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DIVERSITY MATTERS: THE EFFECT OF CAMPUS
RACIAL DIVERSITY AND CULTURAL
COMPETENCE ON JOB
CHOICE

by

JILLIAN DAUGHERTY

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The University of Texas at Arlington in Partial Fulfillment
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December 04, 2020

ABSTRACT

DIVERSITY MATTERS: THE EFFECT OF CAMPUS RACIAL DIVERSITY AND CULTURAL COMPETENCE ON JOB CHOICE

Jillian Daugherty, B.B.A. Management

The University of Texas at Arlington, 2020

Faculty Mentor: Faye Cocchiara

This study investigated the effect of campus racial diversity and level of cultural competence on students' post-graduate job choices. Two methods were used to answer the research question: 1) a survey of undergraduate students at two of the most diverse and two of the least diverse Texas public universities and 2) a review of relevant scholarly Management literature. The analysis revealed the diversity of the university was an important consideration for students when choosing their post-graduate job. Similarly, analysis revealed cultural competence is an additional indicator of students' desire for diversity during their job search. These revelations suggest interacting with students with different demographic backgrounds while in college will help develop more well-rounded students with higher levels of cultural competence. Students who possess

high levels of cultural competence have the potential to become more balanced professionals in the workplace.

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CHAPTER 1

INTRODUCTION

Though racial segregation in the United States was rendered unconstitutional in the Civil Rights Act of 1964, many individuals tend to voluntarily segregate themselves based on their comfort with people who they find similar to themselves. In fact, research has supported the notion that individuals who share characteristics are often attracted to each other (e.g., Byrne, 1971). As a result, many of today's neighborhoods, schools, and churches continue to be segregated. It is not uncommon for the university experience to be the first time an individual has been exposed to racial diversity in their new environment. White students, in particular, tend to have low interaction with others of a different racial background before entering college (Jayakumar, 2008). This can have a long-lasting effect on them if they choose to attend a university that is not racially diverse. Specifically, students may be unprepared to participate in diverse work environments (e.g., Bell, Connerley, & Cocchiara, 2009).

As the world becomes more diverse, it is increasingly important to appreciate the value of diversity and inclusion. Researchers have discovered many benefits of valuing a diverse workplace, including Cox and Blake's (1991) several "business reasons". These business reasons include: cost, system flexibility, marketing, creativity, problem solving, and resource acquisition. Resource acquisition describes the extent to which an organization develops a reputation for valuing different types of people, becoming known as the "employer of choice" and increasing its ability to compete with other companies for

employees. Resource acquisition is relevant for the current study, given the emphasis on the factors that affect job recruitment and selection of college graduate talent.

As businesses and organizations seek to hire talented recent college graduates, it is important to understand how the level of campus diversity impacts a student's decision to select an organization for which to work. In an attempt to understand these decisions more clearly, this study was conducted in two parts. The first part of the study is a literature review that discusses relevant research, from what it means to value diversity, to the factors that affect job choice, and finally how colleges and universities leverage campus diversity to affect student job choice. The second part of the study describes the research methodology, including revelations from data collection and the literature review. The final section of the study includes implications of the findings on the job selection process of college and university graduates. The implications suggest investing in college diversity is important to increase awareness among potential students and illustrates to employers that demographic diversity provides value to the organization.

CHAPTER 2

LITERATURE REVIEW

2.1 Reasons for Valuing Diversity

Dr. Myrtle Bell, associate Dean for Diversity, Racial Equity, and Inclusion at the University of Texas at Arlington, defines diversity as “real or perceived differences among people in race, ethnicity, sex, age, physical and mental ability, sexual orientation, religion, work and family status, weight and appearance, social class, and other identity-based attributes that affect their interactions and relationships” (Bell, 2017, p. 3). To understand why individuals might value diversity in their workplace, we must first understand the benefit of valuing diversity for employers.

2.1.1 “Business” Reasons

Taylor Cox and Stacy Blake’s investigation into creating a competitive advantage through diversity is imperative to understanding why a new college graduate would want to work in a diverse workplace after having experienced a diverse university. As previously mentioned, Cox and Blake (1991) developed six business reasons for valuing diversity. The first reason is cost, as the job turnover and absenteeism costs that might occur due to individuals feeling frustrated due to lack of career growth and conflict with the dominant culture. The “cost” argument also addresses lost business as a result of customer profiling and other forms of mistreatment because of differences in individuals. The second reason is resource acquisition, the degree to which employers desire to attract and retain employees. This is often a point of pride for organizations who are celebrated in publications for being

best workplaces for women and minorities (e.g., Hitson, 2019). Companies want to be talked about and seen in a positive way. Attaining top talent and valuing diversity helps them achieve this reputation.

The third reason for valuing diversity is marketing. When companies take into account the perspectives of diverse groups, they are more likely to represent a variety of different viewpoints, and their product or service will reflect this diversity and reach customers from different backgrounds. Creativity is the fourth reason to value workplace diversity. People who represent different genders, nationalities, and ethnic groups are best suited to bring different attitudes and experiences to the table and provide diverse solutions to problems and other organizational issues. Should members of a group be a part of the same background, it is highly unlikely they will come up with new and innovative ideas. The next reason for valuing diversity is problem solving. Similar to creativity, diverse groups have a large experience base they can use when approaching a problem. This is important when workplace groups are seeking creative solutions to problems.

