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Cultural Diversity in Higher Education Hospitality Programs

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CULTURAL DIVERSITY IN HIGHER EDUCATION HOSPITALITY PROGRAMS

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Abstract

An integral component of the mission of higher education hospitality programs is to serve the needs of the industry; consequently, learner-centered practices in the classroom should be aimed at preparing students in anticipation of the situations they will face when hired by lodging, restaurant or tourism-related companies and organizations. One of these situations is the necessity of having to deal with a diverse workforce, a topic of paramount importance because of the continuing changes taking place in the United States' ethnic profile and because of the effects of globalization on business practices. The purpose of this study is to propose a method, using a perception survey, to ascertain the level of incorporation of the concept of cultural diversity in the higher-education hospitality classroom.
KEY WORDS: Cultural diversity in the hospitality curriculum, Diverse work-force

Diversity at the turn of the Century

At the turn of the century, particularly during the decade of the 1990's, minority groups were projected to become a majority of the US population by or about 2050 and, as a result, all businesses were urged to be prepared for the challenges created by a diverse workforce (Wishna, 2000). The Hispanic population had already reached the 40 million mark, with California's minorities up from 22 million in 1990 to more than one half of the state's population. The fact was that new immigration patterns, together with birth trends in the US, were changing the composition of American society, particularly in large urban centers. In the case of Phoenix and Dallas, for instance, the number of Hispanics (residents of Latin America origin) had already more than doubled in the last ten years (United States Bureau of Census, 2000). These shifts in demographics, together with new patterns of international immigration were changing the composition of employment in the work place, making it substantially more heterogeneous.

These new demographic figures were particularly relevant to the hospitality industry where a large number of back-of-the-house employees were then, and are today, minorities. As a result, hospitality companies actively searched for ethnically-diverse graduates to fill supervisory positions in departments traditionally manned by minority workers, such as housekeeping, because those graduates were more likely to understand minority culture and idiosyncrasies. Globally, workforce demographics for many organizations of the world also indicated that managing diversity would be on the agendas of organizational leaders in the years to come. Reports on the workforces of 21 nations showed that nearly all growth in the labor force was occurring in nations with predominantly non-Caucasian populations (Cox & Blake, 1991). Sociologically, by the early 1990's the melting pot and assimilation ideas of earlier decades had given way to the realities that not all people were "meltable" and that the number of "unmeltables" was increasing (Harvey & Allard, 2002).

At the same time that organizations considered that managing people's differences in ways that would make workers more productive and more compatible team members was of critical importance, hospitality students were being taught that if companies managed their diverse workforce effectively, they would have a competitive edge over organizations that failed to do so. For example Avon, on the list of Fortune's 'most admired

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companies' and honored as one of the '50 best companies' for minorities and one of the best places to work for working mothers and executive women, enforced diversity in the workplace, while emphasizing opportunities for development and advancement for all employees. Avon had a history of being recognized as a leader in corporate diversity, with more than 80% of women serving in management positions and as half the members of its Board of Directors (http://www.avoncompany.com). Likewise, other hospitality companies were also aware that they would have a better opportunity to optimize their efforts in areas such as marketing their products or services, in cost containment, and in human resources management if they instituted sound diversity management policies. According to a Marriott's executive, in 1995 women and minorities accounted for 77 percent of its 100,000-strong US work force. Its National Diversity Network program was aimed at conducting round-table discussions, sensitivity training and formalized teaching throughout the organization from top to bottom (Nation Restaurant News, 1995). It was clear, though, that maintaining and effectively directing a diverse workforce presented a series of challenges that had to be explained to future supervisors and managers while they were still in college.

The college classroom, itself, was seen as an ideal laboratory in which to teach and demonstrate the lessons of managing a culturally diverse group. The student composition of higher education hospitality programs was changing rapidly with an increasing number of minorities enrolling in colleges and universities. In most programs, the number of women equaled or surpassed that of men. International students from the Pacific Rim and other areas of the world joined African Americans and Hispanic students in seeking hospitality degrees. In addition, because of the numerous casinos that were being built or projected to open on Indian reservations, many Native Americans were pursuing hotel and restaurant management degrees. These changes in the ethnic composition of our classrooms required a restructuring of what was taught and how to teach it (curriculum and instruction).

