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The Culture of a (Multi)Culture Center: A Quantitative Analysis of the Use of a Multicultural Center at a PWI

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THE CULTURE OF A (MULTI)CULTURE CENTER: A QUANTITATIVE

ANALYSIS OF THE USE OF A MULTICULTURAL CENTER AT A PWI

by

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THE CULTURE OF A (MULTI)CULTURE CENTER: A QUANTITATIVE

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Diversity in higher education is becoming an increasingly popular topic of discussion amongst administrators, particularly in regards of how to best support students of color as well as how to encourage students of differing social identities to interact with one another. However, little is known about multicultural centers, where students of color go to build community and where engagement in diversity initiatives is prominent. Using the Jackie Gaughan Multicultural Center (JGMC) at the University of Nebraska-Lincoln as the focus, this study analyzes the population of the center for commonalities and differences between student and faculty/staff populations as well as White students and students of color. A quantitative study was conducted with findings indicating that White students used JGMC as a formal space to attend meetings and programs while students of color used JGMC as a social space to build community. Recommendations for higher education administrators and areas for future research are also provided.

Dedication

For my family, who endlessly provide me with strength and encouragement

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CHAPTER 1

INTRODUCTION

University staff of various departments and units constantly need to ask themselves "are we properly serving our students?" Trying to answer this question becomes increasingly difficult for the staff of a multicultural center when, after much discussion, they are not sure who their students are. One example is that of the Jackie Gaughan Multicultural Center (JGMC) at the University of Nebraska-Lincoln (UNL). Opened in 2010, the goal of the JGMC is to "advance the university's mission by serving as a national leader in providing state of the art facilities that promotes co-curricular learning, respect for and understanding of cultural diversity, multiculturalism and inclusion" (Fortune, 2010a, para. 6). UNL boasts JGMC as the largest multicultural center attached to a student union in the United States (University of Nebraska Unions, 2015). A virtually seamless walkway connects the two buildings via the second floor, flowing from meetings rooms in the union to open study and lounge space of the JGMC. While the prominent location on campus emphasizes the university's commitment to diversity and to students of color, its accessibility to all of campus has the potential to alter the actual population and use from what the building was originally intended – as a place for community building amongst students of color and a space for intercultural interactions (Behm, 2000a, 2000b, 2000c). Is this how campus is truly using JGMC? Further, the exact demographics of the individuals who actively use the multicultural center are unknown. Without this information, JGMC staff cannot properly serve their users and their needs.

The issues of multicultural center space, such who uses the specific spaces, how and why, are relatively unexplored by researchers. As Renn (2011) describes the issue of space, "Identity centers create physical space that can be claimed by student who share that identity" (p. 249). Better understanding of the demographics of the students, staff, and faculty who use designated multicultural space and for what purposes could alter how administrators perceive its function within the wider campus community from what they merely assume it is being used for. Who uses the space, for what purposes, and how often? Are students interacting with others of differing social identities? Using JGMC as an example of a prominently placed multicultural center, this study will answer these questions regarding multicultural space at a predominately White institution (PWI). To better understand the answers to these questions, however, the history of culture centers and the context in which they exist today need to be taken into consideration.

Context Matters

The question of who traditionally uses multicultural space can be traced back to the history of identity centers and who they were created to serve. Patton (2006) described the relatively brief history of identity centers on campuses, starting in the 60's and 70's after numerous social movements. Minoritized students demanded spaces of their own at PWI's and administrators, in an effort to appease their demands and to seem welcoming in a world of quickly increasing diversity, designated various campus spaces to these students. Often, they were small buildings far removed from campus. Old churches and houses were commonly purchased and quickly reformed as identity specific spaces. These tiny appeasements were positive steps. The conversations regarding spaces ended, however, but the needs did not. Increased populations of these students, as well as

the additions of newly recognized identities, meant that the previously designated spaces were glaringly inadequate for the needs of their students.

College campuses have been a catalyst for social change for decades, but the most recent crop of students have reenergized long dormant movements to demand equality in their educational atmospheres. At the forefront of these movements has been the #BlackLivesMatter cause, created in the wake of the acquittal of George Zimmerman in the death of Trayvon Martin and brought to the forefront of the media after the deaths of Mike Brown and Eric Gardner at the hands of police officers (Somashekar, 2015). This movement, calling for the end of systematic racism, has spread to campuses across the nation. Dozens of campuses have seen the movement brought to their doorstep with students demanding increased minority enrollment, culture centers to meet the needs of students of color, and the removal of high-ranking administrators who had not done enough to combat the issues on campuses (Somashekhar, 2015).

The renewed demands for adequate and equal space on campus are reminiscent of those from the civil rights era of higher education, but educators will not be able to placate students with odd rooms or buildings around campus. Recent demands have been in regards to new and improved buildings and spaces for minoritized students ("The Demands," 2016). In addition, demands have also called for increased resources for these populations to assist in providing an equitable education, and college experience, to all students on campus("The Demands," 2016).

The modern student movements create the current context for multicultural centers on campus. Identity and culture centers play a crucial role in the demands made by protestors at several campuses around the country ("The Demands," 2016). As

administrators once again need to demonstrate their commitment to diversity and their

minoritized students, the demand for better and more prominent spaces on campus are,

and will continue to be, at the forefront of many student demands. What is uncertain at

this point is what comes after the construction of a new building suited for these

purposes. With the demands met, is the space utilized as both students and administrators

envisioned it would be?

The Jackie Gaughan Multicultural Center at UNL provides a unique opportunity

to study the aftermath of student activism at a PWI. In the lengthy history of student

activism behind the construction of the building, outlined further in Chapter 2, students of

color fought for nearly a decade for equitable space on campus, resulting in a prominent

structure touted as evidence of the university's commitment to diversity. Now in its sixth

year, most students have never known campus without the facility, but campus issues still

persist for students of color with rallies and calls to action occurring concurrently along

with other institutions around the country (Perlman, 2016). While no systematic issue can

be solved over night, or within just a handful of years, this study will provide a better

understanding of the purpose a multicultural center at a PWI.

<div align="center">Purpose Statement & Research Questions</div>

The purpose of this study is to identify how space at a multicultural center is used

by university students, staff, and faculty. There is little to no literature available that

reflects quantitatively how designated multicultural space is used and by whom at a PWI,

which could offer insight into campus dynamics and climate as to if students of color and

White students are interacting. This study will begin to fill this gap in the literature and to

encourage further research in the subject. The following questions guided the study:

1. What individual spaces in JGMC do students, faculty, and staff use in the multicultural center, how frequently do they use the center, and for what purposes?

    a. Are there differences in the types of space used, frequency of use, and purposes of use of the multicultural center by role at the university or race?

2. How frequently are students engaging in positive and negative diverse interactions while in the multicultural center?

    a. Are there differences between White students and students of color in the types of diversity interactions and the frequency with which they occur?

Significance of Study

This study is significant in several ways. As recent protests around campuses have moved institutions to make sweeping changes to campus climate issues, the role of culture centers is, and will be, at the forefront of many current and upcoming conversations (Somashekhar, 2015; "The Demands," 2016). Students are calling for larger, more easily accessible, and prominent buildings, yet little to no research has been done to measure the impact these spaces have on campus, if any. If a multicultural center is attached to a student union, who will use it? Will the location promote cross-cultural interactions?

The administrators and staff who work in the Jackie Gaughan Multicultural Center and who program within the building will also greatly benefit from this study. Understanding who is actively using the facilities and for what purposes will help the staff of the offices housed in the building better program for and around the users' needs.

Further, since JGMC is considered a student union (one of three at UNL), the study will be able to assess if students use it as an extension of the main union, such as a place to study or congregate informally, or as a multicultural center for the purpose of exploring identities and discussing campus climate issues. Should the purpose gravitate heavily toward one use or the other, UNL administrators and JGMC staff can actively work to balance how campus utilizes the building. It will also be helpful to understand if there is a divide in how the specific areas are used between groups of students so that administrators can be more intentional in promoting events and activities to groups that may not otherwise attend.

Research Design

With the general lack of literature on the topic of multicultural centers and the studies that do exist being qualitative in nature, this study is purposefully quantitative in nature to assess the space on a larger scale (Patton, 2010). The survey was developed using Gurin, Dey, Hurtado, and Gurin's (2002) framework regarding structural diversity and diversity interactions. The current body of literature supporting the necessity for students of color to build community at a PWI was also used to guide the study as well as items borrowed from Bowman and Brandenberger's (2012) study of diversity interactions in a service learning course. Targeted and snowball sampling methods were used to recruit participants for this study based on their traceable use of the building, such as reserving a room in the building or being listed as attending an event. Participants were also recruited based on their perceived use of the building, such as being a member of a Recognized Student Organization (RSO) housed in the building or of a group that regularly used the building for meetings. The survey was distributed to these individuals,

asking for demographic information such as gender identity, race, role on campus, and years as a member of the campus community. Participants then responded to questions regarding the frequency of use of specific spaces and rooms in JGMC and frequency of various activities performed in JGMC. Analysis included descriptive statistics, chi-square analyses, and t-tests where appropriate to compare groups. More about the methodology will be described in Chapter 3.

Definition of Terms

Active use. This term is used as a catch-all descriptor for any individuals that uses the building with the exception of napping, using the space a thoroughfare, or only using the restroom facilitates or vending machines.

Student. Any individual enrolled for credit at UNL during the Fall 2015 semester.

Staff. Any individual employed by UNL as support for the university housed in various roles including, but not limited to, Student Affairs, Student Involvement, or other administrative roles that are non-teaching in nature.

Faculty. Any individual employed by UNL in a teaching position.

Predominately White institution (PWI). An institution of higher education that has an enrollment of 50% or more White identified students. Also sometimes referred to historically White institutions due to the history of segregation and separatism in higher education before the Civil Rights Movement (Brown II & Dancy II, 2010).

Diversity interactions. This term refers to any contact made by the individual with anyone of a difference social identity, including race, gender, sexuality, social class, national origin, values, religion, or political views (Bowman & Brandenberger, 2012).

Minoritized. Taken from Benitez (2010), this term is used instead of "minority" to describe student populations that are not of the majoritized. This is done purposefully in reference to the act of being treated as a minority as opposed to the labeled identity of being a minority. Used interchangeably with "marginalized."

Majoritized. The opposite of minoritized, this is in reference to individuals who hold the dominant social identities according to society. Intentionally refers to the act of being in the majority instead of the labeled identity of being a majority.

Structural diversity. The numeric representation of various groups, predominately used to describe the racial makeup of an institution's student body (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998).

Campus culture. A broad term used to describe the history of an institution, including the norms and practices practiced by the campus, and the engrained attitudes of a college that is not easily changed ("Campus Culture or Climate," 2014).

Campus climate. According to Hurtado et al. (1998), how to describe the campus' outlook on a subject, but that can be different by social context, such as a White student's view of race on campus versus that of a student of color.

Microagressions. Reoccurring insults, intentional or unintentional, that are hostile or negative based on the membership in marginalized group, often with hidden messages of inferiority (Sue, 2010).

Diversity initiatives. Planned and strategic responses to increasing diversity and diversity awareness for an organization that can be short or long term in focus (Washington State, 2012).

Delimitations

To best define the population of my study, certain delimitations were set in order to recruit participants. In order to better frame the study and to truly target individuals who utilize the building, the study only focused on those who fit the definition of actively using the building. The scope of the study was not to gain a headcount of every individual who has passed through the doors of the JGMC but rather to understand the students, staff, and faculty who used the building as a communal space on campus. Individuals who used JGMC merely as a convenience, such as for vending machines, restrooms, or as a walkway to the main Union were not included as active users.

Conclusion

With diversity and race relations on campuses becoming the front of news headlines in increasing regularity, the need to better understand campus dynamics and climate issues is becoming a top priority for administrations. For campuses with multicultural centers already, this study can serve as a starting point for assessing designated multicultural spaces for population demographics and to think critically about the types of interactions occurring. For institutions without a multicultural center or designated space on campus to explore this issues of race, this study can serve as starting point for considering the potential uses, and users, of a center.

Chapter 2 will move into a review of the current literature surrounding multicultural centers, community building amongst students of color at PWIs, the effects of diversity and diverse interactions at PWIs, and uses of campus unions or other central public spaces open to the student and staff community. Chapter 3 will describe the methods taken to collecting the data and the steps taken to analyze the data. Chapter 4

will be an overview of the results and findings. Chapter 5 will explore the implications of

the findings and areas for future research.

CHAPTER 2

LITERATURE REVIEW

Little to no research exists that specifically addresses the how multicultural centers are used and by whom. This chapter will explore the research that does exist regarding the importance of identity-centered space on campus. To begin, a history of the JGMC is given in order to set the context and situation of the study. As the building was not easily granted by the university, and students of color worked for nearly ten years to see its completion, this could have an effect on its current use and patronage. Then, one of the main purposes of an identity center is explored, that of a safe haven on campus. Current literature demonstrates that students of color face an array of cultural and acceptance issues at predominately White institutions (PWIs), and that being around those of similar identities generally helps these students feel accepted and welcome (Negy & Lunt, 2008). Studies that showed the relationship of the success of students of color in relation to their sense of belonging to a campus and community are also examined. Arguments against identity specific spaces on campus are also touched on as an acknowledgement that there are data confirming this mentality exists on modern college campuses and is thus a part of the dynamic concerning multicultural centers. The role of diversity on campus is explored next as centers can also be the space where sometimes difficult and uncomfortable dialogues can happen between students regarding campus and world events. Then, literature that focused on the effects of diversity in higher education is examined as intercultural exchanges were one of the main purposes of JGMC being created. Next, given JGMC's prominent location on campus and its physical attachment to the main student union, the role of the JGMC is also one of a student union.

With this dual role of both multicultural center and student union, literature pertaining to the roles of a student union are examined as well as the importance unions play on college campuses. There are also gaps in the literature that the study aims to fill, the main aspect being the analysis of how multicultural center space is used and by whom on campus. Finally, after an analysis of the literature, the theoretical frameworks for the study are examined and explained as they relate to the research questions.

History of the Jackie Gaughan Multicultural Center

The history of a space is an important factor to consider when assessing the current use as it creates the context in which the space exists, and JGMC is no different. Prior to the opening of the Jackie Gaughan Multicultural Center in 2010, the university used an old church just off of campus known as the Culture Center for the same purposes (Behm, 2000a, 2000c; Daehn, 2000a, 2000b; Smuck, 2001; Staff, 2000). The old church was purchased and converted in 1985 to accommodate student organization office space and meeting space for students of color at UNL (Gibson, 2009). The church, however, was cramped and ill suited for its purposes and so the students groups quickly outgrew it (Patrick, 2000).

The first mention of replacing the old Cultural Center with a new, updated building came in February of 2000 via the Daily Nebraskan, the student run newspaper funded through student fees (Pesek). While the main focus of the story at the time was addressing the need to update the building and to treat is as equally as the other two campus unions, there was a brief mention of a campus rumor circulating. While no confirmation of a new building could be made, Howard Park of UNL Facilities did say "there were no plans to move the Culture Center under the university's master plan"

(Pesek, 2000, para. 1). The old building needed renovations as the ventilation system was severely inadequate, much of the building was not accessible to students with disabilities, and the size of the space was lacking for the multitude of the building's uses (Behm, 2000a, 2000b, 2000c; Daehn, 2000a, 2000b; Patrick, 2000; Sweet, 2000a, 2000b; Young, 2000).

It was not until December of 2000 that Interim Chancellor Harvey Perlman gave the approval to begin exploring the very real option of a new building (Daehn, 2000a, 2000b). While he agreed that the then current Center was in dire need of updating and had major issues, he also looked to the wider campus and the impact a new, centralized building could have on the rest of the community, stating that the current building "doesn't have much 'walk-in' traffic - you have to be going for something, or have been invited or be unusually curious to see its insides" (As quoted in Staff, 2000, para 1). There was a bigger picture at play, one that involved the rest of the campus and not just the inhabitants of the current center.

In order to gauge student interest in the project and to tap a potential funding source, an initiative was hastily added to the ballot for student elections in March of 2002 asking if students would be willing to increase student fees to help pay for the new center (Aarons, 2002). Interviews by the newspaper revealed mixed feelings by the student body regarding collecting student fees to pay for a new building (Aarons, 2002). At the time, few university units or departments gave public approval of the new building with the exception of the Residence Hall Association and The Daily Nebraskan (Parr, 2002; Staff, 2002). The initiative would go on to be rejected by the student body by 63% of the vote and plans for a new center stagnated (Lee, 2002)

In early 2005, the campaign for a new culture center was renewed after the issue was brought up by a student, Lisa Availa, at a banquet question-and-answer session (Holko, 2005). Availa had attempted to reignite the issue amongst administration for months with little success, but after asking about it publicly at the university banquet, the campaign took on new life. However as before, money was the biggest obstacle (Jennings, 2005). Without a way to fund the project, the plans would stay in blueprint format. In order to move forward, the campus community would need to be behind the idea, and more importantly, they would need to support the idea financially.

