A COMPARISION OF FACULTY PERCEPTIONS OF CAMPUS CLIMATE AT A PREDOMINATELY WHITE INSTITUTION

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A COMPARISION OF FACULTY PERCEPTIONS OF CAMPUS CLIMATE AT A PREDOMINATELY WHITE INSTITUTION

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A COMPARISION OF FACULTY PERCEPTIONS OF CAMPUS CLIMATE AT A PREDOMINATELY WHITE INSTITUTION

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VITA

Devona L. Foster was born in Pensacola, Florida to Donna D. Glover and Bruce E. Foster. After graduating from Pensacola High School she attended Dillard University in New Orleans, Louisiana. While at Dillard, Devona participated in several life shaping experiences that led her to her passion … education. In 2002, she earned a Bachelor of Arts in Psychology from Dillard University. Shortly thereafter, she enrolled in graduate school at Auburn University. In December 2004, she was awarded a Masters of Education degree in Adult Education from Auburn. Devona has two siblings: Langston W. Palmer, III and Whitney R. Foster.

DISSERTATION ABSTRACT

A COMPARISION OF FACULTY PERCEPTIONS OF CAMPUS CLIMATE AT A PREDOMINATELY WHITE INSTITUTION

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Research indicates the learning process among others things are influenced by have a diverse faculty. While the population of students in college across the United States is significantly more diverse than ever, diversity among faculty members did not concurrently occur (Smith & Moreno, 2006) and in order to maintain student diversity the presence of a diverse faculty on college campuses is crucial (Smith & Schonfeld, 2000). The success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005).

The purpose of this study is to determine whether race affects a faculty member's perception of campus climate at a Predominately White institution (PWI) located in the

Southern United States. This purpose will be addressed using quantitative data analysis of the ACCFS survey that was administered to all faculty at 'Traditional University' and resulted in 438 examine respondents. Additionally, the purpose of the study was to find a relationship between race and campus climate or to see if such a relationship existed among faculty at 'Traditional University'.

A total of four statistical procedures were performed on the data set. A frequency count was used to describe the demographic characteristics. A reliability analysis was also performed to measure the internal consistency of the scores obtained from the summated scale scores of the ACCFS. An Item analysis was also conducted to determine the internal coherence of items assigned to each scale. Finally, an Analysis of Variance (ANOVA) was employed to assess the difference in the mean scores of the ACCFS between groups.

The study will help to understand faculty perceptions of campus climate at PWI's. The findings of this study may be used as a basis for evaluating the differences of perceptions of PWI's between different races. The findings of this study will contribute to the literature that currently exist regarding recruitment and retention of diverse faculty as well as the literature on campus climate.

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TABLE OF CONTENTS

LIST OF TABLES

I. INTRODUCTION

Research associated with faculty of color in higher education institutions suggests that having diversity influences the learning process among other things (Smith, 1997). Crucial to maintaining student diversity is the presence of a diverse faculty on college campuses (Smith & Schonfeld, 2000). While the population of students in college across the United States is significantly more diverse than ever, diversity among faculty members did not concurrently occur (Smith & Moreno, 2006). Having a critical mass of people from different ethnicities, according to Smith and Schonfeld (2000), creates opportunities for support, role models, and mentoring. Moreover, changes in the curriculum that reflect more diverse ideals may be correlated with the diversity of the faculty. Even though faculty members of color express significant challenges to their success at Predominately White Institutions (PWI), the institution, its students, and the entire community are beneficiaries of their presence (Smith, 1997; Smith & Schonfeld, 2000).

Another benefit to diversity among faculty ranks is the contribution made to the campus climate. Research has shown that student performance, retention, and graduation rates are significantly influenced by campus climate (Edgert, 1994; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Faculty diversity contributes to a number of changes throughout the campus; an example of this can be found in the curriculum. Furthermore,

the success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005).

Significance of the Study

The study will help to understand faculty perceptions of campus climate at PWI's. The findings of this study may be used as a basis for evaluating the differences of perceptions of PWI's between different races. The findings of this study will contribute to the literature that currently exists regarding recruitment and retention of diverse faculty as well as the literature on campus climate.

Statement of the Problem

The research problem is to determine whether race affects a faculty member's perception of campus climate at a Predominately White institution (PWI) located in the Southern United States.

Nature of the Study

This study seeks to answer the following question: What is the impact of race on faculty responses to the Assessment of Campus Climate Faculty Survey (ACCFS)?

HO: Race does not make a statistically significant difference in how faculty members respond to questions on the ACCFS.

HA: Race makes a statistically significant difference how faculty members respond to questions on the ACCFS.

Assumptions and Limitations

The data for this study was collected during an institutional self-assessment. In 2003, 'Traditional University' surveyed its entire population utilizing the ACCFS. Separate surveys were developed for the different populations at 'Traditional University' (TU): administrators, faculty members, administrative professionals, as well as, undergraduate, and graduate students. Because of this study's research question, the data collected using the survey for faculty members will be analyzed. This population includes tenured and non-tenure track faculty and instructors that are primarily involved in teaching and/or research. All faculty members employed by 'Traditional University' in 2003 were surveyed with a return rate of 34% equaling 438 respondents. The finding of this study should not be generalized to other geographic locations or 4-year institutions because of the design of the original study and the low return rate.

Self-reporting may be considered as a limitation. However, since there was not appreciable benefit to misreporting and respondents were anonymous, data are accepted as presented. Any assumptions, conclusions, or applications outside of this study should be made with caution.

Summary of the Study

The purpose of this study is to test the following hypothesis: Race does not make a statistically significant difference in how faculty members respond to questions on the

ACCFS. This purpose will be addressed using quantitative data analysis of the ACCFS survey that was administered to all faculty members at 'Traditional University' and resulted in 438 examined respondents. Additionally, the purpose of the study was to find a relationship between race and campus climate or to see if such a relationship existed among faculty at 'Traditional University'.

Operational Definitions

The following operational definitions were provided to give clarity to the terms used in this study.

Campus climate — the prevailing attitudes, standards, or environmental conditions that exist within an institution of higher education.

Faculty members — scholarly staff at an institution of higher learning that are primarily involved in teaching and/or research.

Institution of higher education — entity that provides post-secondary education and where academic degrees are awarded.

Perception — intuitive recognition, to discern, envision, or understand.

Predominately White Institution — institutions of higher education that primarily serve European Americans based upon the percentage of enrollment.

Race/Ethnicity — an arbitrary social construct or classification by human beings that is based on physical characteristics and self-classification (Example-skin color).

Success (for faculty) — the attainment of promotion and tenure at an institution of higher learning.

Organization of the Study

Chapter One introduces the study by presenting the statement of the problem, purpose of the study, nature of the study. Chapter Two includes an extensive review of the literature on campus climate and the perceptions of faculty members at predominately White institutions. Chapter Three contains the methodology and will include research design, population and sample, instrumentation, data collection, and data analysis. Chapter Four contains the analysis and results of the data in this study. Chapter Five will cover a discussion of the results and Chapter Six concludes with policy implications.

II. REVIEW OF RELEVANT LITERATURE

Introduction

Historically, persons of color in the United States have endured educational systems that exhibit hostility, segregation, and exclusionary practices (Chesler, Lewis & Crowfoot, 2005; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Thompson & Louque, 2005). Several Supreme Court decisions (*Bakke, Hopwood, Gratz v. Bollinger,* and *Grutter v. Bollinger)* have supported the notion of access for all people (Chesler, Lewis & Crowfoot, 2005). The notion of affirmative action "opened the door for thousands of students, faculty, and administrators of color" (Chesler, Lewis & Crowfoot, 2005, p. 42). As more minority students were granted admission into institutions of higher education, racial tensions and discord began to increase (Hurtado, 1992). As access to higher education expands to those that historically have been disadvantaged, racially motivated discord, and resistance is more prevalent.

Campus Climate

In an attempt to create campus environments that are inclusive, we must first attempt to have a "correction of past and present inequities" (Kirwan, 2004, p. xxi). Several scholars (Edgert, 1994; Hurtado, 1992; Hurtado, Carter & Kardia, 1998; Hurtado, Dey, Trevino, 1994; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Kirwan, 2004)

discuss the significance and benefit of having a harmonious campus climate that promotes diversity. Kirwan (2004) identifies an inclusive campus climate and the development of global perspectives as necessary to our competitiveness as a nation. Arnove (2007) defines globalization as "the intensification of worldwide social relations which link distant localities in such a way that local happening are shaped by events occurring many miles away and vice versa" (p. 1–2). Burbules and Torres (2000) expand the definition of globalization to "an ideological discourse driving change because of a perceived immediacy and necessity to respond to a new world order" (p. 2). Burbules and Torres (2000) specified that this change referred to as globalization can result in equity for those that have been the "losers" (p. 2) of the current educational policy and practice. However, for this research, the idea of globalization works "to prepare students from all races and backgrounds to work effectively in a decidedly more diverse workplace" and ultimately a diverse global society (Edgert, 1994; Hurtado, Carter & Kardia, 1998; Kirwan, 2004).

Campus climates significantly influence students' performance, retention, and graduation rate (Edgert, 1994; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Research shows the success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). Inclusive campus climates allow for the development of broader ways to conceptualize scholarship for all faculty members (Austin, 1990). Finally, as highlighted in the *Baake* decision, "universities should be allowed to … create a more dynamic

intellectual environment and a richer educational experience" (Kirwan, 2004, p. xxiii) and this can only be done in an environment that embraces diversity of all sorts.

Definitions of Campus Climate

Definitions of campus climate have been contextualized within the terms of an environment (The California Postsecondary Education Commission, 1991; Virginia Tech, 2000) as well as in terms of a set of beliefs and attitudes that drive that environment (Hamilton, 2006; Hurtado, Milem, Clayton-Pederson, & Allen, 1999; University of Wisconsin-Madison, 2002). If universities seek to achieve a more harmonious campus climate for all of its members, it must first have a clear understanding of what campus climate means within the content of the institution.

The California Postsecondary Education Commission (1991) defined campus climate as "the formal and informal environment—both institutionally and community-based—in which individuals learn, work, and live in a post-secondary setting" (p. 53). Edgert (1994) summarized this definition and deemed campus climate as "a collage of the interpersonal and group dynamics that comprise the experience of participants in a collegiate setting" (p. 53). Hurtado, Milem, Clayton-Pederson, and Allen (1999) recognize campus climate as a set of "current perceptions, attitudes, and expectations that define the institution and its members" (p. 2). Hamilton (2006) contends that campus climate is the "quantit[y]of students on a given campus who embrace the quality of the experience …" (p. 32).

Various institutions operationalize definitions of campus climate; it can perhaps be explained by the institutions that have to contend with this issue daily. Virginia

Polytechnic Institute and State University (Virginia Tech) (2000) defines climate as "a term that is used to discuss our environment related to the inclusive nature of our campus" (2000, p. 1). San Jose State University (1997) characterizes campus climates as an "issue of comfort, civility, and people's interactions… [which places] student achievement as an end goal" (p. 1). Yet another organization defined campus climate as a set of "[b]ehaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect" (Campus Climate Network Group for the University of Wisconsin-Madison, 2002) . California State Polytechnic University, Pomona partially defines campus climate as "the formal and informal environment in which we learn, teach, work, and live in a post-secondary setting" (2000, p. 1).

While there have been a number of definitions explored from different institutions, the definition highlighted by the California State Polytechnic University, Pomona will be used to foreground this study. In their definition, the university states "the elements of a good campus climate will vary from a campus where students, faculty, and staff are made to feel comfortable, have a sense of belonging, and value diversity, to a campus where students … have a high rate of success" (2000, p. 2). This definition is preferred because it takes into consideration the totality of issues identified in campus climate literature. Additionally, the most compelling part of the definition is the conclusion where it highlights "a high rate of success" (p. 2). This indicates that after the

other aspects of the definition are put into place, it is imperative that these conditions set the stage for the success of all members of the campus community.

Campus Climate Research

The California Postsecondary Education Commission (CPEC) conducted a study which examined the feasibility of higher education institutions assessing their own campus climate. The commission acknowledged that "assessment is an introspective, exposing [and] a vulnerable act" (Edgert, 1994, p. 53) and recommended that institutions explore the benefits and risks associated with assessment. According to Edgert (1994), the benefit of an institutional self-assessment of the campus climate include "[gaining a] better understanding of campus climate and its influence on the achievement of diversity goals" (p. 53). Additionally, "[an] assessment system can provide information on the effective[ness] of specific, planned interventions designed to achieve diversity goals (p. 54). Regular assessment may prevent a crisis from occurring. The risks associated with the self-assessment of campus climate include revealing aspects of an institution that may "detract from the achievement of its educational goal" (p. 54). Edgert (1994) suggests the process of self-assessment may be as beneficial as the results. "Creating a sense of psychological ownership among constituents" (p. 55) is what may lead researcher to have a stake in the outcome. Through institutional assessment energy is focused specifically on that community's climate. This assessment will provide both "individual and collective insights" (p. 55). Finally, this process "affords the unique opportunity to gain both personal and institutional self-knowledge beneficial to the campus" (p. 55) in a number of different ways.

After an institution has committed to studying its climate it must then find a methodological approach by which it will examine the climate. Choosing a methodological approach involves decisions about finances, confidentiality, and logistics. According to Edgert (1994), institutions have a tendency to choose one or two methodologies including "surveys, group discussions, focused dialogues, individual interviews, outside evaluators, consultants, observations, and document analysis" (p. 58). The author highlights the advantages and disadvantages of the survey and group discussion. Surveys are beneficial in that they present an option to gather "information from a cross section of the campus community" (p. 58). Surveys are also an advantage because they ensure confidentiality, they are inexpensive, a large amount of information can be gathered, and surveys can easily be analyzed. While the advantages of surveys seem limitless there are a number of disadvantages. Edgert (1994) asserts that the disadvantages "revolve around their superficial and static nature" (p. 58).

Egbert (1994) also assessed the value of conducting group discussions. As the author explained, a group discussion is the assembly of "one or more identifiable campus constituency groups to discuss their experiences at the institution" (Edgert, 1994, p. 59). Advantages include "gathering intensive information on a specific set of topics, and for probing the depth and clarity of perceptions about incidents or tensions on campus" (p. 59). Other advantages include ascertaining multiple perspectives at the same time and the minimal expense compared to the hiring and training of a facilitator. As with the pros, there are cons associated with group discussions including confidentiality issues and limitations on the number of participants in a group. Ebgert (1994) concludes with

information from the CPEC (California Postsecondary Education Commission), a resource guide for institutions interested in conducting their own climate analysis. In an attempt to prevent reinventing the wheel, the CPEC compiled a guide that gave a summary of methodological approaches taken by more than fifty higher education institutions. This guide not only gives methodological approaches but it also contains a pool of sample surveys. Ebgert (1994) concludes by emphasizing campus climate research not only allows institutions to gain a perspective of their climate, it can also assist in understanding student behavior, decisions students make about their future, and the enhancement of all students.

According to Brown (2004), the perception of campus climate is primarily characterized by the group membership and the experiences of those in the group. Brown reviewed the 1997, University of Michigan study were it was indicated that students of color often felt disrespected by faculty members, but also by the lack of action by the university which signified it was is not genuinely committed to diversity. Overall, their respondents indicated that their university's climate was not conducive to their success and they do not believe that their institution is committed to diversity.

Hurtado (1992) believed there is a great deal to be learned from "black, Chicano, and white student perceptions in institutional contexts associated with campus racial tension" (Hurtado, 1992, p. 540). As a result, Hurtado conducted a four-year longitudinal survey examining the contexts of racial conflict. While the goal of the study was to examine data surrounding racial conflict at the university, the results indicated that there is no one element that produces racial tension. Factors contributing to this tension include

external influences, structural characteristics of institutions and the relations of groups, and the ideologies of the institutions (Hurtado, 1992). Furthermore, racial tensions that exist on college campuses can be attributed to a number of factors which include the configuration of historical and contemporary external influences, structural characteristics of institutions, the relationship between groups, and the ideologies of an institution.

Similar to Hurtado (1992), Hamilton (2006) contends "toxic campus climates are not born they are made" (p. 32). The author highlights some of the events, during the 2005–2006 academic year, which contributed to toxic campus environments across the country. A female student and a male athlete received death threats at a Boulder, Colorado school warning them not to run for student government office. White students at the University of Chicago offended members of the surrounding predominately African American neighborhood where they attended a "straight thuggin' party" (p. 32) where they "[wore] chains, baggy clothing [and] guzzled alcohol and listened to 50 Cents and Notorious B.I.G." (p. 32). In Durham, North Carolina, racial tensions flared after allegations of "underage drinking, racial slurs and gang rape" (p. 32) at a party hosted by a member of the Duke University Lacrosse team. These events, although at different institutions, are directly linked to the racial climate of campuses across the United States.

According to Brach (2001), if one or more of the following conditions exist then a campus climate can be described as "chilly" (p. 178):

> lack of formal mentoring structure for African Americans; the perceptions that African American faculty members are not taken seriously; a belief that African

> Americans have been hired not because they are the best qualified but because their hire helps to meet an affirmative action quota; not valuing differences, but expecting African Americans to 'fit in' with the 'white ways' of the institution (p. 178).

These conditions have also been supported with research conducted by the University of Wisconsin system. Research within this system indicated half of the women of color reported feelings of isolation and an unsupportive academic environment. Resistance of White faculty members to the university's plans to increase the recruitment and retention of African American faculty also serves as a point of contention for the construction of a harmonious climate.

Hurtado, Milem, Clayton-Pederson and Allen (1999) highlight the need for program and policy development which is necessary to achieve diverse learning environment. The relationship between racial and ethnic diversity is what Hurtado et al. (1999) suggests will improve the campus climate. The authors stated that an important part of the conceptualization between racial and ethnic diversity is "that different … groups view the campus differently" (p. 3). In order for campus climates to change it "may require some fundamental institutional changes" (p. 4) like the reconceptualizing of diversity and the understanding that groups view campuses differently.

Research has been conducted in an effort to highlight the challenges of campus climate with the intention of addressing some of these issues raised by Hurtado et al. Thomas and Hollenshead (2001) examined the quality of work-life of faculty using a survey and individual interviews. The study was focused "solely on the responses to

items that best represent measure[s] of potential marginalization" (p. 168). They compared the experiences of women of color with White women, White men and men of color. What emerged from their research was the identification of examined strategies adapted by the women of color to resist the negative effects of the structure of power while at the same time building a community within that structure.

Organizational barriers, institutional climate, lack of respect from one's colleagues, unwritten rules that govern university life and mentoring were the five themes that emerged when addressing coping and resistance mechanisms. For example, respondents were asked if organizational barriers hindered their progress and if these barriers were removed would make it easier for them to succeed. Over half (60%) of women of color indicated yes, 45% of White women, 30% of White men and 35% of men of color also indicated affirmatively. Consequently, organizational barriers were more likely to be perceived negatively by women of color than other gender and racial groups.

An unfriendly institutional and organizational environment is another theme identified. An example of this is the experience at the study-site university. Women of color reported a less positive experience at the study site university than did the members of the other groups. Receiving less recognition and experiencing a lack of respect from colleagues is a common finding among Black women as well as other women of color. The data presented in this study supported this finding. In fact, several of the women of color respondents reported feeling pressure to "change their research agendas to fit in with those in their units" (Thomas & Hollenshead, 2001, p. 171). Women of color were

also least likely "to report that they believed their research was valued by their colleagues" (p. 171) and least likely to report their colleagues solicited their opinions.

The notion of unwritten rules in the academy is yet another theme confirmed by Thomas and Hollenshead (2001). Members of the other groups found it easier to learn and comply with the unwritten rules than women of color. Similarly to the afore-mentioned themes, mentorship support is another aspect lacking for women of color. An overwhelming majority of the participants, including women of color, White women, men of color and White men indicated they have a male mentor whereas only 25% of women of color, 90% of White women, 29% of men of color and 86% of White men reported having a mentor of their race/ethnicity. Without a doubt, Thomas and Hollenshead (2001) were able to substantiate the five emergent themes that addressed coping and resistance mechanisms: organizational barriers, institutional climate, lack of respect from one's colleagues, unwritten rules that govern university life, and mentoring. The themes highlighted in this article have a direct impact on the career satisfaction and retention of faculty members.

Allen, Epps, Guillory, Suh and Bonous-Hammarth (2000) examined the status of African American faculty members in the U.S professorate. Using a survey in 1990 the researchers obtained questionnaires from 1,189 faculty members from the six colleges and universities. The sample included 35 African Americans, 130 Asian Americans, and 1,024 White American participants. The questionnaire examined: "(a) background factors, (b) intervening factors, and (c) outcome factors" (Allen, et al., p. 117).

After comparing the African American faculty members' tenure status, academic rank, years at institution, teaching workload, administrative workload, student relations and overall satisfaction to their White counterparts, the researchers found African Americans "were systematically and significantly disadvantaged on all measures when compared to Whites" (Allen, et al., 2000, p. 123). Because of this the recruitment, retention, and success of African Americans in higher education leaves much to be desired. Major findings included faculty statistic in the U.S. has continued to be racially problematic. An example of this is the sample for this study that indicated White female professors outnumbered Black females with a 29 to 1 ratio. This pales in comparison to the 73 to 1 ratio of White male professors to Black male professors. Other findings indicated workload and satisfaction variances between the groups "may stem from the institutional contexts and norms under which they work" (p. 125). The authors conclude that "the system of White supremacy … vigorously resists yielding access to the professorate to African Americans" (p. 126).

Sheldon (2001) discusses the results of a campus climate survey collected from the faculty and staff of Cypress College in 2000. The survey was designed to inquire about the overall perception of faculty and staff on ethnic diversity, job satisfaction, perception of the campus, perception of the students and perception of the programs. Approximately 1,000 surveys were distributed to faculty and staff at Cypress College and 331 or 33% were returned.

