

The impact of student experiences with diversity on developing graduate attributes

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While the emerging body of international research suggests that students' experiences with diversity impact positively on student learning and their preparation for entering a diverse workforce and society, no similar research is available in relation to students in Australian universities. Many of these outcomes, such as problem-solving, ability to work with others, and appreciation of and respect for diversity, are attributes that most – if not all – Australian universities value and work hard to instil in their graduates. This study explored whether student experiences with diversity impact on the development of selected graduate attributes and whether this relationship differs between international and local students at one Group of Eight (Go8) university. The findings demonstrate that student experiences with diversity positively impact on problem-solving, ability to work with others, and appreciation of and respect for diversity. The magnitude of these relationships, however, differs between international and local students.

Keywords: diversity; graduate skills; cross-cultural issues in teaching and learning; student engagement; internationalisation

Australia's population of over 21 million people is one of the most culturally diverse in the world today. Twenty-four per cent of the population in Australia were born overseas (Australian Bureau of Statistics 2008a). Even among those who are Australian born, 26% reported having at least one parent born overseas (Australian Bureau of Statistics 2008a). Given these statistics, it is no surprise that there are over 200 different languages spoken in Australia today, reflecting the richness of its cultural diversity (Australian Bureau of Statistics 2008b). However, while Australia is becoming increasingly diverse, generally, integration across cultures is often lacking (Marginson 2002). Such diversity is also reflected in the higher education student population where 27% are international students (Australian Government, Department of Education, Employment and Workplace Relations 2008).

Gurin et al. (2002) argue that, at a campus with a more diverse student body, students are more likely to encounter unfamiliar situations and diverse opinions. These situations, according to Gurin et al. (2002), initiate the mental processes of 'accommodating' and 'assimilating' new information (Piaget 1975/1985). This processing of new information or experience positively affects students' learning and cognitive growth. Thus, when there are more opportunities to engage in different experiences, there is greater potential for learning (Gurin et al. 2002). According to Erikson's (1946, 1956) notion of 'psychosocial moratorium', exposure to diversity is

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most impactful for undergraduate students as they are at a developmental stage where they are free to explore new ideas, social roles, and relationships. During this developmental period, exposure to surroundings different from students' home environment increases potential for deep learning and critical thinking.

There is an emerging body of international research (mainly from the United States) that has shown that culturally diverse universities tend to create richly varied educational experiences that help students learn and prepare them for participation in an increasingly diverse workforce and society, whereas more homogeneous universities do not (e.g. Astin 1993; Bowen and Bok 1998; Gurin et al. 2002). Other empirical studies suggest that student body composition is an insufficient condition in itself for maximizing educational benefits; rather, its value depends on whether or not universities encourage students to engage in diversity-related activities. Such purposeful programmatic efforts include providing students with opportunities to interact with diverse peers (Chang 2001; Gurin 1999).

Engagement with such diversity-related activities has been shown to be positively associated with a variety of outcomes such as intergroup attitudes (Chang 2002; Denson 2009); intergroup understanding (Chang et al. 2006); intercultural competence (Treleaven et al. 2007); critical thinking skills (Nelson Laird 2005); self-confidence (Chang, Astin, and Kim 2004; Chang et al. 2006); learning and democratic outcomes (Denson and Chang 2009; Gurin et al. 2002; Hurtado 2001); social agency (Nelson Laird 2005); social action engagement outcomes (Nelson Laird, Engberg, and Hurtado 2005); and action-oriented democratic outcomes (Zúñiga, Williams, and Berger 2005). Many of these outcomes, such as problem-solving, ability to work with others, and appreciation of and respect for diversity, are attributes that most – if not all – Australian universities value and work hard to instil in their graduates.

The University of New South Wales (UNSW), situated in a Sydney suburb, is a member of the Group of Eight (Go8) universities in Australia. Comparable to the North American version of Ivy League universities, the Go8 represents the oldest eight universities and is also viewed by many to be the most prestigious and wealthiest in the country. Like other Go8 universities, the University of New South Wales has been taking steps towards increasing its commitment to diversity in recent years. For example, in its current Statement of Strategic Intent (UNSW n.d.), the University sets out its overarching objectives and strategies for its major areas of activity. In relation to the student experience, one of the main objectives and strategies is to provide international opportunities and perspectives for students as global citizens. In 2003, the university's Academic Board approved a list of 12 UNSW graduate attributes (Learning and Teaching at UNSW n.d.-b). Of these, one was 'an appreciation of and respect for diversity'.