Months followed of positive public campaigns sponsored by a committee of dedicated students and staff to seeing the new center built and public support was garnered from major players on campus, including the student government, RHA, the Daily Nebraskan, and campus organizations (Eisenach, 2006; Grunke, 2005; Neiland, 2006; Staff, 2006b; Stehr, 2006; Zabih, 2006). A new ballot initiative was added to the March 2006 student elections (Zelaya, 2006). Even student political parties endorsed the new center and ran campaigns based on a commitment to diversity and the construction of the new building (Staff, 2006c; Zabih, 2006). The Daily took their support one step further and ran a series of descriptions leading up to the elections describing other universities who had invested in renovated or new multicultural centers (Perez, 2006; Staff, 2006a). If UNL wanted to keep up, students needed to approve the ballot initiative.

With the proper public build up and campus wide education of the dilapidated Culture Center, the ballot initiative to raise student fees by $24 per academic year passed with 82% of the student vote (Grunke, 2006b). This vote allowed the collection of fees to fund half of the estimated $8.7 million dollar project (Grunke, 2006a). However, this left

the rest – $4.35 million dollars – to be secured before plans could be finalized and construction could begin.

The bulk of the rest of these funds came from a private donation gifted by John Gaughan, UNL class of 1988 (Campaign for Nebraska, 2007; Zelaya, 2007). Gaughan made the donation on behalf of his grandfather, Jackie Gaughan of Las Vegas, who was one of the first in the casino industry to hire staff from multicultural backgrounds (Campaign for Nebraska, 2007). In regards to the donation made on his behalf, Jackie Gaughan illuminated what he hoped the building would be used for: "It is my hope that the new Jackie D. Gaughan Multicultural Center will provide students a place where they can come together and learn to be respectful of the many unique individuals they will encounter in their lives" (As quoted in Zelaya, 2007, para. 18). It took approximately 18 months for the building to be finished, opening in late March of 2010 (Boetel, 2010; Buckley, 2010; Staff, 2010).

Since its opening, the building has hosted numerous programs and events open to the campus. During its first year open, campus wide efforts were made to not only promote the building to students, but to reiterate the necessity of its purpose and to assure campus that the building was open for all (Fortune, 2010a, 2010b, 2010c, 2011; Konnath, 2010). Programming happened throughout the building, including in the Student Lounge, an semi-enclosed space on the first floor of the building surrounded by staff offices, fully enclosed meeting rooms on the second floor, and the Mandala Lounge, a fully open lounge that also acts as a hallway between the second floor meeting rooms and the connection to the Nebraska Union. Full floor plans can be found on Appendix B.

The history reflects the student activism required to make changes on campus; JGMC was a hard earned victory by students of color. While UNL claimed to be committed to diversity initiatives, it was a slow moving train that pushed the building into existence over an entire decade with a necessity to be spear headed by students of color. These students had to fight for the new building that would provide them with the space adequate to feel as though they belonged on campus and to build community amongst their groups. Administrators saw its purpose to the wider campus about being a place for all students to converge and participate in diversity, and so the dual mission of JGMC was created. This history and mission could heavily contribute to the current population of the building as a reflection of campus climate that could influence its current use.

Culture Centers on Campus

On a broader scale, but very similar to the history of the JGMC just described, the history of culture centers in the United States stems from the emergence of students of color at PWIs demanding a space where they can build a community amongst those that share the same identity (Patton, 2010). Now, a body of literature exists that supports the notion that students of color are more likely to persist if they feel as though they have built a community at their institutions (Hausman, Schofield, & Woods, 2007; Patton, 2006, 2010; Renn, 2011). While much of this is premised on the basis of individual identity centers (i.e. Black Culture Center, Latino Culture Center, etc.), the same principles can conceivably be transferred to an all-encompassing multicultural center.

Need for Safe Space

Literature consistently states that students of color feel marginalized or undervalued by their White counterparts while on college campuses (Bourke, 2010; Glenn, 2010; Johnson et al., 2007; Lozano, 2010; Liu, Cuyjet, & Lee, 2010; Negy & Lunt, 2008; Patton, 2006, 2010; Shotton, Yellowfish, & Citrón, 2010). Issues of campus race relations abound and, even on campuses that declare a supportive climate for students of color, individual instances of microaggressions can compound to create a sense of isolation for marginalized students (Lozano, 2010; Yosso & Lopez, 2010).

Students of color are sometimes stereotyped to be first-generation, athletes, or undeserving of their acceptance at a PWI based on academics (Bourke, 2010). Other times, these students might be singled out in class by both peers and faculty alike based on their race. According to Bourke (2010), students of color were often the only students of color in their classes and then they were asked by both their peers and classroom faculty to speak for their entire race, or offer their opinion on events as a spokesperson. In a similar study, students spoke about their experiences of marginalization and microaggressions on and off of campus and were shouted down by their White counterparts as being too sensitive or overreacting (Yosso & Lopez, 2010). If these incidents were to happen only once, students may be able to move past it. However, if students of color are constantly bombarded by microaggressions committed by their White counterparts and faculty, this could lead to consistent negative feelings and a sense of isolation on campus if they do not find a community where they feel their experiences are validated (Yosso & Lopez, 2010).

The institution itself can be an invalidating factor to students of color in ways that resources are distributed and how diversity is represented (Bourke, 2010). Surrounded by

a culture that was built on traditional White American values and norms, students of color often feel displaced by the environment established on most campuses (Hausman et al., 2007; Yeung & Johnston, 2014). In response, White administrators may be unsure of how to adjust their styles to meet an ever growing diverse population on campus in ways that move away from the White European American student.

Sense of Belonging

From the start of their time on campus, students of color are less likely to feel a sense of belonging on a college campus (Johnson et al., 2007). Surrounded by a culture based on and continually geared toward their White counterparts, students of color are more likely to feel as though they do not belong on campus or that campus does not reflect their social identities (Hausman et al, 2007).

Ample literature exists supporting the positive outcomes of community formed in identity centers (Bourke, 2011; Loranzo, 2010; Liu et al., 2010; Patton, 2010; Renn, 2011; Shotton et al., 2010). Forming a community provides a much needed space for students of color to empathize with each other's experiences and build community while attending a PWI (Bourke, 2010; Patton, 2010; Negy & Lunt 2008; Renn, 2011). Having a community to return to and feel comfortable with is integral in students' sense of belonging to a campus community and thus positively affects their success at the institution (Johnson et al, 2007; Patton, 2006; Yosso & Lopez, 2010). By building this community, students are able to establish a safe space on campus where there can express their opinions (Patton, 2006, 2010; Negy & Lunt, 2008; Yosso & Lopez, 2010). This community also allows them to share similar experiences about microagressions and otherwise alienating instances that happen to students of color at PWIs (Patton, 2006,

2010; Negy & Lunt, 2008; Yosso & Lopez, 2010). It is important to have a safe space

where communities of composed of minoritized identities can interact and share with

others of similar identities to prevent feelings of isolation and frustration when on a

majoritized identity campus. Identity and culture centers are one way to fill the need for

this space, providing an established and known space to students of marginalized

identities where they are welcome and that their culture is represented.

The Argument Against Identity Centers

Despite the positive aspect identity centers can contribute to campus, specifically

to students of color, identity centers can also be viewed as problematic due to the

perceived separation between minoritized and majoritized students that can happen.

Some critics argue that the community built within culture centers and ethnic centered

organizations becomes the only community students of color build (Bourke, 2010; Negy

& Lunt, 2008). Students may then limit themselves in terms of social capital, varying

viewpoints and opinions, and resources not found in the centers (Bourke, 2010). There is

also the argument that culture center and ethnic, culture, or race based organizations

contribute to separatism on campuses, leading minoritized students to distance

themselves from other students (Hurtado et al., 1998; Negy & Lunt, 2008). To date, there

are no studies that show empirically that culture or identity centers actually have negative

impacts on campus or campus climates.

Another aspect to the negative belief surrounding identity centers and specific

spaces is the notion that students who rely heavily on just the identity centers as their

campus involvement may miss opportunities to make other impacts on campus. This in

turns can create the stigma that students of color only associate with other students in the

identity centers (Bentley-Edward & Chapmen-Hilliard, 2015; Bourke, 2010). Even on the most structurally diverse campuses, low involvement in diversity opportunities decreases interactions amongst identities and decreases the frequency of cultural sharing (Banks, 2009; Bowman & Brandenberger, 2012). If students only associate with those who share the same identities, there is little opportunity for growth and development. Personal feelings and opinions are more likely to be reaffirmed by their community and not challenged by others with different life experiences (Bourke, 2010).

It is interesting to note that in the few studies that included the subject, negative views of identity specific organizations and spaces were predominately held by White students with a stronger sense racial superiority while those with a lower sense of racial superiority had more neutral feelings toward ethnic student organizations (Hurtado et al., 1998; Negy & Lunt, 2008). Negy and Lunt (2008) found in a survey of European American, African American, and Hispanic American college students that European American students with a higher commitment to their ethnic identity were more likely to believe Ethnic Student Organizations promoted separatism. African American and Hispanic American students, however, were more likely to be in favor of Ethnic Student Organizations.

So, while only a small percentage of the campus community may have a negative view of ethnic or identity based centers or spaces, it is important nonetheless to acknowledge these negative views may exist within the broader campus climates. Such views may create barriers for Ethnic Student Organizations and identity centers on campus if held by influential stakeholders who could actively act against the needs of marginalized students on campus by limiting resources or refusing to acknowledge

campus climate issues. Overall, the arguments made against identity centers are not empirically accurate according to current literature, but are nonetheless still present on some campuses and contribute to the context surrounding the existence of identity spaces.

Diversity on Campus

In contrast to the views held by the few individuals described above, campus diversity has become an increasingly important objective for many campuses in recent years. Support for diversity initiatives is directly tied numerous studies that support the notion that more diverse campuses means students are better educated and have better experiences at their institutions (Bowman & Brandenberger, 2012; Bourke, 2011; Boyle-Baise, 1999; Gurin et al, 2002; King, Perez, & Shim, 2013; Valentine, Prentice, Torres, & Arellano, 2012). Many components must be examined when supporting this claim, however, including defining diversity and what administrators consider to be a diverse institution. Further, the interactions between students regarding diversity, both positive and negative, have an effect on the immediate campus climate. Finally, diversity may have an overarching positive impact, but it does not affect all students the same.

Defining "Diversity"

Before an analysis of diversity on campuses can be done, the term diversity needs to be explored and examined. Diversity in a broad sense refers to a variety of differences (Diversity, n.d.). In the context of higher education, diversity can be referred to as differences of race, religion, gender identity, country of origin, and political viewpoints (Bowman & Brandenberger, 2012). This description of diversity is used in the context of this study.

Current literature points to students, specifically White students, as having a rather narrow definition of diversity. According to Banks (2009), White students defined diversity primarily along racial lines. This mirrored students' institutions from the study which preached having a diverse student body within the mission and core values and that went on to prove this commitment with break downs of how many students identified as which race (Banks, 2009).

Interestingly, several researchers note that White students do not consider themselves to be party of diversity on campus (Banks, 2009; Helm, Sedaleck, & Prieto, 1998). By excluding themselves from the definition, White students believe that they are the norm and that marginalized students are the outsiders of the culture (Banks, 2009). They do not see the relevance of their own culture in the wider discussion of campus diversity or the contributions they make to the discussion (Helm et al., 1998).

Structural Diversity

Higher education has not historically been welcoming to marginalized populations and this problematic history is often reflected in how campuses approach diversity efforts (Chang, Witt-Sandis, & Hakuta, 1998; Hurtado et al., 1998). In instances where inclusive efforts have been forced by litigation and court efforts, students of color are more likely to be introduced into a hostile environment even years after the integration (Hurtado et al., 1998). Institutions often employ a structural method of diversity, relying on the numbers of enrolled students to reflect an inclusive and welcoming campus for all (Bourke, 2010; Hurtado et al., 1998; Pike & Kuh, 2006; Yeung & Johnston, 2014). The assumption that purely structural diversity, which can be reflected numerically and tangibly to the greater public, is enough has wide reaching

effects, particularly to the student body (Wairkoo & Deckerman, 2014). Students of color may see themselves as tokens on a campus that is otherwise hostile and White students may believe that they are actively engaged in diversity efforts simply by attending an institution that is structurally diverse (Hurtado et al., 1998; Wairkoo & Deckerman, 2014; Yeung & Johnston, 2014).

Relying on structural diversity alone is not enough to reap the positive benefits of diversity, however it is an essential factor for creating an atmosphere of inclusion (Gurin et al., 202). Aiming for structural diversity has positive consequences that can be reflected in the campus climate and culture. Taking an active role in recruiting diverse students is a clear sign that institutions value and strive for multiculturalism on campus (Hurtado et al., 1998). If campus is lacking diversity, the minoritized students who are enrolled are viewed as tokens, so the active recruitment of marginalized students is key for improving not only the current campus climate but for slowly altering the campus culture of inclusivity (Hurtado et al., 1998; Pike & Kuh, 2006).

Having a structurally diverse student body is the first step to creating an actively diverse student body, one in which students of diverse background are engaging with one another (Gurin et al., 2002; Hurtado et al., 1998; Pike & Kuh, 2006; Valentine et al., 2012). Without the structurally diverse student body to use as a starting point, engaging in a multicultural campus is restricted (Gurin et al., 2002; Hurtado et al., 1998). Structural diversity is necessary in order to create the right environment for engaging with diverse groups (Gurin et al., 2002; Pike & Kuh, 2006). Essentially, students are more likely to engage with multicultural groups if those groups are well represented on campus whereas

if campus is not structurally diverse, the options to engage with diverse groups are severely limited.

Diverse Interactions

Merely having a structurally diverse campus with varied representation of many ideas does not equate to an interaction of these individuals (Banks, 2009; Bourke, 2010; Gurin et al., 2002). Interactions among different students are necessary to move past mere structural diversity: students need talk about how they differ from others and exchange stories about life experiences. Connections must occur in order to have a positive, lasting effect on students (Banks, 2009; Gurin et al., 2002; King et al., 2013; Valentine et al., 2012). According to Gurin et al. (2002), "the actual experiences students have with diversity consistently and meaningfully affect important…outcomes of a college education" (p. 358). In the Gurin et al. (2002) study examining diversity in higher education, diversity experiences in general were a significant variable for explaining the achievement of learning and democracy outcomes of students, both nationally and in the University of Michigan study the researchers conducted. The students with more active engagement with diversity were more inclusive of others, more concerned with the welfare of others, and were interested in a creating a social circle composed of a variety of identities (Gurin et al, 2002).

King et al.'s (2013) study showed that students of both majoritized and minoritized identities who interact with classmates that hold different identities hold fewer prejudices and are more likely to seek out opportunities for diverse interactions. In another study, those who had previous diverse interactions had better outlooks on multiculturalism on campus while those with no diverse interactions had a more negative

view of multiculturalism (Hurtado et al., 1998). Interactions after an instance of racial

bias on campus can also help restore fractures or severed lines amongst students as a

result of the incident, as described in the study by Yeung and Johnston (2014). In their

research, Yeung and Johnston found that after a racially biased incident occurred on at a

PWI, cross-racial conversations about the incident helped repair the damages between

groups after the incident occurred.

Diverse interactions generally need to be of a positive nature in order to nurture

the development away from holding prejudices (Bowman & Brandenberger, 2012; King

et al., 2013). However, even negative interactions do not necessarily result in more

prejudices or are not as negatively impactful as one might think (Bowman &

Brandenberger, 2012). The ability to debrief in a safe space regarding the negative

interaction as well as continued engagement are methods used to combat the negative

experience from seriously impacting students (Bowman & Brandenberger, 2012). In the

Bowman and Brandenberger (2012) study assessing student interactions with diversity in

a service learning course, negative interactions did not have as negative an impact as the

researchers had hypothesized. They believe this was due to the nature of the course in

that students had the opportunity to debrief their experiences in a space with other

students who may have also experienced the same negatives, but that was facilitated

instructors to critically assess the students' interactions. Students were also forced to

continue to interact with diverse individuals with no opportunity to avoid interactions.