Related to diversity, Sheldon found slightly over half reported they were pleased with diversity among faculty but less than half were satisfied with the diversity of staff

and administrators. The issue of prejudice was not felt a problem, opportunities for women and minorities were regarded as positive and there was a positive regard for assisting minority students.

Conley and Hyer (1999) launched a multi faceted assessment effort to gauge the climate for diversity at Virginia Polytechnic Institute and State University (Virginia Tech). In 1998, the Virginia Tech's Center for Survey Research developed a survey for faculty and mailed the four-page document to all the faculty members, which consisted of 2,648 faculty members; they received a 50% response rate. The items measured on the survey included departmental and institutional climate, affirmative action attitudes, level of commitment by institutional leaders and incidents with discriminated and harassment.

The researchers gathered instruments distributed at other institutions; however, they did not find a survey that covered the range of important topics and did not include all members of the campus community. Therefore the researchers developed separate surveys for faculty, staff, and students. Virginia Tech is a land grant institution; therefore approximately one-fifth of the respondents were off-campus faculty conducting research throughout the state in extension offices and teaching at different branch campuses. Because there were different climates for on and off campus faculty, the researchers hypothesized a sufficient difference in the groups. The results for on and off campus faculty were analyzed separately and the Analysis of Variance (ANOVA) conducted confirmed their hypothesis. Using the ANOVA, the differences between subgroups were analyzed by location and demographic information such as race/ethnicity, gender, sexual orientation, and disability status.

Diversity and commitment of diversity by the university was surveyed within the measurement of university climate and attitudes. The results indicated that an overwhelming majority of the participants felt diversity was good and should be promoted within the university. Conversely, the attitudes concerning diversity and the means to achieving diversity received less support. The results for personal experiences with discrimination indicated that a high proportion of the participants did not have experiences with unfair treatment or harassment. However, the observance of offensive material and insensitive remarks were observed at least occasionally by the majority of respondents.

The researchers indicated there were substantial differences between subgroups identified by gender, race/ethnicity, and other characteristics. An example of this is the view of the women faculty, which indicated they were more critical of the campus than their male counterparts. African American faculty perceived the diversity climate hostile and was skeptical of the commitment of the university in terms of diversity and the success of persons of color. Although Asian American faculty reported experiencing unfair treatment, they did not significantly differ from their White counterparts. Even though over half of the respondents with disabilities felt they did not fit in socially with other members of their department, they rated the accessibility and supportiveness of their department positively. Finally, the gay, lesbian, and bisexual faculty members did not feel socially accepted within the university community; however, they reported positive treatment and acceptance as professionals.

Pashairdis (1996) developed the Personal Assessment of the University Climate Survey (PAUCS) to examine the climate at the University of Cyprus. Two forms of the survey were developed: a full-time faculty and administrative staff version. There were six categories on the PAUCS: formal influence, communication, collaboration, organizational structure, job satisfaction, and student focus. Respondents were asked to rate on a Likert scale from a low of 1 and a high of 5.

The PAUCS was collected from seventy-eight faculty members and seventy-two administrative personnel. The author performed a "gap analysis" (Pashairdis, 1996, p. 9) where the results indicated the areas with the most need are information dissemination across the institution, the need for more effective interaction techniques among faculty and administrative staff, and the use of group problem solving techniques. Both faculty and staff indicated a need for feedback on their work.

While much of the research pertaining to campus climate and racial groups primarily focuses on one race, Antis, Sedlacek, and Mohr (2000) compared the experiences of students by their different race/ethnic groups. In their study, they compared the "perceptions and experiences of the campus cultural climate" (p. 181) for African American, Latino/a, Asian American, and White students. Participants of the study were students (n = 578) enrolled at a mid-Atlantic university. The majority (40%) of the participants were White, 25% were African American, 22% Asian American, and 13% Latino/a. In an attempt to measure the perceptions and experiences of students with regard to the racial/ethnic climate of the university researchers used the Cultural Attitudes and Climate Questionnaire (CACQ). The questionnaire listed 100 statements for the

students to report agreement level on a Likert scale. The questionnaire was mailed to first and third year students as a part of a diversity evaluation committee program. While thirty percent of the surveys were returned, follow-ups telephone calls to participants were placed increasing the overall return rate to sixty percent.

The results were reported in four major categories: perceptions of general racial and ethnic climate, personal experiences of campus racism, racial-ethnic comfort and the last section reported themes according to racial/ethnic background. African American students perceived more interracial tensions in residence halls, more conflict on campus with regards to race, and separation due to racial background more than their Asian American and White counterparts. White students reported more overall satisfaction with the university and greater level of respect from faculty and students with regard to racial/ethnic groups than African American and Asian American students. When asked about personal experiences of racism on campus, African American, Asian American and Latino/a students were more likely to experience "pressure to conform to racial and ethnic stereotypes regarding their academic performance and behavior" (p. 182), more so than White and Asian students. African and Asian American students reported higher incidence of experiences of racism from faculty than their White counterparts. African American and Latino/a students reported greater comfort with both similar and different racial groups of faculty than their White counterparts.

The overall results indicated that a difference exists in the perception of institutional climate with regard to racial/ethnic groups. African American students reported negative experiences more, greater racial hostility, more pressure to conform to

stereotypes and less equitable treatment from university personnel. Asian American and Latino/a students also reported stereotyping and prejudices but the authors add their experiences were in "the form of limited respect and unfair treatment from faculty, teaching assistants, and students" (Ancis, Sedlacek & Mohr, 2000, p. 182). These students also experienced pressure to conform to stereotypes. However, Latino/a students reported experiencing less racism and a climate with no racial/ethnic conflict when compared to other students of color. Latino/a students also reported a higher comfort level with their own culture and others from different cultures. White students were most satisfied among the student reporting less tension and fewer expectations to conform. The authors noted that White students appeared to be "immune from such a hostile climate" they have "experienced limited discrimination" and "seemed to lack a recognition that interracial tension and conflict exist for a significant portion of the student body" (p. 183). Students' perceptions of the campus climate differed vastly based on race.

Similar to the research collected by Antis, Sedlacek, and Mohr (2000), Reid and Radhakrishnan (2003) "examined students' perceptions of racial and academic climate as possible mediator[s] of their perception of the GCC [General Campus Climate]" (p. 264). The Office of Minority Student Affairs provided a list of racial minority students and White students that were randomly selected for the general student population. The researchers mailed the survey to 1423 undergraduate and graduate students. The results indicated that undergraduate students of color reported a more negative perception of the general campus and racial climate than White students. African American graduate students reported more negative perceptions than all other groups. Asian American

students believed their university could be doing more to support racial diversity when compared to White students. Overall, students of color, especially African American students, reported more negative experiences than their White student counterparts.

In addition to Reid and Radhakrishnan (2003), Locks, Hurtado, Bowman, and Oseguera (2008) examined students' diversity experiences in relation to their transition to college. The study also predicted the transition to college for students of color and White students. The data was "derived from a national, multi-institutional research project" (p. 264) which was entitled, "Preparing college students for a Diverse Democracy" (p. 264). Ten institutions were chosen to participate based upon their diversity commitment, their community-building activities, and success in their student body diversification. Surveys were distributed in 2002, the beginning of the first year of college and at the end of the second year of college. Four campuses mailed surveys to incoming students, three campuses administered the survey during their summer orientation program and the final three campuses distributed surveys in freshman seminar classes.

Due to low response rate to the follow-up survey mailed in 2002 one institution was excluded from the sample. On average, the response rate was 35%, which totaled 4,471 respondents. Sixty-seven percent were White, 17% Asian American/Pacific Islander, 8% Hispanic/Latino/Chicano, 4% were African American, and 1% identified themselves as American Indian/Alaskan Native. The results revealed that students of color are more likely than Whites:

> "to have greater precollege exposure to people of color … to have a greater predisposition to engage in diversity-related activities in college … to have

> positive interactions with diverse peers … to perceive more racial tension on campus … to spend less time socializing … and … to live with their parents in their second year of college" (p. 271).

Locks et al. (2008) specified the demographics of students' precollege environment affect their interactions with diverse peers in college. The authors concluded college transitions are contingent upon students' sense of belonging and positive educational outcomes are the results of successful transitions.

Diversity and Campus Climate

While several authors (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005) contend that campus climate is an element that is critical to one's success, a number of authors (Brown, 2004; Der-Karabetian, 2000; Hurtado, Carter, & Kardia, 1998; Jackson, 2001; Mayew, Grunwald, & Dey, 2006; Phillips Marrow & Burris-Kitchen, 2000) believe diversity is a key component to achieving positive campus climate. Gregory (2000) said "[nationally] diversity has been emphasized through new policies from professional associations and the states, revised standards from accrediting agencies, and comprehensive goals of national task forces" (p. 4).

Smith (2000) discussed the result of a meta-analysis conducted to understand the benefits of diversity at institutions of higher education. The findings were summarized into four dimensions of diversity: "(1) access and success of underrepresented students, (2) campus climate and intergroup relations, (3) education and scholarship, and (4)

institutional viability" (p. 17). Creating opportunities for underrepresented students to have access to higher education and promoting their success suggests the institution are committed to diversity and having an inclusive campus. The interaction of groups within an organization is yet another important component of diversity. The collective efforts of the university and community to recognize and celebrate differences through activities and programs are vital to reaping the benefits of diversity. The research also supports the notion that diversity in the curriculum contributes positively to the educational outcomes. Finally, the researcher indicates the benefit of diversity has implications in the society as a whole, which directly impacts the viability of an institution.

Parker, Smith and Clayton-Pedersen (2003) conducted an evaluation of the Campus Diversity Initiative (CDI). The CDI is an endeavor of the James Irvine Foundation in conjunction with the Association of American Colleges and Universities (AACU), whereby the project goals are: "1) to increase institutional capacity to perform effective and meaningful evaluations; and 2) to assess the overall impact of the CDI program effort of the Foundation" (Parker, Smith & Clayton-Pedersen, 2003, p. 1). As a part of the larger study conducted by Parker, Smith and Clayton-Pedersen (2003), Smith and Moreno (2006) "examined the trends of tenure and non-tenure track faculty members and new hires from 2000 through 2004 at Irvine Foundation project institutions. Smith and Moreno (2006) further note the project institutions included "28 private California institutions, including research universities, liberal arts colleges, comprehensive colleges and universities, and small, special-purpose institutions" (p. 64). The authors found that over a five-year time span the overall growth of underrepresented faculty increased from

7 to 9 percent. On average the increases for minority faculty are as follows: Latino from 4 to 5 percent; African American 3 percent to 3.6; American Indian from 0.4 to 0.6; and Asian American up one percent from 7 to 8 percent. While those numbers show progression, Smith and Moreno (2006), concluded the Irvine Foundation higher education institutions showed little or no change. Smith and Moreno (2006) also reviewed new faculty hiring from 2000 to 2004. An average of 12 percent minority faculty new hires were concluded across institutions where Asian American made up 12.2 percent, Latino faculty made up 6.9 percent, African American were 4.8 percent, and American Indian were 0.6 percent of new hires. While these numbers are important in looking at the makeup of an institution, Smith (1997) discussed how diversity influences learning.

Smith (1997) conducted a meta-analysis of research reviewing how diversity influences learning. In this process Smith (1997) discussed dimensions of diversity, approaches research suggests institutions move away from, and five contexts for effective groups. The researcher asserted there are three dimensions of diversity and they must be juggles at the same time in order to be affective. Access for student that have historically been underrepresented is where Smith (1997) concluded it all began. The climate where these students are members can suggest if they fit on a campus, which is their place and it is a place for learning. Lastly, the elements of diversity are not only a component on campus but also within the curriculum. Smith (1997) pointed out the research suggests when an institution commits to diversity as a part of their educational mission, retention, satisfaction, and achievement are affected positively.

However, the approach to diversity suggested by Smith (1997) revealed that the research says remediation and group identity should be moved away from. Remediation, according the researcher, is not an effective way to address the weakness in a student's background or preparation. Support, peer-to peer interactions, and belief in the student's capacity to succeed are a few of the suggestions to replace remediation. Group identities that are divisive are yet another approach to avoid. Allowing group identities to exist and the notion of learning form one another is a way to combat division amongst groups.

Smith (1997) indicated the research suggests five contexts for effective groups: equal status, shared endeavor, institutional commitment, ability to be an individual and having multiple memberships. Groups must come together knowing that equal status exist in order for their coming together to work. Having a shared endeavor includes people coming together to work on a shared task. In order for a group to perform better together, Smith (1997) says the institution has to show a commitment. Individuals must also be seen as just that and not always a part a group or having a group affiliation. Finally, in order for campuses to be healthy communities the researcher suggests multiple memberships in groups and have multiple group identities be encouraged.

Mayew, Grunwald, and Dey (2006), implemented a diversity climate survey developed by the University of California at Los Angeles, Higher Education Research Institute (HERI). Their goal was to identify and demonstrate factors that create a positive campus climate for diversity. After randomly selecting 1029 staff members from a population of 2202, 437 surveys collected from the staff members of a large Midwestern, predominately White public university were used given the response rate of 42.5%. The

authors concentrated on three dimensions of diversity for the staff members' institutional climate: "structural diversity of staffs' departments, their perceptions of their departmental and institutional climates and commitment to diversity and their diversity related experiences on campus" (Mayew, Grunwald, & Dey, 2006, p. 65).

The results for staff demographics indicated that males and those with higher education levels were more likely than females and those with lower education levels to perceive their campus achieved a positive climate for diversity. The results also concluded "staff members of color were less likely than white staff to perceive that the campus community had achieved a positive climate for diversity" (Mayew, Grunwald, & Dey, 2006, p. 79). Staff professional characteristics indicated that staff members that were older are more likely than younger staff to perceive the campus as achieving a positive diverse climate. The research also indicated that those that worked in diverse friendly climates were more likely to perceive a positive climate for diversity than those that do not work in diverse friendly environments.

Henry and Nixon (1994) wrote about the efforts of a senior university administrator attempting to evolve the campus environment for women and minorities to one that "enhance[d] the quality of professional life" (p. 48). The Chief Executive Officer (CEO) wrote a paper, 'Chilly Campus Climate,' pertaining to the "slow progress of the institution in improving the proportions of women and members of underrepresented groups on the faculty and the difficulty in retaining those faculty members once they [were] hired" (p. 49). The Chief Academic Officer (CAO) of the same institution reviewed several university documents, campus climate documentation and conducted

discussions pertaining to faculty recruitment, retention, and professional development with several faculty, staff and administrative groups on campus.

In his data collection process the CAO interviewed twenty-nine of the administrators on campus. Of the twenty-nine administrators, the four vice-presidents were all White males, with the exception of one White female; the six academic deans were all White males; of the fourteen department chairs, two were African American males and six were White women, all others were White males. These administrators were asked a series of ten questions and their responses were as follows. Eighty-three percent of the respondents indicated they read or scanned the 'Chilly Campus Climate' paper. When asked of their initial reactions to the paper, less than half (40%) supported the paper; however, there was denial that gender and racial problems existed from half of the deans and about one-third of the department chairs agreed with the deans. The third question asked if the respondents agreed with the issues in the paper and what issues do they perceive to exist and which do not exist? While all of the vice-presidents and deans interviewed agreed that all issues in the paper existed, one in four chairpersons who agreed that climate issues existed also indicated that such problems do not exist in their department. Eighty-three percent of administrators indicated the recommended initiative was reasonable and could realistically be accomplished; however, a third of deans indicated some were reasonable and some were "apple-pie statements" (p. 50).

The CAO consequently wrote a paper in response to the CEO. This paper expressed the concerns of minorities and women at the university and it offered a list of initiatives that may begin to address issues highlighted. The issues raised included: the

retention and equal treatment of minorities and women, equal access to resources, lack of women and minorities in senior administrative positions, and the denial that these sort of problems exist. The improvement of the academic personnel review process, the strengthening of sexual harassment policy and programs, and the initiation of educational diversity programs for administrative personnel were a few of the initiatives recommended in the CAO's paper entitled 'Chilly Campus Climate and What to Do About It.'

Hurtado, Carter, and Kardia (1998) conducted a meta-analysis of the studies done on campus climate relative to racial and ethnic diversity. Their results revealed that minority students experience greater levels of stress which are in association with their racial/ethnic group status on a predominately White campus. In their research they "highlight key diversity issues for consideration in a climate study" (p. 53) which includes issues pertaining to women (Ex. coed versus single sex institutions, chilly campus climates for women, sexual harassment), ethnic and racial minorities (Ex. alienation, policy positions, mixed and multi race student), sexual orientation, and students with disabilities. For the purpose of this research the racial and ethnic minority issues will be accentuated. The results are particularly true on highly selective campus such as Ivy League Institutions where students are reported to feel isolated and miserable. Perceptions of racial climate also effect student satisfaction, involvement, and sense of belonging on a given campus. With regard to policies, affirmative action, although it has been "misunderstood and misused" (p. 57), has taken a significant effect on the ways in which institutions admit and award their students. This begs the question of who belongs

on a university campus and in some instances puts students in a position to prove they are worthy to be a member of the institution. Student of mixed race or multi-ethnic status play an interesting role in data collection. While the number of students that identify with more than one racial or ethnic background is increasing, the research has been difficult to collect due to inflexibility in the identification processes. Finally Hurtado, Carter, and Kardia (1998) conclude this "inbetweeness" (p. 58) creates difficulty for students to identify with either group and oftentimes leads to exclusion from both groups.

Across the United States, university administrations express a value of diversity and multiculturalism. Several have incorporated these ideas into their university's missions and goals. For example, Macalester College has a "sizable European American majority" (p. 252), but adopted its current mission emphasizing "internationalism, multiculturalism and service to society" (p. 252). Gudeman (2001) hypothesized that the classroom experiences of faculty would be an excellent way to measure "whether domestic racial/ethnic diversity contributes to fulfilling Macalester's educational mission" (p. 253).

In the spring of 1998, all faculty members received a Faculty Diversity Questionnaire. Sponsored by the American Council on Education and the American Association of University Professors, 132 faculty members were surveyed and eighty-one participated. Over half (58%) of the respondents indicated diversity as a high priority of the institution and 18% reported they felt it was the institution's highest priority. When asked if the quality of the institution or student body has been negatively affected by

domestic diversity, an overwhelmingly majority (90%) either disagreed or strongly disagreed with the given statement.

The respondents were asked to rate ten different types of diversity. They rated "diverse U.S. races/ethnicities," "gender balance," and "international diversity" to be "important contributors to the quality of education in the classroom", while the other seven types of diversity were rated as "marginally significant" (Gudeman, 2001, p. 257). "Ninety-one percent of the faculty reported that racial-ethnic diversity in the classroom allows for a broader variety of expertise to be shared" (Gudeman, 2001, p. 258). In short, faculty agreed that diversifying the campus positively impact educational outcomes for all members of the community. Ironically, faculty thought that a diverse classroom is one "with a minority representation that was larger than their own most diverse class" (p. 266).

Minority Faculty

As noted in the definition of a good campus climate, students are a critical factor within this construct. Crucial to maintaining student diversity is the presence of diverse faculty on college campuses (Smith & Schonfeld, 2000). Having a critical mass of diverse people, according to Smith and Schonfeld, 2000, creates opportunities for support, role models and mentoring. Moreover, the diversity of faculty links with change in the curriculum to reflect more diverse ideals. Even though faculty of color expressed significant challenges to their success at Predominately White Institutions (PWI), the institution, its students, and the entire community are beneficiaries of their presence.

Although it is optimal to diversify the curriculum and create a more positive campus climate by introducing more diverse faculty (Smith, 2000; Smith & Schonfeld, 2000) this single act is not the only means of diversification (Cabrera, Nora, Terenzini, Pascarella & Hagerdorn, 1999; Hurtado, 1992, Hurtado et al., 1999; Milem, Chang & Antonio, 2005).

Challenges Minority Faculty Face at PWI's

Gregory (2001) gives the history, a brief status update, and implications for the future of Black women in the academy. She states that although Black women have gained greater access to faculty positions they have not been "elevated substantially" (p. 125). In her 1999 study, Gregory (2001) found that overall, Black women faculty are engaged in more teaching, they conduct less research, publish fewer articles and are excluded in research collaborations with their peers. Gregory highlights a number of the issues that Black women faculty face including: managing a career and family, tenure attainment, overcoming external barriers and lack of support systems.

The author suggests some strategies that universities may want to consider for the retention of Black women faculty members. Gregory (2001) suggests tenure and promotion be reconsidered and reconfigured to promote equity. Additionally, the researcher suggests universities restructure career development by "investing resources, taking risks and experimenting with new innovative ideas" (p. 133). Moreover the researcher suggested that universities can "capitalize on the knowledge, interest, and personal needs of all faculty members, while nurturing their growth and development" (Gregory, 2001, p. 133). She concludes by providing some strategies in order to

overcome some of the obstacles that Black women faculty face in the pursuit of tenure. These strategies include: learning to say no, learning who your friends are, finding a mentor in your field, making yourself visible in your community, and thinking and choosing your battles carefully (Gregory, 2001).

King and Watts (2004) discussed the challenges African American faculty members face and the reasons they believe "African Americans remain unrepresented or underrepresented among faculties in higher education" (p. 110). Relying on their personal experiences as two African American faculty members at "Southern University" (p. 111), the authors contend the reason African American faculty have been unrepresented and underrepresented are due to one of two reasons: "past discriminatory policies" (p. 110) or "demographic realities that are directly devoid of any racial intent" (pg. 110). The authors quoted Alfred (2001) saying, "Black women experience problems in White institutions because institutional leaders and other members do not recognize and acknowledge the cultural evolution taking place with the inclusion of Black professionals in their White institutions" (p. 111). They define a hostile environment in the academy as one that is disrespectful, isolating, and lacking support. According to King and Watts (2004), in order for African American faculty members to succeed at predominately White institutions, they must learning how to play politics in the institution, stand up for themselves and create a "homeplace" (p.118), a network inside and outside of the institution of supporters, advisors and mentors.

