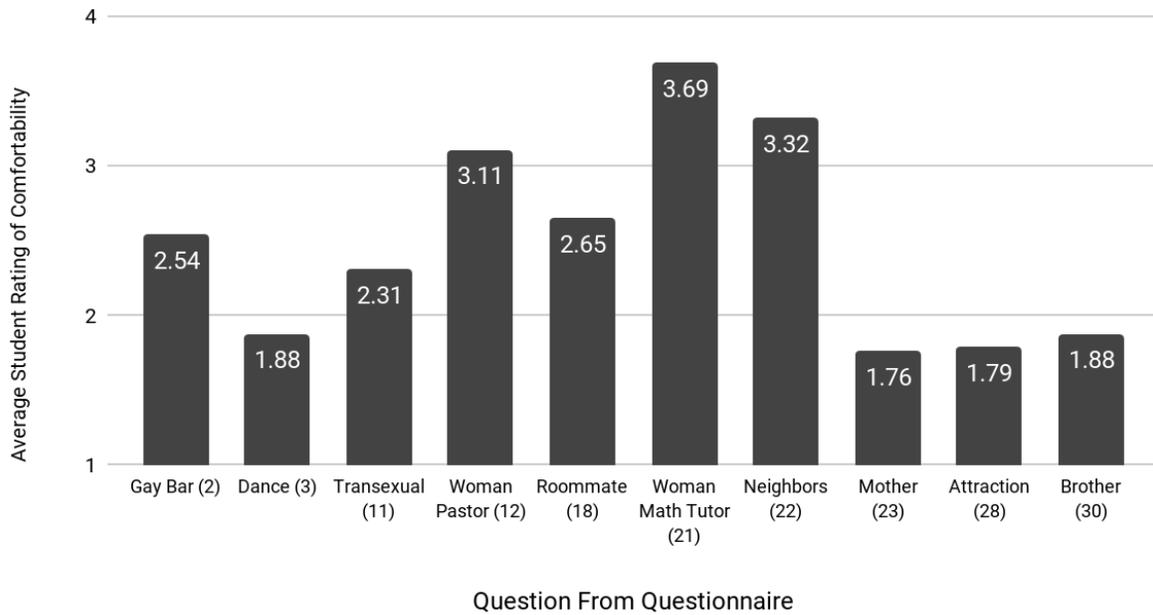This section includes supplemental figures that depict the breakdown of each of the individual categories.