Thus, students were made aware of the value of diversity and the contributions that minorities make to the hospitality industry. If these workers were to quit their jobs tomorrow, the industry would come to a standstill in many parts of the country. At the same time, higher education instructors were reminded of the importance of teaching keeping the idiosyncrasies of the new diverse student body in mind. Specifically, Northern Arizona University empowered its Affirmative Action Office to prevent discrimination in the classroom and energized an ethnic minority council to promote the recruiting, hiring and induction of minority faculty. A Multicultural Student Center was created for the support of minority student services and the office of Faculty Development systematically organized lectures, workshops and seminars presented by specialists in the field of cultural diversity who provided or recommended scholastic articles and books emphasizing the importance of classroom practices to project multiple points of view. Students who grew up in other cultures and other countries could thus contribute ideas and perspectives that would benefit the whole class. At the same time, hospitality instructors were urged to develop teaching strategies beyond traditional ones.

Classroom approaches to diversity teaching

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This urgency nationwide to create awareness of cultural diversity was based on the fact that the increasing number of minority students on campus often reported feelings that they were being treated as unwelcome outsiders, having encountered subtle forms of bias (Sadker & Sadker, 1992). A typical example was the comment that "majority students did take over the class, ignoring students of color, leaving the impression that the values and opinions of minority students were not appreciated." These behaviors reinforced the under-represented students' sense of alienation, hindering their personal, academic, and professional development (Davis, 1993).

The following strategies to incorporate diversity awareness in the classroom and to instill in students the value of diversity in teaching and learning have been proposed by theorists:

- *Being aware of stereotypes.* Instructors should not assume that women students tend to shun projects that require quantitative work or take for granted that minorities are enrolled under special admission programs. Being aware of their own biases and dealing with all students evenhandedly promotes a sense of fairness and equality in the classroom.

- *Staying away from protecting any group of students.* Hand-in-hand with avoiding stereotypes, instructors should avoid preferential treatment for minorities. While some foreign students may need extra help because of language difficulty, lowering standards for one group because the instructor considers those students less prepared, gives other students the sense that they are not being fairly treated. Such treatment also undermines minority students' self-esteem and their view of their abilities and competence.

- *Being sensitive to students' geographical or societal backgrounds.* Referring to Hispanic students, for instance, as salsa-dance lovers or to African Americans as ace athletes puts those minority students on guard who may dislike Latin music or sports. One of the tasks of an instructor is to rise above the biases that pepper American speech.

- *Using politically correct terminology.* For all the fun we make of being politically correct, it is very important to use PC terminology in the classroom, keeping in mind that the classroom is a laboratory for the students' workplace. Instructors are setting an example for future graduates to use on the job. Refer to groups in the acceptable manner of the day. Use the phrase *Asian American*, not *Oriental*; avoid the use of the work *Black*, preferring *African American*; say *Native American* or *American Indian* rather than simply *Indian.* By the same token, the term *women* is preferred to *ladies* or *girls.*

- *Including all groups in language patterns.* During lectures and discussions use both she and he, when applicable. Not only is it sexist to refer to all managers as he, it is unrealistic. If using hypothetical scenarios, include ethnic names and foreign places in your lessons.

- *Being unbiased in selecting student participation in class.* When calling on students, be sure to include women as well as men, minority students who may not usually volunteer to speak, and low achievers as well as high achievers. Diversity of views adds richness to class discussion and helps to create a community of equals.