Smith (1999) discusses her personal experiences as an African American women professor at a predominately White institution. She insists that as an African American

faculty member she had to "walk on eggshells" when difficult discussions and situations arose, especially pertaining to breaking down the barriers that involve "race, gender, age and other aspects of human identity" (p. 68). While trying to break down barriers associated with diversity, her colleagues relegated her point of view to paranoia and/or racism. At the same time, the students in her classes, where she was oftentimes the only person of color, challenged her credentials as a professor. It is through an examination of these experiences that she found evidence of hostility in the climate. However, Smith (1999) has learned to walk on eggshells while working to breakdown some of the barriers that currently exist in higher education. Although she acknowledges that her experience is not meant to generalize but to "enrich knowledge and address academic concerns that affect a specific group of scholars with increasing presence in the profession—African American women" (Smith, p. 68), the experience is similar to the treatment of others.

While Cornelius, Moore, and Gray (1997) argued African American faculty members are essential in institutions of higher education, they highlighted what they believe to be the downfall in these institutions, the promotion and tenure process. The authors make a case that African American faculty members are valuable resources in academia by stating they "serve as role models for African American students" (p. 150); they understand and teach in the context of the shared experience of being African American; and there is a need for those that believe in students and their success. However, the authors suggest that these essential resources are oftentimes unsuccessful in attaining promotion and tenure. Similar to the suggestions made by Gregory (2001), the authors identify five strategies essential for the success of faculty members: 1) politics, 2)

developing a research agenda, 3) getting published, 4) submission of materials, and 5) the review process" (p. 151).

Aside from the scholarly productivity or merit, Cornelius et al. (1997) state "the tenure decision may very well be determined by the composition and disposition of the tenure committee" (p. 151). The authors recommend faculty keep in mind the following issues: be cautious of the battles you pick, where and with whom; build a coalition among colleagues; be a team player and reinforce common interest among colleagues; be modest; and learn who has your best interest at heart and who you can trust. A research agenda is another suggestion of how to attain promotion and tenure and although it may seem simple, it is imperative to learn what your institution considers to be creatable research. The authors suggest find a listing of journals, find out what is happening in the "book world" (p. 152), and find out the journals in your area of research.

Finally the authors suggest that the tenure process varies among institutions and departments and it is imperative to know what is acceptable pertaining to your college in a given department. The need to establish a viable research agenda and to focus on getting published is a critical component to the tenure process. Granger (2003) recommends that new and untenured women faculty be mentored, establish networking and broker initiatives.

University Response to Campus Climate Issues

After their review of pilot programs, Piercy, Giddings, Allen, Dixon, Meszaros and Joest (2005) conducted a meta-analysis of the campus climate research pertaining to faculty retention. The researchers conducted a college-wide diversity summit where they facilitated a dialogue about predominately white college campus' climate. The 28 participants identified factors that influence "faculty, staff, and graduate students to come, stay, or leave our University" (p. 62). The participants suggested the University "create more of a culture of inclusion and support" (p. 62), "develop more active mentoring programs that foster a sense of community and connection" (p. 62), and build relationships with the local community (Piercy et al., 2005). Through these efforts the authors suggest the creation of a more welcoming environment that may lead to a reduction of the high turnover rate of faculty. The results supported Granger's (2003) research to establish committed and sustained mentoring relationships; a collegial community that is supportive; leadership opportunities, program planning participation; listening and acting upon their complaints; and inclusiveness in programs which focus on retention are the principles necessary to have a retention program which is successful.

The success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). Hurtado, Milem, Clayton-Pederson, and Allen (1999) describe campus climate as the "current perceptions, attitudes, and expectations that define the institution and its

members" (p. 2). The purpose of this research is to determine whether race affects a faculty member's perception of campus climate at a predominately White institution (PWI) located in the southern United States. Specifically, this study seeks to answer the following question:

> What is the impact of race on faculty perceptions of campus climate as measured by faculty responses to the Assessment of Campus Climate Faculty Survey (ACCFS)?

III. METHODOLOGY

Research has shown that the success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). Hurtado, Milem, Clayton-Pederson, and Allen (1999) describe campus climate as the "current perceptions, attitudes, and expectations that define the institution and its members" (p. 2). The purpose of this research was to determine whether race affects a faculty member's perception of campus climate at a predominately White institution (PWI) located in the Southern United States. Specifically, this study seeks to answer the following question:

> What is the impact of race on faculty perceptions of campus climate as measured by responses to the Assessment of Campus Climate Faculty Survey (ACCFS)?

Research Design

The research design for the study was quantitative, using a survey methodology. A secondary data analysis of existing archived data was conducted. Survey research is a form of non-experimental research where the goal is to understand traits or characteristics of a population by analyzing data gathered from questionnaires or interviews (Johnson & Christensen, 2004). According to Martella, Nelson, and Martella (1999), survey research

is used quantitatively "[to] measure the phenomenon of interest" (p. 450). Survey research was appropriate for this study because such research generates data that describes beliefs, opinions and attitudes (McMillan & Schumacher, 1997) and it is a way to examine relationships among variables (Martella, Nelson, and Marchand-Martella, 1999). The researcher used survey data to examine faculty perceptions of the campus climate at a PWI.

Secondary data analysis was appropriate for this study because "it is the analysis of data or information that was either gathered by someone else (e.g. researchers, institutions, other NGOs, etc.) or for some other purpose than the one currently being considered, or often a combination of the two" (Cnossen, 1997, p. 41). The researcher analyzed data that was previously collected by 'Traditional University' during an institutional self-assessment. The original data analysis focused on using descriptive statistics to present aggregate data and comparisons on each individual item of the ACCFS. In the current study, the data was collapsed into summated scales in order to use inferential statistics to make group comparisons across those scales. Summated scales offered an advantage over single-item scales in that such scales can be assessed for reliability and the unidimensionality of the construct being measured (Thorndike, 1967). The reliability of the scales of the ACCFS was assessed prior to subjecting the data to additional statistical procedures.

Population and Sample

While the focus for this research was faculty, during an institutional self-assessment, 'Traditional University' surveyed its entire population. Separate surveys were developed for different populations: administrators, faculty members, administrative professionals, as well as, undergraduate and graduate students. For this research a subset of the data collected from this data set was used. The population of interest for this research was all university faculty members. However, it is impractical for a researcher to assess the entire population of university faculty members across the country, therefore the faculty members at Traditional University will be used as a sample. The return rate was 34%. The population included tenured, tenure track, non-tenured track faculty, and instructors primarily involved in teaching and/or research.

Institutional Setting

The campus is located in Shropshire, which is a mid-size city located in the Southern United States. 'Traditional University' has been classified as a Research University with high research activity (RU/H) (Carnegie Foundation, 2008). It is a land grant institution with slightly over 24,000 graduate and undergraduate students. 'Traditional University' has thirteen degree-granting schools and offers an array of programs.

Instrumentation

The Assessment of Campus Climate Faculty Survey (ACCFS) was used to assess the campus climate at 'Traditional University.' The survey was administered campus-

wide to students, staff, faculty, and administrators; however, for the purpose of this study only faculty results were used. The survey was developed and originally administered at Virginia Polytechnic Institute and State University (Virginia Tech) in 1999. The original researchers did not present information pertaining to the reliability of the instrument; therefore the reliability of the instrument was assessed. A copy of the survey is available in the Appendices. The ACCFS is four pages long and is divided into ten subscales which pertain to the campus climate at 'Traditional University.' Those ten subscales consist of the following scales: Supervision and Work Environment, Departmental and University Diversity Efforts, Commitment to Diversity Goals, University Commitment and Climate, Representation of Women and Racial/Ethnic Minorities, Occurrence of Unfair Treatment, Occurrence of Disparaging Comments, and Perceived Pressure towards Silence and Familiarity with University Services and Programs. Because of the research question guiding this study, only items that pertained to race/ethnicity were analyzed. The questionnaire also elicited respondents' demographic information. A description of each subscale and the scoring procedures for each of the scales are presented in the following section.

Subscale 1: Supervision and Work Environment

The Supervision and Work Environment Scale consisted of 16 questions (Items 1a-1p). The questions asked participants about aspects of their work environment as related to their co-workers and the supervisors in their department. Participants responded to the items using a 5-point Likert type scale that included the following response: *Strongly Agree = 5, Somewhat Agree = 4, Somewhat Disagree = 3, Strongly Disagree =*

2 and Not Applicable = 1. Item 1f was negatively worded and was reverse coded before calculating the total scale score.

Subscale 2: Departmental Diversity Efforts

The Departmental Diversity Efforts Scale consisted of six questions (Items 2a-2f). The questions specifically addressed the campus climate in the respondent's unit or department (question 2). Participants responded to these items using the semantic differential technique and 4-point rating scale that was anchored by two opposing statements of Sexist and Non-Sexist. Respondents were instructed to mark one of the four circles located between the two statements. The four circles were scored as follows: *Sexist = 1, Non Sexist = 4*, and the middle values were coded 2 and 3 respectively.

Subscale 3: University Diversity Efforts

The Departmental and University Diversity Efforts Scale consisted of six questions (Items 3a-3f). The questions specifically addressed the climate of the university in general. Participants responded to items on this scale using the semantic differential technique that was anchored by two opposing statements of Sexist and Non-Sexist. Respondents were instructed to mark one of the four circles located between the two statements. The four circles were scored as follows: *Sexist = 1, Non Sexist = 4* the middle values were coded 2 and 3 respectively.

Subscale 4: Commitment to Diversity Goals

The Commitment to Diversity Goals Scale consisted of 10 questions (Items 4a-4m). Participants responded to the items using a 5-point Likert type scale that included the following responses: *Strongly Agree = 5, Somewhat Agree = 4, Somewhat Disagree*

= 3, Strongly Disagree = 2 and Not Applicable = 1. Item 4b,4e, 4f, 4k was negatively worded, therefore, it was reverse coded before the total scale score was calculated.

Subscale 5: University Commitment and Climate

The University Commitment and Climate Scale consisted of ten questions (Items 5a-5j). Participants were asked to rate the aspects of climate at the University in general by using a 5-point Likert type scale where responses used included: *Excellent = 5, Good = 4, Fair = 3, Poor = 2 and No Option/Not Applicable = 1*.

Subscale 6: Representation of Women and Racial/Ethnic Minorities

The Representation of Women and Racial/Ethnic Minorities Scale consisted of six questions (Items 6a-6f). These questions asked participants to rate the level of representation of various racial/ethnic groups at Traditional University by using a 3-point Likert type scale, which consisted of the following categories: *Under Represented =1, Over Represented=2 and Appropriately Represented=3*.

Subscale 7: Occurrence of Unfair Treatment

The Occurrence of Unfair Treatment Scale consisted of eight questions (items 7a-8h). The eight item scale asked participants to rate several items: race/ethnicity, gender, sexual orientation religion, age, language, national origin and disability. Participants rated the occurrence of unfair treatment at Traditional University by using a 3-point Likert type scale that consisted of the following: *Frequently = 3, Occasionally = 2,* and *Never = 1*. However, only the items that pertained to race/ethnicity were used.

Subscale 8: Occurrence of Disparaging Comments

The Occurrence of Disparaging Comments Scale consisted of five questions (items 8a-8e). This 5-item scale asked participants to rate several items: race/ethnic minorities, women, sexuality, religious groups and individuals with disability. Participants rated the occurrence of disparaging comments at Traditional University by using a 3-point Likert type scale that consisted of the following: *Frequently = 3, Occasionally = 2* and *Never = 1*. Because of the research question guiding this study, only the items that pertained to race/ethnicity were analyzed.

Subscale 9: Perceived Pressure towards Silence

The Perceived Pressure towards Silence Scale consisted of a 4-item scale which asked participants to rate several items: race/ethnic minorities, women, sexuality and individuals with disability. However, only the items that pertained to race/ethnicity were analyzed. Participants rated the level of perceived pressure towards silence by using a scale of *Frequently = 3, Occasionally = 2* and *Never = 1*.

Subscale 10: Familiarity with University Services and Programs

The Familiarity with University Services and Programs consisted of eleven questions (items 11a-11k). The eleven item scale contained questions that asked participants to rate programs and services. Participants used a 4-point Likert type scale where the response categories were: *Very Familiar = 4, Somewhat Familiar = 3, Somewhat Unfamiliar = 2* and *Not at all Familiar = 1*.

Data Collection

The data for this study was collected by 'Traditional University' during an institutional self-assessment using the ACCFS. The researcher conducted a secondary analysis of existing data "[which] are data that were collected, recorded, or left behind at an earlier time, usually by a different person from the current researcher and often for an entirely different purpose than the current research purpose at hand" (Johnson & Christensen, 2004, p. 192).

The purpose of this research was to determine whether race affects faculty member's perception of campus climate at a predominately White institution (PWI) located in the Southern United States. Specifically, this study seeks to answer the following question:

What is the impact of race on faculty perceptions of the campus climate as measured by faculty responses on the ACCFS?

HO: The null hypothesis indicates that race does not make a statistically significant difference in faculty perception of campus climate as measured by responses to the ACCFS.

HA: The alternative hypothesis indicates that race does make a statistically significant difference in faculty perceptions of campus climate as measured by responses to the ACCFS.

Data Analysis

The data used for this study was coded and analyzed using the Statistical Package for the Social Sciences (SPSS). The specific data analysis procedures consisted of a frequency count, a reliability analysis and an Analysis of Variance (ANOVA). Details of each procedure are presented below.

Frequency counts were used to describe respondents' demographic characteristics. For example, the survey elicited information on respondent's gender, years employed, academic rank, racial/ethnic group, citizenship status, age and principle work location.

In addition, a reliability analysis was be used to access the reliability and internal consistency of the scores obtained from the summated scale scores of the ACCFS. Reliability pertains to the accuracy or precision of an instrument to measure what it was created to measure and internal consistency measures the degree to which items on an instrument or scale measures a similar construct (Trochim, 2006). The reliability of the scales was determined using Cronbach's alpha or coefficient alpha. According to Westhuis and Thayer (1989), coefficient alpha is the best measure of internal consistency because it "provides a good estimate of the major source of measurement error, sets the upper limits of reliability, [and] provides the most stable estimate of reliability" (p. 157).

Thorndike (1967) provided general guidelines for assessing the adequacy of reliability estimates for a scale. Thorndike (1967) suggested that reliability estimates of .40 to .50 are sufficient for describing groups. Other researchers (Ary, Jacobs, & Razevieh, 1996; Hair, Anderson, Tatham & Black, 1995) suggest that the adequacy of a

measure's reliability also depends upon the intended use of the measure and results should be interpreted within that framework. The statistical significance of coefficient alpha will be judged by the test value of .70 and ά = .05 as established by Kaplan and Sacuzzo (2005).

An item analysis was also conducted to determine the fit, or internal coherence of items assigned to each scale. The item analysis was performed by investigating the item-total correlations for each item in a scale. Items with item-total correlations which equal or exceed .30 or higher was retained on the respective scales for further data analysis; this value was chosen because it represents the critical value of *r* with alpha set at .01 and *df* = 100 (Ary et. al., 1996). Excluding poorly performing items for a scale will result in improving the overall reliability of each scale (Trochim, 2006).

An ANOVA was also employed to assess differences in the mean scores of the ACCFS between groups. An ANOVA is a method where variations associated with different factors or sources may be secluded and estimated (Sahai & Ageel, 2000). Prior to the ANOVA procedure, statistical tests were run to determine the degree to which the assumptions of ANOVA have been met. Table 1 presents a list of ANOVA assumptions, an explanation of each assumption, and the researcher's strategy for addressing each assumption.

Table 1

ANOVA Assumptions

Assumption:	Explanation	Tested by
1. Independence	Participants' scores are not influenced by the scores of other participants in the groups.	Researcher assures at outset of participant selection
2. Interval or ratio measurement for the dependent variable	Data must be at a specific level	Researcher assures at outset of research design
3. Normality	Each groups patterns of scores should reflect the shape of the normal distribution	*Kilmogorov-Smirnoff Test Statistic * visual inspection of the Q-Q plots
4. Homogeneity	Equal variances between groups	Levene Test Statistic

Note: Information for this table extracted from Howell (2004) and Sprint & Hall (2007).

Finally, if the ANOVA procedure reveals statistically significant differences in the group means, post-hoc tests determined the source of the difference. The results from

the test of the ANOVA assumptions will determine which specific post-hoc procedure will be used locate the source of significant differences.

The results of the information presented in Chapter Three will be analyzed and presented in Chapter Four. The summary, conclusions, and recommendations of this investigation are provided in Chapter Five.

IV. ANALYSIS AND RESULTS

A total of four statistical procedures were performed on the data set. A frequency count was used to describe the demographic characteristics. A reliability analysis was also performed to measure the internal consistency of the scores obtained from the summated scale scores of the Assessment of Campus Climate Faculty Survey (ACCFS). An item analysis was also conducted to determine the internal coherence of items assigned to each scale. Finally, an Analysis of Variance (ANOVA) was employed to assess the difference in the mean scores of the ACCFS between groups.

Descriptive Statistics

Table 2 provides summary descriptive statistics for the respondents of the ACCFS questionnaire. Eighty-two percent of the participants identified their racial/ethnic group as White/Caucasian, 6.7% Asian, 6.5% Black/African American and 4.3% were identified as Other which includes Hispanic, American Indian/Native Alaskan and all others. The majority of the participants were male at 62.6%. Thirty-seven percent of the respondents were 41 to 50 years of old, 32% were 51 to 60 years old, 18 % of respondents represented 31 to 40 year olds, 9%, 61 or older and 5% represented 19 to 30 year olds. U.S. Citizens represented 94% of respondents, 4% Non-U.S. Citizen U.S. Permanent Resident and Non-U.S. Citizens represented 2% of participants. When asked

their academic rank, 35% responded professor, 33% associate professor, 23% assistant professor, 7% instructor, and 2% indicated their rank as other. With regard to years employed at Traditional University, 33% responded 11 to 20 years, 27% less than five years, 21% 5 to 10 years, and 20% indicated working over 20 years. Finally, when asked their primary work location 98% indicated they worked on Traditional University's campus while 2% worked off campus.

During the time of the data collection the university reported that 86% of faculty members were White/Caucasian, 4% Black/African American, and 8% Asian-Pacific Islander. The institution reported that 94% of their faculty holds terminal degrees. Additionally, U.S. News and World Report has consistently ranked Traditional University in the America's Best Colleges top 100 among public universities nationwide.

Table 2

Summary of Descriptive Statistics for the Respondents of the ACCFS Questionnaire

	n	Percent
Race/Ethnic Group		
Asian	28	6.7
Black/African American	27	6.5
Other	19	4.6
White/Caucasian excluding Hispanic	343	82.3

(table continues)

Table 2 (continued)

	n	Percent
Gender		
Female	158	37.4
Male	265	62.6
Age		
18 to 30 years old	20	4.8
31 to 40 years old	75	17.8
41 to 50 years old	154	36.6
51 to 60 years old	133	31.6
61 or older	39	9.3
Citizenship Status		
Non-U.S. Citizen	10	2.4
Non-U.S. Citizen U.S. Permanent Resident	15	3.5
U.S. Citizen	398	94.1
Academic Rank		
Instructor	31	7.3
Assistant Professor	98	23.3

(table continues)

Table 2 (continued)

	n	Percent
Associate Professor	139	32.9
Professor	148	35.0
Other	7	1.7
Years employed		
Less than five years	116	27.0
5 to 10 years	89	20.7
11 to 20 years	140	32.6
Over 20 years	84	19.6
Primary Work Location		
On Campus	413	97.6
Off Campus	10	2.4

Reliability Analysis

In addition to assessing the internal consistency of the scales contained in the survey, an item-analysis was performed on the individual items in a scale. This statistical analysis provided information on the internal consistency of single items as they related to the homogeneity of items contained in a scale (Thorndike, 1967). The item analysis was conducted by investigating the item-total correlation for each item in a scale. Items

with a correlation of .30 or higher were retained for inclusion in subsequent analytic procedures. This value was chosen because it represents the critical value of *r* with alpha set at .01 and *df* = 100 (Ary, Jacobs & Razavieh, 1996). Items with lower correlations were excluded from the subsequent statistical procedures, if excluding the items did not decrease the alpha of the scale to which the item was assigned. In addition, items with a correlation less than .30 were considered for either modification or removal from the questionnaire (Ary, Jacobs & Razavieh, 1996; Thorndike, 1967). Items were considered for removal if removing the item did not decrease the alpha for the scale.

Table 3 presents a summary of the reliability analysis for the ten scales. The results indicate that all obtained coefficient alphas were statistically significant at $p < .05$. The results reflect that with the exception of the Occurrence of Unfair Treatment Scale, all scales of the AFCSS had high internal consistency estimates for the scores obtained in this study.