Similarly, in the 'Guidelines on Learning that Inform Teaching at UNSW', the first stated broad value that underpins current programs and strategies to assure quality in learning and teaching is that 'individual differences and cultural diversity are recognised, valued, and harnessed in both teaching and curriculum design' (UNSW 2004, 2). One of the specific guidelines is to create an inclusive learning and teaching experience as the University recognises that 'the educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities' (UNSW 2004, 16). Similarly, Learning and Teaching at UNSW promotes professional development of staff members by encouraging them to better understand and incorporate international

perspectives into their teaching and to develop inclusive learning and teaching practices (Learning and Teaching at UNSW n.d.-a).

Purpose of study

Although there is growing international research that suggests students' experiences with diversity tend to impact positively on student learning and their preparation for entering a diverse workforce, no similar research is available in relation to students in Australian universities. This study utilised data collected as part of a university-wide survey of UNSW students to address a specific research question. In particular, this study explored whether local and/or international students who perceive themselves to be experiencing diversity (e.g. through the curriculum, informal interactions, diversity culture) develop some of the graduate attributes valued by universities. Thus, this study sought to answer the following research questions:

- (1) Do students who report more experiences with diversity (i.e. through the curriculum and informal interactions) report greater gains in the development of their teamwork skills, problem-solving skills, and appreciation of and respect for diversity?
- (2) Do students who perceive a more welcoming institutional culture report greater gains in the development of their teamwork skills, problem-solving skills, and appreciation of and respect for diversity?
- (3) How do these relationships compare between international and local students?

Methodology

Conceptual framework

The conceptual framework used to guide our study is Astin's (1991) Input–Environment–Outcome (I–E–O) model of college impact. The I–E–O model posits causal relationships among three types of variables: inputs (demographic characteristics and background characteristics that students bring with them to college), environments (college experiences and environments that students encounter during college), and outcomes (student outcomes at the end of college). This model conceptualizes student outcomes as a function of both inputs and environments. While the inputs are presumed to affect outcomes directly, they are also expected to affect outcomes indirectly through the ways in which students engage with their environments. Thus, while the main focus is on college impact, this model adjusts for the confounding effect of students' pre-college characteristics in examining the impact of college – specifically, perceptions of institutional culture and college experiences – on student outcomes.

Sample

The data for this study was collected as part of the annual student survey administered at the University of New South Wales. In spring 2007, undergraduate and postgraduate coursework students were asked to complete an online survey to provide feedback about their experiences at the University. Of the 41,860 enrolled students eligible to complete the survey, 5464 students responded to the survey, representing a 13%

Table 1. Student demographic characteristics.

	Respondents		UNSW Overall	
	<i>n</i>	%	<i>n</i>	%
<i>Gender</i>				
Female	2835	52	19116	46
Male	2629	48	22744	54
<i>Program level</i>				
Undergraduate	4378	80	26820	69
Postgraduate coursework	1086	20	12223	31
<i>Enrolment status</i>				
Full-time	3968	73	28853	69
Part-time	1496	27	13007	31
<i>Funding group</i>				
International	1026	19	8337	20
Local	4438	81	33535	80
<i>Total</i>	5464		41860	

response rate. The number of respondents exceeds the minimum sample size required to be considered representative of the total population (i.e. 1771 students for a confidence level of 99% and margin of error $\pm 3\%$). Table 1 presents selected demographic characteristics for the student survey respondents and student population overall.

Variables

The student survey consists of both open-ended and closed-ended questions and provides the University with information that informs planning and quality improvement processes and potentially provides an internal benchmark of students' experiences. The survey instrument was adapted from the American National Survey of Student Engagement (NSSE), which asks students about their behaviour as students, and their attitudes towards various aspects of their experience. The independent variables of interest included items which asked students about: (1) their perceptions of institutional culture, and (2) their diversity learning experiences.