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- *Making clear that comments from all students are welcome and valued.* Instructors soon learn they must keep students who wish to monopolize class discussion under control. Beyond that, instructors should learn to help the less aggressive students express their opinions. If male students ignore comments by female students, the instructor should reintroduce the topic into discussion. If students whose English is poor are afraid to speak, instructors can ask them questions specific to their own cultural background for all the class to learn from.
- *Encouraging minority students to ask challenging questions.* Not all students feel comfortable posing controversial questions. Most Asian and Native Americans, for instance, feel that challenging teachers is disrespectful. Instructors can advise their class that they welcome questions and controversy. At the same time, instructors should be aware that students' refusal to participate in discussion is not necessarily evidence of disinterest.
- *Being sensitive to students whose first language is not English.* Students who speak English as a second language may be shy about speaking in front of a class and try to avoid the occasion whenever possible. These students may be more vocal in small groups. Some foreign students may speak English fluently, but write it with great difficulty, confusing prepositions, word order and idiomatic expressions. These students may need extra time with written examinations. Written work is one area where an instructor may have to allow more leeway than he/she would with native speakers. Most institutions offer extra help for these English language learners.
- *Bringing guest speakers from different backgrounds to address the class.* Asking minority faculty members and industry professionals to speak in class enriches the course taught, gives minority students figures to identify with, and makes all students more aware of the diverse work world which they are about to enter.
- *Creating a mentoring program.* Setting up a training program to help under-skilled minority job seekers, such as Welfare-to-Work recipients, to acquire job-related competencies, can help junior and senior students develop relationships with minorities prior to joining the industry.
- *Establishing departmental clubs and organizations.* Minority students should be given the opportunity of interacting with others through associations such as the International Food Service Executives Association (IFSEA) or the National Society for Minorities in Hospitality (NSMH).

Methodology

The purpose of this study is to propose and test a method to ascertain the level of incorporation of the concept of cultural diversity, as suggested by the literature on the subject at the beginning of the twenty-first century, measured from current perceptions of a sample of minority students at NAU, of which the School of Hotel and Restaurant Management (HRM) is part, towards classroom approaches to diversity teaching.

Design

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The study that follows possesses the characteristics of descriptive/analytical research, in that it is concerned with the perceptions of respondents. The survey was designed to collect data from minority students at Northern Arizona University, Flagstaff. The researcher obtained approval from NAU's Institutional Review Board (IRB) to conduct the survey. The goal was to investigate the perceptions of NAU students towards acceptable or unacceptable cultural diversity teaching approaches in the classroom.

Specifically, the study measures, analyzes and rates the students' perceptions using descriptive/analytical statistics and nonparametric tests of comparison among the groups. The population of the study was NAU's minority students, including students from the School of Hotel and Restaurant Management. Of the 142 students surveyed, sixty-three were HRM majors (44% of the sample), the rest were from other university programs. The higher percentage of HRM students could have caused a convenience sample effect, the researcher being a member of the School's faculty. Questionnaires were available for two weeks to minority students at the front desk of the Advising Office at the School of Hotel and Restaurant Management, the NAU's Multicultural Student Center (MSC) and the Native American Student Services (NASS). Students were told that the survey was to be confidential and voluntary. The MSC provides culturally-relevant services and support to historically underrepresented students; it provides an access point into the university higher education community with the main goal of developing future minority leaders. The NASS is committed to providing culturally-sensitive support services to Arizona Native American and Alaskan-native students as part of the University's mission. Students represent more than fifty tribal affiliations throughout the US.

Instrumentation

The eleven questions used in this survey were compiled from the published work of the theorists of reference, who have posited that curriculum reform is necessary to arrive at a conceptualization of how to teach from a multicultural perspective (Hall & Sandler, 1982; Banks, 1993; Green, 1989; Schoem, et al., 1993; Ognibene, 1989; Jackson & Holvino, 1988; Davis, 1993; Blum et al., 2003). The instrument consisted of a questionnaire with Semantic Differential (SD) scales. Each scale item had a span of five points with contrasting statements at each end, 1 being closest and 5 being farthest from diversity-teaching awareness, with 3 as neutral point. The SD is a tool for research on the psychology of meaning and represents a standardized and quantified procedure for measuring the connotations of any given concept for the individual. Each concept is rated as being more closely related to one or the other of a pair of opposites. The validity and reliability of SD scales has been demonstrated in several studies since the 1950's (Osgood et al, 1957; Norman, 1959; DiVesta and Dick, 1966). Students were asked if they were male or female and if they considered themselves Native American, African American, Hispanic or other. Questionnaires, marked by students as "other," were not included in the analysis.