Table 3

Summary of Results for Reliability Analysis for the Scales in the ACCFS Questionnaire

Scale	*n*	α	95% Confidence Interval		*F*	*DF*	*p*
			Lower Bound	Upper Bound			
Supervision and Work Environment	320	.89	.88	.91	2.82	319, 3828	.0000
Departmental Diversity Efforts	402	.86	.84	.88	2.14	401, 2005	.0000
University Diversity Efforts	400	.89	.88	.91	2.81	399, 1995	.0000
Commitment to Diversity Goals	212	.88	.85	.90	2.41	211, 2532	.0000
University Commitment & Climate	287	.94	.93	.95	5.08	286, 2574	.0000
Representation/Women/ Racial/Ethnic Minorities	362	.86	.84	.88	2.15	361, 1805	.0000
Occurrence of Unfair Treatment	384	.73	.69	.77	1.11	383, 2681	.0781

(table continues)

Table 3 (continued)

Scale	*n*	α	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	*F*	*DF*	*p*
Occurrence of Disparaging Comments	410	.84	.81	.86	1.86	409, 1636	.0000
Perceived Pressure towards Silence	409	.81	.78	.84	1.62	408, 1224	.0000
Familiarity with University Services and Programs	424	.87	.85	.88	2.24	423, 4230	.0000

Table 4 presents the summary of descriptive statistics for the 10 scales. The Supervision Work Environment Scale and Commitment to Diversity Goals had 13 items; Department Diversity Efforts, University Diversity Efforts and Representation of Women and Racial/Ethnic Minorities had 6 items each. University Commitment and Climate had 10 items; Occurrence of Unfair Treatment, 8 items; Occurrence of Disparaging Comments, 5 items; Perceived Pressure toward Silence, 4 items; and Familiarity with University Services and Programs contained 11 items. Detailed discussions of the descriptive statistics are presented in the paragraphs that follow Table 4.

Table 4

Summary of Descriptive Statistics for the Scales Contained in the ACCFS Questionnaire

Scale	No Items	*M*	*SD*
Supervision and Work Environment	13	38.45	8.67
Departmental Diversity Efforts	6	19.06	4.33
University Diversity Efforts	6	16.33	4.54
Commitment to Diversity Goals	13	34.87	8.57
University Commitment and Climate	10	26.06	7.41
Representation/Women/Racial/Ethnic Minorities	6	10.12	2.52
Occurrence of Unfair Treatment	8	9.37	2.07
Occurrence of Disparaging Comments	5	8.33	2.52
Perceived Pressure towards Silence	4	5.47	2.04
Familiarity with University Services and Programs	11	26.14	6.75

Subscale 1: Supervision and Work Environment

The mean for the scale was 38.45 and the standard deviation was 8.67. Initial coefficient alpha was .84. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. of the appendices. The corrected item-total

correlations ranged between -.30 and .75. The mean of the inter-item correlations was 2.96 and the correlation between items ranged from -.15 and .62. A review of the items analysis resulted in Item 1f being deleted from the scale because it had a negative correlation with the remaining items. Items1m and 1n were excluded from further consideration because of their low correlation with the scale. Excluding those items increased alpha to .89.

Subscale 2: Departmental Diversity Efforts

The mean for the scale was 19.06 and the standard deviation was 4.33. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .48 and .75. The mean of the inter-item correlations was 3.18 and the correlation between items ranged from .34 and .75. The obtained coefficient alpha was .86.

Subscale 3: University Diversity Efforts

The mean for the scale was 16.33 and the standard deviation was 4.54. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .56 and .79. The mean of the inter-item correlations was 2.72 and the correlation between items ranged from .40 and .83. The obtained coefficient alpha was .89.

Subscale 4: Commitment to Diversity Goals

The mean for the scale was 34.87 and the standard deviation was 8.57. Initial coefficient alpha was .64. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged

between .37 and .71. The mean of the inter-item correlations was 2.68 and the correlation between items ranged from .10 and .71. On the initial reliability analysis items 4a, 4g and 4k obtained negative item total correlations was with the remaining items, which indicated that the items needed to be reverse coded. After recoding the items and running a second reliability analysis, alpha increased to .88.

Subscale 5: University Commitment and Climate

The mean for the item was 26.06 and the standard deviation was 7.41. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .70 and .85. The mean of the inter-item correlations was 2.60 and the correlation between items ranged from .48 and .85. The obtained coefficient alpha was .94.

Subscale 6: Representation of Women and Racial/Ethnic Minorities

The mean for the scale was 10.12 and the standard deviation was 2.52. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .51 and .71. The mean of the inter-item correlations was 1.69 and the correlation between items ranged from .28 and .74. The obtained coefficient alpha was .86.

Subscale 7: Occurrence of Unfair Treatment

The mean for the scale was 9.37 and the standard deviation was 2.07. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .27 and .61. The mean of the inter-

item correlations was 1.17 and the correlation between items ranged from .07 and .62. The obtained coefficient alpha was .73.

Subscale 8: Occurrence of Disparaging Comments

The mean for the scale was 8.32 and the standard deviation was 2.52. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .43 and .74. The mean of the inter-item correlations was 3.17 and the correlation between items ranged from .33 and .66. The obtained coefficient alpha was .84.

Subscale 9: Perceived Pressure towards Silence

The mean for the scale was 5.47 and the standard deviation was 2.04. The mean for the scale reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .54 and .71. The mean of the inter-item correlations was 1.37 and the correlation between items ranged from .43 and .64. The obtained coefficient alpha was .81.

Subscale 10: Familiarity with University Services and Programs

The mean for the scale was 26.14 and the standard deviation was 6.75. The inter-item correlations and the reliability analysis for the scale are presented in the Appendices. The corrected item-total correlations ranged between .49 and .65. The mean of the inter-item correlations was 2.38 and the correlation between items ranged from .18 and .57. The obtained coefficient alpha was .87.

Within this section the results from the reliability analysis and the descriptive statistics were reviewed. The reliability analysis was performed to measure the internal

consistency of the scores obtained from the summated scale scores of the ACCFS. The results indicate that all obtained coefficient alphas were statistically significant at $p < .05$. The results reflect that with the exception of the Occurrence of Unfair Treatment Scale, all scales of the AFCSS had high internal consistency estimates for the scores obtained in this study. The descriptive statistics indicated the number of items, mean, and standard deviation for each subscale.

ANOVA

ANOVA Statistical Assumptions

Before subjecting the data the to the ANOVA procedure, the researcher conducted statistical procedures to test the assumptions of ANOVA. The results and a discussion of those results are presented in the paragraphs that follow.

Adequacy of sample size. The ANOVA requires larger sample sizes that other tests and further requires approximately equal sample sizes for each group. In general, the adequacy of sample size is considered in the context of the desired power level, alpha, and number of groups. To achieve the conventional power level of .80 in a two group design with alpha set at .05, the minimum sample size needed for each group in order to detect large differences in group means would be 26 (Cohen, 1988). For a four group design the minimum sample size that would be needed would be 104. The total sample size for this study was 417, thus indicating the adequacy of the sample size for subjecting the data to ANOVA procedures.

Regarding the adequacy of sample size for each group, research has suggested (Hair, Anderson, Tatum, & Black, 1995) that the sample in each cell should exceed the

number of dependent variables. The smallest group size was 19, and there were 10 Subscales investigated in the study. Considering the under representation of minority faculty at PWIs (Aguirre & Martinez, 1993; Chun & Evans, 2008; Ibarra, 2001; Kayes & Singley, 2005; Siegel, 2008; Smith and Moreno, 2006), it is a statistical improbability that a researcher would obtain a sample that contains equal cell numbers across the racial and ethnic groups. Therefore, considering suggestions by Hair, et al. (1995) and the under representation of minority faculty at PWIs, the researcher deemed the sample size for each cell to be adequate for this exploratory research. As a preliminary test, the researcher employed a nonparametric test, the Kruskal-Wallis, to assess the data for differences in group scores. As a non-parametric procedure, the Kruskal-Wallis is not affected by departures from normality (Howell, 2004). This statistical procedure assesses the equality of population medians among groups. Results from the analysis are presented in Table 5 below. These results indicated the presence of statistically significant differences in the group scores. The ANOVA procedure was then employed to generate additional information such as the magnitude of the differences, the source of the differences, and the effect size of those differences.

Table 5

Results from Kruskal-Wallis

	SUPERVIS	DEPARTME	UNIDIVEF	REPRESEN	UNCOMCLI	FAMILIAR	COMDIVGO
Chi-Square	7.087	5.632	9.964	17.195	14.639	8.730	25.571
df	3	3	3	3	3	3	3
Asymp. Sig.	.069	.131	.019	.001	.002	.033	.000

a Kruskal Wallis Test

b Grouping Variable: Racial/Ethnic Group

Independence of scores. The researcher assures independence of scores at outset of participant selection. MANOVA (Multivariate Analysis of Variance) not very sensitive to this violation, but it must be addressed (Kilpatrick & Feeney, 2007). Because of implementation of original study, surveys were mailed our and then submitted anonymously.

Multivariate normality. This assumption posits that each groups' patterns of scores should reflect the shape of the normal distribution (Hair, et al., 1995). The Kolmogorov-Smirnov Test Statistic was used to test this assumption (Hair, et. al, 1995; Kilpatrick & Feeney, 2007). Separate test statistics were computed for each ethnic/racial group. A summary of the overall results from the procedure is presented in Table 6. The details regarding group patterns of scores are presented in the Appendices. The following paragraphs discuss the nature of the departures from normality.

Table 6

Levene's Test for Equality of Variances

	F	df1	df2	Sig.
SUPER	1.640	3	413	.179
DEPCOMDI	1.000	3	413	.393
UNDIVEFF	1.904	3	413	.128
COMDIVGO	.735	3	413	.532
UNCOMCLI	4.055	3	413	.007
REPRESEN	1.572	3	413	.196
FAMILIAR	.191	3	413	.902
SMEAN(Q7A#)	63.991	3	413	.000
SMEAN(Q8A#)	2.029	3	413	.109
SMEAN(Q9A#)	2.641	3	413	.049

Score patterns for White/Caucasian faculty. Results indicated statistically significant departures from normality for the scores of the White participants on all 10 Subscales. A visual inspection of the histograms revealed that scores on 7 of the 10 scales were negatively skewed. Those seven scales were the Supervision and Work Environment, Department Diversity Efforts, University Diversity Efforts, Commitment to Diversity goals, University Commitment to Diversity Climate, Representation of Women and Minorities, and Familiarity with University Programs and Services Scales. The

negative skew on the seven scales for White faculty were anticipated in past research. Conley and Hyer (1999) and Hune (2006) demonstrated that White faculty at PWIs would have a more positive perception of those aspects of campus climate than would minority faculty, and they would thus tend to have higher scores on those scales.

A visual inspection of the histograms found in the Appendices also revealed that the scores on three scales for White faculty were positively skewed. Those three scales were the Occurrence of Unfair Treatment, Occurrence of Disparaging Remarks, and Perceived Pressure towards Silence Scales. These findings were anticipated in past research. Conley and Hyer (1999), found that White faculty at PWIs tend to have less exposure to these negative aspects of campus climate than would their minority counterparts, and they would thus tend to have lower scores on those scales.

Score patterns for Black/African American faculty. Results further indicated statistically significant departures from normality for 9 of 10 scales for Black/African American faculty. A visual inspection of the histograms revealed that the pattern of scores were negatively skewed for two of the nine scales; those two scales were the Department Diversity Efforts and Familiarity with University Programs and Services Scales. The pattern of scores on these scales was similar to the pattern of scores for White faculty.

A visual inspection of the histograms also revealed that the scores on seven scales for Black/African American faculty were positively skewed. Those seven scales were Supervision and Work Environment, University Diversity Efforts, Commitment to Diversity Goals, University Commitment to Diversity Climate, Representation of Women

and Minorities, Occurrence of Unfair Treatment, Occurrence of Disparaging Remarks, Perceived Pressure toward Silence. The positive skew on the seven scales for Black/African American faculty were anticipated in past research (Cornelius, Moore & Gray, 1997; Granger, 2003; Gregory, 2001; King & Watts, 2004). Smith (1999) and posited that Black/African American faculty at PWIs would have less positive perceptions of those aspects of campus climate than would White/Caucasian faculty and they would thus tend to have lower scores on those scales.

Score patterns for Asian faculty. Results indicated statistically significant departures from normality for the scores of the Asian faculty on 4 out of 10 scales. A visual inspection of the histograms revealed that the scores for the 4 scales were positive skewed. Those four scales were the Representation of Women and Minorities, Occurrence of Unfair treatment, Occurrence of Disparaging Remarks, and the Perceived Pressure toward Silence Scales. The positive skew on the four scales for Asian faculty were anticipated as past research (Aguirre & Martinez, 1993; Cornelius, Moore & Gray, 1997; Ibarra, 2001; Gregory, 2001; King & Watts, 2004; Smith 1999). This result demonstrated that minority faculty at PWIs tend to have less positive perceptions of those aspects of campus climate than would White faculty, and they would thus tend to have lower scores on those scales.

Score patterns for faculty in the Other Category. Results indicated statistically significant departures from normality for the scores of the Other faculty on 3 out of 10 scales. A visual inspection of the histograms revealed that the scores for the four scales were positive skewed. Those three scales were the Occurrence of Unfair treatment,

Occurrence of Disparaging Remarks, and Perceived Pressure toward Silence Scales. The positive skew on the three scales for Other faculty were anticipated as past research (Aguirre & Martinez, 1993; Cornelius, Moore & Gray, 1997; Ibarra, 2001; Gregory, 2001; King & Watts, 2004; Smith 1999). The results demonstrated that minority faculty at PWIs would tend to have less positive perceptions of those aspects of campus climate than would White faculty, and they would thus tend to have lower scores on those scales.

Homogeneity of variance. This assumption posits that there must be equal variances between groups. The Levene Test Statistic (Kilpatrick & Feeney, 2007) was used to test this assumption. Table 7 presents a summary of the results. The test statistic produced statistically significant differences for 4 out of 10 scales. Those four scales were the University Commitment to Diversity Climate, Occurrence of Unfair Treatment, Occurrence of Disparaging Remarks, and Perceived Pressure toward Silence Scales. Howell (2004) states that the F-test is robust and violations of the assumptions homogeneity of variance and the violation tends to have minimal effect under certain conditions. Particularly, Howell (2004) states that if the larger variance is no more than four times the smallest violations of the assumption will have minimal effect. A review of the descriptive statistics for each of the 10 scales revealed that there were no cases in which the proportion of group variances exceeded the 4 to 1 ratio.

Table 7

Tests of Normality for Total Sample

	Kolmogorov-Smirnov(a)		
Scale	Statistic	df	Sig.
SUPER	.074	438	.000
DEPCOMDI	.124	438	.000
UNDIVEFF	.076	438	.000
COMDIVGO	.043	438	.048
UNCOMCLI	.060	438	.001
REPRESEN	.173	438	.000
SMEAN(Q7A#)	.476	438	.000
SMEAN(Q8A#)	.261	438	.000
SMEAN(Q9A#)	.363	438	.000
FAMILIAR	.063	438	.000

a Lilliefors Significance Correction

The assumption of normality and homogeneity of variance is most critical in the case of experimental research designs (Howell, 2004). The research for this study was a relational design which assessed Subscales related to naturally occurring phenomena, perceptions of minority faculty of the campus climate at a PWI located in the Southeastern United States. While the assumptions of normality and homogeneity of

variance were not upheld for the data in this study, research suggests that violations of assumption of normality has little effect on moderate sample sizes as long as differences are due to skewness (Hair, et al., 1995). A review of the normality tests revealed that the data for some groups across some scales were skewed, thus indicating that some statistical results may be due to skewness. Howell also (2004) states that the F-test is robust and violations of the assumptions of normality and homogeneity of variance have minimal effect under certain conditions. Howell (2004) states that if the larger variance is no more than four times the smallest than violations of the assumption will have minimal effect. The review of the descriptive statistics for the groups across the 10 scales revealed that the 4 to 1 ratio threshold for the differences in group variances was upheld. Other researchers suggest determining which group has largest variance (Hair, et al., 1995), if a smaller group has larger variance the alpha level is understated and the alpha level should be increased. In light of these suggestions, the researchers deemed that the violations of the assumptions were acceptable considering the exploratory nature of the research.

ANOVA Analysis

The ANOVA procedure was used to compare the groups on the scales of the ACCFS. Because of the relatively small numbers of minority participants at Traditional University, the researcher was concerned with the impact that missing data would have on the already small sample size, the researcher was concerned of how minimizing the impact of missing data on the ANOVA comparisons. The missing data was handled through the means imputation procedure. Item means were inserted for items that had missing data. The strategy of replacing missing data with a constant is supported by Cohen and Cohen (1983). They advocated that the practice of filling in missing data with

a constant, the mean of an item or a scale, results in losing the smallest amount of information and statistical power. In addition, the mean imputation procedure is a conservative approach to handling the occurrence of missing data (Allison & Gorman, 1993; Mertler & Vanatta, 2005). This approach is conservative because inserting the item mean for a scale does not change the overall mean, however it does reduce the number of cases dropped from subsequent statistical analyses. Table 8 presents a summary of the results for the comparison of the summated scale scores. A detailed discussion of the results is presented in the paragraphs that follow.

Table 8

Summary ANOVA Table for Group Comparisons on the AFCCS Questionnaire

Source	Dependent Variable	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power(a)
Race	Supervision and Work Environment	3	196.709	3.021	.030	.021	.710
	Departmental Diversity Efforts	3	40.753	2.358	.071	.017	.590
	University Diversity Efforts	3	46.897	2.419	.066	.017	.602
	Commitment to Diversity Goals	3	567.799	10.169	.000	.069	.998
	University Commitment and Climate	3	254.562	5.926	.001	.041	.955

(table continues)

Table 8 (continued)

Source	Dependent Variable	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power(a)
	Representation of Women and Racial/Ethnic Minorities	3	32.198	6.053	.000	.042	.959
	Familiarity with University Services and Programs	3	137.621	3.060	.028	.022	.716
Total		416					
	Occurrence of Unfair Treatment	3	6.482	39.543	.000	.223	1.000
	Occurrence of Disparaging Comments	3	.363	.836	.474	.006	.232
	Occurrence of Pressure to Remain Silent	3	3.727	7.671	.000	.053	.988
Total	Occurrence of Unfair Treatment	417					
	Occurrence of Disparaging Comments	417					
	Occurrence of Pressure to Remain Silent	417					

Subscale 1: Supervision and Work Environment

Table 9 shows a summary of the descriptive statistics for supervision and work environment.

Table 9

Subscale 1: Supervision and Work Environment Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	35.9502	9.19836	27
Asian	35.3013	9.01721	28
Caucasian	38.9135	7.77722	343
Other	36.4913	10.03999	19
Total	38.3687	8.12843	417

The omnibus F test showed a statistically significant difference (between the group scores). The obtained $F(3, 416) = 3.02$ was statistically significant at an obtained $p = .03$. The partial eta squared was .02. Cohen (1988) considers values of .10 or less to be measures of small effect. Therefore, while the difference between the group scores was statistically significance, the practical significance was small. The observed power was .71, which indicated that the difference between groups was large enough to be detected 71% of the time. The Levene's test obtained a $p = .28$, which indicated that groups had similar variance in the scores. Therefore, a LSD post-hoc comparison of group scores was used to locate the source of the significant difference. Results revealed a statistically significant difference in the scores of Asian ($X = 35.30$) and White/Caucasian ($X = 38.91$) scores. Asians participants rated supervision work environment lower than White/Caucasian participants in the study.

Subscale 2: Departmental Diversity Efforts

Table 10 shows the results for departmental diversity efforts.

Table 10

Subscale 2: Departmental Diversity Efforts Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	17.2666	4.76321	27
Asian	19.1728	3.64570	28
Caucasian	19.3589	4.11607	343
Other	18.3684	4.68106	19
Total	19.1658	4.17744	417

The Omnibus F test $F(3, 416) = 2.36$ at an obtained $p = .07$ showed no statistically significant difference among the group as it relates to departmental diversity efforts. There were no further statistical procedures conducted for this scale.

Subscale 3: University Diversity Efforts

Table 11 shows as a summary of the descriptive statistics for university diversity efforts.

Table 11

Subscale 3: University Diversity Efforts Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	14.8141	5.52657	27
Asian	17.5819	3.91274	28
Caucasian	16.3279	4.30256	343
Other	17.7001	5.09321	19
Total	16.3766	4.42518	417

The omnibus F test The Omnibus F test $F(3, 416) = 2.42$ at an obtained $p = .07$ did not show a statistically significant difference between the group scores. There were no further statistical procedures conducted for this scale.

Subscale 4: Commitment to Diversity Goals

Table 12 shows as a summary of the descriptive statistics for commitment to diversity goal.

Table 12

Subscale 4: Commitment to Diversity Goals Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	26.8291	8.64992	27
Asian	34.2340	7.57795	28
Caucasian	35.0575	7.28596	343
Other	35.0823	8.85040	19
Total	34.4705	7.71554	417

The omnibus F test showed a statistically significant difference between the group scores. The obtained F (3, 416) = 10.17 at $p < .001$ showed a statistically significant difference among the group as it relates to university diversity efforts. The partial eta squared was .07. Cohen (1988) considers values of .10 or less to be measures of small effect. Therefore, while the differences between the group scores were statistically significance, the practical significance was small. The observed power was 1.0, which indicated that the difference between groups was large enough to be detected 100% of the time. Therefore the researcher conducted a LSD post-hoc comparison of group scores to locate the source of the significant difference. The results revealed that the scores for Black/African American participants were significantly different from the scores of all other groups. Black/African Americans scored lower (X = 26.83) than all other groups,

which means that Black/African Americans rated Traditional University lower that other groups in terms of commitment to diversity.

Subscale 5: University Commitment and Climate

Table 13 shows a summary of the descriptive statistics for university commitment and climate.