With regard to perceptions about their institutional culture, students were asked to indicate on a five-point scale (where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree) to what extent they agreed with the following statements:

- The campus is a good place to be.
- UNSW provides an environment for students that is free from prejudice and discrimination.

With regard to diversity learning experiences, students were asked to indicate on a four-point scale (where 1 = never, 2 = sometimes, 3 = often, 4 = very often) how often in their experience at UNSW during the current academic year they had done each of the following:

- been exposed to diverse perspectives (different cultural groups, religions, genders, political beliefs, etc.) in class discussions or assignments;
- had meaningful conversations with students of a different cultural group or ethnicity other than their own;
- had meaningful conversations with students who are very different from themselves in terms of their religious beliefs, political opinions or personal values.

The dependent variables included items which asked students, ‘Thinking about your major area of study or discipline, how much has your experience at UNSW throughout your degree contributed to the development of the following skills and outcomes?’ and were all coded on a five-point scale (1 = neutral, 2 = very little, 3 = some, 4 = quite a bit, 5 = very much). The dependent variable composites are as follows (Cronbach alpha estimates in parentheses):

- Teamwork ($\alpha = .83$)
 - Working effectively with others
 - Leadership skills
- Problem-solving ($\alpha = .85$)
 - Critical thinking skills
 - Confidence in tackling unfamiliar problems
- Appreciation of and respect for diversity ($\alpha = .84$)
 - Openness to new ideas and perspectives
 - Awareness and understanding of indigenous perspectives
 - Awareness and understanding of cultures and perspectives other than your own

Analytic approach

We conducted both descriptive and multivariate analyses. The descriptive analyses explored variations in the dependent variables for all students and international and local students separately. The multivariate analyses included a series of blocked entry regression analyses in which the independent variables were entered in three blocks: background characteristics, perceptions of institutional culture, and learning experiences (including diversity experiences). All analyses were conducted on the overall sample and then compared across local and international students.

Limitations

As with most studies, this one is not free of limitations. First, we acknowledge that our data is correlational (i.e. non-experimental) in nature. Despite our periodical use of the term *effect*, as with any correlational data, cause-and-effect relationships should be interpreted cautiously. Second, all of the data collected from students are based on self-reports. Although this is a widely used and generally valid approach for obtaining student information (Pike 1995), students may be using differing baselines when they are asked to report their own development during college (Pascarella 2001). The large sample size in the current study helps to offset threats to validity inherent in self-report measures by capturing a more accurate student population average rather than relying on a few individual students’ own point of reference.

Results

Descriptive analyses

We compared the means of the graduate attributes – teamwork, problem-solving, and appreciation of and respect for diversity – for all students, international students only, and local students only (Table 2). Overall, students reported that their university experience contributed between ‘some’ and ‘quite a bit’ (means ranging from 3.2 to 3.94) to the development of these graduate attributes. However, there were some significant differences when comparing the graduate attributes scale averages between international and local students. With regard to teamwork, international students reported that the university experience contributed more to developing their ability to work in teams as compared to local students [$t(5310) = 2.47, p < .05$]. Similarly, international students as compared to local students also reported that the university experience contributed more to their appreciation of and respect for diversity [$t(1595.54) = 7.17, p < .001$]. With regard to problem-solving, it was the local students who reported that university contributed more to the development of these skills as compared to their international peers [$t(1460.57) = -4.59, p < .001$].

Regression analyses

Tables 3 presents a summary of the blocked entry regression analyses for all students and Table 4 presents a summary comparing the blocked entry regression analyses for international and local students separately. Each column contains the beta values (standardized regression coefficients) associated with the diversity experiences, after student characteristics, perceptions of institutional culture, and all learning experiences were entered into the regression model. Given space constraints, we

Table 2. Mean comparisons of graduate attributes between international and local students.