Findings and Results

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Table 1, (Descriptive Statistics for the Overall Pooled Student Sample) displays the total number, mean rating and standard deviation of rating per survey question for the overall pooled sample of students. (A value/non-response answer to Question 2 was coded as missing and excluded from analysis.)

Table 1.

Totals, Mean Ratings and Standard Deviation of Ratings for Overall Pooled Sample of Students

Survey Question	Total Number of Student Respondents	Mean Rating	Standard Deviation of Rating
Language Q1	142	3.07	1.30
Participation Q2	141	2.10	1.21
Comments Q3	142	1.82	1.15
Stereotype Q4	142	2.18	1.19
No Preference Q5	142	2.18	1.16
Sensitive Q6	142	2.23	1.22
Terminology Q7	142	2.61	1.28
Questions Q8	142	1.77	1.07
English Q9	142	2.54	1.16
Speaker Q10	142	3.89	1.37
Job Skills Q11	142	2.08	1.11

Table 2, (Descriptive Statistics by Ethnicity of Student Respondent) shows the total number, mean rating and standard deviation of rating per survey questions for the Native American, African American and Hispanic student respondents. The three groups perceived consistently questions 1 and 10 as being closer to 5 and the remaining questions closer to 1.

Table 2.

Totals, Mean Ratings and Standard Deviation of Ratings for Native American, African Americans and Hispanic Student Respondents

Native American Students

Survey Question	Total Number of Student Respondents	Mean Rating	Standard Deviation of Rating
Language Q1	55	3.09	1.28
Participation Q2	54	2.37	1.32
Comments Q3	55	1.76	1.07
Stereotype Q4	55	2.42	1.32
No Preference Q5	55	2.25	1.14
Sensitive Q6	55	2.05	1.22
Terminology Q7	55	2.65	1.47

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Questions Q8	55	1.75	1.13
English Q9	55	2.73	1.24
Speaker Q10	55	3.67	1.44
Job Skills Q11	55	2.11	1.05

African American Students

Survey Question	Total Number of Student Respondents	Mean Rating	Standard Deviation of Rating
Language Q1	40	3.03	1.35
Participation Q2	40	1.80	1.07
Comments Q3	40	1.80	1.07
Stereotype Q4	40	2.10	1.01
No Preference Q5	40	2.03	1.19
Sensitive Q6	40	2.37	1.13
Terminology Q7	40	2.50	1.20
Questions Q8	40	1.83	1.04
English Q9	40	2.40	1.11
Speaker Q10	40	4.18	1.20
Job Skills Q11	40	2.10	1.11

Hispanic Students

Survey Question	Total Number of Student Respondents	Mean Rating	Standard Deviation of Rating
Language Q1	45	3.09	1.35
Participation Q2	45	2.04	1.15
Comments Q3	45	1.89	1.30
Stereotype Q4	45	1.96	1.15
No Preference Q5	45	2.24	1.17
Sensitive Q6	45	2.33	1.31
Terminology Q7	45	2.67	1.13
Questions Q8	45	1.73	1.05
English Q9	45	2.42	1.11
Speaker Q10	45	3.91	1.43
Job Skills Q11	45	2.00	1.23

Because of the ordinal nature of the five-point rating responses for the 11 survey questions, a non-parametric Kruskal-Wallis test was applied to the data to see if there was a significant difference in average rating per survey question by the three ethnicities of students. As Table 3 (Testing for Difference in Average Rating by Ethnicity) shows, none of the 11 survey items yielded a statistically significant difference in average rating by ethnicity of student respondent at a pre-determined Type I alpha error rate of 0.05. These results indicate that the perceptions of the three ethnic groups on cultural diversity teaching practices at Northern Arizona University were consistently similar.

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Table 3.