Without the forced interactions, students may not have actively sought out diversity and

instead may have actively avoided it (Bowman & Brandenberger, 2012; King et al,

2013).

A student's first interaction with diversity might need to be coordinated through a requirement or in a structured space to overcome student's unwillingness to participate in an unfamiliar situation (Banks, 2009; Bowman & Brandenberger, 2012). Without a push from a trusted source, such as a university faculty or staff, students may stay within their own comfort areas and not venture out to meet those they might otherwise never communicate with (Banks, 2009). Banks (2009) found this hesitancy, and need to be pushed towards diversity, to be specifically true with White students. Despite the need for this initial push, the most influential diversity interactions come in informal spaces and engagement opportunities (Gurin et al., 2002; Bowman & Brandenberger, 2012). Interactions that are considered unexpected contribute the most to students' development with more frequent occurrences of beliefs changed and improved outlooks on multiculturalism and diversity (Bowman & Brandenberger, 2012).

Campus Climate

Students' perceptions of diversity play an important part on their view of campus climate issues (Helm et al., 1998). Students who are more aware of diversity issues reported higher levels of dissatisfaction with their campus environments (Helm et al., 1998). Further, the more students actively dealt with diversity issue, such as if they were victims of microagressions, the less satisfied they were with campus (Helm et al., 1998).

Hurtado et al.'s (1998) study showed that attitudes towards campus climate were also heavily affected by the students' race. Unsurprisingly, students of color were more sensitive to racial issues on campus, such as acts or prejudice, discrimination, and microaggressions where as their White peers had less knowledge of these issues and thus a higher satisfaction with campus climate (Hurtado et al., 1998). However, structural

diversity does not seem to impact White students' perceptions of campus climate (Pike & Kuh, 2006; Yeung & Johnston, 2014). For many White students, in fact, their perceptions of campus culture seem to remain unchanged despite drastic demographic changes to the population of campus over the years (Yeung & Johnston, 2014). In regards to White privilege on campus, Bourke (2010) stated that "White students find that the campus culture is theirs to use, and that it reflects their experiences" (p. 133). Despite the change in demographics to become more structurally diverse, the campus traditions and culture remained unchanged and still reflected White culture and norms. These privileges seem to be entrenched into the systems at predominately White institutions and so White students notice very little change in their day-to-day campus lives (Bourke, 2010; Yeung & Johnston, 2014). In other words, White students do not notice the nuanced campus climate issues that their peers of color do because the wider campus still reflects White culture, and White students are not forced to confront the same issues as their peers.

Who Really Benefits

There is a plethora of literature confirming the claim that diversity benefits college students (Banks, 2009; Bowman & Brandenberger, 2012; Gurin et al., 2002; Helm et al., 1998; Hurtado et al., 1998; King et al., 2013; LePeau, 2015; Pike & Kuh, 2006). However, only a few studies have been focused on *who* benefits the most from diversity.

Overwhelming, literature points toward White students benefiting more than students of color from diversity and diversity interactions (Chang, Witt-Sandis, & Hakuta, 1999; Cole & Zhou, 2013; Strayhorn, 2009). As White students tend to enter college with the most to learn from diversity, it is no wonder that they are the most

directly impacted by engagement from multicultural perspectives. Students who benefited from diversity interactions had a more positive perspective on multiculturalism (Bowman & Brandenberger, 2012), were more willing to engage further in diversity issues (Bowman & Brandenberger, 2012; King et al., 2013), were more critical of campus culture (Helm et al., 1998), and had fewer prejudices (Gurin et al., 2002).

Diversity interactions have also been shown to affect students of color more negatively than White students (Bourke, 2010). Greater interactions with White students tended to also increase incidents of microagressions and feelings of devalued experiences when speaking about racial incidents (Bentley-Edwards & Chapman-Hillard, 2015; Bourke, 2010). Due to these interactions, students of color tended to limit interactions with their White peers or avoid them all together (Bentley-Edwards & Chapman-Hillard, 2015; Bourke, 2010).

College Student Unions

In contrast to the previous sections regarding JGMC as a multicultural center, this sections outlines literature pertaining to JGMC's other role, that of a student union. This is an identity of the center that cannot be overlooked when analyzing the demographics of the users and considering how they use the building. As such, recent literature regarding student unions is relevant to the study outlined below, including relevant standards to college unions, how college unions should be welcome environments for diverse populations, the role of space for college unions, and student engagement in and with college unions.

CAS Standards

       The Council for the Advancement for Standards in Higher Education (CAS) releases revised editions for the CAS Standards and Guidelines for College Unions as needed, with the most major update happening in 2003. Institutions of higher education use these standards as a framework and reference to best serve their students when planning and considering the roles the student union plays on campus. Of the 13 parts of the CAS Standards, a few were of note in relation to this study including what should be included in the College Union mission, outcomes for programming, equity and access for the building and programming, diversity, and assessment and evaluation (Council for the Advancement for Standards in Higher Education [CAS], 2003).

       Mission. As the first part of the CAS Standards, the mission is a top consideration that staff and college administrators must consider for their college unions. CAS highlights student development and consistency with the mission and goals of the institution. This simple framework sets the stage for the entire building, its purpose, and how to focus its existence relative to the rest of campus (CAS, 2003).

       Program. The CAS Standards highly emphasize the role of specified outcomes in relation to programming in both curricular and co-curricular activities within campus unions. Outcomes should be based on theories and student development, intentional in their objectives, reflective of the diversity of the student population, and responsive to the needs of the students on campus (CAS, 2003).

       Equity and access. The College Union must be accessible by all members of the student population, reflected in the hours of operation and the times and locations of the services provided. The union should also remedy any imbalances in student participation

or staffing patterns consistent with the union's mission and goals. The CAS standards also make note of distances learners, insisting that off campus populations have the same access to services that on campus students do, available through online resources (CAS, 2003).

Diversity. Little is said about diversity in the CAS standards for college unions other than the each institution will be a different context for assessing the diversity of the student population. However, the standards do list that unions have an obligation to increase awareness of diversity on campus and to promote education experiences to deepen understanding of identity, culture, and heritage (CAS, 2003).

Assessment and evaluation. In order to measure its outcomes and ability to fulfill its mission, regular quantitative and qualitative assessment must be done. Data should be collected from all stakeholders, including students, staff, and vendors within the space. These evaluations should be used to revise the programs for improvement in terms of meeting the goals of the outcomes and the mission (CAS, 2003).

Welcoming Environment for Diverse Populations

Given the CAS standards outlined in the previous section, the purpose of a college student union is as varied and diverse as the students that utilize the physical space (CAS, 2003). College populations are becoming ever more diverse and the unions must change from traditional ways in order to properly serve the changing demographics in order to become a welcoming space for all identities (Banks, Hammond, & Hernandez, 2014; CAS, 2003; Rouzer, DeSawal, & Yakaboski, 2014; Rullman & Harrington, 2014). According to Rullman and Harrington (2014), students will only create a bond to the university – and to the union – if they feel welcomed and that they belong in the space. If

they do not feel a sense of belonging or that they matter to the institution, they are then less likely to participate in other aspects of college life (Rullman & Harrington, 2014).

Creating this sense of belonging is not easy for union staff to accomplish, given the changing demographics of campuses (Banks et al, 2014). The purpose of a student union can change drastically based on the identities of a student. More than needing to adjust to increasing racial diversity on campuses, other historically marginalized identities are also becoming more prominent on campuses that student unions need to consider. There are increasing populations of student veterans, non-dominant religions, Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) identifying students, and international students (Banks et al., 2014; Yakaboski & Perozzi, 2014). Students from these groups have very different needs from majoritized students that campus unions should attempt to meet in order to help students feel a sense of belonging (Banks et al., 2014). Some unions are adapting to meet these needs by putting identity centers in the union space, including Veteran Resource Centers, LGBTQ / Pride Centers, and Women's Centers in order to incorporate these students into the heart of campus (Banks et al., 2014). This allows these students to have control of a space and feel they matter. Meanwhile, since these centers are housed in the unions, student utilizing these identity specific spaces create more structural diversity within student unions that may have otherwise been absent (Banks et al, 2014).

Space Matters

The physical space of the union plays a major role in the acceptance and usages of the building by the student population (Banks et al., 2014; Hay, 2010; Lane & Perozzi, 2014; Pinchback-Hines, 2013; Rullman & Harrington, 2014; Yakaboski & Perozzi,

2014). Physical expressions, including the professional and student organizations offices

housed in the union, artwork displayed, food and dining options, bookstore presence, and

the configuration of study space all indicate to students what the institutions goals are and

who the services are geared towards (Banks et al., 2014; Lane & Perozzi, 2014; Rullman

& Harrington, 2014; Yakaboski & Perozzi, 2014). Unions that display a variety of

cultural artifacts such as state and country flags from the students enrolled at the

institution, offer a variety of food services, and honor a broad spectrum of individuals

that were integral to building and establishing the institution indicate to students of many

identities that the space is a welcome environment to them (Rullman & Harrington, 2014;

Yakaboski & Perozzi, 2014). On the other hand, if there are very few representations of

varying cultures and only one type of historical figure represented (White men), students

of marginalized identities will infer from the lack of representation that the union is not

meant for them and may not feel comfortable utilizing the space (Rullman & Harrington,

2014). Students pick up on many of these overt messages, intentionally made by the

union or not.

Engagement

Student union space is often the hub for campus wide programming initiatives for

the institution (Lane & Perozzi, 2014). As discussed previously, students need to feel

welcome in the space and part of the community before they will engage in these

activities and begin to expand out of their comfort zone (Banks et al., 2014; CAS, 2003;

Rouzer et al., 2014; Rullman & Harrington, 2014). Union programming needs to do both

- allow students to feel comfortable within the space and engage them at a level they are

comfortable with, but also progress their learning and development into areas in which

they are less familiar (Lane & Perozzi, 2014; Rouzer et al., 2014). In order to increase this commitment between the union and the student population, the union needs to assess students' interactions and involvement within the space and not just assess the hours students spend in the building (Banks et al., 2014). Administrators benefit from this information as they are then able to intentionally plan how to involve students in meaningful interactions that students may not be regularly having otherwise (Rullman & Harrington, 2014).

Once students feel they matter to the university and are comfortable in the space, they may begin to expand their social circle and engage with others and with the university in varying ways (Banks et al., 2014; Lane & Perozzi, 2014; Rullman & Harrington, 2014; Yakaboski & Perozzi, 2014). Union administrations can use programming as a conduit for engaging students in classroom learning outside of the academic space of campus (Lane & Perozzi, 2014). Popular methods of formal, intentional methods to engage students in learning include sponsoring speakers and panels about relevant topics or partnering with faculty to put on academic programming in traditionally social space. However, unions cannot rely solely on intentional programming and must also create the space where informal learning will happen, allowing for students to maintain a relaxed atmosphere where they can study, eat lunch, or relax between classes with their friends (Rouzer et al., 2014). Unions need to create this delicate balance between offering intentional and formal learning spaces while keeping a distance from venturing too far into the academic realm of campus. Concurrently, both informal and formal programming need to align with the mission of the union.

Gaps in the Literature

Research specific to multicultural centers and multicultural space is severely lacking and remains to be a significant gap in the literature. What is known, and that is detailed above, is that students of color face obstacles at PWIs that relate directly to their race and, to overcome these obstacles, students should build community with others who share the same identities. Also known is that having a structurally diverse campus is important, but not enough. Students of varying backgrounds and beliefs also need to interact in order for the positive effects of diversity to have an influence. What is far less studied, however, is the specific spaces on campus where the community building amongst students of color occur or where the interactions with diversity occur. JGMC holds a dualistic mission established in the history of the center: to be both a space for students of color to build community and to also be a space for all students to feel welcome and to interact with diverse populations. However, no literature exists that examines the dynamic of trying to be a safe space for students of color away from the rest of campus while simultaneously inviting the rest of campus into the same space to experience interactions with diverse individuals. How do students and administrators balance the two competing missions in the same space without favoring one over the other? What do students feel about trying to establish a safe space for community building while the university emphasizes interacting with individuals who do not hold similar identities?

Another gap in literature exists in regards to space designated as multicultural and not one identity specific (such as a Black Culture Center or Latino Culture Center). The dynamics would be inherently different due to the necessity for many groups to share the

multicultural center. This might affect the usage in many ways considering different populations of students may have different needs, and these needs may compete with one another. While not in the scope of this study, this specific gap in literature is important to note in regards to the dynamics of multicultural centers that has not been explored be researchers.

Studying the space where important diversity and community concepts take place and are fostered is a logical step in trying to develop accepting and positively interacting diverse campus communities. This study will begin to fill this gap by analyzing space usage and the interactions within multicultural space to assess whether or not there are diverse groups using the building and to determine if they are interacting. The results will help understand multicultural space at a PWI that can be taken into consideration as multiple institutions begin to revamp their designated cultural and identity space or consider building new. Without the data, institutions will begin putting time and effort into designating space without knowing if its intended outcomes are being met.

Theoretical Frameworks

One of the theoretical frameworks used to inform this study is Gurin et al.'s (2002) assertions that students who are confronted with diversity will actively think and inform their decisions by the new perspectives they encounter, that interactions with racially and ethnically diverse peers in an informal environment fosters a learning environment that develops increased engagement, and that students enrolled at structurally diverse campuses are better suited for entering an diverse societies. Gurin et al. (2002) developed this framework as an expert opinion brief defending the importance of diversity in higher education for the Supreme Court cases Gratz v. Bollinger (2003)

and Grutter v. Bollinger (2003), two landmark cases regarding affirmative action in higher education. The framework was developed from a longitudinal study of the effects of diversity at an institution, and the study found that diversity had positive, long lasting effects on students (Gurin et al., 2002). However, a key component is not only an institution being structurally diverse but having students interact with those who hold different identities. A campus that is structurally diverse, but where students are isolated from each other, does not produce students able to positively interact with diverse societies or accept differing views of the world.

Using Gurin et al.'s (2002) theory of diversity in higher education, it was pertinent to not only survey the students within the building to assess the structural diversity of the space, but to also assess whether and how the varying groups of students were interacting. A primary goal of the study to measure if students were having diverse interactions based on their social identities, such as race and gender identity. Measuring space usage, frequency, and purpose as well as frequency of diversity interactions allowed for the assessment of measuring if the intended use of the facility – that as a space for community building for students of color and a space where social justice conversations could occur – matched what the space was actually being used for.

A second overarching framework used to inform this study comes from the assessment described previously that it is important for students of color to build community with those of the same identity and establish a sense of belonging to campus (Bourke, 2011; Loranzo, 2010; Liu et al., 2010; Patton, 2010; Renn, 2011; Shotton et al., 2010). Building community amongst students of color is one of the main purposes of the JGMC and so it is important to consider this body of literature when assessing the

purpose and population of the space. While this study is not directly tied to measuring the sense of belonging or if students are actively building community, there are aspects of the study informed by this second framework. Aspects include measuring whether or not students use the building to socialize and interact with others, if students are involved with student organizations housed in the building (many of which have intentions of building community amongst race, culture, or heritage), and if students are voluntarily attending programs and events in the building or if they are attending as part of a requirement for class or a scholarship. Individually these items are not meant to measure community, but when considered together they can provide a better understanding as to whether students feel connected to the space with friends (via socializing), if they are connected with communities that reflect their identities (by being involved in an RSO), and if they feel the programming reflects their interests and needs (voluntarily attending events instead of by a requirement).

Conclusion

Literature on multicultural centers is rare and there exists little to no quantitative analysis of the usage of a multicultural center. Related literature include analysis of student unions, community building within communities of color at PWIs, and the mostly positive effects of diversity at PWIs. These themes unite to provide a picture of the intended usage of a multicultural center at a PWI by administrators. With the increasing emphasis of diversity and building a multicultural society within higher education, greater emphasis may be placed on multicultural centers to play multiple roles on campus. Already they tend to be a space where marginalized students can commune away from their White counterparts but are also as a venue where all students are welcome to

explore social justice issues. This study will measure how well the JGMC meets these

two objectives as well as identify how else the space is by the campus community.

CHAPTER 3

METHODOLOGY

Chapter Three outlines the methodology used in this study with a reminder of the purpose statement of the study and guiding research questions with hypotheses. It also includes a description of the development of the instrument used, including the theoretical framework used in its development, the methods used for data collection, and a description of the data analysis for each of the research questions.

Purpose of the Study, Research Questions, and Hypotheses

The purpose of this study was to identify how a multicultural center is used by university students, staff, and faculty. There is little to no literature available that reflects quantitatively how designated multicultural space is used and by whom, which could offer insight into campus dynamics and climate, particularly in regards to race. This study aimed to attempt to fill this gap in the literature and to encourage further research in the subject.