	All Students		International		Local	
	<i>(n</i> = 5464)		<i>(n</i> = 1026)		<i>(n</i> = 4438)	
	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean
<i>Teamwork (2 item average)</i>	5312	3.52	997	3.58	4315	3.50
Working effectively with others	5333	3.66	1009	3.76	4324	3.64
Leadership skills	5318	3.36	998	3.39	4320	3.36
<i>Problem-solving (2 item average)</i>	5423	3.85	1017	3.74	4406	3.88
Critical thinking skills	5429	3.94	1020	3.81	4409	3.96
Confidence in tackling unfamiliar problems	5427	3.76	1018	3.65	4409	3.79
<i>Appreciation of and respect for diversity (3 item average)</i>	5129	3.54	990	3.72	4139	3.49
Openness to new ideas and perspectives	5386	3.86	1018	3.90	4368	3.86
Awareness and understanding of indigenous perspectives	5138	3.20	991	3.51	4147	3.12
Awareness and understanding of cultures and perspectives other than your own	5263	3.52	1011	3.73	4252	3.47

*5-point scale: from 1 = neutral to 5 = very much.

Table 3. Final multiple regression analyses for all students.

	All Students		
	Teamwork	Problem-solving	Appreciation of and respect for diversity
<i>Background characteristics</i>			
Level (0 = undergraduate; 1 = postgraduate coursework)	-.06 ***	-.01	-.02
Funding group (0 = local; 1 = international)	.01	.04 *	-.06 ***
Gender (0 = male; 1 = female)	.02	.00	.12 ***
Enrolment status (0 = part-time; 1 = full-time)	.02	.03	.03
First in immediate family to attend university (0 = no; 1 = yes)	.02	.02	.03 *
Seriously considered dropping out of university last semester (0 = no; 1 = yes)	-.08 ***	-.06 ***	.01
Speak a language other than English at home (0 = no; 1 = yes)	.07 ***	.00	.09 ***
Hours per week: paid work last semester	-.01	.02	-.02
<i>Perceptions of institutional culture</i>			
The campus is a good place to be	.13 ***	.17 ***	.16 ***
UNSW provides an environment for students that is free from prejudice and discrimination	.07 ***	.08 ***	.10 ***
<i>Formal and informal learning experiences</i>			
Asked questions in class or contributed to class discussions	-.03	.05 **	-.01
Made a class presentation	.04 *	-.01	.03
Prepared two or more drafts of a paper or assignment before submitting it for assessment	.03 *	.03 *	.02
Worked on a paper or project that required integrating ideas or information from various sources or courses	.00	.07 ***	.04 *
Been exposed to diverse perspectives (different cultural groups, religions, genders, political beliefs, etc.) in class discussions or assignments	.05 ***	.08 ***	.25 ***
Worked with other students on projects during class	.22 ***	.01	.01
Prepared class assignments that required working with classmates outside of class	.08 ***	-.05 **	-.05 **

(Continued.)

Table 3. (Continued.)

	All Students		
	Teamwork	Problem-solving	Appreciation of and respect for diversity
Applied your learning from one course to another different course when completing assignments or during class discussions	.04 *	.15 ***	.07 ***
Talked about career plans with a member of academic staff or careers adviser	.06 ***	.05 ***	.04 **
Had meaningful conversations with students of a different cultural group or ethnicity other than your own	.05 *	.03	.03
Had meaningful conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values	.02	.03	.12 ***
Collaborated with other students to engage in research and inquiry	.10 ***	.07 ***	.01
Been involved in the research being undertaken by staff	.04 **	.03	.02

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 4. Final multiple regression analyses for international versus local students.

	International			Local		
	Teamwork	Problem-solving	Appreciation of and respect for diversity	Teamwork	Problem-solving	Appreciation of and respect for diversity
<i>Background characteristics</i>						
Level (0 = undergraduate; 1 = postgraduate coursework)	-.10 **	-.06	-.04	-.04 *	.01	-.02
Gender (0 = male; 1 = female)	-.01	.00	.08 *	.03	.00	.13 ***
Enrolment status (0 = part-time; 1 = full-time)	.02	.03	.06	.03	.04 *	.02
First in immediate family to attend university (0 = no; 1 = yes)	.04	.01	.07 *	.02	.03	.03
Seriously considered dropping out of university last semester (0 = no; 1 = yes)	-.11 ***	-.05	.00	-.07 ***	-.06 ***	.01
Speak a language other than English at home (0 = no; 1 = yes)	.09 **	.10 **	.12 ***	.07 ***	-.01	.07 ***
Hours per week: paid work last semester	-.04	-.06	-.08 *	-.01	.02	-.01
<i>Perceptions of institutional culture</i>						
The campus is a good place to be	.13 ***	.19 ***	.22 ***	.13 ***	.16 ***	.15 ***
UNSW provides an environment for students that is free from prejudice and discrimination	.03	.07	.08 *	.08 ***	.08 ***	.10 ***
<i>Formal and informal learning experiences</i>						
Asked questions in class or contributed to class discussions	-.04	.06	.01	-.02	.05 **	-.01
Made a class presentation	.03	-.01	.05	.04 *	.00	.03
Prepared two or more drafts of a paper or assignment before submitting it for assessment	.04	.01	-.01	.03 *	.04 *	.03
Worked on a paper or project that required integrating ideas or information from various sources or courses	.06	.07	.04	-.02	.07 ***	.03