Kruskal-Wallis Test Results (Chi-Square Equivalent) Per Survey Question by Ethnicity of Student Respondent

Survey Question	Chi-Square Test Statistic Equivalent of Kruskal-Wallis Test	Degrees of Freedom (1 less than number of groups/ethnicities)	Asymptotic Significance Level
Language Q1	0.069	2	0.966
Participation Q2	4.886	2	0.087
Comments Q3	0.107	2	0.948
Stereotype Q4	3.550	2	0.170
No Preference Q5	1.548	2	0.461
Sensitive Q6	2.537	2	0.281
Terminology Q7	0.521	2	0.771
Questions Q8	0.462	2	0.794
English Q9	2.160	2	0.340
Speaker Q10	2.840	2	0.242
Job Skills Q11	0.815	2	0.665

The non-parametric Mann-Whitney U test (This test was chosen because it compared differences in only two groups, male and female students) was used to test for significance of average rating between male and female students. Table 4, (Comparison of Male and Female Groups) displays the results. The Mann-Whitney U yielded a statistically significant difference between male and female student respondents on Question 1 "In general, instructors when they lectured in your classes included language pertaining to minority groups (for example, they included ethnic names and foreign places in their lessons") and Question 2 "In general, instructors in your classes were unbiased in selecting student participation in class, calling on women and minorities as well as other students." Keeping in mind that lower ratings were reflective of more agreement with each survey item (were more favorable), the male student respondents held more favorable positions on these two survey items than did the female student respondents. For the remaining nine questions, the difference in ranking between the genders was not statistically significant, indicating that the perceptions of the students surveyed were close or similar.

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Table 4.
Mann-Whitney U Test Results (Including Z-Equivalent) Per Survey Question by Gender of Student Respondent

Survey Question	Mann-Whitney U Test Statistic	Z-Equivalent	Asymptotic Significance Level (2-tailed Test)
Language Q1	1725.00	-3.11	0.002 *
Participation Q2	1710.50	-3.18	0.001 *
Comments Q3	2434.50	-0.12	0.907
Stereotype Q4	2149.00	-1.35	0.178
No Preference Q5	2117.00	-1.78	0.140
Sensitive Q6	2094.50	-1.58	0.114
Terminology Q7	2443.50	-0.07	0.944
Questions Q8	2278.00	-1.07	0.283
English Q9	2278.00	-0.78	0.437
Speaker Q10	2408.50	-0.23	0.818
Job Skills Q11	2394.00	-0.29	0.773

Discussion

A perusal of the survey means (Table 1) reveals that the only two questions with ratings over the neutral 3 in the 1-5 point-scale, indicating lack of diversity sensitivity towards minority students, were "In general, instructors when they lecture in your classes include language pertaining to minority groups," and "In general, instructors in your classes brought speakers from different ethnic backgrounds to address the classes." The means of the answers to the remaining questions indicated that instructors at NAU show sensitivity towards the minority students they teach. These results are corroborated in Table 2, where the mean ratings for questions 1 and 10 by ethnic groups (Native, African and Hispanic American students) are above the neutral 3 scale-point while the other nine questions are below this mark.

When assessing the data by gender, the Mann-Whitney U test yielded two statistically significant results. The male student responders held more favorable positions of question 1 "regarding language inclusion in class pertaining to minority groups," and 2 "about instructors being unbiased in selecting student participation in class calling on women and minorities," than did female students (see Table 4).

The results of this study indicate the overall existence of sensitivity by NAU faculty toward minority groups in the classroom. It appears that, in general, the NAU instructors involved in the courses taken by the sample of students surveyed have demonstrated diversity awareness in their teaching. However, the inclusion of language pertaining to minority groups, eliciting in-class participation of female minority students, and inviting guests from different ethnic backgrounds to speak in their classes could be improved.

It needs to be made clear that as with control of the curriculum, classroom approaches to diversity remain in faculty hands. Because of this, besides administrative commitment

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to create awareness towards accommodating the needs of minority students, the success of efforts to make instruction more diverse depends on the faculty's willingness to incorporate these approaches. One current study of faculty at Research I institutions found that most instructors endorsed diversity, seeing it as helping students achieve the goals of a college education, but the majority of these groups also reported making no changes in their classrooms practices (Mayhew & Grunwald, 2006). The study emphasized the fact that faculty decisions about diversity content were more significantly influenced by climate for diversity in their department than the broader institutional environment. Based on this finding, it would be plausible to ask that administrators consider inducements like release time and stipends to encourage more faculty to participate in activities (such as workshops) aimed to increase faculty sensitivity towards diversity. Although the results of the study cannot be generalized to other campuses, the methodology could be adopted as a mean to investigate the perceptions of minority students towards classroom approaches to diversity teaching in other institutions.

