



MULTICULTURAL SELF-ASSESSMENT**

Part I. Using the continuum below, please identify your response to each of the following statements. Write the number that corresponds to your response in the blank preceding each question. In order for this inventory to be useful, it is important that you answer as you believe you truly are.

	<i>5 almost always</i>	<i>4 more often than not</i>	<i>3 sometimes</i>	<i>2 not usually</i>	<i>1 seldom, if ever</i>
___ 1. I am comfortable interacting with others who are not my age, gender, race, religion, economic status, sexual orientation, or at my educational level.	5	4	3	2	1
___ 2. I am mindful of my speech and behavior in an effort to avoid offending others.	5	4	3	2	1
___ 3. I recognize the unique influence that my upbringing and education have had on my values and beliefs.	5	4	3	2	1
___ 4. I ask questions until I am sure I understand what others are saying.	5	4	3	2	1
___ 5. I am attentive to others' reactions when I am speaking to them.	5	4	3	2	1
___ 6. When I need assistance, I am comfortable asking for it.	5	4	3	2	1
___ 7. I listen with interest to those whose ideas differ from mine.	5	4	3	2	1
___ 8. If I were at an event with people who differed from me, I would make every effort to talk with them.	5	4	3	2	1
___ 9. I make a conscious effort to recognize when I stereotype.	5	4	3	2	1
___ 10. I like hearing all sides of an issue before making a decision.	5	4	3	2	1
___ 11. I adapt well to change and new situations.	5	4	3	2	1
___ 12. I enjoy "people watching" and try to understand the human dynamics in interactions.	5	4	3	2	1
___ 13. I can readily identify the personal biases I have toward others.	5	4	3	2	1
___ 14. People are generally good and I accept them as they are.	5	4	3	2	1
___ 15. I try not to assume anything.	5	4	3	2	1

Part II. Now look back at your responses in the context of your classroom interactions. Is your behavior different in that setting than in your day-to-day encounters?

** M. C. Petrone, "Supporting Diversity with Faculty Learning Communities: Teaching and Learning Across Boundaries," in *Building Faculty Learning Communities*, M. D. Cox and L. Richlin (eds): Josey-Bass, San Francisco, pp. 122-123.