The study was guided by the following research questions and hypotheses, described below.

Question One

The first research question for this study asks "what types of space do students, faculty, and staff use in the multicultural center, how frequently do they use the center, and for what purposes?" The sub question asks "are there differences in the types of space used, frequency of use, and purposes of use of the multicultural center by role at the university or race?" The following hypotheses are given in reference to these questions.

Alternative hypothesis for question one: types of space by role. The alternative hypothesis for question one is that the spaces more regularly used by students will be different than those of faculty and staff.

H_0: Role on campus and types of space used are independent.

H_1: Role on campus and types of space used are not independent.

Alternative hypothesis for question one: frequency of use by role. The alternative hypothesis is that the mean of (a) students weekly hourly usage of JGMC space will not be the same as (b) faculty and staff.

$$H_0: \mu_a = \mu_b$$

$$H_1: \mu_a \neq \mu_b$$

Alternative hypothesis for question one: purpose of use by role. The alternative hypothesis is that students will regularly use the space of JGMC for different purposes than that of faculty and staff.

H_0: Role on campus and purpose of use are independent.

H_1: Role on campus and purpose of use are not independent.

Alternative hypothesis for question one: types of space by race. The alternative hypothesis is that the spaces more regularly used by White students will be different than that of students of color.

H_0: Students' race and types of space used are independent.

H_1: Students' race and types of space used are not independent.

Alternative hypothesis for question one: frequency of use by race. The alternative hypothesis is that the mean of (a) White students' weekly hourly usage of JGMC space usage will not be the same as (b) students of color

$$H_0: \mu_a = \mu_b$$

$$H_1: \mu_a \neq \mu_b$$

Alternative hypothesis for question one: purpose of use by race. The

alternative hypothesis is that White students will regularly use the space of JGMC for

different purposes than students of color.

$$H_0: \text{Students' race and purpose of use are independent.}$$

$$H_1: \text{Students' race and purpose of use are not independent.}$$

Question Two

The second main research question for this study asks "how frequently are

students engaging in positive and negative diverse interactions while in the multicultural

center?" with the sub questions "are there differences between White students and

students of color in the types of diversity interactions and the frequency with which they

occur?" Below describes the hypothesis for these questions.

Alternative hypothesis for question two: types of interactions by race. The

alternative hypothesis is that (a) White students and (b) students of color will not

experience the same average frequency of negative interactions.

$$H_0: \mu_a = \mu_b$$

$$H_1: \mu_a \neq \mu_b$$

Alternative hypothesis for question two: frequency of interaction by race.

The alternative hypothesis is that (a) White students will not experience the same amount

of diversity interactions on average in the space as (b) students of color.

$$H_0: \mu_a = \mu_b$$

$$H_1: \mu_a \neq \mu_b$$

Overview of the Study

To answer the research questions above, the researcher conducted a survey to collect quantitative data regarding the population of students, faculty, and staff who use the Jackie Gaughan Multicultural Center. Data gathered included how participants use the center and the nature of their diversity interactions within the space. This was the best method of data collection for the study because a large, overarching understanding of how a center is used and by whom is lacking from current research. Qualitative methods would have only allowed for a small sample of individuals who use the space and would not be generalizable on a larger scale of those who actively use the building.

Summary of Framework

Gurin et al.'s (2002) theory of diversity in higher education was used as the main theoretical framework when conducting this study. Gurin et al. (2002) emphasized that structural diversity in higher education, while important, is not enough to inform students of diverse perspective. In order to truly influence students, interactions amongst and between diverse students need to occur. This framework was used to inform this study because of its relevance on UNL's campus. With the JGMC, there is the opportunity for diverse interactions and personal learning, but it is currently unknown whether or not students and faculty/staff are actively engaging in this dynamic. Gurin et al. (2002) informed the demographic information gathered, including gender identity, race, and years as a member of the community as a step towards seeing who is involved in diversity interactions and who is not. These common demographic variables are often considered when describing the structural diversity as salient and quantifiable identities.

Race is one of the most prominent social identities considered in JGMC, thus more emphasis is added to this variable than the others during the course of this research.

Given Gurin et al.'s (2002) study found that it was the interactions with diversity that impacted students more so than just attending a structurally diverse institution, the study included several items regarding the diversity interactions of the participants in an effort to measure what experiences they have had within the space, if any, and if those experiences were positive or negative. Participants responded to the following positive items about diversity interactions, which was defined as experiences with individuals differing in those differing race, gender, sexuality, social class, national origin, values, religion, or political views. Positive interactions included:

- Having serious interactions

- Having meaningful discussions about different lifestyles and customs

- Having meaningful and honest discussions about issues related to social justice

- Share personal feelings and problems

- Have discussions regarding intergroup relations

Negative items included:

- Having hurtful, unresolved interactions

- Have tense, somewhat hostile interactions

- Feeling insulted or threatened on the basis of your race, gender, sexuality, social class, national origin, values, religion, or political views

- Feeling silenced by prejudice and discrimination from sharing your own experiences

While the term "positive" and "negative" is used to differentiate the interactions, Bowman and Brandenberger (2012) described that positive interactions are not inherently good nor negative interactions inherently bad. Both types can be conducive to understanding more about diversity and both have the capacity to reaffirm negative stereotypes. However, diversity interactions in general are proven to be necessary for learning and discourse, so a concerted effort was made to measure whether these interactions were occurring within the multicultural center.

A second framework used throughout the study was the combination of literature regarding the positive impacts of students of color building community with students of similar identities while at a PWI. This framework was used to inform various questions regarding space and activity usage that would later be used to infer if students felt a connection to JGMC and to campus.

Instrumentation

Data were collected via an online (Qualtircs) survey, which included demographic information such as participants' role on campus, gender identity, self-identified race, and international status. Further, participants were asked to identify how many years they have been a member of the campus community. This basic information assists in making comparisons between different identity groups. Participants were also asked how often they use individual spaces within the building, such as the student lounge space, computer lab, or the student organization offices. Participants then indicated how often they use the space for more common actions, such as studying, student group meetings, attending programs or events, or for purely social interactions. They also had the ability to indicate if they use the building for other activities not listed. Finally, participants were

asked to indicate the frequency of their experiences regarding positive and negative diversity interactions they may have had in the space, based off of a model by Bowman and Brandenberger (2012) and used with permission.

In developing the survey questionnaire, informal pilot testing was conducted amongst the primary researcher's peers, students, and faculty to ensure that both questions and responses fit the purpose of the study in order to confirm that the survey items accurately reflected the options of the spaces listed and activities performed in the space. Current literature was also consulted relating to student uses of space on campuses, including student unions and otherwise public areas. The full survey can be found in Appendix A.

Demographics

Several items on the instrument asked for demographic information as a method of comparing the groups who took the survey, described below.

Gender identity. Participants were asked to self-identify their gender identity in an open ended question in order to prevent forced misgendering of individuals who do not identity in the gender binary. Answers were then recoded so that 1 = female, 2 = male, and 3 = non-binary or non-cisgender.

Race/Ethnicity. Participants were asked to identify their race from a list of choices including Black, Afro-Caribbean, African, or African American; Latino, Latina, or Hispanic; Non-Hispanic White or European; East Asian or Asian; South Asian or Indian; Native Hawaiian or Pacific Islander; Middle Eastern or Arab; Native American, First People, Indigenous, or Alaskan Native; Bi/Multiracial; Other; and Prefer Not to Disclose. If participants identified as Bi/Multiracial, they were then asked if they

identified strongly as one race or ethnicity and asked to indicate which from based on list

given the initial race/ethnicity questions. They were also given the option of identifying

as just Bi/Multiracial as their primary racial identity.

Self-identified race was purposefully done to allow participants as much

autonomy in how they would be categorized in the survey results and for an accurate

reflection of their identity. Due to the set up of the survey, all participants were given the

option of selecting the primary identity question geared towards Bi/Multiracial students.

Those selections were recoded following their initial answer of the Racial Identity item.

All answers were recoded so that 1 = People of color, including any individual who

identified as Bi/Multiracial without a strongly preferred racial identity, those who

identifying equally as 2 or more races, or identifying stronger with a racial identity not of

the majoritized (White). The recoded value 2 = individuals self-identifying as White or

Bi/Multiracial but primarily identifying as White. When no race was given or individuals

preferred not to disclose, those participants were excluded from the analyses that

compared White individuals and people of color, but were included in other analyses

where race was not a demographic being examined.

Role at the institution. At the heart of the research questions is the comparison

of how students use the space in comparison to both faculty and staff. Participants were

asked to identify what their role was on campus during the Fall 2015 semester. They

could choose from Undergraduate or Graduate Students, Faculty, or Staff. If Student was

selected, participants were then asked if they identified as International Students. This

population of students may consider being international as a salient identity, so it was

included on the survey as they may also utilize the space in other ways than domestic

students (Yakaboski, 2014). Due to the small sample sizes, faculty and staff were recoded into the same variable. International students were included in all analyses but not separated based on this identity for separate analysis.

Years as part of the campus. To alleviate any confusion about students' class standing (credit hours versus first-year, sophomore, etc.), as well as to include faculty and staff who participated, the survey asked how many years the individual had been part of campus. Potential choices were Within the 1st Year on Campus, Within 2nd year on Campus, Within 3rd year on Campus, Within 4th Year on Campus, and Within 5th Year or more on Campus. While not part of the main analysis, this information is used to gather a better understanding of who participated in the survey for a demographic description of the sample.

Hours Spent in the Space

Respondents were asked to identify how many hours a week in the Fall of 2015 they spent in the building from a set of pre-determined possible answers. Participants could choose 0, Less than 1, 1-2.99, 3-4.99, 5-6.99, 7-8.99, or 9+ hours. Potential answers were carefully selected to prevent any overlap or confusion while maximizing the accuracy of selections.

Specific Spaces Used

A full list of known spaces within the building were given to respondents and they were asked to identify how often they used each space during an average week in the Fall 2015 semester with choices of Never, Less than once a week, Once a week, Twice a week, or More than twice a week. Spaces included the Lobby, Student Lounges,

professional and student organization offices, conference rooms, and meeting rooms. The full list of spaces can be found on the instrument in Appendix A.

Purposes of Space Use

Participants were given a list of various activities informed by observations and pilot testing the survey that users of the space utilized the building for. Respondents could choose from a 5 point scale of how often they used the building in the Fall of 2015 for each purpose ranging from never, less than once a week, once a week, twice a week, or more than twice a week. The full list of activities can be found on Appendix A.

Diversity Interactions

To measure the frequency of diversity interactions, and whether participants perceived the interactions to be positive or negative, a set of items developed by Bowman and Brandenberger (2012) was used and slightly reworded to reflect interactions within a social space instead of a classroom space. Bowman and Brandenberger (2012) developed the items during their research of service learning classroom experiences where students worked in local communities and then debriefed their experiences in a classroom setting. The items were used to measure interactions both inside and outside of the classroom. These items described a wide variety of interactions individuals may have experienced during contacts with diversity and were widely applicable in a social space.

The original instrument measured the positive interactions on a 5 point scale and negative interactions on a 4 point scale, so the measures were adopted for this study to reflect on the same 4 point scale. Altering the point system allowed the researcher to intertwine the questions onto one section of the survey instead of separating the two and making it obvious that one section was considered positive and once section was

negative. While the wording of the individual measures did not change, the hope was that by putting both types of interactions onto the same section, it would not affect how participants viewed the interactions they had or made them reconsider their experiences.

Data Collection Procedures

The population for this study was defined as students, staff, and faculty who actively used the multicultural center during the Fall 2015 semester, even if they did not identify as being extremely involved in the center activities or offices. *Actively use* is defined for this study as having used the center and its services for purposes including, but not limited to, social gatherings, student group meetings, individual and group studying, participating in official university programs or events, or attending required meetings with an advisor or other university staff member. Excluded in the population were individuals who used the space as a thoroughfare or who only accessed the center to use conveniences, such restrooms or vending machines. As the purpose of the study was to gain more data only about the individuals who actively use the center, setting these parameters helped focus solely on students who used the space rather than faculty, staff, and students across the entire campus, the vast majority of whom did not actively use the space.

To distribute the survey to students, the presidents of the Recognized Student Organization (RSO) offices located in the multicultural center were emailed and asked that they forward the link of the survey to their executive boards and full membership list. The RSOs with offices within the center represent a diverse population of students from varying races, ethnicities, cultures, and countries of origin. Since the RSO offices are within the building, many of the members fit the parameters of the population of being

active in the building, even if they use the space only minimally. Next, the directors of the university offices housed in the center were contacted and asked to share the survey like with their student lists. Many of these offices offer scholarships to students and require these students to meet with their respective staff inside of the center, meeting the basic criteria of the defined population.

Lastly, students who were not officially associated with the center either by RSO or university office but who still use the space were recruited. The director of the center was asked for permission to post flyers and other advertisements in the space asking for participants. Included on these advertisements was a short, easily accessible web address that could be hand keyed into a device and a Quick Response Code, more commonly referred to as a QR Code, was provided that participants could scan using their portable device to immediately access the survey site. These advertisements were placed around the common areas of the center and popular study locations in the hopes of reaching a segment of the population that might have otherwise been missed.

In order to reach faculty and staff on campus who use the building, departments located within the building were first contacted and the researcher requested that their staff participate in the survey. Secondly, departments were asked to pass the survey link along to individuals and departments that current JGMC staff were aware of that use the center regularly, such as advisors to student groups or common co-sponsors of programs in the building. Lastly, a list of individuals, departments, and organizations that have used space in the center throughout the semester was compiled by assessing the online room schedule for the building, to which the primary researcher had access. This information

was used to contact those who reserved the space to ask that they take the survey and to pass along to others in their offices who may have attended or hosted events in the space.

A two week period of data collection was allowed for all participants in order to maximize the number of individuals surveyed. After one week, a follow-up email was sent reminding individuals of the study and asking again that they take the survey if they had not already done so. After closing the survey, 147 participants had taken the survey to varying completion rates.

Data Analysis

Once the data were obtained, the researcher cleaned the data according to the parameters outlined above and variables were recoded appropriately. Preliminary descriptive statistics were run on the demographic information before more in-depth analyses began.

Question One

To analyze the first research question, "What types of space do students, faculty, and staff use in the multicultural center, how frequently do they use the center, and for what purposes?" and the first sub question, "Are there differences in the types of space used, frequency of use, and purposes of use of the multicultural center by role at the university or race?" the researcher compared simple descriptive statistics, performed t-tests, and ran chi-square analyses, described below.

Students and faculty/staff. One section of the first research question asked about differences between students and staff. The methods of finding those differences are described below.

Types of space. To determine which space was most frequently used by students and by faculty and staff, the researcher ran descriptive statistics on all space used by the two groups. The information gathered in the study was rated on a 5-point scale based on average weekly use. The data were then recoded into two variables, the first based on rare usage utilizing answers from of never or less than once a week. The other variable was coded to reflect regular use, consisting of responses of once a week, twice a week, and more than twice a week. The most frequently and least frequently used spaces were then listed for each groups, students and faculty and staff. Chi-square analysis were performed on each space to assess if there was a significant association between participants' role on campus and the types of space they use at JGMC. Chi-Square analysis compares the responses to categorical options for differences between the variables and compares the distributions. This test was selected for these comparisons of space since the variables were strictly categorical.

Frequency of use. To determine if students used JGMC more often than faculty and staff, the researcher used a t-test in SPSS to compare the mean time spent in the entire building during the Fall 2015semester between the two groups to assess if the difference in time was significantly different at a .05 (two-tailed) significance.

Purpose of use. To determine the most frequent use of the space, the researcher ran descriptive statistics on the instrument asking for activities done while in the spaces in the facility. The frequency of each groups' usages of various activities was then compared. Then the researcher recoded the frequencies into two variables, described above, to reflect rarely used or regularly used. The rarely used and regular purposes of use were listed for each group. Lastly, the researcher ran a chi-square analysis for each

space based on the recoded variables to assess if there was a significant association between the participants' role on campus and the purpose of using JGMC.

Difference by race. To determine if there were differences in the space used, frequency, and purpose of use of the facility by White students and students of color, the two groups were analyzed by the methods described below.

Types of space. To compare the differences of the types of space used by White students and students of color, descriptive statistics were performed on the frequency items. Those items were then recoded into dichotomous variables to analyze if the spaces were rarely used by each group or regularly used by each. Lastly, chi-square tests were run for each individual space based on the recoded variables to assess if there was a significant association in types of space frequently used between White students and students of color.