Considerations for the Hospitality Industry: Hospitality students need awareness of cultural understanding in the workplace

As academia recognizes the need for developing awareness of cultural understanding in the workplace so do the leaders of the industry as well. In this year's inaugural speech, the AH&LA Chairman stated that the Association is committed to undertake multicultural initiatives to identify best diversity practices. He added that the need to attract and effectively tap into human talent is one reason diversity is no longer just a good idea or the socially correct thing to do, but an imperative of our industry as, by current projections, the hospitality industry will require more than 700,000 additional employees by 2010; not line-level staff alone but professional at every level. When an organization is varied, with diverse individuals bringing different pieces of information to the table, it will exceed its targets and outperform expectations (AHLA, 2008). At the University of Houston, the Conrad N. Hilton College's Hospitality Industry Diversity Institute offers educational programs that stress the importance of including the larger community in a business culture. Its philosophy is that by educating individuals and businesses to embrace diversity as a core business value, organizations may be helped to improve employee morale, business performance and employee productivity (HIDI, 2008). Marriott's push along the diversity front continues today. According to Norman Jenkins, senior VP, North American Lodging Development, the company "really revamped its focus when the Diversity Ownership Development (DOI) was developed and launched in 2005. It is all about driving satisfaction to customers and shareholder value; this diversity initiative meets our objectives." p. 20). The initiative had a goal of 500 Marriott hotels being owned and/or under development by women or ethnic minorities by 2010. The goal is well on its way to being achieved: in 2006, more than 400 Marriott hotels met the DOI objectives (Hotel business, 2007).

Based on these industry and initiatives, it is plausible to argue that there is a need for adopting pertinent approaches of cultural diversity in the higher education classroom and for inculcating diversity awareness in future hospitality managers. The workplace has become increasingly diverse: the focus of diversity initiatives has changed from compliance with the law and understanding individual differences to using diversity to

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gain a competitive edge in the marketplace. At the same time, international business has become the norm rather than the exception. Because of these changes, the ability to understand and to work productively, particularly on teams, with people who may be different from us is now recognized as a necessary management skill. In the workplace, minority-group members often feel less valued than do majority group-members due to stereotyping, ethnocentrism, and prejudice. Emerging from hospitality programs sensitive to cultural diversity leaves students better prepared to deal with today's workforce. Future hospitality supervisors and managers must be aware of the challenge of managing a multicultural workforce so that management and employees understand one another when they do not share a common culture. Companies are finding that language and cultural training help workers to do a better job while improving employee morale and retention. Sometimes, if these differences are not bridged, the opposing perception can lead to management or employee frustration resulting in excessive absenteeism and turnover.

Any company that aspires to compete successfully in today's global economy must think in terms of global market leadership. The world economy is globalizing at an accelerating pace as countries heretofore closed to foreign companies open up their markets. Companies face diversity issues as they try to craft strategies suitable to globally competitive environments. The beliefs, vision, objectives, and business approaches and practices underpinning a company's strategy must be compatible with its culture. For example, while the United States is having difficulty holding on to its until-now monopoly of South American markets, the European Union (EU) is making substantial business inroads because of Spain's (a member of the EU) understanding of the Latin culture.

Some approaches, derived from the literature reviewed, to achieve multicultural understanding that future hospitality supervisors should know are:

- *Understand cultural differences of minorities.* Students should understand the basic characteristics of the minority workforce they will eventually manage; for example, Hispanic people are generally gregarious, but at the same time, deeply individualistic. This characteristic, which they see as a measure of resistance to standardization, clashes with the Anglo-American inclination to follow clearly defined, established rules of behavior. This can be seen in the tendency of Spanish people to avoid lines, to speak all at the same time, and to distrust collective political, working, and educational gatherings.