According to Cox and Blake (1991), the final reason for valuing diversity is system flexibility. When organizations have diversity in their workforces, they are more equipped to respond to customer needs quickly. For example, a customer service department with employees who speak Spanish can serve its Spanish-speaking customers without having to rely on contacting different customer service individuals or other human resources outside the organization. This is beneficial when the organization experiences unexpected problems, and it must figure out how to adapt to the change. These six reasons for valuing diversity in the workplace are important factors for organizations to consider. It is reasonable to believe that these factors might also be important to students themselves

especially if they appreciate the diversity of attending a diverse college or university that values diversity and want the organization they work for to reflect those values as well.

2.1.2 Religious Reasons

A less obvious way in which diversity's value is realized is through religion. Brian Grim, the world's leading expert on religious freedom and the economy, made a strong economic argument for valuing different faiths. Using *Fortune 100* companies as his sample, Grim found that organizations that include religion in their diversity strategies rate stronger in various other traditional areas of diversity, resulting in an overall more welcoming workplace environment. Additionally, when organizations value different religions, organizations become more appealing from a recruitment and retention standpoint, as they increase morale, reduce religious bias, and foster greater collaboration, creativity, commitment, and innovation (Grim, 2020). Valuing different religions is good business for companies because religion is already such an important part of many individuals' lives. Appealing to personal aspects of individuals leads to positive change in these organizations. If students believe universities are valuing all aspects of their lives, they will more than likely choose to apply to organizations that respect their values.

2.2 Factors That Affect Job Choice

Person-organization fit and corporate and recruitment image are among many factors influencing job choice for individuals. The way colleges and universities manage campus diversity can lead to how students view their racially different classmates, leading to varying levels of cultural competence and a consideration of the value of diversity as they seek employment after graduation. We will first discuss the concept of person-organization fit.

2.2.1 Person-Organization Fit

There is great importance in understanding what individuals consider when choosing their place of employment. Person-organization fit theory proposes individuals evaluate their fit with a company based on their personal values and the values of the organization. They then choose whether they want to work at the organization based on their evaluation (Ng & Burke, 2005). An important factor in this decision is the quality of diversity management which is determined by the organization's effort to hire diverse individuals and thus creating a diverse workplace. In another study, women and ethnic minorities found diversity management to be important when considering offers of employment; while high achievers and new immigrants rated organizations with diversity management as more attractive as potential employers (Ng & Burke, 2005). Diversity management is an essential factor for employers who want to recruit new hires, especially those they consider "the best of the best." Ensuring companies effectively manage their existing diversity and focus on providing an atmosphere where diverse employees can thrive give them an edge when compared to other potential employers.

2.2.2 Corporate and Recruitment Image

Image is imperative to the success of an organization, not only in their customers' eyes but in their potential employees' eyes as well. An individual participating in the job selection process will evaluate the image of an organization they are considering. The exposure of information is important when considering the individual's perception of a company's image. The greater the amount of information job seekers have, the more it influences their perception of the organization's image and positively affects their desire to pursue employment (Gatewood, Gowan, & Lautenschlager, 1993). Increased

information positively affects several factors, including the individual's attractiveness toward an organization and willingness to follow up after an interview. Furthermore, repeated exposure was also important for gaining a positive evaluation of an organization (Gatewood, et al., 1993). Finally, researchers found that an organization's corporate and recruitment image are separate, and an organization can influence its recruitment image. This finding indicates organizations do not have to have a well-known corporate image to successfully compete in the initial stages of an individual's job choice as long as they utilized effective recruitment strategies.

2.2.3 Quality of Diversity Management Strategies

To understand the impact of college diversity on a student's preparation to be successful in a diverse workplace, there must be an understanding of the three types of diversity existing in higher education: structural diversity, racial climate, and cross-racial interaction. Structural Diversity ensures a numerical representation of diversity. University administrators with an emphasis on structural diversity will work to guarantee there are different percentages of race and ethnicity in their student body while making sure their university has numerical representation of different groups (Gurin, Dey, Hurtado, & Gurin, 2002). Numerical representation is akin to Affirmative Action which legally addresses prior discrimination by taking "affirmative" steps to ensure representation. Some opponents of Affirmative Action (and structural diversity programs) argue having a diverse university does not necessarily mean that students will interact interracially, as suggested by social psychologist Gordon Allport (Gurin, et al., 2002). This might be true as people generally tend to group with others who are like themselves and to whom they can relate.

However, students will be unable to have an opportunity to experience interracial interaction if they do not begin with a diverse campus.

Creating a climate in which people feel comfortable interacting with people of different races is another type of diversity (Jayakumar, 2008). When students of different races have positive experiences with each other and are willing to interact with each other, they will benefit later in life when they are navigating a diverse workplace environment and interacting with new cultures. The third type of diversity is cross racial interaction. Studies have shown cross racial interactions help students without even knowing or actively trying to be diverse and inclusive. Cross racial interaction can actually help students grow in critical and active thinking (Gurin, et al., 2002), another benefit of having different racial and ethnic groups interact with each other in a positive light where they are all navigating the challenges of university life together.

Another factor related to the quality of a university's diversity management strategy is the commitment to diversity in college athletics. When an organization has a diversity strategy in place, this effects racial diversity and organizational performance. George Cunningham gathered data from NCAA athletic departments and concluded through use of a hierarchal regression analysis that "racial diversity was positively associated with objective measures of overall performance" (Cunningham, 2009, p. 1445). It was also found that programs that were racially diverse and had a proactive diversity-management strategy had the overall greatest athletic performance (Cunningham, 2009). This suggests that leaders who keep diversity in mind and have plans for organizational inclusiveness will have higher-performing organizations.