Frequency of use. To determine if students of color used JGMC more often than White students, the researcher used a t-test in SPSS to compare the mean time spent in the entire building during the Fall 2015semester between the two groups to check for statistical significance.

Purpose of use. To determine the most frequent uses of the space, the researcher ran descriptive statistics on the data from the instrument asking for activities done while in the spaces in the facility. The frequency of each groups usages of various activities was then compared. Then the researcher recoded the frequencies into two variables, described above, to reflect rarely used or regularly used. The rarely used and regularly used purposes of use were listed for each group. Lastly, the researcher ran a chi-square

analysis for each space based on the recoded variables to assess associations in purposes of use by groups.

Question Two

The second research question asked, "How frequently are students engaging in positive and negative diverse interactions while in the multicultural center?" with the sub question, "are there differences between White students and students of color in the types of diversity interactions and the frequency with which they occur?"

Types of interactions by students' race. In order to determine if students of color and White students had different frequencies of positive or negative interactions, descriptive statistics were run to assess the frequency of each type individual item of both positive and negative interaction items. Those frequencies were then compared based on the coded race of the student for simple comparisons of interactions.

Frequency of interactions by students' race. Cronhach's alpha was calculated for reliability between the two groups of interactions (positive and negative) and the items were combined for a composite mean for each type of interactions. Those means were then tested using a t-test to determine if there was a significant difference between the mean frequency of positive and negative diversity interactions based on the students' race.

Limitations

There are several limitations to this study. Firstly, the most involved students with JGMC were the easiest to access and are the most committed to helping staff and faculty. Thus, they are better represented in this study. The less involved students, faculty, and staff were harder to access to ask to participate. Given that the total population of users of

the space is unknown, it is impossible to account for these individuals who are missed, but it should be known that they exist and are a population that is underrepresented in this study. As such, the total number of hours may be skewed in favor of students spending more time in the space. The data may also reflect that more students are engaging in diversity interactions given that if involved students are utilizing the space more often, they are more likely to engage with others.

Secondly, given the nature of the study, potential respondents may have assumed that they did not qualify as a participant and so did not participate. Every effort was made to portray any user of the building as qualified, but the occasional user or less involved students have the potential to not believe their usage qualified to taken the survey.

Lastly, upon analysis of the data, a potential purpose of space usage was missing from the options given. Lounging and recreational activities were not accounted for in options of survey but were listed in the self-report item of the survey. This option would have included watching television, eating lunch, and non-academic reading. These options were reflected in the availability of the Other category with the option to describe the activity. With the frequency that respondents listed a purpose that would have been considered a Recreational Activity, the absence that option has the ability to potentially affect the data. Participants may have over represented other choices of activities, such as studying or socializing, or under represented overall usage of the facility since no lounging option was available to select. If participants primarily used the space for recreational purposes, the data does not accurately reflect their experiences.

Researcher Positionality

In order to properly analyze how the building is used by students, faculty, and staff, as much information as possible was needed from these populations and their relationship with the space. The study needed to be as neutral as possible to prevent biases in regards to the space and use. While the method of research via survey hopefully limited researcher partiality as much as possible, the instrument was not created by a third party with no association with the center or lacking a vested interest in the possible outcomes. I created the survey based on my experiences and knowledge of the space as a current graduate student working in the facility. As such, I have biased influences with a vested interest in the results. While my position in the facility allowed me easier access to the targeted population of the study, it also has an effect on the implications for data analysis. I have a relationship with students who frequent the building and with student organizations housed in the facility, which could lead to an oversampling of involved students and an under sampling of less involved students.

As for the data collected, from the beginning I expected to see vast differences between White students and students of color throughout the survey, including with space usage and diversity interactions. These expectations are based solely on my knowledge of the space and informal observations. I had few expectations in regards to the data collected about faculty and staff other than they could report using the space in official capacities.

Conclusion

As discussed, diversity and community are important on college campuses. The space in which diversity issues are explored by students and staff and where community

is created amongst students of marginalized identities has yet to be thoroughly studied despite being a seemingly integral aspect of the campus climate. Larger, quantitative studies regarding multicultural space at PWIs are absent from the literature. Centers are built to serve a purpose unique to each campus, but there is little to no data to understand if that purpose is being served, or if it may have changed since the establishment of the space. This study will provide more information in this regard including if students use the space regularly and have meaningful interactions with those of different identities.

CHAPTER 4

RESULTS

The purpose of this study was to gain a better understanding of who utilizes the multicultural center on UNL's campus, for what purposes, and what space they occupy as well as if students are interacting with their peers who hold differing identities. This chapter explains the results for the research questions regarding the demographics of the survey respondents, the comparisons of space usage and frequency amongst users of varying roles on campus, and a comparison of space usage and frequency between White students and students of color.

Demographics

Before analysis began, the data were cleaned as outlined in Chapter Three. The total number of participants included was 147. Individuals were categorized as either students ($n = 115$) or faculty and staff ($n = 32$) and as either White ($n = 73$) or persons of color ($n = 70$). For students, 41.7% self-identified as White ($n = 48$) and 55.7% identified as being a person of color or multiracial not identifying primarily as White ($n = 64$). Individuals who did not self-identity their race ($n = 6$) were removed from analysis that involved race but were included in other calculations and frequency tabulations.

A majority of participants, 73.2 % ($n = 109$), identified as female and 20.8% ($n = 31$) self-identified as male. Very few individuals, 2.0% ($n = 3$), identified as not fitting within the gender binary. Only 2.7% ($n = 3$) of students identified as international.

Of the entire sample, 30.0% indicated being within their first year on campus, 24.2% within their second year, 9.4% within their third, 10.1% within their fourth, and 22.1% in their fifth year or more. Of the student population, 36.4% were within their first

year, 30.9% within their second, 10.0% within their third, 13.6% within their fourth, and

9.1% in their fifth year or more. Overall, students were relatively new to campus with

67.3% of student respondents identified as being within their second year or less to

campus.

<div align="center">**Question One**</div>

Results by Role

Question one asked "what types of space do students, faculty, and staff use in the

multicultural center, how regularly do they use the center, and for what purposes?" with

the sub question "are there differences in the types of space used, regularity of use, and

purposes of use of the multicultural center by role at the university, race, or years on

campus?" With the literature in mind, the researcher decided to analyze the alternative

hypotheses for these two questions in that there would be associations between what

specific spaces within JGMC groups used and how groups would use it based on the roles

participants' hold on campus and by students' race.

Types of space. In order to compare the space used by students as compared to

faculty staff, the researcher asked a series of frequency questions regarding each

individual space within JGMC including open spaces as well as enclosed spaces.

Participants were asked to answer how often in a given week they used each space,

ranging never, less than once a week, once a week, twice a week, and more than twice a

week. These frequency answers were then combined into a dichotomous scale to reflect

the rare use of a space (never or less than one a week) and regular use of a space (once a

week, twice a week, and more than twice a week). The full list of frequencies can be

found on Table 4.1 below.

Table 4.1

Space Usage Frequency by Role on Campus

	Never	Less than once a week	Once a week	Twice a week	More than twice a week
Students (n = 106)	%	%	%	%	%
Lobby	33.0	35.8	14.2	4.7	12.3
Student Lounge	47.2	27.4	8.5	3.8	13.2
Professional offices	65.1	20.8	7.5	2.8	3.8
Mandala Lounge	53.8	18.9	17.0	2.8	7.5
Computer Lab	64.2	18.9	8.5	1.9	6.6
Meeting Rooms	46.2	34.9	13.2	3.8	1.9
RSO Offices	72.6	13.2	6.6	0.0	7.5
Kawasaki Reading Room	84.0	10.4	3.8	0.0	1.9
Conference Rooms	66.0	20.8	11.3	0.0	1.9
Staff (n = 30)					
Lobby	73.3	20.0	3.3	0.0	3.3
Student Lounge	76.7	13.3	0.0	0.0	10.0
Professional offices	76.7	10.0	3.3	0.0	10.0
Mandala Lounge	76.7	10.0	6.7	3.3	3.3
Computer Lab	90.0	10.0	0.0	0.0	0.0
Meeting Rooms	16.7	53.3	36.7	0.0	3.3
RSO Offices	86.7	13.3	0.0	0.0	0.0
Kawasaki Reading Room	80.0	16.7	0.0	0.0	3.3
Conference Rooms	43.3	50.0	3.3	0.0	3.3

Of the students who responded, 31.4% of reported using the Lobby at least once a

week. The Mandala Lounge (24.0%) was the next most regularly used space followed by

the Student Lounge (25.5%). Conversely, faculty and staff utilized the meeting rooms

most regularly as 30.0% reported using the meeting rooms at least once a week. Other

common spaces regularly used by staff were the professional offices with 12.5%

reporting that they used the space at least once a week and also the Mandala Lounge with

12.5% using it at least once a week. Table 4.2 shows the total frequency of regular (at

least once a week) usage by students and faculty/staff.

Table 4.2

Space Regularly Used by Role on Campus

	Role on Campus	
	Student $n = 106$	Faculty/Staff $n = 30$
	%	%
Lobby	31.4	6.6
Student Lounge	25.5	9.8
Professional offices	14.1	12.5
Mandala Lounge	24.0	12.5
Computer Lab	15.6	0.0
Meeting Rooms	18.9	30.0
RSO Offices	14.1	0.0
Kawasaki Reading Room	5.7	3.3
Conference Rooms	13.2	6.6

Conversely, there were several spaces that students and staff reported using less

than once a week if at all. For students, 94.4% reported rarely using the Kawasaki

Reading Room, using the space less than once a week. Students also rarely used the

conference rooms on the third floor (86.8%) and the professional offices (85.9%) with

students reporting using them less than once a week. For faculty and staff, none of the

respondents reported using the Computer Lab or student organization offices. The

Kawasaki Reading Room was also rarely used by faculty and staff with 96.7% indicating

that they used the space less than once a week if at all. Table 4.3 lists the reported rare

usage (less than once a week) of use by each group.

Table 4.3

Space Rarely Used by Role on Campus

	Role on Campus	
	Student *n* = 106	Faculty/Staff *n* = 30
	%	%
Lobby	68.8	93.3
Student Lounge	74.6	90.0
Professional offices	85.9	86.7
Mandala Lounge	72.7	86.7
Computer Lab	83.1	100.0
Meeting Rooms	81.1	70.0
RSO Offices	79.2	100
Kawasaki Reading Room	94.4	96.7
Conference Rooms	86.8	93.3

A chi-square test for independence was run on the recoded frequency items to

examine the relation of role on campus to the types of space used in the JGMC. In

instances where at least 20% of cells violated the expected count of less than 5, Fisher's

Exact Test (FET) was used to analyze for significance instead of the Pearson Chi-Square test.

For the Lobby, the chi-square tests found significant results, X^2 (1, $N = 136$) = 7.32, $p < .01$. Students were more likely to regularly use the Lobby space than staff. There was also significant relationship for the Computer Lab, $p < .05$, FET. Students were more likely than staff to use the Computer Lab regularly. The student organization offices also had a significant relationship, $p <. .05$, FET. Students were more likely to use the RSO offices regularly than staff. The full list of spaces and the relationship can be found in Table 4.4.

Table 4.4

Chi-Square Results for Space Usage by Role on Campus

	Chi-Square	DF	p
Lobby	7.32	1	.007
Student Lounge	3.26	1	.071
Professional offices[a]			1.00
Mandala Lounge	2.79	1	.095
Computer Lab[a]			.013
Meeting Rooms	1.73	1	.189
RSO Offices[a]			.041
Kawasaki Reading Room[a]			1.00
Conference Rooms[a]			.522

[a] Instances where the at least 20% of cells violated the expected count less than 5; Fisher's Exact Test (FET) significance given instead.

Frequency of use. A t-test comparison of space usage between students (M = 3.67, SD = 1.84) and faculty/staff (M = 3.63, SD = 2.04) revealed no significant difference in the amount of time spent in the building; $t(138) = .102$, $p > .05$. Overall, students and faculty/staff spent approximately the same amount of time per week in the multicultural center.

Purpose of use. In order to compare the purpose of space usage by students as compared to faculty and staff, participants indicated how often they participated in various activities in the center. The potential options were never, less than once a week, once a week, twice a week, and more than twice a week. These frequency answers were then combined into a dichotomous scale to reflect the rare participation of activity (never or less than one a week) and regular participation of activity (once a week, twice a week, and more than twice a week). The full list of frequencies can be found on Table 4.5 below.

Using the same method as the questions regarding the specific types of space used, the researcher combined the use of the space into two categories to assess how often students and faculty and staff utilize the space for specific purposes. For students, 46.7% regularly used JGMC, at least once a week, for studying alone. Socializing (39.7%) and then student organization meetings and responsibilities (38.9%) were the next most frequently reported activities with students participating in these activities once a week or more. Faculty regularly used JGMC, at least once a week, for meetings with other faculty or staff members (23.3%), hosting programs or events within the space (20.0%), and also attending student organization meetings (9.4%). Table 4.6 illustrates the frequency of activities individuals partook in at least one a week.

Table 4.5

Purpose of Use Frequency by Role on Campus

	Never	Less than once a week	Once a week	Twice a week	More than twice a week
Students (*n* = 106)	*%*	*%*	*%*	*%*	*%*
Studying Alone	32.0	21.4	10.7	7.8	28.2
Group Studying	55.3	28.2	6.8	1.9	7.8
Socializing	45.6	14.6	18.4	5.8	15.5
RSO Meeting	36.9	21.3	22.3	4.9	11.7
Attending OASIS program	46.6	33.0	14.6	1.0	4.9
Attending non-OASIS program	49.5	35.9	8.7	2.9	2.9
Attending RSO Program	51.5	27.2	13.6	1.9	5.5
Hosting Program	61.2	24.3	8.7	1.0	4.9
Student meeting (non-RSO)	57.3	22.3	7.8	2.9	9.7
Faculty/Staff meeting	44.7	35.9	13.6	1.9	3.9
Attending Program (required)	56.3	26.2	12.6	2.9	1.9
Working in building	84.5	2.9	3.9	0.0	8.7
Staff (*n* = 30)					
Studying Alone	86.7	3.3	6.7	0.0	3.3
Group Studying	83.3	10.0	3.3	0.0	3.3
Socializing	63.3	23.3	0.0	0.0	13.3
RSO Meeting	53.3	26.7	13.3	0.0	6.7
Attending OASIS program	56.7	30.0	6.7	3.3	3.3
Attending non-OASIS program	40.0	43.3	13.3	0.0	3.3
Attending RSO Program	50.0	40.0	10.0	0.0	0.0
Hosting Program	43.3	36.7	20.0	0.0	0.0
Student meeting (non-RSO)	76.7	10.0	0.0	3.3	10.0
Faculty/Staff meeting	36.7	40.0	13.3	6.7	3.3
Attending Program (required)	90.0	6.7	0.0	0.0	3.3
Working in building	86.7	0.0	0.0	0.0	13.3

Table 4.6

Regularly Participate in Activities by Role on Campus

	Role on Campus	
	Student *n* = 106	Faculty/Staff *n* = 30
	%	%
Studying Alone	46.7	10
Group Studying	16.5	6.6
Socializing	39.7	12.5
RSO Meeting	38.9	20.0
Attending OASIS program	20.5	12.5
Attending non-OASIS program	14.5	16.6
Attending RSO Program	21.0	9.4
Hosting Program	14.6	20.0
Student meeting (non-RSO)	20.4	13.3
Faculty/Staff meeting	19.4	23.3
Attending Program (required)	17.4	3.3
Working in building	12.6	12.5

In contrast, 87.4% of students rarely used JGMC a place of employment or working a paid position, indicating they participated in this activity less than once a week. Students also rarely hosted programs or events or attended a program or event not sponsored by OASIS. Most students (85.4%) reported participating in these activities less than once a week, if ever. Faculty and staff used the building the least, less than once a

week, for attending a program or event that was mandatory for a scholarship or class (96.7%), studying as part of a group (93.3%), or attending a program put on by a student organization (90.0%). Table 4.7 illustrates what students and faculty and staff reported using the building for the least, either less than once a week or never.