(Continued.)

Table 4. (Continued.)

	International			Local		
	Teamwork	Problem-solving	Appreciation of and respect for diversity	Teamwork	Problem-solving	Appreciation of and respect for diversity
Been exposed to diverse perspectives (different cultural groups, religions, genders, political beliefs, etc.) in class discussions or assignments	.02	.07	.17 ***	.06 ***	.08 ***	.26 ***
Worked with other students on projects during class	.24 ***	.03	.02	.21 ***	.00	.00
Prepared class assignments that required working with classmates outside of class	.08 *	-.04	.02	.08 ***	-.05 **	-.07 ***
Applied your learning from one course to another different course when completing assignments or during class discussions	-.01	.18 ***	.07	.05 **	.14 ***	.06 ***
Talked about career plans with a member of academic staff or careers adviser	.02	-.05	-.02	.07 ***	.07 ***	.05 **
Had meaningful conversations with students of a different cultural group or ethnicity other than your own	.04	.10 *	-.01	.05 *	.02	.03
Had meaningful conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values	.06	.05	.13 *	.01	.03	.12 ***
Collaborated with other students to engage in research and inquiry	.14 ***	.13 **	.11 **	.09 ***	.06 **	.00
Been involved in the research being undertaken by staff	.00	.01	-.06	.05 ***	.03	.03 *

* $p < .05$, ** $p < .01$, *** $p < .001$.

present the findings and will focus our discussion only on the key independent variables of interest, that is, student perceptions of institutional culture and student experiences with diversity.

The multiple regression analyses conducted on all students show that perceptions of a positive institutional culture (i.e. the campus is a good place to be, UNSW provides an environment for students that is free from prejudice and discrimination) have significant positive effects on all three graduate attributes. With regard to learning experiences, being exposed to diverse perspectives had a significant positive effect on all three graduate attributes. This positive effect was strongest on appreciation of and respect for diversity. Having meaningful conversations with students of a different cultural group or ethnicity had a significant positive effect on teamwork only, while having meaningful conversations with students who are very different in terms of religious beliefs, political opinions or personal values had a significant positive effect on appreciation of and respect for diversity.

Table 4 compares the final multiple regression analyses for international and local students separately. With regard to institutional culture, perceptions that the campus is a good place to be had a positive effect on all three graduate attributes for both local and international students. This positive effect was even stronger for international students on their developing graduate attributes. Perceptions that the University provides an environment for students that is free from prejudice and discrimination had a positive effect on all three graduate attributes for local students, and only on appreciation of and respect for diversity for international students. This positive effect was slightly stronger for local students on their developing graduate attributes.

With regard to learning experiences, being exposed to diverse perspectives had a positive effect on all three graduate attributes for local students, but only had a positive effect on appreciation of and respect for diversity for international students. Having conversations with students of a different cultural group or ethnicity had a positive effect on teamwork skills for local students, and had a positive effect on problem-solving for international students. Lastly, having conversations with students with different religions, political opinions or personal values had a positive effect on appreciation of and respect for diversity for both local and international students.

Discussion and conclusion

Diversity in higher education has become a topic of increased interest both nationally and internationally. Whereas the international research literature has undoubtedly paved the way into this area, little is known about the value of diversity in the Australian context. A review of the diversity literature in Australian higher education has tended to focus largely on international students, their university experiences, and how to better integrate international students into Australian higher education (e.g. Burns 1991; Mullins, Quintrell, and Hancock 1995; Ramburuth and McCormick 2001). Comparatively, little research has examined how *all* students, regardless of background or culture, can benefit from this diversity. A review of the 41 Australian Universities Quality Agency audit reports (AUQA 2008) paints a similar picture. The AUQA audits focused mainly on internationalisation in terms of improving the international student experience and providing services for international students. While many universities acknowledge the cultural diversity of their student population – as is evident in their international student enrolments and their focus on increasing this

enrolment – very few have realised the benefits and strengths of having such a diverse student body.