Another study demonstrated the effectiveness commitment to diversity has in college athletics by investigating the impact of diversity and inclusiveness on athletic department organizational attractiveness and job pursuit intentions. In the study, the researchers presented participants with recruitment brochures detailing information about an athletic department internship. The brochure contained identical information with different variations referencing diversity and inclusion. The findings revealed the way an organization's commitment to diversity is presented will influence an individual's perceptions of the organization and the probability of attracting potential applicants (Bopp, Goldsmith, & Walker, 2014). It is well-known fact that many intercollegiate athletic departments lack diversity. Therefore, it is imperative that athletic departments have diversity and inclusion practices and programs. If students value diversity because of their experiences in a diverse university environment, they may consciously or subconsciously look for the way an organization's commitment to diversity is presented and form their own perceptions of the organization, therefore deciding they want to apply there.

While many universities are sincere in their commitment to student diversity and in the way that diversity is shown, some may actively manipulate the ways student diversity is presented, leaving prospective students with an unrealistic view of campus diversity. Since colleges and universities tend to rely heavily on their websites in their attempts to recruit students, and some are under significant societal pressure to ensure their student body is racially diverse, and that the diversity breakdown on their websites is presented in a favorable light (Ford & Patterson, 2019). Many of those with lower levels of diversity have responded to this pressure by presenting their demographic data in ways that reflect their campuses as more diverse than they are. Karly Ford and Ashley Patterson analyzed

the websites of 158 colleges and universities in an effort to shine the light on some of these practices. They discovered three of them, the first of which was “omission,” when the university completely omits the category for White students on their table or pie chart of racial makeup (Ford & Patterson, 2019). Omission was used by 40% of the university websites they examined.

The second practice researchers found was “aggression,” when the university combines various minority groups (e.g., African Americans/Blacks, Hispanic, Asian, and Native American) into a single category (Ford & Patterson, 2019). The university can then say, for example, that “30% of our students are people of color,” and leave out that the other 70% of students are White. The last technique researchers found was “addition,” which is when a university includes additional categories in their race/ethnicity table, for instance, the addition of an “international student” category on a table which indicates race (Ford & Patterson, 2019). While universities may deem these practices necessary, they may provide an unrealistic preview for the prospective student who might choose to attend the university because of its perceived value of diversity only to discover the university was not as diverse as it seemed.

2.3 Complex Thinking and Cultural Competence

There are many documented advantages for college students who were exposed to significant racial diversity during their college careers, both during and after graduation. Research has supported the notion that college students who are exposed to racial diversity while in college will experience increased cognitive levels. Researchers from across the country investigated the relationship between racial exposure and complex thought with college students from different racial backgrounds from three different universities using

small group discussions. They found that groups with racially diverse and opinionated minority group members who had diverse friends and classmates generally possessed higher levels of integrative complexity (Antonio, et al., 2004). Integrative complexity refers to the “degree to which cognitive style involves the differentiation and integration of multiple perspectives and dimensions” (Antonio, et al., 2004, p. 508).

A number of studies discuss the potential benefits of racial diversity beyond one’s college experience. Researchers in one study investigated the long-term consequences of considering race in college and university admissions, particularly that affirmative action in the United States is helping to promote equal opportunity (Bowen & Bok, 1998). Jayakumar (2008) found that interactions with individuals from different walks of life during their university experience improved their ability to work and socialize with people of different races. Both of these studies build a convincing case for racial and gender diversity being an important component of one’s decision to consider diversity after college, such as during a job search.

Gurin and colleagues (2002) used multivariate regression to investigate diversity in higher education and the educational outcomes of students from 1985 to 1994. The researchers were able to demonstrate that attending a diverse college had a positive correlation with post-graduate life (Gurin, et al., 2002) also theorized that college students of traditional age are at a stage in life where they are gaining an understanding of themselves and how they fit into the world. It is during this period that traditional-aged college students are moving away from what the authority figures in their life have told them, and are beginning to form their own opinions. It is highly unlikely these students have been exposed to individuals from different backgrounds and who come from

segregated areas. This is particularly true for Whites who typically have the least amount of interracial interaction prior to college. This is why college is perhaps the perfect time to prepare students and future world leaders to be successful in a diverse workplace and society (Bell, et al., 2009; Jayakumar, 2008).

These findings suggest that “college diversity experiences are positively associated with post college outcomes related to living and working in a diverse society” (Jayakumar, 2008, p. 4). These findings also suggest that taking classes with and having diverse friends can influence complex thinking in a positive way. In summary, we believe that having a diverse college campus can affect thinking so students will have higher levels of cultural competence and it can be inferred that it may also have a positive impact on job choice after graduation.

This leads the study to the following propositions:

Proposition 1: Students who attend racially diverse colleges or universities will select workplaces that are racially diverse.

Proposition 2: Students with high levels of cultural competence will select workplaces that are racially diverse.

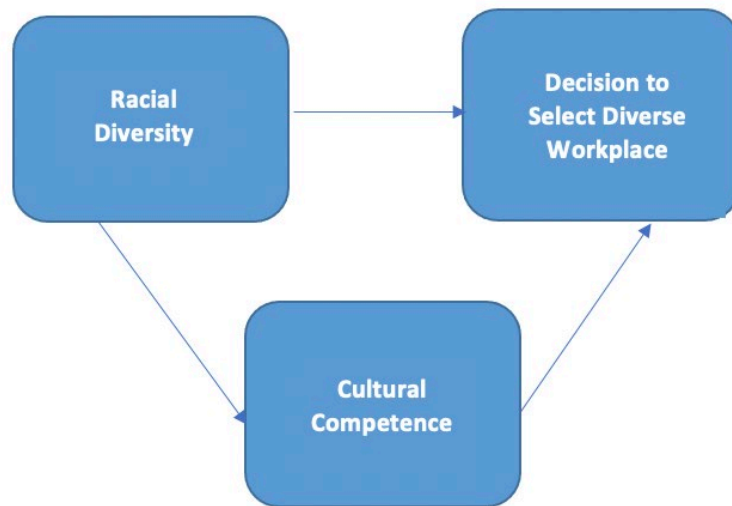
Proposition 3: Students who attend racially diverse colleges or universities will possess increased levels of cultural competence.