Figure 2 Average Student Ratings of Questions Having to Do With LGBTQ+ and/or Gender
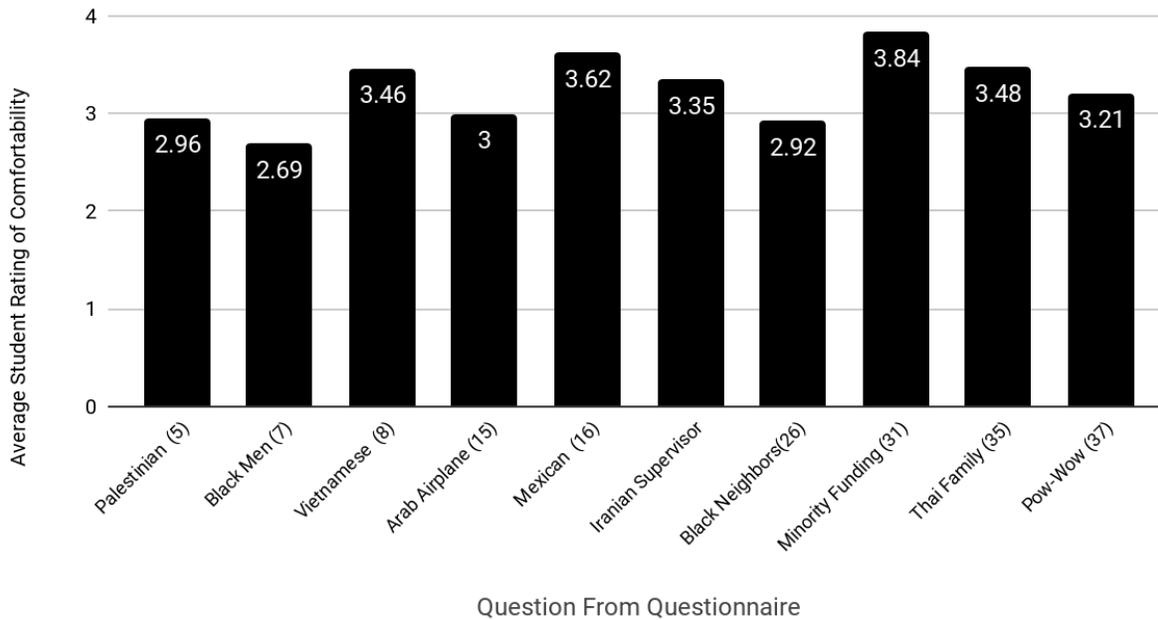