This study attempts to address this gap and examined whether student experiences with diversity and perceptions of a diversity culture impact on the development of selected graduate attributes for *all students* at one Australian university. In general, student experiences with diversity had a small to moderate positive effect on developing teamwork, problem-solving skills, and appreciation of and respect for diversity – graduate attributes common to many Australian universities. These general findings mirror the international research literature and confirm the benefits of student experiences with diversity. Zúñiga, Williams, and Berger (2005) hypothesize that exposing students to diversity via the class content, assignments and discussions provide students with both content knowledge and practical tools for engaging in meaningful conversations; as a result, students are more open to differing perspectives and more open to challenging their own and others' biases. The findings of this study also align with the broader literature regarding cross-cultural interaction and its benefits, a phenomenon that has been replicated widely for over half a century since Allport's (1954) influential piece on contact theory.

While there are positive benefits of engaging in diversity activities for *all* students, slightly greater gains in the development of graduate attributes are seen for local students as compared to international students. This finding also replicates previous research which has demonstrated that how one experiences these interactions and activities is influenced by one's status, that is, as a minority or majority group member (e.g. Mullen, Brown, and Smith 1992; Sachdev and Bourhis 1991; Sidanius and Pratto 1999; Tropp and Pettigrew 2005). For example, because international students are the minority, the chances that they will be exposed to diverse perspectives and engage with diverse others are much higher than those of local students. Thus, local students may benefit *more* from experiences with diversity and show greater gains in developing graduate attributes as these interactions are fewer.

The findings regarding the positive impact of institutional culture also parallel emerging literature which states that the benefits of diversity are stronger than previously believed and can extend to environments (Chang et al. 2006; Denson and Chang 2009). Specifically, these studies showed that there are benefits associated with being *immersed* in such an institution that sustains positive race relations. While this study did not assess institutional culture per se, there is something to be said about student *perceptions* of the institutional culture. In this study, perceptions were measured by student agreement with the following two statements: 'the campus is a good place to be' and 'UNSW provides an environment for students that is free from prejudice and discrimination'. While both had a positive impact on developing graduate attributes for both groups of students, 'the campus is a good place to be' had a greater impact for international students, and 'UNSW provides an environment for students that is free from prejudice and discrimination' had a greater impact for local students. Future research should examine possible reasons for the differential effects between international and local students.

While Australian universities are becoming increasingly diverse, it is becoming evident that interaction amongst students from different cultures is by no means guaranteed. In fact, 'universities are deluding themselves if they believe that the presence of international students on campus contributes to the internationalization of higher education' (Wright and Lander 2003, 250). A study by Volet and Ang (1998) examined students' beliefs about the factors which affect the formation of mixed

groups in academic settings, and the changing nature of their perceptions after a successful culturally mixed group experience. Their study revealed that both local and international students share the responsibility for the lack of interaction between the groups. While local students assumed that the international students would rather keep to themselves, the international students assumed that the local students did not want to interact with them either. Even after having a positive mixed group experience, *both* local and international students expressed their reluctance to seek out a culturally mixed group in the future, not because they did not enjoy their interactions, but rather because they felt more comfortable and felt they shared more in common with students from their own group. The authors argued that successful intercultural interactions can only be achieved if both groups of students are ready to make it work. However, it is becoming apparent that institutions do play a critical role in fostering positive intercultural interactions amongst their students.

In conclusion, the overall findings of this study provide some preliminary support for the hypothesis that the quality of the university experience is appreciably enhanced by perceptions of a positive institutional culture as well as experiences such as being exposed to diverse perspectives in class and engaging in conversations with diverse others. Our findings may be used as a starting point for future research to examine more closely the role of diversity experiences and institutional culture in the development of graduate attributes. We hope that the results of our study can persuade universities to encourage the provision of more diversity experiences both inside and outside the classroom.

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