Proposition 4: Students who attend racially diverse colleges or universities will select workplaces that are racially diverse because of their higher levels of cultural competence.

According to the model below, racial diversity and cultural competence will have direct positive effects on college students’ decision to choose places of employment that are

similarly racially diverse. We also believe that cultural competence mediates the effect of racial diversity and the choice of a diverse workplace. In other words, it is the racial diversity that provides students with high levels of cultural competence which affects their ultimate decision to choose a racially diverse workplace (See Figure 2.1 below).

Figure 2.1: Research Model



CHAPTER 3

METHODOLOGY

The current study proposes that two factors have a positive effect on the choice of a diverse workplace after college graduation, the racial diversity of the student's college and the level of cultural competence students possess.

3.1 Procedures

3.1.1 Measurement

To determine the most and least diverse universities in Texas, BigFuture, an affiliate of the College Board, was utilized. BigFuture serves as an information source for college-seeking individuals. Additionally, BigFuture houses data on the demographic makeup of colleges and universities (University of Houston). The search revealed that Texas A&M University and Texas Tech University were two of the least diverse Texas universities, while the University of Houston and University of Texas at Dallas were two of the most diverse in the state. Studies conducted by their own student bodies have found that students who attend each university have differing views on whether their university is actually diverse.

According to BigFuture, Texas A&M University is 61% White, 24% Hispanic or Latino, 8% Asian, 3% Black or African American, 3% mixed race, and 4% other. Whites being the majority may disadvantage students in a diverse workplace since students will likely have less exposure to diversity in college than they could expect when they graduate. However, in terms of gender diversity, Texas A&M is 48% women and 52% men, an

almost equal representation of each sex (BigFuture.Texas A&M). This proportion of men and women is in line with the U.S. labor force, which is almost equally men and women (U.S. BLS.gov, 2017).

A report compiled by Texas A&M graduate students in Spring 2016 revealed a mixed review of the campus climate, with an overall positive response to the institutional commitment to and perceived value of diversity. However, there were several comments from students who were dissatisfied with the college campus diversity. One White male doctoral student, commented, “This area is not friendly to people who are outside of the conservative, heteronormative, Christian culture” (Texas A&M Graduate Students, 2016, p. 10). Perhaps, this respondent was recognizing the privilege he had in his position. Sixty percent of graduate students suggested that an increase in cross cultural opportunities would positively affect the campus climate (Texas A&M Graduate Students, 2016). This high percentage suggests dissatisfaction with the low level of cross-cultural diversity at Texas A&M University.

The University of Houston, on the other hand, is one of the most diverse public colleges in Texas. The University of Houston is 23% White, 36% Hispanic or Latino, 22% Asian, 10% Black or African American, and 3% mixed race and 6% other (BigFuture.U of Houston). No racial group represents a majority which suggests enhanced opportunities for interracial interaction (Ng & Burke, 2005). It is also highly likely that have such interactions will have a positive effect on their ability to have positive interracial interactions post-graduation. The University of Houston also has a student population of roughly 50 %women (BigFuture.U of Houston), which is also great for their diversity. Having diversity not only in race, but also in gender is an important factor as well. These

students will have gained a level of exposure to diversity during their university experience that will benefit them after graduation even if they had never been exposed to diversity before.

The other independent variable, Cultural Competence, was measured using 11 items from Diller and Moule (2005) Cultural Competency Survey (See Appendix A), which was adapted for an electronic survey using QuestionPro for delivery (See Appendix B). Respondents answered questions, such as “I try to address stereotypical statements when I hear them used by others,” and “I avoid patronizing and tokenism of any racial or ethnic group” from “1, Strongly Disagree” to “5, Strongly Agree.”

The dependent variable, whether an individual would choose a diverse workplace after graduation, was measured using a single item on the survey, “After you graduate, is it important for you to choose a company to work for that is diverse in race and gender?” Respondents answered, “Yes” or “No.”

3.1.2 Sampling Method

The “snowball” method was used to recruit students to take the survey. Snowball sampling uses interpersonal networks to “recruit” others to participate. This sampling method is generally used when the population is either difficult to reach or engage in lifestyles that are ripe for discrimination if openly identified (Browne, 2002). At least five current students at each university were asked to complete the survey and forward it via email to at least five students in their network until the targeted sample size was obtained. The target sample size was 384 and was determined by adding together the number of students who currently attend each of the four universities in 2017, which totaled 143,920 students. Then, the Qualtrics sample size calculator was utilized with a 95% confidence

level and 5% margin of error to achieve the desired sample size. This study did not achieve the desired sample size, nor did the study receive a large enough sample to achieve a minimum effect size or reach statistical significance. To account for this lack of quantitative data, relevant literature was gathered from various scholarly sources to support the propositions.

3.1.3. Study Participants

Fifty-three participants began the survey, but 18 opted out before they completed it. This left a usable sample of 35 participants ($n = 35$). Participants were current undergraduate students at four Texas universities: Texas A&M (34%), Texas Tech (14%), University of Texas at Dallas (26%), and the University of Houston (26%). The majority (80%) of students were female. The racial composition was as follows: 49% ¹Caucasian, 6% Black, 11% Hispanic, 23% Asian, and 9% Other. Students that classified as seniors made up 43% of the sample.

¹ “Caucasian” and “White” were used interchangeably to represent groups of students who are of non-Hispanic heritage.