Table 4.7

Rarely Participate in Activities by Role on Campus

	Role on Campus	
	Student $n = 106$	Faculty/Staff $n = 30$
	%	%
Studying Alone	53.4	90.0
Group Studying	83.5	93.3
Socializing	60.2	86.7
RSO Meeting	61.2	80.0
Attending OASIS program	79.6	86.7
Attending non-OASIS program	85.4	83.3
Attending RSO Program	78.7	90.0
Hosting Program	85.4	80.0
Student meeting (non-RSO)	79.6	86.7
Faculty/Staff meeting	80.6	76.7
Attending Program (required)	82.5	96.7
Working in building	87.4	86.7

A chi-square test was performed to assess the relation between the purpose of use of JGMC and the campus role of participants. Two activities indicated significant

associations between participants' role on campus and the frequency of an activity performed in JGMC. Studying alone was a significant finding, X^2 (1, $N = 133$) = 13.17, $p < .01$. Students were more likely to use the space regularly for studying on their own than faculty/staff. Socializing was also another significant finding, X^2 (1, $N = 133$) = 7.27, $p < .01$. Students were more likely to regularly use the space to socialize with others than faculty/staff. The full list of chi-square statistics can be found at Table 4.8 below.

Table 4.8

Chi-Square Results for Activity by Role on Campus

	Chi-Square	DF	p
Studying Alone	13.17	1	.000
Group Studying[a]			.241
Socializing	7.27	1	.007
RSO Duties	3.64	1	.056
OASIS Program	.758	1	.384
Non-OASIS Program[a]			.775
RSO Program	1.96	1	.161
Hosting Program[a]			.569
Non-RSO Student Meeting	.758	1	.384
Meeting with Faculty/Staff	.220	1	.639
Required to Attend Program[a]			.073
Work at JGMC	.011	1	.918

[a] Instances where at least 20% of cells violated the expected count less than 5; Fisher's Exact Test (FET) significance given instead.

Results by Race

To better understand the student dynamics of the space in the multicultural center, the researcher analyzed the specific space usage, frequency, and purpose of use based on the identified race of students. As with the comparisons with faculty and staff, the items were recombined to indicate rarity of use (never, less than once a week) and regular use (once a week, twice a week, more than twice a week). The full list of frequency of space usage by race of the student is listed in Table 4.9 below.

Types of space. Based on combining the top three items of the scale (once a week, twice a week, and more than twice a week), 47.6% of students of color used the Lobby, 37.7% used the Student Lounge, and 27.9% used the Computer Lab regularly, at a minimum once a week. For White students, 23.2% used the second floor meeting rooms and 16.7% used the Mandala Lounge regularly, at least once a week. Table 4.10 shows these differences in regular use between students of color and White students.

For calculating which spaces were least used, the bottom two items of the scale (never, less than once a week) were combined for both of these populations. Almost all of the students of color, 91.8% of them, indicated they rarely used the Kawasaki Reading Room, less than once a week. They also indicated rarely using the professional offices (82.0%), student organization offices (82.0%), or the third floor conference rooms (82.0%), all of which were used less than once a week if at all. Similarly, most White students reported rarely using the Computer Lab (97.6%) or Kawasaki Reading Room (97.6%), also indicating they used these spaces less than once a week. Table 4.11 lists the differences of least used spaces between students of color and White students.

Table 4.9

Space Usage Frequency by Student Race

	Never	Less than once a week	Once a week	Twice a week	More than twice a week
Students of Color (*n* = 60)	*%*	*%*	*%*	*%*	*%*
Lobby	21.3	31.1	24.6	6.6	16.4
Student Lounge	31.1	31.1	14.8	4.9	18.0
Professional offices	62.3	19.7	11.5	3.3	3.3
Mandala Lounge	45.9	21.3	14.8	4.9	13.1
Computer Lab	54.1	18.0	13.1	3.3	11.5
Meeting Rooms	52.5	32.8	6.6	4.9	3.3
RSO Offices	65.6	16.4	4.9	0.0	13.1
Kawasaki Reading Room	83.6	8.2	4.9	0.0	3.3
Conference Rooms	68.9	13.1	14.8	0.0	3.3
White Students (*n* = 41)					
Lobby	21.2	41.9	0.0	2.3	4.7
Student Lounge	72.1	20.9	0.0	2.3	4.7
Professional offices	72.1	18.6	2.3	2.3	4.7
Mandala Lounge	67.4	14.0	18.6	0.0	0.0
Computer Lab	76.7	20.9	2.3	0.0	0.0
Meeting Rooms	37.2	39.5	20.9	2.3	0.0
RSO Offices	83.7	9.3	7.0	0.0	0.0
Kawasaki Reading Room	86.0	11.6	2.3	0.0	0.0
Conference Rooms	65.1	30.2	4.7	0.0	0.0

Table 4.10

Space Regularly Used by Race of Students

	Students of Color $n = 60$	White Students $n = 41$
	%	%
Lobby	47.6	7.0
Student Lounge	37.7	7.0
Professional offices	18.1	9.3
Mandala Lounge	32.0	16.7
Computer Lab	27.9	2.1
Meeting Rooms	14.8	23.2
RSO Offices	18.0	6.3
Kawasaki Reading Room	8.2	2.1
Conference Rooms	18.1	4.2

A chi-squared tests was run on the dichotomized variables to test if there were associations between students' race and different types of space used in JGMC. Several spaces had significant associations. The Lobby space was statistically significant, X^2 (1, $N = 104) = 19.48$, $p < .01$, indicating that students of color were more likely to regularly use the Lobby space than White students. The Student Lounge was also statistically significant in that students of color were more likely to regularly use the Student Lounge space than White students, X^2 (1, $N = 104) = 12.7$, $p < .01$.The Computer Lab, X^2 (1, $N = 104) = 11.49$, $p < .01$, and conference rooms on the third floor, X^2 (1, $N = 104) = 4.13$, $p < .05$, also indicated that students of color were more likely than White students to use these spaces regularly. The full table of chi-square results are below in Table 4.12.

Table 4.11

Space Rarely Used by Race of Students

	Students of Color $n = 60$	White Students $n = 41$
	%	%
Lobby	50.0	93.1
Student Lounge	62.2	93.1
Professional offices	82.0	90.7
Mandala Lounge	67.2	81.4
Computer Lab	72.1	97.6
Meeting Rooms	85.3	76.7
RSO Offices	82.0	93.0
Kawasaki Reading Room	91.8	97.6
Conference Rooms	82.0	95.3

Table 4.12

Chi-Square Results for Space Usage by Race of Student

	Chi-Square	DF	*p*
Lobby	19.48	1	.000
Student Lounge	12.70	1	.000
Professional offices	1.56	1	.212
Mandala Lounge	3.14	1	.076
Computer Lab	11.50	1	.001
Meeting Rooms	1.22	1	.269
RSO Offices	2.65	1	.104
Kawasaki Reading Room[a]			.397
Conference Rooms	4.13	1	.042

[a] Instances where the at least 20% of cells violated the expected count less than 5; Fisher's Exact Test (FET) significance given instead.

Frequency of use. A t-test was performed to compare the mean frequency of hours spent in the building between White students and students of color in order to determine if these two groups used JGMC the same amount of hours per week. A violation of Levene's test for homogeneity was found $F(106) = 8.63$, $p < .01$, indicating the distribution of time spent in the building between the two samples (White students and students of color) were not similar. While this does not immediately discount the results of a t-test, it indicates that there are more factors that could be influencing the two groups' usage of the space. A t-test was performed not assuming equality of variances between the samples and the results revealed a significant difference in the amount of time spent in the building between White students (M = 1.76, SD = 1.40) and students of color (M = 4.29, SD = 1.84); $t(105.5) = 4.91$, $p < .01$. Overall, students of color used the facility more often on average per week than White students.

Purpose of use. As with the comparison of students and faculty/staff, the frequency of usage items were dichotomized into two variables: rarely done and regularly done. The full frequency rates of activities performed in the multicultural center is listed below by the coded race of students in Table 4.13.

The main purposes of using the buildings tended to vary by students' race as well. For students of color, 66.7% indicated using JGMC to study alone at least once a week. They also regularly socialized in JGMC with 51.7% indicating doing so at least once a week. Conversely, 29.3% of White students reported using JGMC at least once a week for student organization meetings. They also used JGMC for socializing with 21.9% reporting they partook as least once a week. Table 4.14 gives the total list of all activities and the number of students who reported participating in them at least once a week.

Table 4.13

Purpose of Use Frequency by Race of Students

	Never	Less than once a week	Once a week	Twice a week	More than twice a week
Students of Color (*n* = 60)	*%*	*%*	*%*	*%*	*%*
Studying Alone	13.3	20.0	11.7	10.0	45.0
Group Studying	46.7	30.0	6.7	3.3	13.3
Socializing	38.3	10.0	21.7	5.5	25.0
RSO Meeting	31.7	25.0	21.7	3.3	18.3
Attending OASIS program	31.7	38.3	20.0	1.7	8.3
Attending non-OASIS program	45.0	33.3	11.7	5.0	5.0
Attending RSO Program	41.7	30.0	15.0	3.3	10.0
Hosting Program	63.3	18.3	10.0	0.0	8.3
Student meeting (non-RSO)	50.0	23.3	8.3	5.0	13.3
Faculty/Staff meeting	28.3	46.7	16.7	3.3	5.0
Attending Program (required)	43.3	30.0	18.3	5.0	3.3
Working in building	83.3	5.0	3.3	0.0	8.3
White Students (*n* = 41)					
Studying Alone	58.5	24.4	9.8	4.9	2.4
Group Studying	70.7	24.4	4.9	0.0	0.0
Socializing	56.1	22.0	14.6	0.0	7.3
RSO Meeting	46.3	24.4	22.0	4.9	2.4
Attending OASIS program	68.3	26.8	4.9	0.0	0.0
Attending non-OASIS program	56.1	39.0	4.9	0.0	0.0
Attending RSO Program	65.9	22.0	12.2	0.0	0.0
Hosting Program	58.5	31.7	7.3	0.0	2.4
Student meeting (non-RSO)	70.7	19.5	4.9	0.0	4.9
Faculty/Staff meeting	68.3	19.5	9.8	0.0	2.4
Attending Program (required)	78.0	17.1	4.9	0.0	0.0
Working in building	87.8	0.0	4.9	0.0	7.3

Table 4.14

Regularly Participate in Activities by Student Race

	Students of Color $n = 60$	White Students $n = 41$
	%	%
Studying Alone	66.7	17.1
Group Studying	21.9	4.9
Socializing	51.7	21.9
RSO Meeting	43.3	29.3
Attending OASIS program	30.0	4.2
Attending non-OASIS program	21.7	4.9
Attending RSO Program	28.3	12.2
Hosting Program	18.3	9.7
Student meeting (non-RSO)	26.6	9.7
Faculty/Staff meeting	25.0	11.4
Attending Program (required)	26.6	4.2
Working in building	11.6	12.2

On a weekly basis, students of color rarely used the space for working a paid position within the building with 88.3% indicating they participated less than once a week in this activity. Students of color also rarely hosted a program or event as part of a student organization or group (81.7%), or attended a program or event put on by a group that was not OASIS (78.3%). In comparison, 95.1% White students indicated they used JGMC less than once a week for space for group studying. They also rarely attended programs either put on by OASIS (95.1%) or not by OASIS (95.1%), as part of a requirement for a scholarship or a class (95.1%) or working a paid position within the

building (95.1%). They participated in these activities less than once a week. Table 4.15

outlines the activities listed on the survey and how many students responded as

participating less than once a week or never.

Table 4.15

Rarely Participate in Activities by Student Race

	Students of Color $n = 61$	White Students $n = 40$
	%	%
Studying Alone	33.3	82.9
Group Studying	76.7	95.1
Socializing	48.3	78.0
RSO Meeting	56.7	70.7
Attending OASIS program	70.0	95.1
Attending non-OASIS program	78.3	95.1
Attending RSO Program	71.7	87.8
Hosting Program	81.7	90.2
Student meeting (non-RSO)	73.3	90.2
Faculty/Staff meeting	75.0	87.8
Attending Program (required)	73.3	95.1
Working in building	88.3	95.1

A chi-squared tests was performed on these items to test for significant

associations by students' race and the regularly performed activities in JGMC. Several

items indicated significance between these two variables. Studying alone held

significance between White students and students of color, $X^2 (1, N = 101) = 24.08, p <$

.01, with students of color more likely to regularly use the space to study alone. Studying

with a group was also significant, X^2 (1, $N = 101$) $= 8.99$, $p < .01$, once again with

students of color more likely than White students to regularly use JGMC to study with a

group. The other significance results included attending an OASIS program, X^2 (1, $N = 101$) $= 9.68$, $p < .01$, and being required to attend a program as part of a scholarship or

class, X^2 (1, $N = 101$) $= 7.90$, $p < .01$, all of which indicated students of color more likely

to regularly participate in those activities than White students. The full list of chi-square

results are on Table 4.16.

Table 4.16

Chi-Square Results for Activity by Student Race

	Chi-Square	DF	p
Studying Alone	24.08	1	.000
Group Studying	6.22	1	.013
Socializing	8.99	1	.003
RSO Duties	2.05	1	.152
OASIS Program	9.68	1	.002
Non-OASIS Program	5.43	1	.020
RSO Program	3.72	1	.054
Hosting Program	1.42	1	.234
Non-RSO Student Meeting	4.39	1	.036
Meeting with Faculty/Staff	2.52	1	.113
Required to Attend Program	7.90	1	.005
Work at JGMC	.006	1	.936

Question Two

Results

Question two restated asked "how frequently are students engaging in positive and negative diverse interactions while in the multicultural center?" with the sub question "are there differences between White students and students of color in the types of diversity interactions and the frequency with which they occur?" The diversity interactions were scaled on a 4 point scale of never, seldom, regularly, and frequently. To answer these questions, the researcher analyzed the interactions split by racial identity of the students (White or student of color) to compare the frequency of each type of interaction and then performed a t-test statistical analysis to determine if the differences were significant.

Types of interactions by race. The research hypothesis for the types of interactions students would experience based on their race was that students of color would be more likely to have negative interactions that their White peers. Of note in the data, only one White student reported having a regular negative interaction within the facility. All other students reported either never or seldom having any negative interactions in JGMC. Table 4.17 outlines the frequency of students' negative diversity interactions.

Alternatively, there was a greater frequency of positive diversity interactions by both White students and students of color than there were for negative interactions. Both groups of students experienced more positive interactions on a regular or frequent basis, unlike the vast majority of individuals who indicated a very low frequency of negative

interactions. The full frequencies of all positive diversity interaction variables are
displayed in Table 4.18.

Table 4.17

Negative Interactions

	Frequency of Negative Interactions			
	Never	Seldom	Regularly	Frequently
Students of Color (n = 59)	%	%	%	%
Hurtful, unresolved interactions	89.8	10.2	-	-
Tense, hostile interactions	91.5	8.5	-	-
Feel insulted based on identity	91.5	8.5	-	-
Feel silenced by prejudice	83.1	16.9	-	-
White Students (n = 38)				-
Hurtful, unresolved interactions	94.7	5.3	-	-
Tense, hostile interactions	94.7	2.6	2.6	-
Feel insulted based on identity	94.7	5.3	-	-
Feel silenced by prejudice	94.7	5.3	-	-

Frequency of interaction by race. To determine if there was a significant
difference of the frequency of diversity interactions between students of color and White
students, a t-test was run for each group of interactions, positive and negative. For the t-
test run on positive interactions, Levene's Test for Homogeneity of Variance was
violated, indicating there were not equal variances within the two groups, and the
calculations proceeded. There was a significant difference in positive diversity
interactions between White students (M = 1.69, SD = .689) and by students of color (M =

2.04, SD = .928), *t*(92.98) = 2.11, *p* < .05. Students of color more frequently experienced

positive diversity interactions within JGMC.

For negative diversity interactions, there was no significant difference in the

frequency of negative diversity interactions by White students (M = 1.06, SD = .256) and

students of color (M = 1.00, SD = .247; *t*(95) = .978, *p* > .05. Students of color and White

students had the same frequency of negative diversity interactions in the multicultural

center.

Table 4.18

Positive Interactions

	Frequency of Positive Interactions			
	Never	Seldom	Regularly	Frequently
Students of Color (n = 59)	%	%	%	%
Have serious conversations	22.0	42.4	20.3	15.3
Meaningful discussions/lifestyles and customs	37.3	30.5	18.6	13.6
Meaningful discussions about SJ	37.3	28.8	13.6	20.3
Share personal feelings	45.8	32.2	11.9	10.2
Discussions regarding intergroup relations	54.2	22.0	15.3	8.5
White Students (n = 38)				
Have serious conversations	47.4	39.5	7.9	5.3
Meaningful discussions/lifestyles and customs	39.5	44.7	10.5	5.3
Meaningful discussions about SJ	50	42.1	5.3	2.6
Share personal feelings	44.7	39.5	13.2	2.6
Discussions regarding intergroup relations	55.3	34.2	7.9	2.6

Conclusion

This chapter provided the analysis used in answering the two research questions and sub questions used to inform this study. Descriptive statistics were given and the analysis of the data presented comparing the different populations used to assess the usage of the multicultural center: students compared to faculty and staff, and students of color compared to White students. To summarize, students and staff used different spaces and used the spaces for differing purposes but tended to use the space the same amount of time each week. Students of color and White students also used the space differently for different purposes, but students of color used the space more frequently than White students. In terms of diversity interactions, White students and students of color had the same frequency of negative diversity interactions whereas students of color tended to have more positive diversity interactions. For overall frequency, negative interactions were low across the board for the space while there was greater variance on frequency for positive interactions.