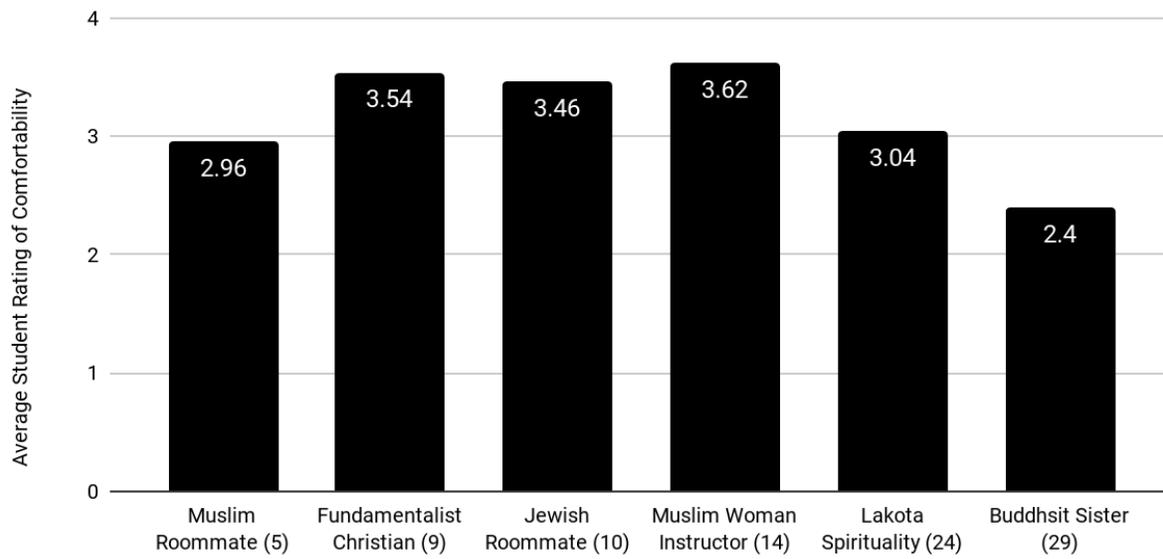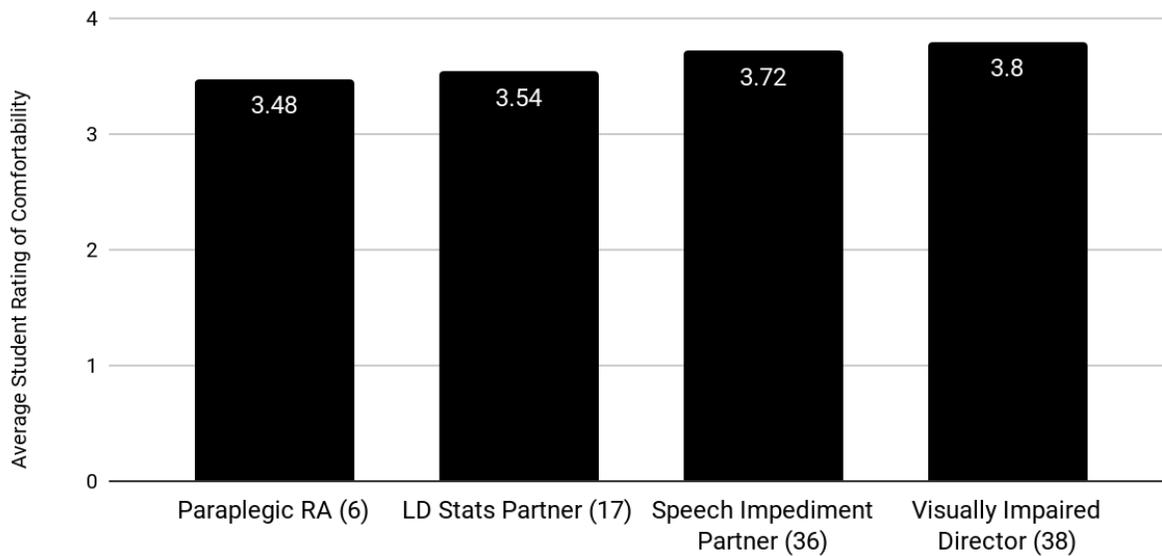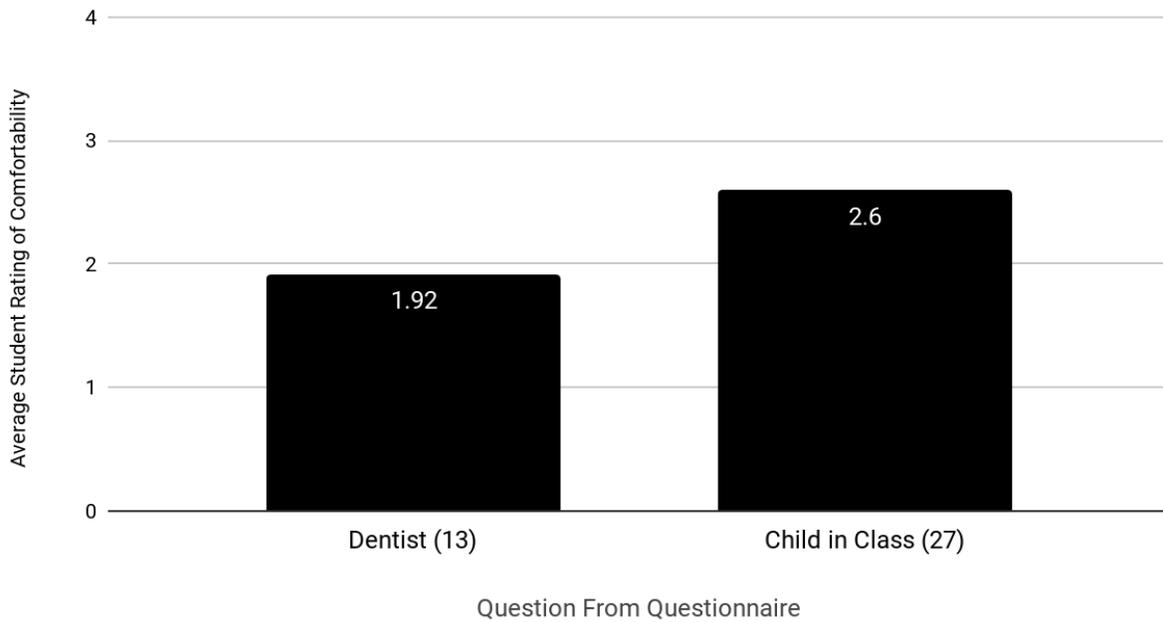