- *Bridge the language barrier.* Managers should understand the basic terminology of the language spoken by the minority workforce and provide instruction in English for those workers that do not speak English. Developing flyers with English/foreign language translations for basic terms such as sheet, towel and toilet tissue in housekeeping, and detergent, spray hose and dish rack in kitchen dishwashing can be useful. Even more helpful in a business with many non-English speakers is bringing an instructor to conduct English classes related to conversation used at work and the basics of daily living. Providing recent immigrants with language skills for their jobs as well as grocery shopping, obtaining a drive's license, etc., can help maintain low turnover.

- *Realize that, besides language, styles of communication vary by culture.* In some cultures, people tend to talk around an issue before coming to the point. Future

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hospitality managers should be aware that it usually takes time for some minorities to understand the direct "just give me the bottom line" approach common in American business.

- *Be aware of minorities' own behavior.* Direct eye contact appears aggressive and rude to individuals of some cultures. Other mannerisms such as the standing distance people maintain between each other, who shakes hands when, hugging, greeting with a kiss, and the manner in which people are addressed vary by culture. All this is not to say that the US supervisor needs to adapt to the foreign aspects of the ethnic group she/he is supervising. On the contrary, supervisors do a great favor to their employees by facilitating their adaptation to the ways of the culture into which they have come. But there will be greater satisfaction, and less frustration, if business leaders understand their minority partners and employees' behaviors.

As hospitality companies need to modify their practices, procedures, and behavior to create a climate where diversity is assured, the classroom preparing future managerial cadres is the appropriate place to start. Students must be made aware of the fact that workplace climates that encourage productivity and service are usually successful.

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Instrument

<u>YOUR ANSWERS TO THESE QUESTIONS ARE CONFIDENTIAL</u>

Cultural diversity: Minority Student Survey

Please answer the following information about yourself by circling the corresponding options:
I am **male / female**

I am **Native American / African American / Asian American / Hispanic / Other**

My class standing is: **Freshman / Sophomore / Junior / Senior**

The college/university I am attending is_____

Please circle the number that most indicates your feelings on the following statements:

1. In general, instructors when they lectured in your classes included language pertaining to minority groups. (For example, they included ethnic names and foreign places in their lessons).
included   1 / 2 / 3 / 4 / 5   didn't include

2. In general, instructors in your classes were unbiased in selecting student participation in class calling on women and minorities as well as other students.
unbiased   1 / 2/ 3 / 4 / 5   biased

[Type text]

3. In general, instructors in your classes made clear that comments from all students were welcome and valued, including those made by female or minority students.

made clear   **1 / 2 / 3 / 4 / 5**   **didn't make clear**

4. In general, instructors in your classes avoided stereotyping students. (For example, they did not assume that women or minority students shun projects that require quantitative (numerical) work.

were aware   **1 / 2 / 3 / 4 / 5**   **weren't aware**

5. In general, instructors in your classes stayed away from protecting any group of students and did not give preferential treatment to minorities.

stayed away   **1 / 2/ 3 / 4 / 5**   **didn't stay away**

6. In general, instructors in your classes were sensitive to students' geographical or societal backgrounds.

were sensitive   **1 / 2 / 3 / 4 / 5**   **weren't sensitive**

7. In general, instructors in your classes used politically correct terminology. (For example, they referred to students as <u>Asian Americans</u>, not Orientals, and <u>women</u> rather than ladies/girls).

used correct terminology   **1 / 2 / 3 / 4 / 5**   **didn't use**

8. In general, all students in your classes, regardless of race or gender were encouraged by the instructor to ask challenging questions.

were encouraged   **1 / 2 / 3 / 4 / 5**   **weren't encouraged**

9. In general, instructors in your classes were sensitive to students whose mastery of English was not perfect because of their minority or foreign background. (For example, instructors allowed more leeway on written work than he/she would on papers of native English speakers).

were sensitive   **1 / 2 / 3 / 4 / 5**   **weren't sensitive**

10. In general, instructors in your classes brought speakers from different ethnic backgrounds to address the class.

brought   **1 / 2 / 3 / 4 / 5**   **didn't bring**

11. Your college or school has in place a program or programs to help minority students develop job-seeking skills and networking relationships for employment after graduation.

has in place   **1 / 2 / 3 / 4 / 5**   **doesn't have in place**

Additional comments: Please add any comments on situations that you have experienced as a minority student in your college or school.

[Type text]