Table 13

Subscale 5: University Commitment and Climate Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	21.3822	7.80634	27
Asian	24.8605	7.03674	28
Caucasian	26.6802	6.23941	343
Other	26.8430	9.14250	19
Total	26.2224	6.66934	417

The omnibus F test showed a statistically significant difference (between the group scores). The obtained $F(3, 416) = 5.93$ was statistically significant at an obtained $p < .001$. The partial eta squared was .04. Cohen (1988) considers values of .10 or less to be measures of small effect. Therefore, while the differences between the group scores were statistically significance, the practical significance was small. The observed power was .96, which indicated that the difference between groups was large enough to be

detected 96% of the time. The Levene's test obtained a $p = .28$, which indicates that groups had similar variance in the scores. Therefore the researcher conducted a LSD post-hoc comparison of group scores to locate the source of the significant difference. The results revealed that the scores for Black/African American participants were significantly different from the scores of all other groups. Black/African Americans scored lower (X = 21.38) that all other groups, which means that Black/African Americans rated Traditional University lower that other groups in terms of university commitment and climate.

Subscale 6: Representation of Women and Racial/Ethnic Minorities

Table 14 shows a summary of the descriptive statistics for representation of women and racial/ethnic minorities.

Table 14

Subscale 6: Representation of Women and Racial/Ethnic Minorities Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	8.6247	2.91599	27
Asian	9.2249	2.38601	28
Caucasian	10.2827	2.21682	343
Other	10.6177	2.80222	19
Total	10.1196	2.34798	417

The omnibus F test showed a statistically significant difference (between the group scores). The obtained $F(3, 416) = 6.05$ was statistically significant at an obtained $p < .001$. The partial eta squared was .04. Cohen (1988) considers values of .10 or less to be measures of small effect. Therefore, while the differences between the group scores were statistically significance, the practical significance was small. The observed power was .96, which indicated that the difference between groups was large enough to be detected 96% of the time. The Levene's test obtained a $p = .28$, which indicates that groups had similar variance in the scores. Therefore the researcher conducted a LSD post-hoc comparison of group scores to locate the source of the significant difference. The results revealed a statistically significant difference in the scores of Black/African American ($X = 8.62$) and Asian ($X = 9.22$) scores when compared to all other groups. The Black/African American and Asian participants rated the representation of women and racial/ethnic minorities lower than the all other participants in the study.

Subscale 7: Occurrence of Unfair Treatment

Table 15 shows a summary of the descriptive statistics for occurrence of unfair treatment.

Table 15

Subscale 7: Occurrence of Unfair Treatment Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	1.7177	.71157	27
Asian	1.6496	.72573	28
Caucasian	1.0855	.29490	343
Other	1.5362	.76638	19
Total	1.1848	.45769	417

The omnibus F test showed a statistically significant difference between the group scores. The obtained $F(3, 416) = 39.54$ was statistically significant at an obtained $p < .001$. The partial eta squared was .22. Cohen (1988) considers values of .10 or higher to be measures of moderate effect. Therefore, while the differences between the group scores was statistically significance and practically significant as well. The observed power was 1.0 which indicated that the difference between groups was large enough to be detected 100% of the time. Because there was unequal variance across the groups the researcher conducted a pair wise comparison using Dunnett T-3 procedure, which revealed a statistically significant difference of pairs of scores between Asians (X = 1.65) and Caucasians (X = 1.09). The results also revealed statistically significant differences, which revealed a statistically significant difference between the pairs of scores between Blacks/African Americans (X = 1.72) and Caucasians (X = 1.09). Results also revealed a

statistically significant different between the pairs of scores between Asian (X = 1.65) and Caucasians (X = 1.09). Results revealed that Asians and Blacks/African Americans perceived their occurrence of unfair treatment more frequently.

Subscale 8: Occurrence of Disparaging Comments

Table 16 shows the results for occurrence of disparaging comments.

Table 16

Subscale 8: Occurrence of Disparaging Comments Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	1.9516	.64996	27
Asian	2.0000	.76980	28
Caucasian	1.8269	.63965	343
Other	1.8421	.83421	19
Total	1.8473	.65876	417

The Omnibus F test F (3, 416) = .84 at an obtained p = .47 showed no statistically significant difference among the group as it relates to departmental diversity efforts. There were no further statistical procedures conducted for this scale.

Subscale 9: Perceived Pressure towards Silence

Table 17 shows a summary of the descriptive statistics for perceived pressure towards silence.

Table 17

Subscale 9: Perceived Pressure towards Silence Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	2.0000	.87706	27
Asian	1.7857	.78680	28
Caucasian	1.4466	.66837	343
Other	1.7643	.78785	19
Total	1.5197	.71361	417

The omnibus F test showed a statistically significant difference between the group scores. The obtained F (3, 416) = 7.67 was statistically significant at an obtained $p <$ .001. The partial eta squared was .05. Cohen (1988) considers values of .10 or higher to be measures of moderate effect. Therefore, the differences between the group scores was statistically significant and practically significant as well. The observed power was .99 which indicated that the difference between groups was large enough to be detected 99% of the time. Because there was unequal variance across the groups the researcher conducted a pair wise comparison using Dunnett T-3 procedure, which revealed a statistically significant difference of pairs of scores between Blacks/African Americans (X = 2.00 and Caucasians (X = 1.45). Results revealed that Blacks/African Americans perceived their pressure to remain silent more frequently.

Subscale 10: Familiarity with University Services and Programs

Table 18 shows a summary of the descriptive statistics for the familiarity with university services and programs scale.

Table 18

Subscale 10: Familiarity with University Services and Programs Scale Summary Descriptive Statistics

Race	Mean	Standard Deviation	N
Black/African American	27.7037	7.74008	27
Asian	24.3675	6.86709	28
Caucasian	25.9441	6.61781	343
Other	29.7368	6.53063	19
Total	26.1250	6.75630	417

The omnibus F test showed a statistically significant difference (between the group scores). The obtained $F(3, 416) = 3.06$ was statistically significant at an obtained $p = .03$. The partial eta squared was .02. Cohen (1988) considers values of .10 or less to be measures of small effect. Therefore, while the differences between the group scores were statistically significance, the practical significance was small. The observed power was .72, which indicated that the difference between groups was large enough to be detected 72% of the time. The Levene's test obtained a $p = .28$, which indicates that groups had

similar variance in the scores. Therefore the researcher conducted a LSD post-hoc comparison of group scores to locate the source of the significant difference. The results revealed that the scores for Other participants were significantly different from the scores of all other groups. Others scored higher (X = 29.74) that all other groups, which means that Others rated Familiarity with University Services and Programs at Traditional University higher than other groups.

V. DISCUSSION

The success of faculty members, according to the research, is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). The purpose of this research is to determine whether race affects a faculty member's perception of campus climate at a predominately White institution (PWI) located in the Southern United States. Specifically, this study seeks to answer the following question: What is the impact of race on faculty perceptions of campus climate as measured by responses to the Assessment of Campus Climate Faculty Survey (ACCFS)? This chapter includes a summary of the findings of the study, conclusions and recommendations. Policy implications and recommendations of how to inform policy at the institutional level based upon the responses to the Assessment of Campus Climate Faculty Survey (ACCFS) will be discussed in the chapter that follows.

Summary of the Findings

During an institutional self-assessment 'Traditional University' surveyed its entire population where separate surveys were developed specifically for administrators, faculty members, administrative professional, undergraduate and graduate students. The population of interest for this research consist of university faculty members across the

country. It is impractical for a researcher to assess the entire population of university faculty members across the country; therefore, the subset of data collected from faculty members at Traditional University was used as a sample.

Supervision and Work Environment

Through their research, Branch (2001) and Thomas and Hollenshed (2001) ascertained that minorities reported feelings of isolation and an unsupportive academic environment. Findings from this study support this assertion from previous research as the results indicate that race does make a statistically significant difference in faculty perception of supervision work environment at Traditional University. The White/ Caucasian participants rated the supervision work environment higher than their Asian counterparts. A plausible explanation for this result extends the idea that minority faculty oftentimes are not fully accepted in their work environment (Aguirre & Martinez, 1993; Ibarra, 2001; Loo & Ho 2006). Minority faculty members see themselves as "second-class citizens in academia" (Ibarra, 2001, p. 138). As highlighted in Loo and Ho's (2006) research, Asian American faculty members experience "isolation from the departments' informal networks" (p. 134).

Departmental Diversity Efforts

Smith (2000) proposed that group interactions within an organization, such as a department, are a vital component of diversity. However, the findings from this study does not support this assertions from previous research as the results indicate that race does not make a difference in faculty perception of departmental diversity efforts at 'Traditional University'. Consistent with the findings of Henry and Nixon (1994), there

was an unwillingness to concede that the department in which one is affiliated is not making strides towards diversity. Moreover, when there is a lack of diversity, oftentimes the belief exists that there is diversity within a unit which is based upon the different view points not taking into account that diversity extends to race, ethnicity, and other components.

University Diversity Efforts

While Conley and Hyer (1999) wrote that regardless of race, participants in their study felt diversity should be promoted within the university; their results also indicated that the merits and attitudes concerning diversity and the means to achieving diversity was a point of contention among minorities. Patitu and Hinton (2003) noted that regardless of race, faculty did not believe that their institutions were committed to diversity. However, the findings from this study does not support this assertions from previous research as the results indicate that race does not make a difference in faculty perception of university diversity efforts at Traditional University.

Commitment to Diversity Goals

Patitu and Hinton (2003) demonstrated that commitment to diversity was a concern for all faculty members regardless of race. Conversely, Conley and Hyer (1999) extended the notion that there were significant differences between subgroups. Black/African Americans scored lower than all other groups, which means that Black/African Americans rated 'Traditional University' lower than other groups in terms of commitment to diversity. These findings support the assertion from previous research that race does make a difference in faculty perception of commitment to diversity goals at

Traditional University. As a number of researchers (Hurtado, et.al., 1999; Allen, et.al., 2000; Gregory, 2001; and Kays, 2008) noted, institutions of higher education have not fully committed to diversity goals. A number of which institutions created diversity goals in order to respond to incidents on campus and view setting diversity goals as a way to appease faculty of color.

University Commitment and Climate

Brown (2004), writes that lack of action by the university in cases of students reports of disrespect significantly undermine commitment to diversity. Findings from this study support the assertions from previous research as the results indicate that race does make a difference in faculty perception of university commitment and climate at 'Traditional University'. The results revealed that the scores for Black/African American participants were significantly different from the scores of all other groups. This indicates that Black/African Americans rated Traditional University lower that other groups in terms of university commitment and climate.

Representation of Women and Racial/Ethnic Minorities

In their research, Smith (1999), Agguirre and Martinez (1993), King and Watts (2004), Loo and Ho (2006), and Gregory (2001) argued that race is a factor in the representation of women and racial minorities at universities. The results revealed a statistically significant difference in the scores of Black/African American and Asian scores when compared to all other groups. This supports the assertions from previous research as the results indicate that race does make a difference in faculty perception of representation of woman and racial/ethnic minorities at Traditional University. The

Black/African American and Asian participants rated the representation of women and racial/ethnic minorities lower than the all other participants in the study.

Occurrence of Unfair Treatment

A number of authors (Gregory, 2001; King & Watts, 2004; Agguirre & Martinez, 1993; Granger, 2003; Loo & Ho, 2006; and Cornelius, Moore and Gray, 1997) contend that minority faculty members often face substantial difficulty with regards to their treatment in the academy. Findings from this study support the assertion from previous research as the results indicate that race does make a difference in faculty perception of unfair treatment at 'Traditional University'. Asian and Black/African American participants in the study reported a higher rate of unfair treatment than their White/Caucasian counterparts. Perhaps the unacceptable work environment in which they work, highlighted by authors (Agguirre & Martinez, 1993; Loo & Ho, 1993) is a contributing factor.

Occurrence of Disparaging Comments

The findings from this study do not support these assertions from previous research (Gregory, 2000; King & Watts, 2004; Loo & Ho, 2006) as the results indicate that race does not make a difference in faculty perception of occurrence of disparaging comments at 'Traditional University'. Perhaps disparaging comments, if they are a part of faculty member's experiences, are not displayed in a public forum. While comments may be espoused, they are not expressed nor communicated directly to faculty members.

Perceived Pressure towards Silence

Thomas and Hollenshead (2001) and Smith (1999), evaluated the experiences of their participants which indicated there is a perceived difference between races when referencing pressure towards silence. Findings from this study support these assertions from previous research as the results indicate that race does make a difference in faculty perception of perceived pressure towards silence at Traditional University. Results revealed a statistically significant difference of pairs of scores between Blacks/African Americans and Caucasians. This finding indicates that Blacks/African Americans perceived their pressure to remain silent more frequently than their Caucasian counterparts.

Familiarity with University Services and Programs

The results revealed a statistically significant difference in the scores of Others when compared to all other groups. This supports the assertions from previous research as the results indicate that race does make a difference in faculty perception of familiarity with university services and programs at Traditional University. Others scored higher that all other groups, which imply that Others rated Familiarity with University Services and Programs at Traditional University higher than their counterparts. Hurtado, Milem, Clayton-Pederson and Allen (1999) highlight the need for program and policy development this is necessary to achieve diverse learning environments. The conceptualization of the relationship between racial and ethnic diversity is what these authors suggest will "improve the climate" (p. 2). The authors stated that an important part of this conceptualization "that different … groups view the campus differently" (p.

3). In order for campus climates to change it “may require some fundamental institutional changes” (p. 4) like reconceptualizing diversity.

Conclusions

While the population of students in college across the United States is significantly more diverse than ever, diversity among faculty members are not occurring concurrently (Smith & Moreno, 2006). A number of faculty members of color express significant challenges to their success at Predominately White Institutions (PWI), even though the institution, its students, and the entire community are beneficiaries of their presence (Smith, 1997; Smith & Schonfeld, 2000). The study has helped to understand faculty perceptions of campus climate at Predominately White Institutions.

The findings of this study conclude that there are statistically significant differences with regard to race on seven of the ten scales measured in the ACCFS. The seven scales include: supervision and work environment, commitment to diversity goals, university commitment and climate, representation of women and racial/ethnic minorities, occurrence of unfair treatment, perceived pressure towards silence and familiarity with university services and programs. Departmental diversity efforts, university diversity efforts, and occurrence of disparaging comments are the three categories where race did not make a statistically significant difference.

The rationale chosen to explain the statistically significant difference in the scales among racial groups can be embedded in the culture, traditions, policies, and historical context of an institution (Hurtado, Griffin, Arellano, & Cuellar, 2008; Hurtado, Carter, &

Kardia, 1998; King & Watts, 2004). Historically, the culture and traditions of institutions of higher learning oftentimes have excluded an array of people (i.e., women, people of color, gays and lesbians, and persons with disabilities) while at the same time including those who fall within that tradition and culture. The historical context of inclusion and exclusion has assisted in the shaping of institutions of higher education as well as the nation and world in which we live. In order for institutions of higher education, especially PWI's, to have a more harmonious campus with regard to its faculty, researchers must continue to examine campus climates and policies must be put into place and into practice.

Recommendations

The examination of campus climates should be an ongoing and constantly evolving process. As our nation is becoming more diversified our post-secondary education is also beginning to be diversified.

Several recommendations for future research have evolved from this study:

1. Replicate the study among peer institutions across the United States.
2. Use a longitudinal approach for data collection rather that a single point of data collection. This will allow the researcher to compare perceptions of faculty members' overtime.
3. Adopt more robust sampling strategies. Research suggests that persons from different racial/ethnic groups experience campus climates differently. As such the research was separated into four groups one of which (the

Other category) is a combination of several groups (Hispanic) that could not stand alone for evaluative purposes.

4. Collect data referring to perceptions of student interactions. For example, a number of faculty members discuss in their research how their minority status distracts from their legitimacy as a faculty member. Such experiences with students should also be used to measure campus climate.
5. Assess campus climate for diversity as a part of the regular planning and evaluation process of the institution.

VI. POLICY IMPLICATIONS

Introduction

Research associated with faculty of color in higher education institutions suggests that having faculty diversity influences the learning process among other things (Smith, 1997). Crucial to maintaining student diversity is the presence of a diverse faculty on college campuses (Smith & Schonfeld, 2000). While the population of students in college across the United States is significantly more diverse than ever, diversity among faculty members did not concurrently occur (Smith & Moreno, 2006). Having a critical mass of diverse people, according to Smith and Schonfeld (2000), creates opportunities for support, role models and mentoring. Moreover, changes in the curriculum that reflects more diverse ideals may be correlated with the diversity of the faculty. Even though faculty of color expresses significant challenges to their success at Predominately White Institutions (PWI), the institution, its students, and the entire community are beneficiaries of their presence (Smith, 1997; Smith & Schonfeld, 2000).

Another benefit to diversity among faculty ranks is the contribution made to the campus climate. Research has shown that student performance, retention, and graduation is significantly influenced by campus climate (Edgert, 1994; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Faculty diversity contributes to a number of changes throughout the campus, an example of this can be found in the curriculum. Furthermore,

the success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005).

This chapter will focus on policies that can be implemented on an institutional level in an effort to improve campus climate especially for faculty members. Within the context of institutional policies, the assessment of such policies as well as policies addressing recruitment and retention efforts for faculty will also be discussed relative to creating a harmonious campus climate.

Institutional Policies

While there may be several means to achieving a harmonious campus climate for faculty members, the assessment, recruitment, retention policies implemented by an institution are perhaps the most effective means of encouraging harmony within a campus setting. As it has previously stated, this chapter will focus on policies that can be implemented on an institutional level in an effort to improve campus climate especially for faculty members. This will be achieved within the context of institutional policies, the assessment of such policies as well as policies addressing recruitment and retention efforts for faculty will also be discussed relative to creating a harmonious campus climate.

Assessment

Assessment is perhaps the single most important aspect of policy implementation. In order to measure the campus climate at an institution an assessment must first be

conducted. The results of such an assessment will indicate the areas in which policies should be created and implemented. The author suggests that a campus climate assessment be conducted every two years on a university campus. In addition to the continual assessment of a climate the results should implement change in university policies. The results of a campus climate assessment should be taken into consideration when policies are written or revised, for example when writing or revising the diversity policy for an institution the authors should take into consideration the results of a campus climate assessment conducted. Additionally, there are a number of faculty members leaving institutions for an array of reasons however, as an assessment component the author recommends the interviewing of faculty members prior to their leaving an institution. This information can also be included in the campus climate assessment and the results can help in the policy writing process.

Recruitment

Myths associated with the recruitment of a diverse faculty have plagued institutions of higher education. These myths include the ideas that a viable pool of minority candidates does not exist or minorities with doctoral degrees seek employment at corporations rather than in academe. The author has a number of recommendations that address the recruitment of minority faculty and perhaps these recommendations can assist in the process of creating a faculty that is reflective of the student population. Using unconventional venues to publicize faculty positions such as list serves that cater to minorities (i.e., Sisters of the Academy, Southern Region Education Board, Society of Women in Engineering, Association of University Women, Brothers of the Academy,

National Black Graduate Student Association) is the first recommended to method to employ. Establishing relationships with doctoral degree granting institutions that cater to or have a significant population of minorities is yet another recommendation. Developing relationships with organizations that fund minority doctoral students is an attempt to recruit minority faculty.

Retention

The creation of a Diversity Office for each college/school that conducts diversity training and addresses the needs of faculty, staff, students, and administrators is perhaps a step towards increasing the retention of faculty, staff, students, and administrators. Additionally, enacting a mentoring program for all new faculty members that include guidance on obtaining promotion and tenure is yet another avenue to explore to increase the retention among faculty. Another method of increasing retention is implementing a diversity course in the general curriculum that is required for admittance into a college/school could also serve as a way to educate and retain students. The continued assessment of an institution in conjunction with ongoing diversity training, and providing a required course for students are a couple of ways to ensure the retention of staff, and students and administrators.

Conclusion

Research associated with faculty of color in higher education institutions suggests that having faculty diversity influences the learning process among other things (Smith, 1997). Crucial to maintaining student diversity is the presence of a diverse faculty on

college campuses (Smith & Schonfeld, 2000). While the population of students in college across the United States is significantly more diverse than ever, diversity among faculty members did not concurrently occur (Smith & Moreno, 2006). Having a critical mass of diverse people, according to Smith and Schonfeld (2000), creates opportunities for support, role models and mentoring. Moreover, changes in the curriculum that reflects more diverse ideals may be correlated with the diversity of the faculty. Even though faculty of color expresses significant challenges to their success at Predominately White Institutions (PWI), the institution, its students, and the entire community are beneficiaries of their presence (Smith, 1997; Smith & Schonfeld, 2000).

Another benefit to diversity among faculty ranks is the contribution made to the campus climate. Research has shown that student performance, retention and graduation is significantly influenced by campus climate (Edgert, 1994; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Faculty diversity contributes to a number of changes throughout the campus, an example of this can be found in the curriculum. Furthermore, the success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005).