CHAPTER 4

RESULTS

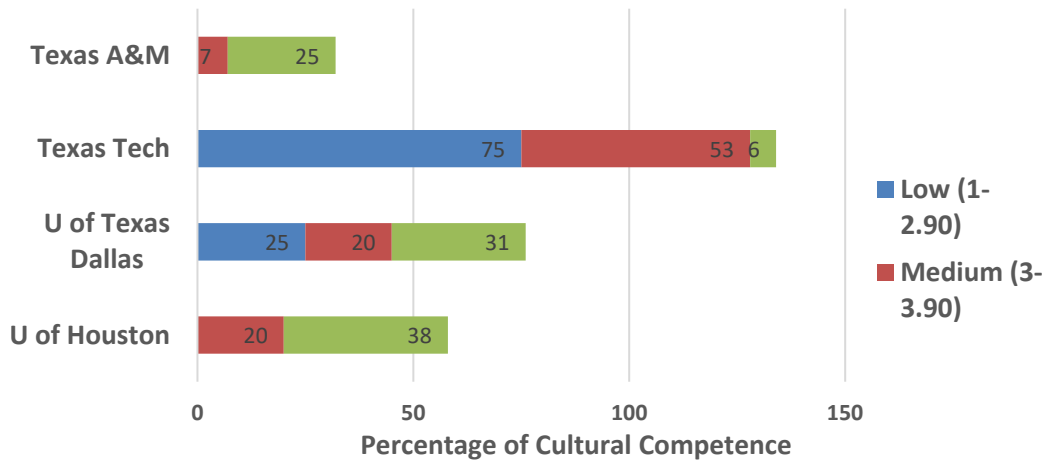
This chapter provides an overview of the data analyzed in this study. Though the sample size was not sufficient to establish statistical significance, important information was gained from the data.

4.1 Overview of Data

4.1.1 Cultural Competence by University

First, cross-tabulations were conducted for cultural competence and each university. As a construct, cultural competence exists on a continuum, from cultural destructiveness to cultural proficiency (Waitemata District Health Board, 2019). In other words, all individuals will likely possess some degree of cultural competence. Therefore, the level of cultural competence was categorized into three ranges based on participant responses: low (1-2.90), medium (3-3.90), and high (4-4.90) in order to obtain a more accurate measurement. As shown in Figure 4.1, students from the two “most diverse” universities, the University of Texas at Dallas and the University of Houston, possessed the highest levels of cultural competence with 31% and 38%, respectively. The university that scored in lowest range of cultural competence was Texas Tech, with 75%. Every university reported medium ranges of cultural competence with Texas Tech with 53%, followed by the University of Texas at Dallas and the University of Houston with 20% each. Texas A&M had 7% of cultural competence at the medium range.

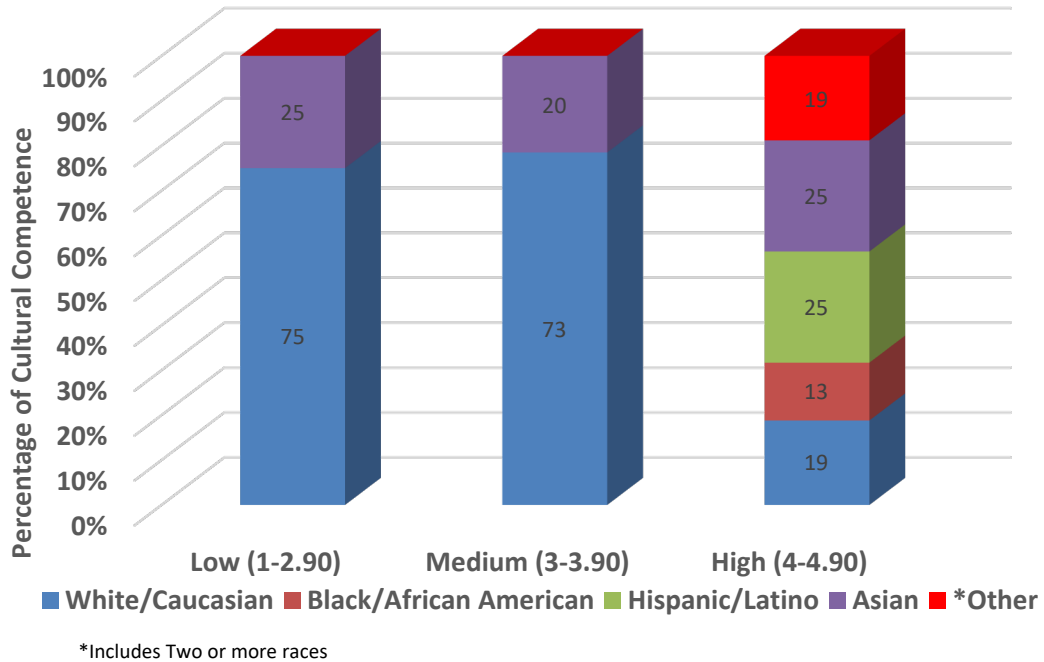
Figure 4.1: Cultural Competence by University



4.1.2 Cultural Competence by Race

Cross-tabulations were also conducted for cultural competence and race. Each racial group scored in the high range of cultural competence with 19 % of Whites, 13% of Blacks, 25% of Hispanics, 25% of Asians, and 19% of Other (See Figure 4.2 below.) The indication is that race may not be a determinant of whether individuals possess cultural competence. Instead, race may be a better indicator of the degree of cultural competence an individual possesses. For example, 75% of White respondents scored in the low range of cultural competence, while 25% of Hispanics, 25% of Asians, and 19% of Blacks scored in the high range for cultural competence.