CHAPTER 5

DISCUSSION

This chapter will provide a summary of the study. To start, the research questions are stated and then the chapter will continue with a discussion of the results presented in Chapter Four and connected to the literature from Chapter Two. The implications of these results will then be explored as well as the areas for future research and new questions that emerged as a result of this study. The chapter will conclude with overall conclusions from the research. As institutions continue to attempt to make campuses more welcoming to minoritized students, issues surrounding space will arise in tandem to student movements and protests (Somashekhar, 2015). Given from Chapters One and Two that little to no quantitative literature exists regarding multicultural space on campus, this study is important for adding to the limited knowledge of this topic.

Restatement of Purpose of Study and Research Questions

The purpose of this study was to identify how space at a multicultural center is used by university students, staff, and faculty. The researcher started with assessing the differences in usage between student and faculty/staff and then assessed the differences between students of color and White students for differences in usage. Finally, the researcher assessed the frequency of diversity interactions in the building by students' race. Two research questions guided this study:

1. What types of space do students, faculty, and staff use in the multicultural center, how frequently do they use the center, and for what purposes?

    a. Are there differences in the types of space used, frequency of use, and purposes of use of the multicultural center by role at the university or race of the student?

2. How frequently are students engaging in positive and negative diverse interactions while in the multicultural center?

    a. Are there differences between White students and students of color in the types of diversity interactions and the frequency with which they occur?

Discussion of Results

As described in Chapter Four, the researcher used several different methods to analyze the significance of the data in regards to the research questions including t-tests and chi-square comparisons. The following sections address the findings from the statistical analyses conducted.

Differences between Faculty/Staff and Students

To analyze the differences in the spaces used, the frequency of use, and the purpose of use between students and faculty/staff, the researcher conducted various chi-square analyses and t-tests as described in Chapter 4.

Types of space. Results showed that students were likely to utilize certain spaces more regularly than faculty and staff. Specifically, students were likely to use the Lobby, the Computer Lab, and the Recognized Student Organization Offices more regularly. The Lobby space, complete with tables and massage chairs, is an open study space and conducive for socializing. The Computer Lab and RSO offices are enclosed spaces that were created for specific purposes in mind, studying and student organization responsibilities, respectfully.

Based on the descriptive statistics available, students who participated in the survey used the Lobby, Student Lounge, and Mandala Lounge the most regularly. These are all generally social spaces and open-air in nature, allowing students to easily sit and work alone or meet with friends. Faculty and staff, on the other hand, used the professional offices and the meeting rooms more regularly, which are enclosed spaces and used for very specific purposes. The faculty and staff either work in these spaces or attend meetings in these spaces. Faculty and staff rarely used spaces that are open for everyone and that are social in nature. The one exception would be that faculty and staff also more regularly used the Mandala Lounge, overlapping usage of this space with the student participants. As the Mandala Lounge is a main thoroughfare to much of the building (and to the Nebraska Student Union), the nature of the usage of this specific space cannot be determined by this study. However, it was an interesting point that one space did overlap between the two groups as being one of the more regularly used in the building.

Frequency of use. Based on the t-test comparison of average hours spent in the building per week during the Fall 2015 semester, there was no significant difference in the amount of time students spent in the building compared to faculty and staff. Several factors could have influenced this, including an oversampling of staff members that work full time positions in the building. With a larger sample of faculty and staff who use the space during the Fall 2015 semester, which would include individuals who only used the space a few times, the comparison may have shown that students use the space more on average per week. There was also no specific questions regarding the time of day that

participants were utilizing the space, which may have yielded much different results as to who used the spaces at 9am versus those that most utilized the spaces at 9pm.

Purpose of use. The chi-square tests from Chapter Four regarding the purposes of use for the building revealed that there was an association between the roles on campus and the purposes of using JGMC. Students were more likely to regularly use the building for socializing and studying alone than faculty and staff. These associations also reflect the descriptive statistics reported for usage in that students reported more regularly using the building for studying along and socializing.

These results that students are more likely to engage in socializing may follow common knowledge that faculty and staff see the building as a professional space and may not engage in the same types of activities as students. According to the descriptive statistics, faculty and staff more regularly used the building for meetings with other faculty and staff or for hosting programs and events. This could indicate that what a students may consider socializing – getting to know others in the building or chatting with friends on their downtime – is what faculty and staff members consider part of their professional responsibilities of getting to know the students within JGMC.

Differences Between White Students and Students of Color

To analyze the differences in the spaces used, the frequency of use, and the purpose of use between students of color and White students, the researcher conducted various chi-square analyses and t-tests as described in Chapter 4.

Types of space. Several spaces showed associations between students' race and use of specific spaces in JGMC. Students of color were more likely to regularly use the Lobby, the Lounge, the Computer Lab, and the third floor conference rooms. With the

number of spaces that students of color use more regularly, students of color also tend to use a larger number of spaces more regularly in general than White students. White students only use a limited number of spaces regularly. In other words, students of color used more spaces with regularity than White students did.

In terms of descriptive statistics, the chi-square tests results mirrored the spaces students of color indicated they used regularly, which were the Lobby, Student Lounge, and the Computer Lab. White students, on the other hand, used the meeting rooms on the second floor and the Mandala Lounge more regularly. In the context of JGMC, students of color used more social, open spaces than White students did whereas White students used the enclosed meetings rooms more regularly. These differences indicate that the spaces White students used were formal instead of happenstance as the enclosed meetings rooms are official areas of the building that require a reservation to use. This can also indicate that students of color were using the social spaces for community building with other students.

Frequency of use. The t-test run to determine differences in hourly usage of the space for the Fall 2015 semester indicated students of color used the facility more on average per week than White students. Since students of color more regularly used JGMC for social activities and not with a specific purpose in mind, it would follow that they would also spend more time on average in JGMC. Since White students tended to use the space with a specific purpose in mind, such as attending an event with a clear end time, and not for socializing, they would not spend as much time in the building as students of color.

Purpose of use. Students of color were more likely to regularly use the space for studying alone, group studying, socializing, attending an OASIS program, attending a non-OASIS program , attending a non-RSO student meeting, and attending a program or meeting as a requirement. The descriptive statistics echoed these results in that students of color reported using the space more regularly for studying alone and socializing .White students reported using JGMC more regularly for student organization meetings but also for socializing. However, while socializing is reported by both groups as being one of the more regular activities performed, less than a quarter of White students reported socializing at least once a week in the JGMC compared to over half of students of color.

Students' Diversity Interactions

Types of interactions by race. As stated in Chapter Four, there was a very low frequency of negative diversity interactions by either White students or students of color. Only one White student reported having a regular negative diversity interaction while all other student participants responded either never or seldom having negative interactions. This could be reflective of the facilitation of the diversity interactions in that the situations where the interactions occurred were conducive to open and honest dialogues with the proper debriefing. If that is the case, students would leave without feeling attacked or offended based on their social identities. Generally, they could walk away without feeling as though the interaction had been negative.

As for positive interactions, White students and students of color reported having interactions regularly or frequently more than they did for negative interactions. This indicates that positive diversity interactions were occurring, unlike negative diversity interactions. Positive interactions could be reflective of appropriate facilitation within the

situation where the interactions occurred. Or, this could be reflective of interactions between students that were spontaneous in nature and not overtly negative in nature.

Overall, however, there was still a lack of consistent interactions by either White students or students of color since there was not a high reporting of either regular or frequent interactions by either group. The lack of regular or frequent interactions for negative or positive items is an indication that the two groups of students do not participate in programming or events with focuses outside of their social identities. This could indicate that students are more focused on building community within their own groups. Many of the student organizations housed in the JGMC are formed on the basis of race, ethnicity, religion, or culture. Thus, students who join often do so in order to build community with peers who hold a similar social identity. If so, these students may not be interested in seeking out diversity interactions in lieu of strengthening the bonds of their organizations. However, based on the data of this study, there is a strong likelihood that interactions with diversity are not occurring because students are not confronted with diversity in the space of JGMC. The groups, in this case students of color and White students, are using different spaces for different purposes and are not interacting.

Frequency of interactions by race. The t-test performed on the frequency of negative diversity interactions yielded no significant results, meaning students of color and White students experienced negative diversity interactions at the same rate within the space of JGMC. Put another way, they experienced negative interactions at relatively the same frequency which, based on the average mean of the occurrence, was rarely if ever.

The t-test run on the frequency of positive interactions by students' race was found that students of color had more frequent positive diversity interactions than White

students in JGMC. The descriptive statistics of the frequencies echo this finding and show that more students of color regularly or frequently had interactions whereas White students reported having less frequent positive diversity interactions. This is interesting to note as White students are so often encouraged to interact with their peers of color, yet this study indicates that few students are interacting with diversity in one of the only established multicultural spaces on campus. However, White students spending less time in a multicultural center follows established literature they are less likely to interact with peers holding different social identities unless required or highly encouraged (Bowman & Brandenberger, 2012). Without a nudge from faculty or staff, White students may have no personal incentive to interact with their peers.

Connection to Literature

Based on the information presented above, White students used JGMC as an extension of a student union space, utilizing the facilities as a meeting and programming space, spending less time in the building than students of color, and using JGMC less regularly for social activities such as group studying and socializing. Conversely, students of color used the space for building community and socializing while also having more positive diversity interactions than their White peers. Essentially, students of color and White students were not using the same space inside JGMC, using JGMC for the same purposes, or using it for the same amount of time each week.

Much of this follows the established literature and frameworks outlined in Chapter Two. To begin with, much of the literature affirms that students of color would spend more time in multicultural space and use that time to socialize and build community with other students of color (Bourke, 2010; Glenn, 2010; Johnson et al.,

2007; Loranzo, 2010; Liu et al., 2010; Negy & Lunt, 2008; Patton, 2006, 2010; Shotton et al., 2010). Considering the literature indicates that students of color can be marginalized in class (Bourke, 2010), face microaggressions and then be criticized for becoming emotional about the incidents (Yosso & Lopez, 2010), and need a space to build community amongst peers that relate to their experiences (Patton, 2010; Negy & Lunt, 2008), it logically follows that students of color will spend more time in spaces established as multicultural or identity specific.

The literature regarding White students also affirms that White students would spend less time in a multicultural center and use the space differently than students of color. In the Banks (2009) study, White students saw themselves as outside of the definition of diversity, essentially considering themselves the norm in society. With this mindset, White students may feel uncomfortable in designated multicultural space or even that they do not belong given that they do not feel as though they have a voice in diversity discussions (Helm et al, 1998).

In regards to the structural diversity of JGMC, many identities were represented and present in the building, which is required for cultivating diversity interactions (Gurin et al., 2002; Pike & Kuh, 2006). According to Gurin et al.'s (2002) study, the structural diversity must be in place before meaningful interactions can occur. However, the culture of the building is still reflective of a traditional PWI campus in that White students and students of color remain separated even within JGMC. Students of color are using the Student Lounge and Lobby while White students are using the meetings spaces on the second floor. Before diversity interactions can take place, these two groups of students need to be in the same specific space inside the building.

Furthermore, the data regarding diversity interactions also reflect the two groups of students were not utilizing the space similarly. There were very few negative diversity interactions within the space and only a slightly greater frequency of positive interactions However, none of the different types of interactions occurred with consistent regularity to indicate that most students were participating in interactions, informally or as part of an organized program or event, on a consistent basis. This is concerning as Gurin et al. (2002) emphasize the need of diversity interactions in that "the actual experiences students have with diversity consistently and meaningfully affect important…outcomes of a college education" (p. 358).

The data reflect that students of color are not interacting much with diversity due to the commitment to building community amongst themselves and those holding similar social identities. While important and necessary for creating a sense of belonging to campus (Johnson et al, 2007; Patton, 2006; Yosso & Lopez, 2010), this can also reinforce the stigma that students of color in identity centers only associate with other students of color in identity centers (Bentley-Edward & Chapmen-Hilliard, 2015; Bourke, 2010). Meanwhile, White students who may already be hesitant to voluntarily interact with those outside of their identity (Bowman & Brandenberger, 2012; King et al., 2013) and may believe they do not have a place inside of the multicultural center (Banks, 2009; Helm et al., 1998) use the space as an extension of the students union for just programming and meetings without venturing further to participate in diversity interactions.

Implications for Practice

There are several takeaways from this study for the field of higher education. The most important implication is that campuses need to have clear outcomes established as

to the purpose of established multicultural space. In the case of JGMC, is it described as both an addition to the union and a multicultural center throughout the history of the building outlined in Chapter Two. This leads to two different populations of individuals utilizing the space on a consistent basis: those using it as an extension of the Union and those using it as a multicultural space. Structurally, the population of the users of JGMC is diverse. However, the lack of diversity interactions among the students indicate that they are not be using the space to interact with those of differing social identities, which was one of the purposes of the building's construction (Campaign for Nebraska, 2007). Administrators should reflect on what they hope students, staff, and faculty gain from using multicultural space and what students should walk away with after interacting with others in the space. If administrators decide that multicultural space will serve the dual purpose of both a union as well as space for diverse interactions and community building, faculty and staff need to guard against the social divide between White students and students of color. Without intentionality, these two groups of students may not combine even within the same building.

A second implication is to encourage faculty and staff to spend time socializing with students within the multicultural space. The data from this study indicates that there are not natural interactions occurring between students and faculty and staff as the two groups are not regularly utilizing the same space, so the opportunities for interactions are minimal. Regular interactions will help students build community and a connection to the center knowing that there are professionals who are around to help and listen to their campus experiences, but also who share similar interests and who they are comfortable approaching.

Third, more focus should be paid on encouraging students to leave their habitual spaces within the multicultural center. Diversity exists within JGMC with a wide multitude of students with varying social identities moving in and out of the building. However, because routines have been established and communities use the same spaces they always have, informal interactions amongst these individuals do not occur with regularity. The culture within the building should shift so that students feel comfortable and encouraged to leave the established spaces they usually occupy. Once students break these routines, they will be more likely to interact with others outside of their circle.

Another implication is to encourage more White identified students to use the building as a social space and not for formal activities. This population more regularly used enclosed spaces and generally used JGMC for more specific purposes, but did not regularly use open spaces meant for socializing. Administrators should find ways to motivate White students to spend more time in the open air areas of JGMC, which would not only increase the amount of time White students spend in JGMC but also increase the potential for informal diversity interactions. However, this could also increase the number of negative, informal diversity interactions if White students unknowingly dominate the space and edge out students of color. The increase of White students in the space would also mean an increase in faculty and staff presence to facilitate interactions between students until both groups are comfortable with the change in social dynamics.

Areas of Future Research

There is little current research on multicultural space usage and so there are many areas for future research. A large, multi-institutional survey of multicultural space usage would be an important step nationally to determine the populations of users who use multicultural space and if the outcomes of the space are being met not only for benchmarking purposes but also for accessible examples of institutions that are able to properly support multicultural space. Considering the established literature outlined in Chapter Two surrounding the importance of safe spaces on campus for students of color, the positive outcomes of having a diverse campus, and the importance of diversity interactions, large scale measurements about diversity spaces on campus will be helpful for understanding the next steps in creating more inclusive institutions across the country.

Another area for future research would be to analyze the perceptions of multicultural space by both White students and students of color. What this study failed to do is to dig deep into the true feelings of what students from each of these groups think about the space and what drew them into the building in the first place (versus what they were doing when once they entered). Understanding why students are drawn to the space, or may resist entering the space entirely, would be useful when planning out future multicultural spaces and hoping to have these two groups of students interact on a consistent basis.

Finally, research needs to be done on diversity interactions on campus. Specifically, researching what may compel students to *want* to interact with individuals who they may not identify with initially. Or, what methods would make the occurrence of interaction more common or easier for students to participate. Based on this study, few

individuals were regularly participating in any diversity interactions within JGMC, indicating that it was not a part of their usual schedule. More likely than not, most students interacted with diversity during programming held in the space or for the express purpose of interacting with others. This study did not measure if the interactions occurred in a formal, structured space or informally amongst peers, which would also be another area for future research concerning the situations where students interact most with diversity and which is more conducive (intentional or unintentional) for reoccurring interactions with diversity.