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APPENDICES

APPENDIX A

DESCRIPTIVE TABLES

Table 19

Descriptive Statistics

Racial/Ethnic Group	Mean	SD	N
Supervision & Work Environment			
Other	36.4913	10.03999	19
Asian	35.3013	9.01721	28
Black/African American	35.9502	9.19836	27
White/Caucasian excluding Hispanic	38.9135	7.77722	343
Total	38.3687	8.12843	417
Departmental Diversity Efforts			
Other	18.3684	4.68106	19
Asian	19.1728	3.64570	28
Black/African American	17.2666	4.76321	27
White/Caucasian excluding Hispanic	19.3589	4.11607	343
Total	19.1658	4.17744	417
University Diversity Efforts			
Other	17.7001	5.09321	19
Asian	17.5819	3.91274	28
Black/African American	14.8141	5.52657	27
White/Caucasian excluding Hispanic	16.3279	4.30256	343
Total	16.3766	4.42518	417

(table continues)

Table 19 (continued)

Racial/Ethnic Group	Mean	SD	N
Commitment to Diversity Goals			
Other	35.0823	8.85040	19
Asian	34.2340	7.57795	28
Black/African American	26.8291	8.64992	27
White/Caucasian excluding Hispanic	35.0575	7.28596	343
Total	34.4705	7.71554	417
University Commitment & Climate			
Other	26.8430	9.14250	19
Asian	24.8605	7.03674	28
Black/African American	21.3822	7.80634	27
White/Caucasian excluding Hispanic	26.6802	6.23941	343
Total	26.2224	6.66934	417
Representation/Women/ Racial/Ethnic Minorities			
Other	10.6177	2.80222	19
Asian	9.2249	2.38601	28
Black/African American	8.6247	2.91599	27
White/Caucasian excluding Hispanic	10.2827	2.21682	343
Total	10.1196	2.34798	417

(table continues)

Table 19 (continued)

Racial/Ethnic Group	Mean	SD	N
Familiarity with University Services and Programs			
Other	29.7368	6.53063	19
Asian	24.3675	6.86709	28
Black/African American	27.7037	7.74008	27
White/Caucasian excluding Hispanic	25.9441	6.61781	343
Total	26.1250	6.75630	417

Table 20

Tests of Between-Subjects Effects

Dependent Variable	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power(a)
SUPER	3	196.709	3.021	.030	.021	.710
DEPCOMDI	3	40.753	2.358	.071	.017	.590
UNDIVEFF	3	46.897	2.419	.066	.017	.602
COMDIVGO	3	567.799	10.169	.000	.069	.998
UNCOMCLI	3	254.562	5.926	.001	.041	.955
REPRESEN	3	32.198	6.053	.000	.042	.959
FAMILIAR	3	137.621	3.060	.028	.022	.716
Total	416					

Table 21

Multiple Comparisons

LSD

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Supervision & Work Environment							
	Other	Asian	1.1900	2.39860	.620	-3.5250	5.9050
		Black/African American	.5411	2.41649	.823	-4.2091	5.2912
		White/Caucasian excluding Hispanic	-2.4222	1.90193	.204	-6.1608	1.3165
	Asian	Other	-1.1900	2.39860	.620	-5.9050	3.5250
		Black/African American	-.6489	2.17664	.766	-4.9276	3.6298
		White/Caucasian excluding Hispanic	-3.6121(*)	1.58608	.023	-6.7299	-.4943
	Black/African American	Other	-.5411	2.41649	.823	-5.2912	4.2091
		Asian	.6489	2.17664	.766	-3.6298	4.9276
		White/Caucasian excluding Hispanic	-2.9632	1.61301	.067	-6.1340	.2075
	White/Caucasian excluding Hispanic	Other	2.4222	1.90193	.204	-1.3165	6.1608
		Asian	3.6121(*)	1.58608	.023	.4943	6.7299
		Black/African American	2.9632	1.61301	.067	-.2075	6.1340

(table continues)

Table 21 (continued)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Departmental Diversity Efforts							
	Other	Asian	-.8043	1.23563	.515	-3.2332	1.6246
		Black/African American	1.1018	1.24484	.377	-1.3452	3.5488
		White/Caucasian excluding Hispanic	-.9905	.97977	.313	-2.9164	.9355
	Asian	Other	.8043	1.23563	.515	-1.6246	3.2332
		Black/African American	1.9062	1.12128	.090	-.2980	4.1103
		White/Caucasian excluding Hispanic	-.1861	.81706	.820	-1.7923	1.4200
	Black/African American	Other	-1.1018	1.24484	.377	-3.5488	1.3452
		Asian	-1.9062	1.12128	.090	-4.1103	.2980
		White/Caucasian excluding Hispanic	-2.0923(*)	.83093	.012	-3.7257	-.4589
	White/Caucasian excluding Hispanic	Other	.9905	.97977	.313	-.9355	2.9164
		Asian	.1861	.81706	.820	-1.4200	1.7923
		Black/African American	2.0923(*)	.83093	.012	.4589	3.7257
University Diversity Efforts							
	Other	Asian	.1183	1.30862	.928	-2.4541	2.6907
		Black/African American	2.8861(*)	1.31838	.029	.2945	5.4776
		White/Caucasian excluding Hispanic	1.3722	1.03765	.187	-.6675	3.4120
	Asian	Other	-.1183	1.30862	.928	-2.6907	2.4541
		Black/African American	2.7678(*)	1.18752	.020	.4335	5.1021
		White/Caucasian excluding Hispanic	1.2540	.86533	.148	-.4470	2.9549

Table 21 (continued)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Dependent Variable	
						Lower Bound	Upper Bound
	Black/African American	Other	-2.8861(*)	1.31838	.029	-5.4776	-.2945
		Asian	-2.7678(*)	1.18752	.020	-5.1021	-.4335
		White/Caucasian excluding Hispanic	-1.5138	.88002	.086	-3.2437	.2160
	White/Caucasian excluding Hispanic	Other	-1.3722	1.03765	.187	-3.4120	.6675
		Asian	-1.2540	.86533	.148	-2.9549	.4470
		Black/African American	1.5138	.88002	.086	-.2160	3.2437
Commitment to Diversity Goals	Other	Asian	.8483	2.22104	.703	-3.5177	5.2142
		Black/African American	8.2531(*)	2.23761	.000	3.8546	12.6517
		White/Caucasian excluding Hispanic	.0248	1.76114	.989	-3.4371	3.4867
	Asian	Other	-.8483	2.22104	.703	-5.2142	3.5177
		Black/African American	7.4049(*)	2.01550	.000	3.4429	11.3668
		White/Caucasian excluding Hispanic	-.8235	1.46867	.575	-3.7105	2.0635
	Black/African American	Other	-8.2531(*)	2.23761	.000	-12.6517	-3.8546
		Asian	-7.4049(*)	2.01550	.000	-11.3668	-3.4429
		White/Caucasian excluding Hispanic	-8.2283(*)	1.49360	.000	-11.1644	-5.2923

Table 21 (continued)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Dependent Variable
						Lower Bound	Upper Bound
	White/Caucasian excluding Hispanic	Other	-.0248	1.76114	.989	-3.4867	3.4371
		Asian	.8235	1.46867	.575	-2.0635	3.7105
		Black/African American	8.2283(*)	1.49360	.000	5.2923	11.1644
University Commitment & Climate	Other	Asian	1.9825	1.94803	.309	-1.8468	5.8118
		Black/African American	5.4608(*)	1.96256	.006	1.6029	9.3186
		White/Caucasian excluding Hispanic	.1628	1.54466	.916	-2.8736	3.1991
	Asian	Other	-1.9825	1.94803	.309	-5.8118	1.8468
		Black/African American	3.4783(*)	1.76776	.050	.0033	6.9532
		White/Caucasian excluding Hispanic	-1.8198	1.28814	.158	-4.3519	.7124
	Black/African American	Other	-5.4608(*)	1.96256	.006	-9.3186	-1.6029
		Asian	-3.4783(*)	1.76776	.050	-6.9532	-.0033
		White/Caucasian excluding Hispanic	-5.2980(*)	1.31001	.000	-7.8731	-2.7229
	White/Caucasian excluding Hispanic	Other	-.1628	1.54466	.916	-3.1991	2.8736
		Asian	1.8198	1.28814	.158	-.7124	4.3519
		Black/African American	5.2980(*)	1.31001	.000	2.7229	7.8731

Table 21 (continued)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Dependent Variable
						Lower Bound	Upper Bound
Representation/ Women/Racial/ Ethnic Minorities	Other	Asian	1.3928(*)	.68551	.043	.0453	2.7404
		Black/African American	1.9931(*)	.69063	.004	.6355	3.3507
		White/Caucasian excluding Hispanic	.3350	.54357	.538	-.7335	1.4035
	Asian	Other	-1.3928(*)	.68551	.043	-2.7404	-.0453
		Black/African American	.6003	.62208	.335	-.6226	1.8231
		White/Caucasian excluding Hispanic	-1.0578(*)	.45330	.020	-1.9488	-.1667
	Black/African American	Other	-1.9931(*)	.69063	.004	-3.3507	-.6355
		Asian	-.6003	.62208	.335	-1.8231	.6226
		White/Caucasian excluding Hispanic	-1.6580(*)	.46099	.000	-2.5642	-.7519
	White/Caucasian excluding Hispanic	Other	-.3350	.54357	.538	-1.4035	.7335
		Asian	1.0578(*)	.45330	.020	.1667	1.9488
		Black/African American	1.6580(*)	.46099	.000	.7519	2.5642

Table 21 (continued)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Dependent Variable
						Lower Bound	Upper Bound
Familiarity with University Services and Programs	Other	Asian	5.3693(*)	1.99343	.007	1.4508	9.2878
		Black/African American	2.0331	2.00830	.312	-1.9146	5.9809
		White/Caucasian excluding Hispanic	3.7927(*)	1.58066	.017	.6856	6.8999
	Asian	Other	-5.3693(*)	1.99343	.007	-9.2878	-1.4508
		Black/African American	-3.3362	1.80896	.066	-6.8921	.2198
		White/Caucasian excluding Hispanic	-1.5765	1.31816	.232	-4.1677	1.0146
	Black/African American	Other	-2.0331	2.00830	.312	-5.9809	1.9146
		Asian	3.3362	1.80896	.066	-.2198	6.8921
		White/Caucasian excluding Hispanic	1.7596	1.34054	.190	-.8755	4.3947
	White/Caucasian excluding Hispanic	Other	-3.7927(*)	1.58066	.017	-6.8999	-.6856
		Asian	1.5765	1.31816	.232	-1.0146	4.1677
		Black/African American	-1.7596	1.34054	.190	-4.3947	.8755

Table 22

Descriptive Statistics

Subscale	Racial/Ethnic Group	Mean	Std. Deviation	N
Occurrence of Unfair Treatment	Other	1.5362	.76638	19
	Asian	1.6496	.72573	28
	Black/African American	1.7177	.71157	27
	White/Caucasian excluding Hispanic	1.0855	.29490	343
	Total	1.1848	.45769	417
Occurrence of Disparaging Comments	Other	1.8421	.83421	19
	Asian	2.0000	.76980	28
	Black/African American	1.9516	.64996	27
	White/Caucasian excluding Hispanic	1.8269	.63965	343
	Total	1.8473	.65876	417
Perceived Pressure towards Silence	Other	1.7643	.78785	19
	Asian	1.7857	.78680	28
	Black/African American	2.0000	.87706	27
	White/Caucasian excluding Hispanic	1.4466	.66837	343
	Total	1.5197	.71361	417

Table 23

Multiple Comparisons Dunnett T3

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Occurrence of Unfair Treatment	Other	Asian	-.1133	.22298	.996	-.7309	.5042
		Black/African American	-.1814	.22286	.957	-.7989	.4360
		White/Caucasian excluding Hispanic	.4508	.17654	.106	-.0654	.9670
	Asian	Other	.1133	.22298	.996	-.5042	.7309
		Black/African American	-.0681	.19381	1.000	-.5967	.4606
		White/Caucasian excluding Hispanic	.5641 (*)	.13807	.002	.1748	.9534
	Black/African American	Other	.1814	.22286	.957	-.4360	.7989
		Asian	.0681	.19381	1.000	-.4606	.5967
		White/Caucasian excluding Hispanic	.6322 (*)	.13786	.001	.2424	1.0220
	White/Caucasian excluding Hispanic	Other	-.4508	.17654	.106	-.9670	.0654
		Asian	-.5641 (*)	.13807	.002	-.9534	-.1748
		Black/African American	-.6322 (*)	.13786	.001	-1.0220	-.2424
Occurrence of Disparaging Comments	Other	Asian	-.1579	.24040	.985	-.8243	.5085
		Black/African American	-.1095	.22863	.997	-.7476	.5285
		White/Caucasian excluding Hispanic	.0152	.19447	1.000	-.5506	.5810
	Asian	Other	.1579	.24040	.985	-.5085	.8243

Table 23 (cont'd)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		Black/African American	.0484	.19186	1.000	-.4753	.5720
		White/Caucasian excluding Hispanic	.1731	.14952	.814	-.2462	.5924
	Black/African American	Other	.1095	.22863	.997	-.5285	.7476
		Asian	-.0484	.19186	1.000	-.5720	.4753
		White/Caucasian excluding Hispanic	.1247	.12977	.910	-.2392	.4886
	White/Caucasian excluding Hispanic	Other	-.0152	.19447	1.000	-.5810	.5506
		Asian	-.1731	.14952	.814	-.5924	.2462
		Black/African American	-.1247	.12977	.910	-.4886	.2392
Perceived Pressure towards Silence	Other	Asian	-.0214	.23405	1.000	-.6683	.6256
		Black/African American	-.2357	.24730	.914	-.9172	.4458
		White/Caucasian excluding Hispanic	.3178	.18431	.443	-.2177	.8532
	Asian	Other	.0214	.23405	1.000	-.6256	.6683
		Black/African American	-.2143	.22494	.915	-.8283	.3997
		White/Caucasian excluding Hispanic	.3391	.15301	.182	-.0898	.7680
	Black/African American	Other	.2357	.24730	.914	-.4458	.9172
		Asian	.2143	.22494	.915	-.3997	.8283
		White/Caucasian excluding Hispanic	.5534 (*)	.17260	.019	.0675	1.0393

Table 23 (cont'd)

Dependent Variable	(I) Racial/Ethnic Group	(J) Racial/Ethnic Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	White/Caucasian excluding Hispanic	Other	-.3178	.18431	.443	-.8532	.2177
		Asian	-.3391	.15301	.182	-.7680	.0898
		Black/African American	-.5534 (*)	.17260	.019	-1.0393	-.0675

Based on observed means.

* The mean difference is significant at the .05 level.

Table 24

Results for Tests of Normality Across the Four Groups

		Kolmogorov-Smirnov(a)		
Scale	Racial/Ethnic Group	Statistic	df	Sig.
SUPER	Other	.125	19	.200(*)
	Asian	.159	28	.066
	Black/African American	.101	27	.200(*)
	White/Caucasian excluding Hispanic	.083	343	.000
DEPCOMDI	Other	.163	19	.200(*)
	Asian	.126	28	.200(*)
	Black/African American	.198	27	.008
	White/Caucasian excluding Hispanic	.130	343	.000
UNDIVEFF	Other	.127	19	.200 (*)
	Asian	.172	28	.034
	Black/African American	.137	27	.200 (*)
	White/Caucasian excluding Hispanic	.072	343	.000
COMDIVGO	Other	.105	19	.200 (*)
	Asian	.106	28	.200 (*)
	Black/African American	.169	27	.047
	White/Caucasian excluding Hispanic	.057	343	.008
UNCOMCLI	Other	.123	19	.200 (*)
	Asian	.148	28	.119
	Black/African American	.150	27	.120
	White/Caucasian excluding Hispanic	.067	343	.001

Table 24 (continued)

		Kolmogorov-Smirnov(a)		
Scale	Racial/Ethnic Group	Statistic	Scale	Sig.
REPRESEN	Other	.186	19	.083
	Asian	.146	28	.132
	Black/African American	.184	27	.020
	White/Caucasian excluding Hispanic	.192	343	.000
SMEAN(Q7A#)	Other	.337	19	.000
	Asian	.279	28	.000
	Black/African American	.216	27	.002
	White/Caucasian excluding Hispanic	.518	343	.000
SMEAN(Q8A#)	Other	.265	19	.001
	Asian	.214	28	.002
	Black/African American	.285	27	.000
	White/Caucasian excluding Hispanic	.277	343	.000
SMEAN(Q9A#)	Other	.255	19	.002
	Asian	.270	28	.000
	Black/African American	.243	27	.000
	White/Caucasian excluding Hispanic	.392	343	.000
FAMILIAR	Other	.098	19	.200 (*)
	Asian	.092	28	.200 (*)
	Black/African American	.113	27	.200 (*)
	White/Caucasian excluding Hispanic	.058	343	.008

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

Reliability

Subscale #1

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q1A#	3.3333	.9122	267.0
2.	Q1B#	2.8614	1.0618	267.0
3.	Q1C#	3.0337	1.0162	267.0
4.	Q1D#	2.9663	.8555	267.0
5.	Q1E#	2.7228	1.0681	267.0
6.	Q1F#	1.9476	1.0098	267.0
7.	Q1G#	3.3820	.7125	267.0
8.	Q1H#	2.8090	1.0607	267.0
9.	Q1I#	2.9625	1.0031	267.0
10.	Q1J#	2.6367	1.0401	267.0
11.	Q1K#	3.2285	1.0532	267.0
12.	Q1L#	2.9026	.9838	267.0
13.	Q1M#	3.2322	.9331	267.0
14.	Q1N#	2.8689	1.0194	267.0
15.	Q1O#	3.0637	1.1103	267.0
16.	Q1P#	2.4307	1.1264	267.0

Correlation Matrix

	Q1A#	Q1B#	Q1C#	Q1D#	Q1E#
Q1A#	1.0000				
Q1B#	.5874	1.0000			
Q1C#	.6205	.6315	1.0000		
Q1D#	.3372	.5080	.5461	1.0000	
Q1E#	.5003	.4732	.5697	.3641	1.0000
Q1F#	-.1320	-.3574	-.1998	-.3371	-.1564
Q1G#	.3644	.4827	.4131	.5146	.4015
Q1H#	.4430	.5506	.5919	.4734	.4575
Q1I#	.5930	.6199	.5729	.4147	.4920
Q1J#	.5323	.5704	.6412	.4256	.6196
Q1K#	.4448	.4352	.4951	.4175	.4007
Q1L#	.3924	.4405	.3831	.4115	.3856
Q1M#	.0854	-.0433	.0234	-.0561	-.0333
Q1N#	.0431	.0283	-.0066	.0423	.1046
Q1O#	.2091	.1351	.1847	.1962	.1639
Q1P#	.2293	.1507	.1909	.1985	.1902

Correlation Matrix (Con't)

	Q1F#	Q1G#	Q1H#	Q1I#	Q1J#
Q1F#	1.0000				
Q1G#	-.4475	1.0000			
Q1H#	-.2270	.4849	1.0000		
Q1I#	-.1541	.4199	.5127	1.0000	
Q1J#	-.1685	.4264	.5605	.6211	1.0000
Q1K#	-.2114	.3792	.3421	.4601	.4158
Q1L#	-.3079	.3643	.3460	.3658	.3841
Q1M#	.0489	.0527	-.0272	.0856	.0214
Q1N#	-.0031	.0640	-.0302	.0540	.0577
Q1O#	-.0775	.1545	.1189	.1811	.1047
Q1P#	-.0792	.0800	.1541	.1275	.124

	Q1K#	Q1L#	Q1M#	Q1N#	Q1O#	Q1P#
Q1K#	1.0000					
Q1L#	.6601	1.0000				
Q1M#	.0529	.0943	1.0000			
Q1N#	.1681	.1859	.0993	1.0000		
Q1O#	.3540	.3086	.1345	.1901	1.0000	
Q1P#	.3160	.2653	-.0526	.1312	.3808	1.0000

N of Cases = 267.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	46.3820	74.4099	8.6261	16

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.8989	1.9476	3.3820	1.4345	1.7365	.1287

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q1A#	43.0487	63.9262	.6617	.5311	.8156
Q1B#	43.5206	62.4535	.6453	.6023	.8147
Q1C#	43.3483	61.9797	.7123	.6491	.8111
Q1D#	43.4157	66.0558	.5481	.4603	.8223
Q1E#	43.6592	62.8571	.6147	.4787	.8165
Q1F#	44.4345	78.8557	-.3047	.2893	.8666
Q1G#	43.0000	67.9248	.5090	.4655	.8256
Q1H#	43.5730	63.4260	.5836	.4855	.8186
Q1I#	43.4195	62.7332	.6716	.5600	.8137
Q1J#	43.7453	62.3635	.6675	.5892	.8135
Q1K#	43.1536	62.5816	.6433	.5540	.8149
Q1L#	43.4794	64.2430	.5833	.5200	.8192
Q1M#	43.1498	72.6466	.0561	.0973	.8469
Q1N#	43.5131	71.0327	.1361	.0917	.8443
Q1O#	43.3184	67.0975	.3342	.2480	.8341
Q1P#	43.9513	67.6555	.2961	.2249	.8366

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	1237.0646	266	4.6506		
Within People	3559.2500	4005	.8887		
Between Measures	515.3483	15	34.3566	45.0352	.0000
Residual	3043.9017	3990	.7629		
Total	4796.3146	4271	1.1230		
Grand Mean	2.8989				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.2416	.2059	.2831	.1590	1.0000
Average of Raters*	.8360	.8058	.8634	1.8288	.0000

Degrees of freedom for F-tests are 266 and 3990. Test Value = .70.

* Assumes absence of People*Rater interaction.
Reliability Coefficients 16 items
Alpha = .8360 Standardized item alpha = .8387

Subscale #2

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q2A	3.3134	.8884	402.0
2.	Q2B	3.4154	.8046	402.0
3.	Q2C	3.2040	.9359	402.0
4.	Q2D	3.1542	.9637	402.0
5.	Q2E	3.1169	.9830	402.0
6.	Q2F	2.8557	1.0518	402.0

Correlation Matrix

	Q2A	Q2B	Q2C	Q2D	Q2E	Q2F
Q2A	1.0000					
Q2B	.5953	1.0000				
Q2C	.3488	.5362	1.0000			
Q2D	.3570	.4896	.7530	1.0000		
Q2E	.3377	.4650	.6055	.5258	1.0000	
Q2F	.3554	.5159	.5949	.5485	.5880	1.0000

N of Cases = 402.0

Statistics for	Mean	Variance	Std Dev	N of Variables
Scale	19.0597	18.7545	4.3307	6

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.1766	2.8557	3.4154	.5597	1.1960	.0367

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	1253.4279	401	3.1258		
Within People	951.3333	2010	.4733		
Between Measures	73.7811	5	14.7562	33.7145	.0000
Residual	877.5522	2005	.4377		
Total	2204.7612	2411	.9145		
Grand Mean	3.1766				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	F-Value	Sig.
Single Rater	.5058	.4624	.5504	.4761	1.0000
Average of Raters*	.8600	.8377	.8802	2.1425	.0000

Degrees of freedom for F-tests are 401 and 2005. Test Value = .70.

