

Socioeconomic background: People's identities are influenced by how they grow up, and part of that background often involves socioeconomic factors. Socioeconomic diversity can contribute a wide variety of ideas and attitudes.

Gender roles: Women have virtually all professional and social roles, including those once dominated by men, and men have taken on many roles, such as raising a child, that were formerly occupied mostly by women. These changing roles have brought diverse new ideas and attitudes to college campuses.

Age: While younger students attending college immediately after high school are generally within the same age range, older students returning to school bring a diversity of age. Because they often have broader life experiences, many older students bring different ideas and attitudes to the campus.

Sexual orientation: Gays and lesbians make up a significant percentage of people in American society and students on college campuses. Exposure to this diversity helps others overcome stereotypes and become more accepting of human differences.

Religion: For many people, religion is not just a Sunday morning practice but a larger spiritual force that infuses their lives. Religion helps shape different ways of thinking and behaving, and thus diversity of religion brings a wider benefit of diversity to college.

Political views: A diversity of political views helps broaden the level of discourse on campuses concerning current events and the roles of government and leadership at all levels. College students are frequently concerned about issues such as environmentalism and civil rights and can help bring about change.

Physical ability: Some students have athletic talents. Some students have physical disabilities. Physical differences among students brings yet another kind of diversity to colleges—a diversity that both widens opportunities for a college education and also helps all students better understand how people relate to the world in physical as well as intellectual ways.

Extracurricular abilities: A student body with diverse interests and skills benefits all students by helping make the college experience full and enriching at all levels.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion. Retrieved from <http://www.aacu.org/making-excellence-inclusive>.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. Retrieved from http://www.racialequitytools.org/images/uploads/RET_Glossary913L.pdf.

Multiculturalism: Is *not* political correctness. We've all heard jokes about "political correctness," which suggests that we do or say certain things not because they are right but because we're expected to pay lip service to them. Unfortunately, some people think of colleges' diversity programs as just the politically correct thing to do. Research has shown repeatedly the value of diversity as well as programs designed to promote diversity.

Implicit bias: Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to win over individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion and other topics. [LGBT Resource Center at UC Riverside]. (2006). LGBTQI terminology (PDF). Retrieved from 99 Staats, C. (2013). State of the science implicit bias review (PDF). Retrieved from http://kirwaninstitute.osu.edu/docs/SOTS-Implicit_Bias.pdf.