Figure 4.2: Cultural Competence by Race



4.1.3 Decision to Choose a Diverse Workplace by University

Table 4.1 shows the percentages of respondents from each university on the decision to choose a diverse workplace. Overall, the majority of participants from each university said that they would choose a diverse workplace compared with a non-diverse workplace. One hundred percent of University of Houston students surveyed responded that they would not choose a diverse workplace, lending support to the notion that the more racially diverse the university, the more likely students will want to work in an organization that mirrors such diversity.

Table 4.1: Decision to Choose a Diverse Workplace by University

		University				Total Percent
		University of Houston	University of Texas Dallas	Texas Tech University	Texas A&M University (College Station)	
Decision	Would not choose diverse workplace	0	9%	11%	5%	25%
	Would choose diverse workplace	26%	17%	23%	9%	75%
Total		26%	26%	34%	14%	100%

CHAPTER 5

DISCUSSION

The survey findings, though data were not sufficient to establish statistical significance, lend credence to the proposed variable relationships in Figure 2.1. This chapter combines relevant scholarly literature with findings from the survey to discuss the influence of race and cultural competence on the desire to work in a diverse organization after graduation.

5.1 Cultural Competence

5.1.1 Cultural Competence and University Diversity

As proposed earlier, students who attended racially diverse universities would possess higher levels of cultural competence. The public university with the highest percentage of individuals who scored within the high range of cultural competence was the University of Houston, with 38% (See Figure 4.1.) As stated earlier, The University of Houston is the most racially diverse of the four universities in the current study. No racial group represents a majority (e.g., BigFuture.U of Houston) and Antonio and colleagues (2004) support this data. The study found that opinionated groups that were diverse in race with both diverse friends and classmates had an overall positive effect on the degree to which individuals think about their colleagues perspectives, suggesting that diverse interpersonal relationships can improve an individual's complex thinking. The fact that the University of Houston is one of the most diverse universities in Texas corresponds with

the idea that more diverse universities will yield a higher level of culturally competent students.

5.1.2 Cultural Competence and Student Diversity

Another study proposition is the more diverse the student, the more likely they will have high levels of cultural competence. Interestingly, 19% of White study participants reported in the high range of cultural competence when viewed overall (See Figure 4.2). Though, it cannot be said for certain that Whites generally possess high cultural competence. It is possible this finding represents the racial diversity of the university. These high cultural competence results could also be from a non-diverse university, but it is difficult to determine due to the lack of statistical significance of these data. Though Blacks, Hispanics, and Asians did not have as many respondents as Whites, proportions of these racial groups scored in the high range of cultural competence. Whites and Caucasians had a greater chance to reach higher cultural competence ratings since they represented the largest groups of participants to complete the survey. This also aligns with the fact that the majority of the participants who responded to the survey attended Texas Tech University, which has a majority White student population.

As referenced earlier, Cox and Blake (1991) made several arguments why employers should value diversity. One is the “resource acquisition” argument that suggests that racially diverse job candidates will be drawn to organizations who they believe represent their values. Subsequently, these organizations are able to attract and retain a wide variety of human resources with different backgrounds and experiences and resulting in becoming a “best company for women.” It is possible that in the current study, the White students who scored in the high range in cultural competence were women who value

employers who value women. Females represented the largest proportion of survey respondents, with 80% of participants identifying as female. Although not statistically significant, this could explain the high cultural competence scores for Whites despite attending one of the least diverse universities.

5.2 Job Choice

5.2.1 University Diversity and the Decision to Select a Diverse Workplace

Another proposed relationship in the current study was the relationship between the racial makeup of the university and their decision to choose a diverse workplace. Specifically, it was proposed that students who attended a racially diverse university would choose a racially diverse workplace. As shown in Table 4.1, the majority of students from each university reported that they would choose a diverse workplace. However, it is interesting to note that none of the students from the University of Houston reported they would choose a non-diverse workplace since it is one of the most diverse public universities in Texas.

Texas A&M University had fewer individuals participate in the survey, but some participants still said that they would not choose a diverse workplace. George Cunningham conducted a study of the commitment to diversity in college athletic departments. He discovered that athletic programs that were racially diverse and had a proactive diversity management strategy also had the greatest performance (Cunningham, 2009). This study could be extrapolated to universities as a whole. If this theory was applied to the University of Houston and Texas A&M University, it could be inferred that the University of Houston has a greater commitment to diversity due to its racial diversity. In turn, this would establish racial diversity as a more important factor for undergraduate students who attend the

University of Houston to choose a diverse workplace than those who attend Texas A&M University.

5.2.2 Student Race and the Decision to Select a Diverse Workplace

White students were the largest proportion of respondents from all races that reported they would choose a diverse workplace. Since these data were not sufficient to establish any statistical significance, this could be due to the fact they were simply the highest percentage of respondents in the survey. It also could be due to the fact that some of the White individuals attend a diverse university. As Table 4.1 shows, smaller percentages of Blacks and students from two or more races would choose a workplace that is not diverse. None of the Hispanic, Latino, and Asian respondents would choose a non-diverse workplace.

Person-Organization fit theory could potentially explain this distribution. Ng and Burke (2005) suggested that when individuals evaluate fit based on their personal values and the values of the organization, they will make job choice decisions based on their evaluations. Individuals who responded to the survey could hold their personal values as a determinant of employment decisions. For example, women found diversity management to be important when considering offers of employment (Ng & Burke, 2005). Again, women were the highest percentage of survey respondents. Keeping Ng and Burke (2005)'s investigation in mind, it is not a far-off assumption to attribute the high percentage of White students choosing a diverse workplace to the fact the majority were women.