* Assumes absence of People*Rater interaction.

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients 6 items

Alpha = .8600 Standardized item alpha = .8609

Subscale #3

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q3A	3.0875	.8195	400.0
2.	Q3B	3.2975	.7684	400.0
3.	Q3C	2.5250	.9909	400.0
4.	Q3D	2.6225	.9759	400.0
5.	Q3E	2.4950	1.0308	400.0
6.	Q3F	2.3025	1.0117	400.0

Correlation Matrix

	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F
Q3A	1.0000					
Q3B	.7188	1.0000				
Q3C	.4371	.5284	1.0000			
Q3D	.4332	.5545	.8275	1.0000		
Q3E	.4322	.5002	.7043	.6845	1.0000	
Q3F	.4033	.4868	.6487	.6363	.7212	1.0000

N of Cases = 400.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	16.3300	20.6527	4.5445	6

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.7217	2.3025	3.2975	.9950	1.4321	.1482

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q3A	13.2425	16.2744	.5606	.5249	.8958
Q3B	13.0325	15.9714	.6661	.5962	.8828
Q3C	13.8050	13.8165	.7948	.7278	.8609
Q3D	13.7075	13.9418	.7902	.7209	.8618
Q3E	13.8350	13.7471	.7644	.6322	.8663
Q3F	14.0275	14.1421	.7211	.5727	.8736

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	1373.4067	399	3.4421		
Within People	1030.6667	2000	.5153		
Between Measures	296.4033	5	59.2807	161.0661	.0000
Residual	734.2633	1995	.3681		
Total	2404.0733	2399	1.0021		
Grand Mean	2.7217				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.5819	.5407	.6234	.6235	1.0000
Average of Raters*	.8931	.8760	.9085	2.8057	.0000

Degrees of freedom for F-tests are 399 and 1995. Test Value = .70.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 6 items

Alpha = .8931 Standardized item alpha = .8928

Subscale #4

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q4A#	3.5472	.7303	212.0
2.	Q4B#	2.2358	1.1565	212.0
3.	Q4C#	2.4340	.9391	212.0
4.	Q4D#	2.7028	1.0310	212.0
5.	Q4E#	2.5519	1.1110	212.0
6.	Q4F#	2.4528	1.1448	212.0
7.	Q4G#	2.3632	1.1785	212.0
8.	Q4H#	2.6509	.9189	212.0
9.	Q4I#	2.8066	1.0096	212.0
10.	Q4J#	2.8774	1.0549	212.0
11.	Q4K#	2.2217	1.1408	212.0
12.	Q4L#	2.0283	.9485	212.0
13.	Q4M#	2.2594	1.0726	212.0

Correlation Matrix

	Q4A#	Q4B#	Q4C#	Q4D#	Q4E#
Q4A#	1.0000				
Q4B#	-.5688	1.0000			
Q4C#	-.2442	.4464	1.0000		
Q4D#	-.1670	.3453	.6821	1.0000	
Q4E#	-.4090	.5142	.2963	.1646	1.0000
Q4F#	-.4622	.6170	.3189	.1989	.6894
Q4G#	.4453	-.5569	-.3829	-.2930	-.3891
Q4H#	.0317	.2027	.5334	.5053	.1014
Q4I#	-.3186	.4249	.5788	.5319	.3618
Q4J#	-.2201	.3346	.5085	.5154	.2723
Q4K#	.1666	-.1620	-.4442	-.4112	-.1643
Q4L#	-.1046	.1062	.4012	.4448	.0706
Q4M#	-.4967	.6114	.3065	.2158	.5435

	Q4F#	Q4G#	Q4H#	Q4I#	Q4J#
Q4F#	1.0000				
Q4G#	-.4035	1.0000			
Q4H#	.1239	-.0531	1.0000		
Q4I#	.3960	-.3629	.4990	1.0000	
Q4J#	.3562	-.3376	.4543	.7475	1.0000
Q4K#	-.1426	.2254	-.4141	-.3453	-.2884
Q4L#	.1234	-.0771	.4301	.3621	.3824
Q4M#	.7106	-.5248	.1019	.4317	.3927

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Correlation Matrix

	Q4K#	Q4L#	Q4M#
Q4K#	1.0000		
Q4L#	-.3431	1.0000	
Q4M#	-.1015	.1698	1.0000

N of Cases = 212.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	33.1321	34.0488	5.8351	13

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.5486	2.0283	3.5472	1.5189	1.7488	.1518

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q4A#	29.5849	37.1444	-.4077	.4242	.6931
Q4B#	30.8962	26.8802	.4863	.6074	.5739
Q4C#	30.6981	27.3492	.5923	.6028	.5646
Q4D#	30.4292	27.3931	.5182	.5516	.5726
Q4E#	30.5802	27.7424	.4334	.5088	.5859
Q4F#	30.6792	26.3800	.5407	.6632	.5630
Q4G#	30.7689	39.7899	-.4796	.4475	.7430
Q4H#	30.4811	28.6110	.4673	.4853	.5864
Q4I#	30.3255	26.0879	.6731	.6565	.5449
Q4J#	30.2547	26.2381	.6198	.6040	.5519
Q4K#	30.9104	38.3474	-.3964	.3054	.7275
Q4L#	31.1038	29.4205	.3624	.3157	.6023
Q4M#	30.8726	27.2301	.5064	.6173	.5730

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	552.6386	211	2.6191		
Within People	2803.8462	2544	1.1021		
Between Measures	386.2112	12	32.1843	33.7067	.0000
Residual	2417.6350	2532	.9548		
Total	3356.4848	2755	1.2183		
Grand Mean	2.5486				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.1182	.0888	.1545	.0875	1.0000
Average of Raters*	.6354	.5589	.7038	.8229	.9673

Degrees of freedom for F-tests are 211 and 2532. Test Value = .7.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 13 items

Alpha = .6354 Standardized item alpha = .6350

Subscale #5

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q5A#	2.8606	.8537	287.0
2.	Q5B#	2.3310	.9037	287.0
3.	Q5C#	1.9582	.8761	287.0
4.	Q5D#	2.6028	.9474	287.0
5.	Q5E#	2.6341	.9691	287.0
6.	Q5F#	2.9303	.8458	287.0
7.	Q5G#	2.8188	.9285	287.0
8.	Q5H#	2.6132	.8772	287.0
9.	Q5I#	2.7108	.8670	287.0
10.	Q5J#	2.5993	1.0757	287.0

Correlation Matrix

	Q5A#	Q5B#	Q5C#	Q5D#	Q5E#
Q5A#	1.0000				
Q5B#	.6175	1.0000			
Q5C#	.4831	.6403	1.0000		
Q5D#	.6273	.6278	.6118	1.0000	
Q5E#	.6862	.6458	.5832	.8466	1.0000
Q5F#	.4950	.5198	.4774	.6940	.6897
Q5G#	.5106	.5051	.5108	.6612	.6916
Q5H#	.6188	.5679	.6068	.5508	.6021
Q5I#	.5878	.6046	.6101	.6131	.6310
Q5J#	.6320	.6189	.5907	.6907	.7645

	Q5F#	Q5G#	Q5H#	Q5I#	Q5J#
Q5F#	1.0000				
Q5G#	.8387	1.0000			
Q5H#	.5291	.5490	1.0000		
Q5I#	.5589	.5514	.6661	1.0000	
Q5J#	.5649	.6062	.6875	.6739	1.0000

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

N of Cases = 287.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	26.0592	54.8671	7.4072	10

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q5A#	23.1986	45.8310	.7187	.5763	.9366
Q5B#	23.7282	45.1846	.7298	.5766	.9361
Q5C#	24.1010	45.8464	.6957	.5582	.9376
Q5D#	23.4564	43.7035	.8195	.7619	.9317
Q5E#	23.4251	43.0634	.8542	.8059	.9299
Q5F#	23.1289	45.7421	.7350	.7480	.9359
Q5G#	23.2404	44.7986	.7407	.7388	.9356
Q5H#	23.4460	45.4088	.7350	.6104	.9358
Q5I#	23.3484	45.3257	.7529	.5952	.9350
Q5J#	23.4599	42.4381	.8043	.6915	.9329

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	1569.1993	286	5.4867		
Within People	1042.1000	2583	.4034		
Between Measures	207.3481	9	23.0387	71.0409	.0000
Residual	834.7519	2574	.3243		
Total	2611.2993	2869	.9102		
Grand Mean	2.6059				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.6142	.5711	.6580	.6953	1.0000
Average of Raters*	.9409	.9302	.9506	5.0756	.0000

Degrees of freedom for F-tests are 286 and 2574. Test Value = .70.

* Assumes absence of People*Rater interaction.
Reliability Coefficients 10 items
Alpha = .9409 Standardized item alpha = .9409

Subscale #6

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q6A#	1.7182	.5501	362.0
2.	Q6B#	1.5525	.5801	362.0
3.	Q6C#	1.7376	.5471	362.0
4.	Q6D#	1.5801	.5574	362.0
5.	Q6E#	1.8564	.5277	362.0
6.	Q6F#	1.6768	.5189	362.0

Correlation Matrix

	Q6A#	Q6B#	Q6C#	Q6D#	Q6E#	Q6F#
Q6A#	1.0000					
Q6B#	.5238	1.0000				
Q6C#	.6923	.4842	1.0000			
Q6D#	.4532	.7364	.5187	1.0000		
Q6E#	.4899	.2780	.5982	.2746	1.0000	
Q6F#	.4176	.5857	.4127	.7267	.4066	1.0000

N of Cases = 362.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	10.1215	6.3564	2.5212	6

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q6A#	8.4033	4.5017	.6648	.5389	.8351
Q6B#	8.5691	4.3789	.6758	.5904	.8331
Q6C#	8.3840	4.4366	.7030	.6230	.8280
Q6D#	8.5414	4.3930	.7072	.7078	.8271
Q6E#	8.2652	4.8935	.5073	.4390	.8621
Q6F#	8.4448	4.6188	.6584	.5891	.8365

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	382.4420	361	1.0594		
Within People	288.6667	1810	.1595		
Between Measures	22.3849	5	4.4770	30.3474	.0000
Residual	266.2818	1805	.1475		
Total	671.1087	2171	.3091		
Grand Mean	1.6869				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.5074	.4617	.5544	.4787	1.0000
Average of Raters*	.8607	.8373	.8818	2.1543	.0000

Degrees of freedom for F-tests are 361 and 1805. Test Value = .70.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 6 items

Alpha = .8607 Standardized item alpha = .8603

Subscale #7

Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 438.0 N of Items = 10 Alpha = .9277

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q7A#	1.1589	.4254	384.0
2.	Q7B#	1.2708	.5257	384.0
3.	Q7C#	1.0469	.2563	384.0
4.	Q7D#	1.2839	.5505	384.0
5.	Q7E#	1.2135	.4807	384.0
6.	Q7F#	1.2422	.5322	384.0
7.	Q7#	1.1198	.4039	384.0
8.	Q7H#	1.0365	.2137	384.0

Correlation Matrix

	Q7A#	Q7B#	Q7C#	Q7D#	Q7E#
Q7A#	1.0000				
Q7B#	.1924	1.0000			
Q7C#	.1231	.1381	1.0000		
Q7D#	.2864	.2389	.3311	1.0000	
Q7E#	.1657	.2355	.1093	.3130	1.0000
Q7F#	.5908	.2129	.1654	.3440	.3485
Q7#	.6183	.0681	.1474	.3281	.2310
Q7H#	.1372	.2373	.1594	.2225	.2290

	Q7F#	Q7#	Q7H#
Q7F#	1.0000		
Q7#	.5813	1.0000	
Q7H#	.2206	.1913	1.0000

N of Cases = 384.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	9.3724	4.2918	2.0717	8

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.1715	1.0365	1.2839	.2474	1.2387	.0094

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q7A#	8.2135	3.2911	.5311	.4790	.6817
Q7B#	8.1016	3.4335	.2987	.1488	.7342
Q7C#	8.3255	3.9486	.2724	.1217	.7284
Q7D#	8.0885	3.0574	.4838	.2695	.6912
Q7E#	8.1589	3.3663	.3937	.2003	.7099
Q7F#	8.1302	2.8968	.6137	.4818	.6569
Q7#	8.2526	3.3381	.5356	.4807	.6823
Q7H#	8.3359	3.9678	.3269	.1252	.7246

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	205.4684	383	.5365		
Within People	413.1250	2688	.1537		
Between Measures	25.2887	7	3.6127	24.9734	.0000
Residual	387.8363	2681	.1447		
Total	618.5934	3071	.2014		
Grand Mean	1.1715				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.2529	.2157	.2942	.1886	1.0000
Average of Raters*	.7303	.6876	.7693	1.1125	.0781

Degrees of freedom for F-tests are 383 and 2681. Test Value = .70.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 8 items

Alpha = .7303 Standardized item alpha = .7335

Subscale #8

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q8A#	1.8341	.6684	410.0
2.	Q8B#	1.6829	.6347	410.0
3.	Q8C#	1.8390	.7357	410.0
4.	Q8D#	1.7415	.7003	410.0
5.	Q8E#	1.2293	.4490	410.0

Correlation Matrix

	Q8A#	Q8B#	Q8C#	Q8D#	Q8E#
Q8A#	1.0000				
Q8B#	.6365	1.0000			
Q8C#	.6268	.6130	1.0000		
Q8D#	.5141	.5192	.6641	1.0000	
Q8E#	.3633	.4016	.3563	.3289	1.0000

N of Cases = 410.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	8.3268	6.3281	2.5156	5

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.6654	1.2293	1.8390	.6098	1.4960	.0637

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q8A#	6.4927	4.0256	.6919	.5044	.7914
Q8B#	6.6439	4.1223	.6995	.5061	.7899
Q8C#	6.4878	3.6783	.7472	.5815	.7745
Q8D#	6.5854	4.0037	.6544	.4700	.8030
Q8E#	7.0976	5.2374	.4327	.1945	.8544

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	517.6410	409	1.2656		
Within People	438.8000	1640	.2676		
Between Measures	104.5190	4	26.1298	127.8813	.0000
Residual	334.2810	1636	.2043		
Total	956.4410	2049	.4668		
Grand Mean	1.6654				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.5095	.4642	.5554	.4890	1.0000
Average of Raters*	.8386	.8125	.8620	1.8582	.0000

Degrees of freedom for F-tests are 409 and 1636. Test Value = .70.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 5 items

Alpha = .8386 Standardized item alpha = .8346

Subscale #9

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q9A#	1.5086	.7178	409.0
2.	Q9B#	1.3643	.6315	409.0
3.	Q9C#	1.4499	.7229	409.0
4.	Q9D#	1.1467	.4177	409.0

Correlation Matrix

	Q9A#	Q9B#	Q9C#	Q9D#
Q9A#	1.0000			
Q9B#	.6446	1.0000		
Q9C#	.5688	.6011	1.0000	
Q9D#	.4290	.4659	.5033	1.0000

N of Cases = 409.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	5.4694	4.1418	2.0351	4

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.3674	1.1467	1.5086	.3619	1.3156	.0251

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q9A#	3.9609	2.1945	.6734	.4731	.7509
Q9B#	4.1051	2.3639	.7102	.5106	.7307
Q9C#	4.0196	2.1761	.6766	.4621	.7496
Q9D#	4.3227	3.1603	.5434	.3031	.8181

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	422.4670	408	1.0355		
Within People	265.7500	1227	.2166		
Between Measures	30.8576	3	10.2859	53.5985	.0000
Residual	234.8924	1224	.1919		
Total	688.2170	1635	.4209		
Grand Mean	1.3674				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.5236	.4750	.5719	.5222	1.0000
Average of Raters*	.8147	.7835	.8424	1.6187	.0000

Degrees of freedom for F-tests are 408 and 1224. Test Value = .70.

* Assumes absence of People*Rater interaction.

Reliability Coefficients 4 items

Alpha = .8147 Standardized item alpha = .8218

Subscale #10

Reliability

***** Method 2 (covariance matrix) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	Q11A#	2.5472	.8979	424.0
2.	Q11B#	2.3467	.9503	424.0
3.	Q11C#	2.4434	1.0503	424.0
4.	Q11D#	1.7642	.8566	424.0
5.	Q11E#	2.9788	.8976	424.0
6.	Q11F#	2.1250	1.0319	424.0
7.	Q11G#	2.2712	.9501	424.0
8.	Q11H#	2.6651	.9657	424.0
9.	Q11I#	2.2807	.9348	424.0
10.	Q11J#	3.1014	.9511	424.0
11.	Q11K#	1.6156	.8141	424.0

Correlation Matrix

	Q11A#	Q11B#	Q11C#	Q11D#	Q11E#
Q11A#	1.0000				
Q11B#	.5085	1.0000			
Q11C#	.4390	.4590	1.0000		
Q11D#	.3495	.3504	.3819	1.0000	
Q11E#	.4427	.3662	.3611	.2671	1.0000
Q11F#	.2985	.4138	.3632	.4319	.2428
Q11G#	.5628	.5345	.3791	.2908	.4365
Q11H#	.3727	.3175	.3029	.2215	.4691
Q11I#	.5996	.4278	.4099	.3397	.3593
Q11J#	.3750	.5076	.4566	.1832	.4041
Q11K#	.3078	.3560	.3740	.4595	.1764

	Q11F#	Q11G#	Q11H#	Q11I#	Q11J#	Q11K#
Q11F#	1.0000					
Q11G#	.3343	1.0000				
Q11H#	.2628	.3827	1.0000			
Q11I#	.2944	.5743	.3794	1.0000		
Q11J#	.3147	.3802	.2765	.3136	1.0000	
Q11K#	.4204	.3185	.2659	.3441	.2428	1.0000

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

N of Cases = 424.0

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	26.1392	45.5763	6.7510	11

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.3763	1.6156	3.1014	1.4858	1.9197	.2044

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Q11A#	23.5920	37.5660	.6545	.4998	.8483
Q11B#	23.7925	37.1058	.6536	.4721	.8479
Q11C#	23.6958	36.8458	.5982	.3845	.8521
Q11D#	24.3750	39.5493	.4913	.3433	.8594
Q11E#	23.1604	38.7827	.5356	.3757	.8565
Q11F#	24.0142	38.0754	.5054	.3214	.8593
Q11G#	23.8679	37.2166	.6433	.4874	.8487
Q11H#	23.4741	38.7842	.4872	.2990	.8601
Q11I#	23.8585	37.6300	.6167	.4724	.8507
Q11J#	23.0377	38.4667	.5260	.3688	.8573
Q11K#	24.5236	39.8576	.4919	.3280	.8594

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	1752.6173	423	4.1433		
Within People	3214.0000	4240	.7580		
Between Measures	866.4545	10	86.6455	156.1249	.0000
Residual	2347.5455	4230	.5550		
Total	4966.6173	4663	1.0651		
Grand Mean	2.3763				

Intraclass Correlation Coefficients
Two-Way Mixed Effects Model (Consistency Definition)

Measure	ICC Value	95% Confidence Interval Lower Bound	Upper Bound	F-Value	Sig.
Single Rater	.3702	.3336	.4098	.2800	1.0000
Average of Raters*	.8661	.8463	.8842	2.2397	.0000

Degrees of freedom for F-tests are 423 and 4230. Test Value = .70.

* Assumes absence of People*Rater interaction.