Conclusion

The findings of this study demonstrate that there is much more research to be done on the culture of established multicultural spaces. The data provided an interesting starting point in a larger discussion of the dynamics in a large multicultural center as a predominately White institution that future research has the chance to build off. As one of the first empirical studies on multicultural space, the contribution to current literature is an important step to opening up more questions, rather than just providing answers, regarding the usage of multicultural space on campuses.

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APPENDIX A

SURVEY
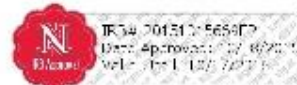
Title: Jackie Gaughan Multicultural Center Use Research Study

INFORMED CONSENT

Introduction

This is a research study collecting information regarding the space usage of the Jackie Gaughan Multicultural Center at the University of Nebraska – Lincoln. You have been identified as meeting the criteria of participating in this study including being aged 17 years or older and having used of the Jackie Gaughan Multicultural Center during the Fall 2015 semester.

Procedures

The questionnaire consists of 11 questions and will take approximately 10 minutes or less. Questions are designed to determine how you use the Jackie Gaughan Multicultural Center and your experiences in the building. This questionnaire will be conducted with an online Qualtrics-created survey.

Risks/Discomforts

There are no known risks to this study. Although we do not expect any harm to come upon any participants due to electronic malfunction of the computer, it is possible though extremely rare and uncommon.

Benefits

There are no direct benefits for participants. However, it is hoped that through your participation, researchers will learn more about the use of the Jackie Gaughan Multicultural Center.

Confidentiality

All data obtained from participants will be kept confidential and will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones). All questionnaires will be concealed, and no one other than then primary and secondary investigators listed below will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator.

Compensation

There is no direct compensation for participating in this study.

Participation

Participation in this research study is completely voluntary. You have the right to withdraw at anytime or refuse to participate entirely without jeopardy to your academic status, GPA or standing with the university. If you desire to withdraw, please close your internet browser and notify the principal investigator by phone at 517-414-3904 or at this email: jweed@huskers.unl.edu
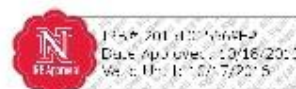
Questions about the Research
You may ask any questions concerning this research and have those questions answered before agreeing to participate in the study. If you have questions regarding this study, you may contact Jessica Weed at 517-414-3904 or by email at jweed@huskers.unl.edu.

Questions about your Rights as Research Participants
If you have questions you do not feel comfortable asking the researcher, you may contact Dr. Elizabeth Niehaus at 402-472-4236 or eniehaus@unl.edu. Or contact the University of Nebraska – Lincoln Institutional Review Board at 402-472-6965.

Qualtrics Privacy Statement
For more information about your privacy and Qualtrics, please visit the following link: http://www.qualtrics.com/privacy-statement/
○ I Consent (1)
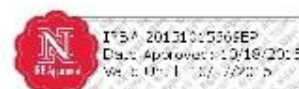
Q1 Please indicate if you are a student, staff, or faculty member of the UNL Campus Community:

O Undergraduate or Graduate Student (1)
O Staff (2)
O Faculty (3)
O Other (4) _____

Answer If Please indicate if you are a student, staff, or faculty member of the UNL Campus Community: Student Is Selected

Q3 Are you an international student?

O Yes (1)
O No (2)

Q2 What is your gender identity?

Q4 Please indicate your race. Select all that apply:

O Black, Afro-Caribbean, African, or African American (1)
O Latino, Latina, or Hispanic (2)
O Non-Hispanic White or European (3)
O East Asian or Asian (4)
O South Asian or Indian (5)
O Native Hawaiian or Pacific Islander (6)
O Middle Eastern or Arab (7)
O Native American, First People, Indigenous, or Alaskan Native (8)
O Bi/Multiracial (9)
O Other (please specify): (10) _____
O Prefer not to disclose (11)

Q5 If you identified above as bi/multiracial or selected more than one race, please indicate your primary racial identity if you strongly associate with just one.

O Bi/Multiracial (1)
O Black, Afro-Caribbean, African, or African American (2)
O Latino, Latina, or Hispanic (3)
O Non-Hispanic White or European (4)
O East Asian or Asian (5)
O South Asian or Indian (6)
O Native Hawaiian or Pacific Islander (7)
O Middle Eastern or Arab (8)
O Native American, First People, Indigenous, or Alaskan Native (9)
O Other (please specify): (10) _____
O Associate equally (11)
O Not applicable (12)
O Prefer not to disclose (13)
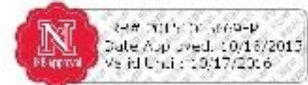
Q6 Please indicate how many years you have been a student, staff, or faculty member on campus. Students, please note this is not in regards your current credit standing, but how long you have been a member of the campus community.

○ In my 1st year on campus (1)
○ In my 2nd year on campus (2)
○ In my 3rd year on campus (3)
○ In my 4th year on campus (4)
○ In my 5th year on campus or more (5)

Q7 For the Fall 2015 semester, how many hours a week did you spend in the Jackie Gaughan Multicultural Center, on average?

○ 0 (1)
○ Less than 1 (2)
○ 1-2.99 (3)
○ 3-4.99 (4)
○ 5-6.99 (5)
○ 7-8.99 (6)
○ 9+ (7)
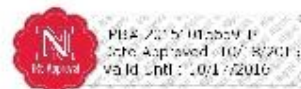
Q8 In the Fall 2015 semester, on average, how frequently did you use the following spaces in the Jackie Gaughan Multicultural Center ?

	Never (1)	Less than once a week (2)	Once a week (3)	Twice a Week (4)	More than twice a week (5)
JGMC Lobby (1st floor) (1)	○	○	○	○	○
OASIS Student Lounge (1st floor) (2)	○	○	○	○	○
OASIS, William H. Thompson, or NCPA Offices (1st floor) (3)	○	○	○	○	○
Mandala Lounge (2nd floor) (4)	○	○	○	○	○
Computer Lab (2nd floor) (5)	○	○	○	○	○
Meeting rooms (2nd floor) (6)	○	○	○	○	○
Recognized Student Organization Offices (3rd Floor) (7)	○	○	○	○	○
Kawasaki Reading Room (3rd Floor) (8)	○	○	○	○	○
Conference Rooms (3rd floor) (9)	○	○	○	○	○
Other (please specify): (10)	○	○	○	○	○
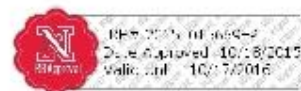
Q9 In the Fall 2015 semester, on average, how frequently did you use the Jackie Gaughan Multicultural Center for each of the following purposes?

	Never (1)	Less than once a week (2)	Once a week (3)	Twice a week (4)	More than twice a week (5)
Studying alone (1)	O	O	O	O	O
Studying with a group (2)	O	O	O	O	O
Socializing (3)	O	O	O	O	O
Recognized Student Organization meetings or other duties (4)	O	O	O	O	O
Voluntarily attending campus wide activities, programs, or events sponsored by the Office of Academic Success & Intercultural Services (OASIS) (5)	O	O	O	O	O
Voluntarily attending campus wide activities, programs, or events sponsored by a campus department that is not the Office of Academic Success & Intercultural Services (OASIS) (6)	O	O	O	O	O
Voluntarily attending campus wide activities, programs, or	O	O	O	O	O
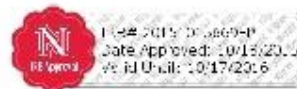
events sponsored by a Recognized Student Organization (7)					
Hosting campus wide activities, programs, or events as part of a group, department, or RSO (8)	○	○	○	○	○
Meeting with students not in relation to a Recognized Student Organization (9)	○	○	○	○	○
Meetings with campus faculty or staff (10)	○	○	○	○	○
Attending an event or program as a requirement of a class or scholarship (11)	○	○	○	○	○
Working a paid position in the Jackie Gaughan Multicultural Center (12)	○	○	○	○	○

Q10 Besides those listed above, in what other ways, if any, did you use the Jackie Gaughan Multicultural Center during the Fall 2015 semester? Please list.
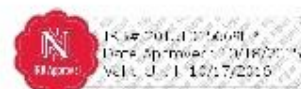
Q11 In the Fall of 2015, how often did you have the following experiences at the Jackie Gaughan Multicultural Center with a person or group having different social identities than yourself (those differing from you in race, gender, sexuality, social class, national origin, values, religion, or political views)?

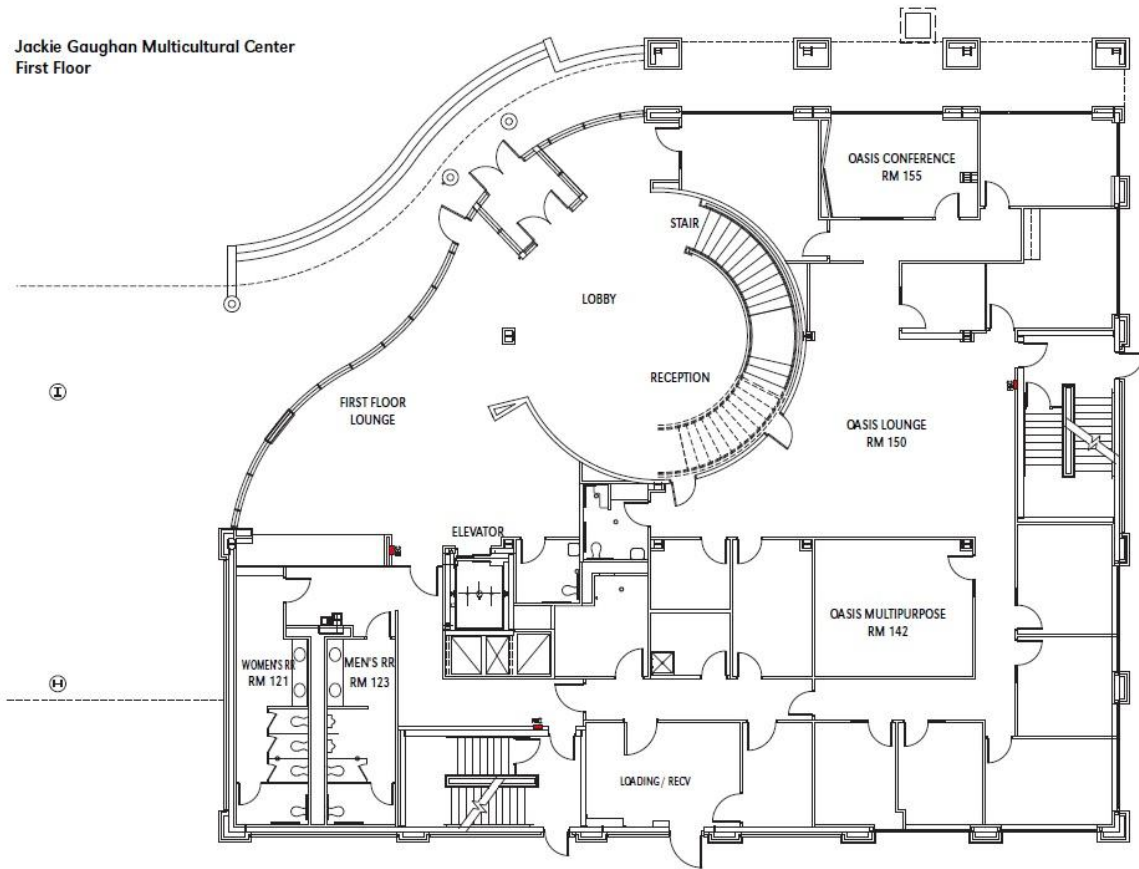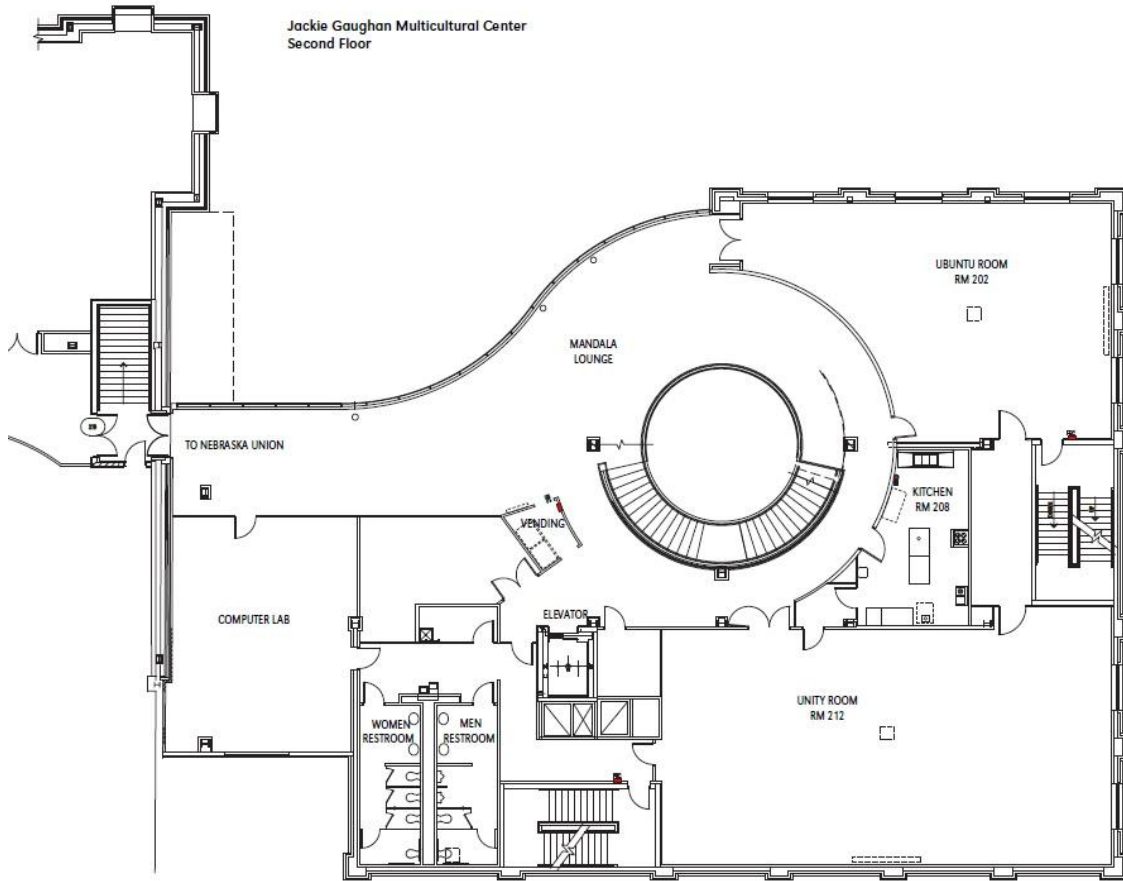|	Never (1)	Seldom (2)	Regularly (3)	Frequently (4)
Have serious conversations (1)	o	o	o	o
Have hurtful, unresolved interactions (2)	o	o	o	o
Have meaningful discussions about different lifestyles and customs (3)	o	o	o	o
Have tense, somewhat hostile interactions (4)	o	o	o	o
Have meaningful and honest discussions about issues related to social justice (5)	o	o	o	o
Feel insulted or threatened on the basis of your race, gender, sexuality, social class, national origin, values, religion, or political views (6)	o	o	o	o
Share personal feelings and problems (7)	o	o	o	o
Feel silenced by prejudice and discrimination from sharing your own experiences (8)	o	o	o	o
Have discussions regarding	o	o	o	o

intergroup relations (9)				

APPENDIX B

JACKIE GAUGHAN MULTICULTURAL CENTER FLOOR PLANS

Jackie Gaughan Multicultural Center
First Floor

Jackie Gaughan Multicultural Center
Second Floor

UBUNTU ROOM
RM 202

MANDALA
LOUNGE

TO NEBRASKA UNION

KITCHEN
RM 208

VENDING

COMPUTER LAB

ELEVATOR

WOMEN
RESTROOM

MEN
RESTROOM

UNITY ROOM
RM 212

Jackie Gaughan Multicultural Center
Third Floor

KAWASAKI LIBRARY
RM 302

KAWASAKI READING ROOM
RM 301

FIRST NEBRASKANS
RM 313

MUSIC ROOM
RM 317

RESTROOMS

ELEVATOR

SALON DE LIBERTAD
RM 331