CHAPTER 6

CONCLUSION

The decision to choose a job, especially a first job out of college is an important and complex one for students. Though the current study emphasizes the diversity of the student population and the individual, these are not the only factors. At the same time, this research recognizes diversity is increasingly important and affects many individual decisions, particularly for college students. Diversity and inclusion of different backgrounds in universities will help develop a more well-rounded student and eventually, a more balanced workplace professional.

Whether the result of interacting with diverse students while on campus or engaging in study-abroad experiences, students who possess higher levels of cultural intelligence will have increased marketability as a job candidate (e.g., Relyea, Cocchiara, & Studdard, 2008). Subsequently, businesses may look to diverse universities as viable sources of these culturally savvy graduates. However, it is important to note that simply because a university may be statistically racially diverse, this does not automatically mean its students are interacting with each other on campus (Jayakumar, 2008). It is imperative to look into the quality of the interracial interactions of students to have a better understanding of the true benefits of racial diversity.

6.1 Study Significance

This research contributes to the Management and D&I (Diversity and Inclusion) fields of study because it provides an understanding of job choice from the job seeker's

point of view rather than the decision maker's. To the researchers' knowledge, no other empirical studies have investigated the relationships between race, cultural competence, and the decision to choose a diverse employer in the way this study does. By understanding the degree to which racial diversity affects post-college decisions, employers may be better able to position their company to attract prospective employees who desire a workplace environment that shares their values of diversity and inclusion.

Despite the official end of segregation in the United States from the Civil Rights Act of 1964, many individuals continue to segregate themselves based on their level of comfort. In fact, many of today's neighborhoods, churches, and schools are segregated (Byrne, 1971). As stated earlier, it is not uncommon for one's university experience to be the first time the incoming student is exposed to racial diversity in any form. If the student chooses to attend a university that is not racially diverse, he or she will be less likely to be prepared to interact with and thrive in a workforce that has become increasingly diverse and one that expects a certain degree of cultural awareness and competence of its employees (e.g., Bell, et al., 2009). It is important that both employers and job seekers understand the impact of diversity on future.

The labor force has become more diverse (e.g., Bell, 2007), making it more important for employers to capitalize on this diversity. Acquiring the "best" human resources means employers will want to attract prospective employees who represent different types of diversity, including racial diversity (Cox & Blake, 1991). Developing a reputation for valuing different types of people is one way for employers to attract diverse individuals and become known as an "employer of choice" and at the same time, increase their ability to compete with other companies for employees.

6.2 Study Limitations

As with every study, this one has limitations that affected the study findings. First, the research was conducted in a rather short time frame resulting in an artificial cutoff for survey completion and collection which reduced the number of potential responses. The next limitation was the lack of funding to provide incentives to encourage survey completion. According to Dillman (1978), even a small provision may increase potential survey participants. Of the 185 participants who viewed the informed consent page, 150 did not complete the survey, which left a usable sample of 35. This sample size was not sufficient to establish statistical significance. Finally, some of the universities that were studied did not allow for surveys to be dispersed to their students through professors without IRB approval, which could potentially take up to nine months according to one of the universities in this study.

6.3 Future Directions

In the future, there are many ways this study can be improved. As discussed in the limitations section, it is significant to have some sort of incentive so that more people are encouraged to complete the survey (Dillman, 1978). Another key factor is to have a more effective method of distributing the survey. For the snowball sampling method to be more effective, it is crucial that the “right” people in a network are contacted in advance, especially if the desired is for the survey to be dispersed by professors in other schools. Increasing the survey collection time frame could also increase the number of survey participants. Also, using different public universities or private universities could be helpful to see if the results from this study hold true. Another interesting question to include in future research is to consider whether the student attended another university prior to

attending their current one. It is possible that the combination of both experiences could have a different impact on the student's decision to choose an organization that is diverse. The effects of campus diversity on a number of outcomes deserves more attention and further investigation.

APPENDIX A

DILLER AND MOULE (2005) CULTURAL COMPETENCY SURVEY

Cultural Competency Survey (Adapted from Diller & Moule, 2005)

Preface

This survey is for your personal reflection and growth. Reflecting on educational practice and perspectives improves your competencies. Teaching others provides a continuing set of experiences and opportunities to reflect on the educational process. You will be challenged by ideas, interactions, and experiences each day in the classroom. What will you make of these challenges? How will they affect your growth as a teacher?

This survey focuses on race and ethnicity. It is, however, most useful to think of it as an index of your growth in learning about differences that reflects an ever-widening perspective. This survey asks you to assess your cross-cultural knowledge as it currently exists.

Directions

Use the following key to assess your level of competence for each of the statements below.

U unfamiliar The information is totally new to me.

AW Awareness I have heard about it, but I don't know its full scope, such as its principle components, applications, and modifications.

K knowledge I know enough about this to write or talk about it. I know what it is, but I'm not ready to use it. I need practice and feedback.

AP application I am ready to apply or have applied this information in my own work and/or life.

F facilitation I am ready to work with other people to help them learn this. I feel confident enough to demonstrate and/or teach this to others, yet I know that my learning is a lifelong process.

Please turn this page over.