Figure 3 Average Student Ratings of Questions Having to Do With Race or Ethnicity

Figure 4 Average Student Ratings of Questions Having to Do With Religion or Spirituality

Figure 5 Average Student Ratings of Questions Having to Do With Disabilities

Figure 6 Average Student Ratings of Questions Having to Do With HIV
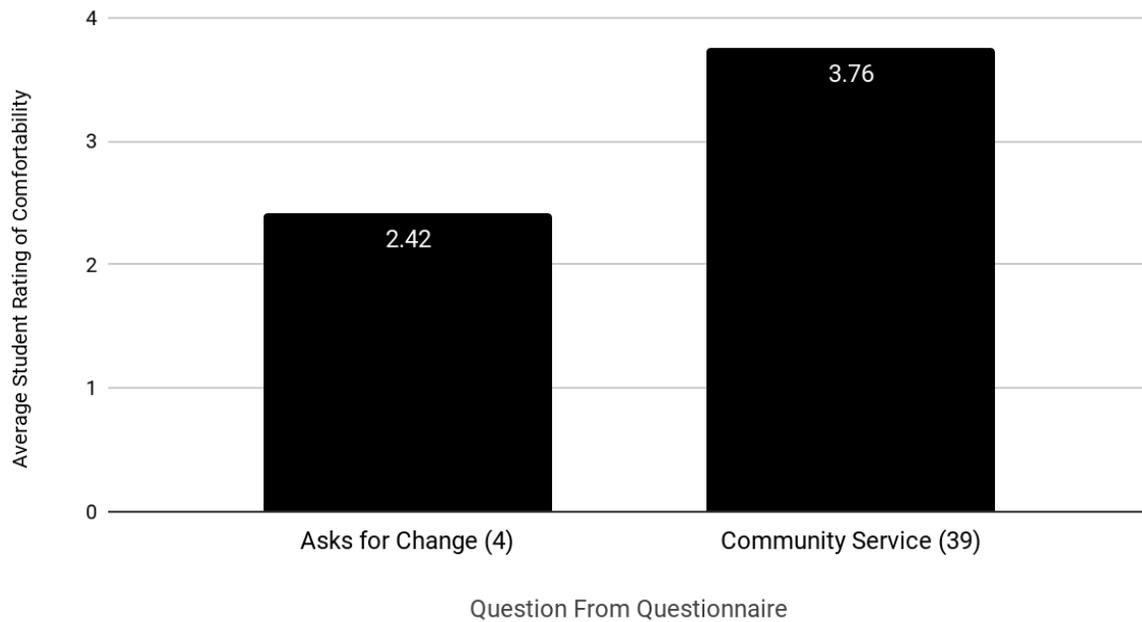

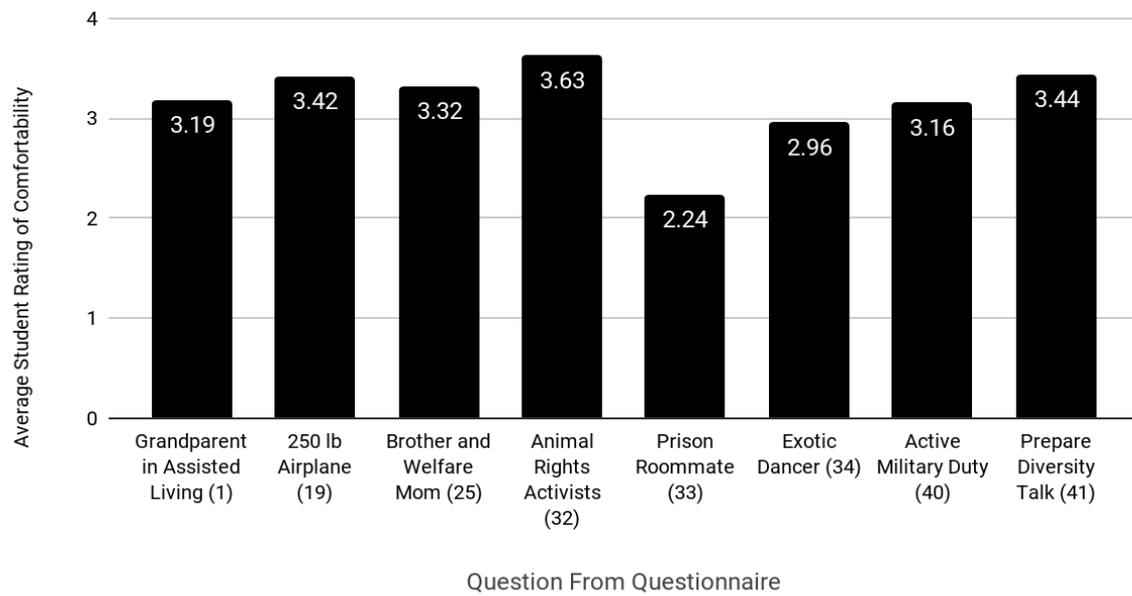**Figure 7Average Student Ratings of Questions Having to Do With Homelessness**

Figure 8 Average Student Ratings of Questions Having to Do With Other Categories That Are Not Addressed in Another Category