Self-Assessment**Course:** _____

Name: _____ (for instructor only)

Where I Am Now (Circle one.)	Cultural Competencies
U AW K AP F	1. I am aware of the problem of language, images, and situations that suggest that most members of a racial or ethnic group are the same (e.g. "All Asians are good at math.")
U AW K AP F	2. I substitute factual and meaningful information for ethnic clichés. For instance, I avoid using terms and adjectives that reinforce racial and ethnic stereotypes.
U AW K AP F	3. I try to address stereotypical statements when I hear them used by others.
U AW K AP F	4. I avoid patronizing and tokenism of any racial or ethnic group (e.g. "One of my best friends is Black.")
U AW K AP F	5. I understand the histories of oppressed groups (Native American, African American, Latino/Chicano, Asian/Pacific American) in the United States.
U AW K AP F	6. I thoughtfully view books and films to see if all groups are fairly represented.
U AW K AP F	7. I am aware of how my membership in different groups influences the power that I possess, and I am aware of how to constructively use that power.
U AW K AP F	8. I understand racial identity development. I know how to evaluate personal attitudes, emotions, and actions around my own racism and prejudices.
U AW K AP F	9. For White individuals: I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think critically about what it means to be of Color in this country.
U AW K AP F	10. For Individuals of Color: I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think

	critically about what it means to be of Color in this country.
U AW K AP F	11. I understand the concept of levels of curriculum reform (contributions/additive, transformation, social action. See Banks & Banks, 2001.

How I would explain my cultural identity:

APPENDIX B

CULTURAL COMPETENCY ADAPTATION SURVEY

An Investigation into Factors that Affect Post-

Graduate Job Choice

by Jillian Daugherty

Informed Consent Statement

Hello:

My name is Jillian Daugherty, and I am asking you to participate in a research study that I am conducting as a part of my Honors College degree at UT Arlington. As I plan to graduate this Fall, I became interested in the factors that affect students' decisions about the kind of workplace they will seek after graduation.

This research study investigates factors that affect job choice. You can choose to participate in this research study if you are at least **18 years old** and if you **currently attend** the University of Texas at Dallas, University of Houston, Texas A&M University (College Station) or Texas Tech University. You **cannot** participate if you graduated or previously attended the before mentioned schools.

Reasons why you might want to participate in this study include to share your personal decisions on factors that affect job choice, but you might not want to participate if you are uncomfortable sharing your personal decisions. Your decision about whether to participate is entirely up to you. Even if you choose to begin the study, you can also change your mind and quit at any time for any reasons without any consequences.

If you decide to participate in this research study, the list of activities that I will ask you to complete for the research is a one-time online survey. It should take about 5 to 15 minutes and must be completed in one sitting. Although you probably won't experience any personal benefits from participating, there is a possible increased awareness of factors that might affect your future job choice. The study activities are not expected to pose any additional risks beyond those that you would normally experience in your regular everyday life or during routine medical / psychological visits. However, some of the questions that I will ask may be about sensitive or uncomfortable topics.

You will not be paid for completing this study. There

are no right or wrong answers.

This survey is completely anonymous. All responses will remain confidential and secure in sanctioned university data and cloud storage areas.

If any significant new findings or modifications occur that might affect your willingness to participate, this information will be provided to you, as well as the opportunity to retract consent and request that your data not be maintained. The research team is committed to protecting your

rights and privacy as a research subject. We may publish or present the results, but your name will not be used. While absolute confidentiality cannot be guaranteed, the research team will make every effort to protect the confidentiality of your records as described here and to the extent permitted by law. If you have questions about the study, you can contact me at jillian.daugherty@mavs.uta.edu or my Faculty Advisor, Faye Cocchiara, at faye.cocchiara@uta.edu. For questions about your rights or to report complaints, contact the UTA Research Office at 817-272-3723 or regulatoryservices@uta.edu.

You are indicating your voluntary agreement to participate by clicking on the “Continue” button below.

I am aware of the problem of language, images, and situations that suggest that most members of a racial or ethnic group are the same (e.g. “All Asians are good at math.”)

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I substitute factual and meaningful information for ethnic clichés. For instance, I avoid using terms and adjectives that reinforce racial and ethnic stereotypes.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I try to address stereotypical statements when I hear them used by others.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I avoid patronizing and tokenism of any racial or ethnic group (e.g. "One of my best friends is Black.")

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I understand the histories of oppressed groups (Native American, African American, Latino/Chicano, Asian/Pacific American) in the United States.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I thoughtfully view books and films to see if all groups are fairly represented.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I am aware of how my membership in different groups influences the power that I possess, and I am aware of how to constructively use that power.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I understand racial identity development. I know how to evaluate personal attitudes, emotions, and actions around my own racism and prejudices.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think critically about what it means to be of Color in this country.

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

I understand the concept of levels of curriculum reform (contributions/additive, transformation, social action.)

- 1- Strongly Disagree
- 2- Disagree
- 3- No opinion
- 4- Agree
- 5- Strongly Agree

Select one of the following numbers:

1	2	3	4	5
---	---	---	---	---

Strongly Disagree
Agree

Strongly

How would you explain your cultural identity:

After you graduate, is it important to you that you choose a company to work for that is diverse in race and gender?

- ☐ No
- ☐ Yes

Which university do you attend?

- ☐ University of Houston
- ☐ University of Texas at Dallas
- ☐ Texas Tech University
- ☐ Texas A&M University (College Station)

What classification are you currently in? (Fall 2020)

- ☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

What is your race?

☐ Hispanic or Latino

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ Caucasian or White

☐ Two or more races

☐ Other

What is your gender?

☐ Male

☐ Female

☐ Other

What is your country of origin?

☐ United States

☐ Non-United States

What is your age?

☐ 18-23

☐ 24 & above

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BIOGRAPHICAL INFORMATION

Jillian started her academic career at University of Texas at Arlington in Fall 2017. She joined the Honors College the same semester and has been an active member all four years of her undergraduate degree. Jillian initially gained interest in diversity in relation to management when she took a course called “Diversity in Organizations” with Dr. Faye Cocchiara in Spring 2020. Jillian graduated with an Honors Bachelor of Business Administration in Management in Fall 2020.