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients 11 items

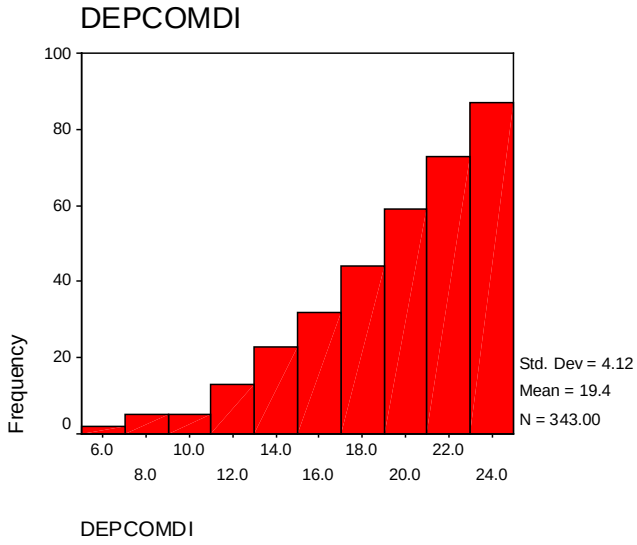
Alpha = .8661 Standardized item alpha = .8664

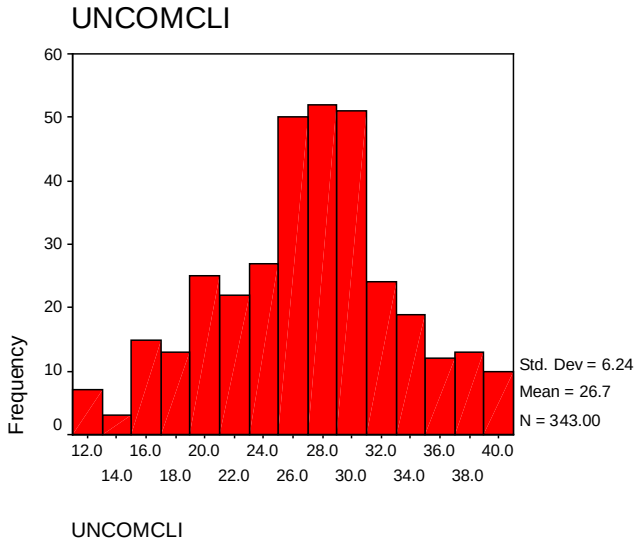
APPENDIX B

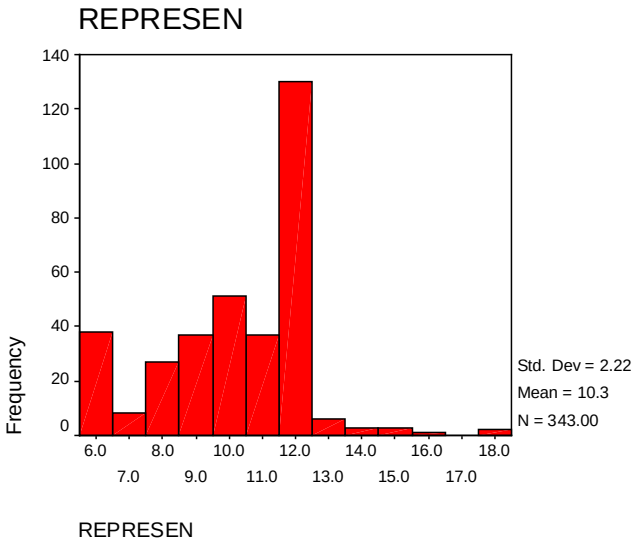
HISTOGRAMS

Caucasians

Histogram






REPRESEN
Frequency
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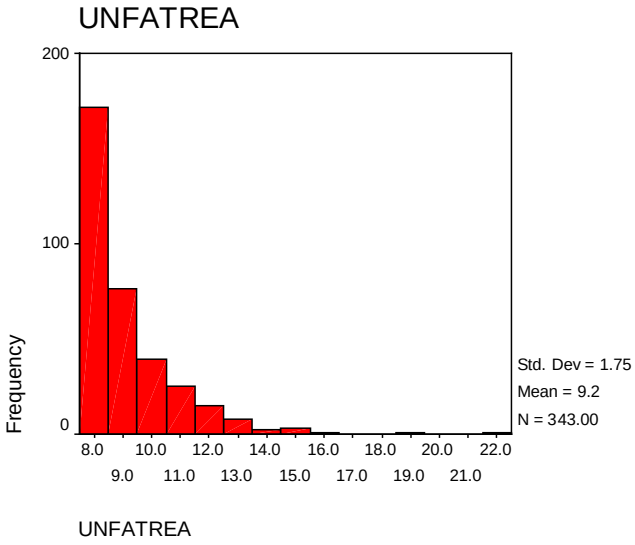
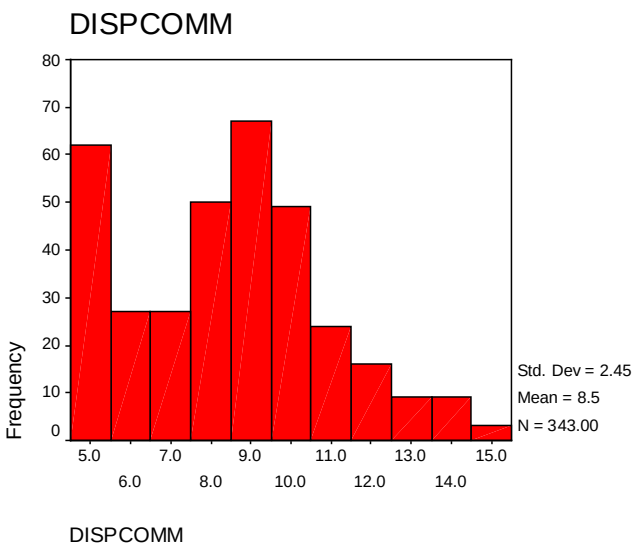
120
100
80
60
40
20
0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
13.0
14.0
15.0
16.0
17.0
18.0
Std. Dev = 2.22
Mean = 10.3
N = 343.00
REPRESEN


UNFATREA
Frequency
200
100
0
8.0
9.0
10.0
11.0
12.0
13.0
14.0
15.0
16.0
17.0
18.0
19.0
20.0
21.0
22.0
Std. Dev = 1.75
Mean = 9.2
N = 343.00
UNFATREA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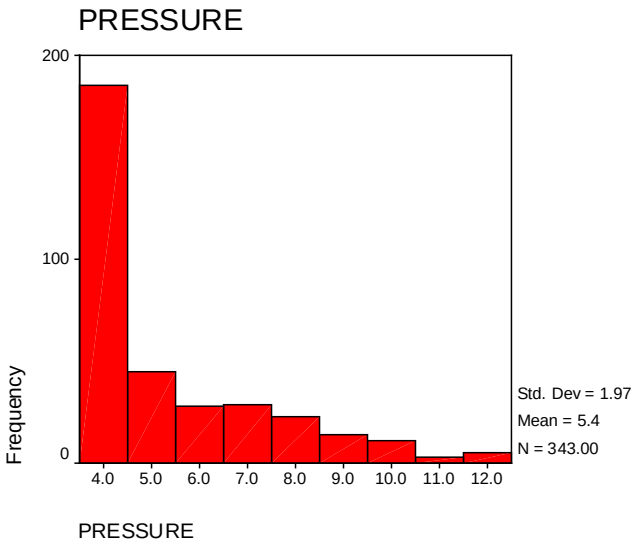
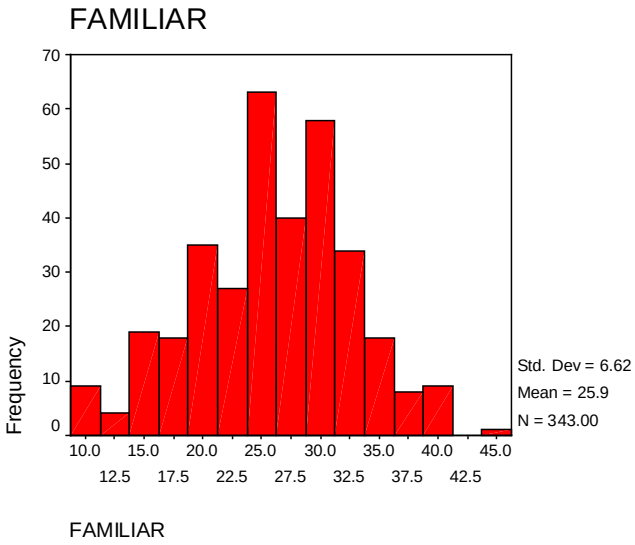
80
70
60
50
40
30
20
10
0
Frequency
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
13.0
14.0
15.0
Std. Dev = 2.45
Mean = 8.5
N = 343.00
DISPCOMM


PRESSURE
200
100
0
Frequency
4.0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
Std. Dev = 1.97
Mean = 5.4
N = 343.00
PRESSURE


FAMILIAR
Frequency
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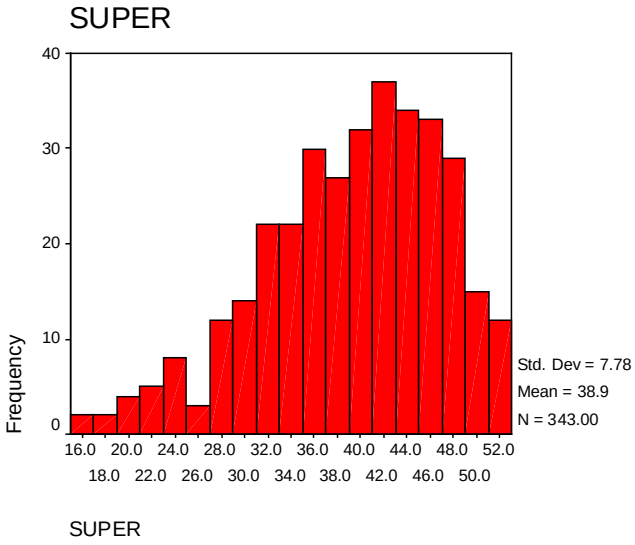
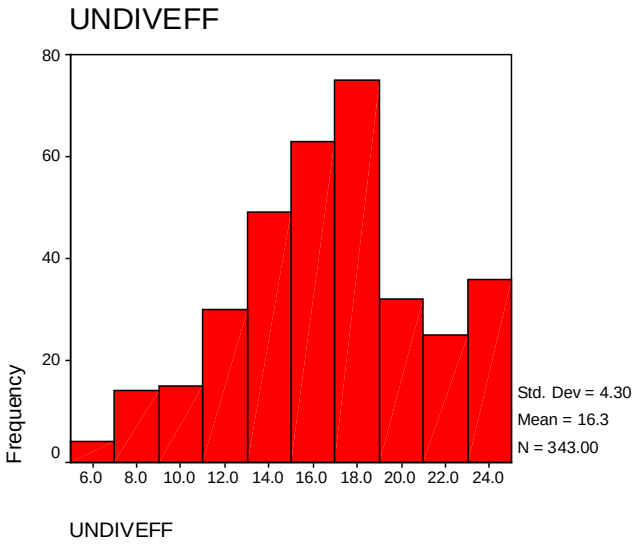
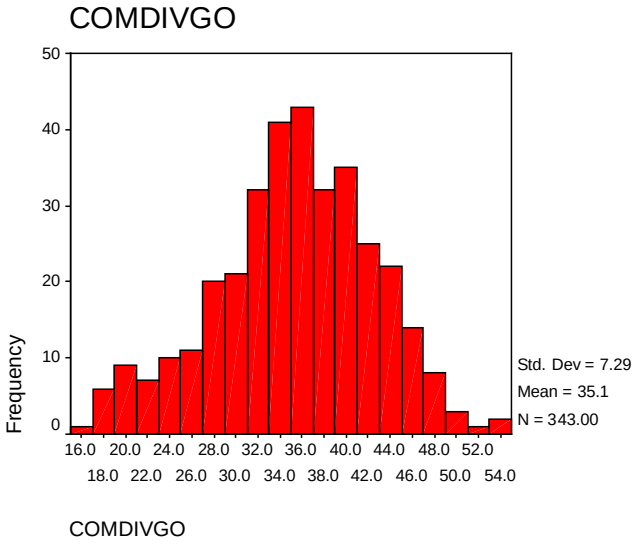
60
50
40
30
20
10
0
10.0
12.5
15.0
17.5
20.0
22.5
25.0
27.5
30.0
32.5
35.0
37.5
40.0
42.5
45.0
Std. Dev = 6.62
Mean = 25.9
N = 343.00
FAMILIAR


SUPER
Frequency
40
30
20
10
0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
32.0
34.0
36.0
38.0
40.0
42.0
44.0
46.0
48.0
50.0
52.0
Std. Dev = 7.78
Mean = 38.9
N = 343.00
SUPER


UNDIVEFF
Frequency
80
60
40
20
0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
Std. Dev = 4.30
Mean = 16.3
N = 343.00
UNDIVEFF


COMDIVGO
Frequency
50
40
30
20
10
0
16.0
18.0
20.0
22.0
24.0
26.0
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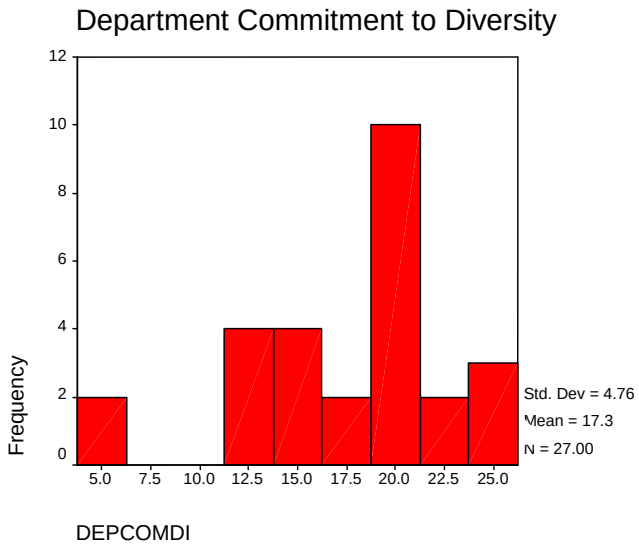
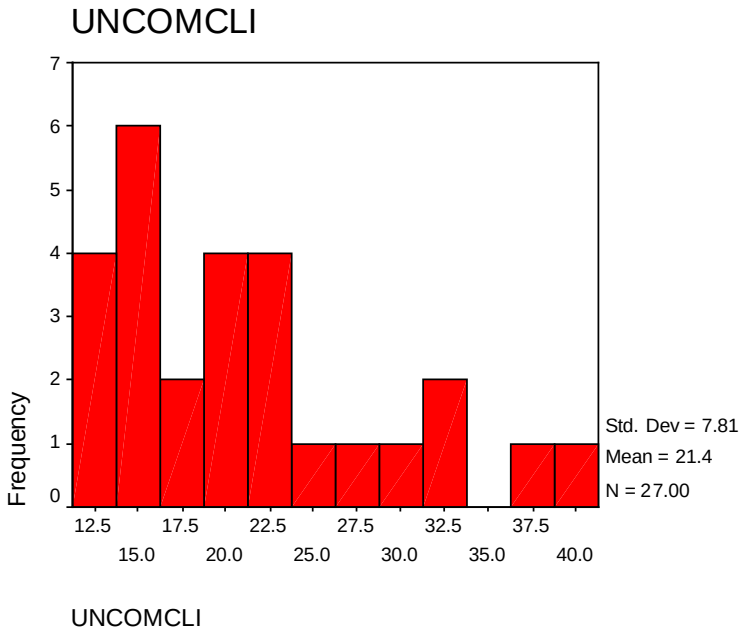
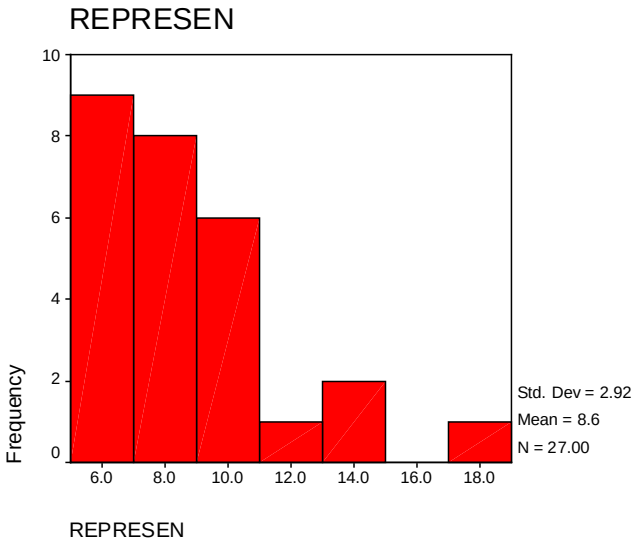
30.0
32.0
34.0
36.0
38.0
40.0
42.0
44.0
46.0
48.0
50.0
52.0
54.0
Std. Dev = 7.29
Mean = 35.1
N = 343.00
COMDIVGO

African Americans

Histogram






REPRESEN
Frequency
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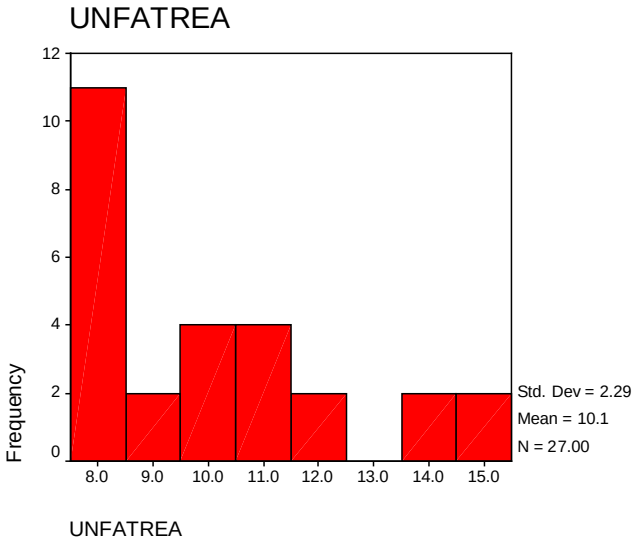
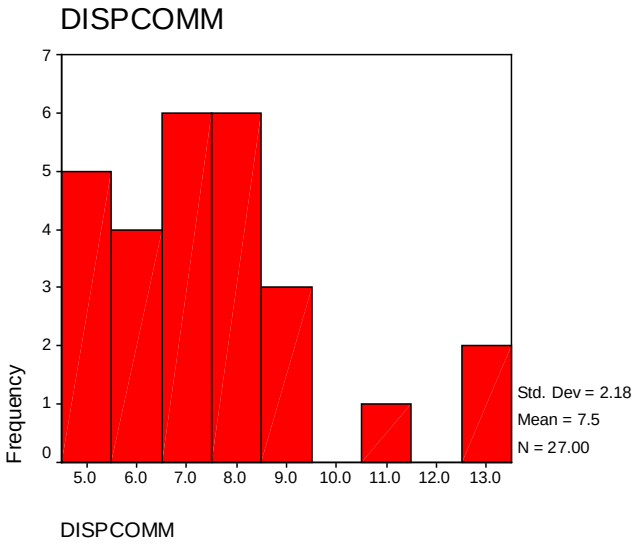
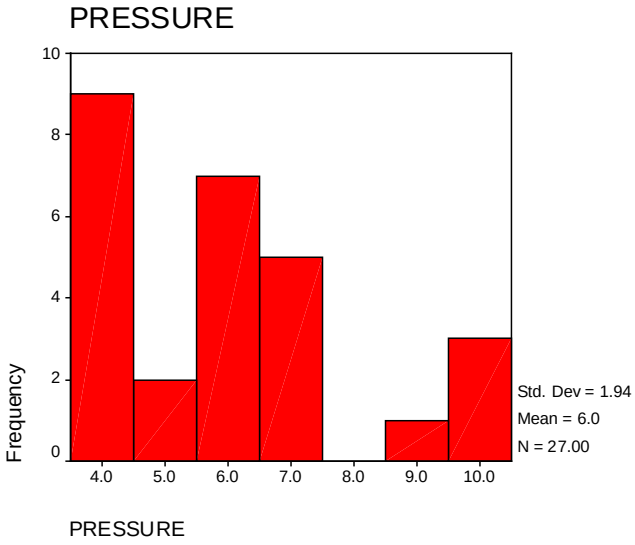
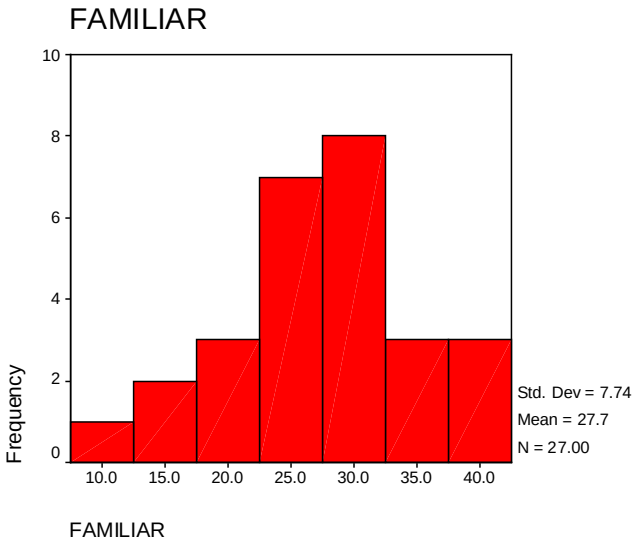
8
6
4
2
0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
Std. Dev = 2.92
Mean = 8.6
N = 27.00
REPRESEN


UNFATREA
Frequency
12
10
8
6
4
2
0
8.0
9.0
10.0
11.0
12.0
13.0
14.0
15.0
Std. Dev = 2.29
Mean = 10.1
N = 27.00
UNFATREA


DISPCOMM
Frequency
7
6
5
4
3
2
1
0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
13.0
Std. Dev = 2.18
Mean = 7.5
N = 27.00
DISPCOMM


PRESSURE
Frequency
10
8
6
4
2
0
4.0
5.0
6.0
7.0
8.0
9.0
10.0
Std. Dev = 1.94
Mean = 6.0
N = 27.00
PRESSURE


FAMILIAR
Frequency
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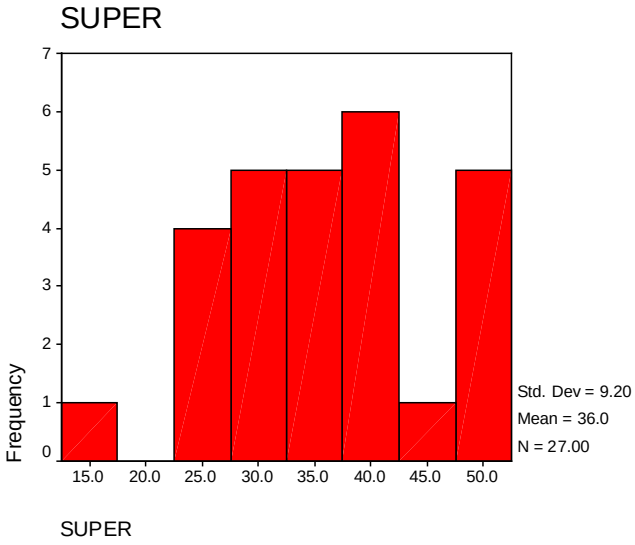
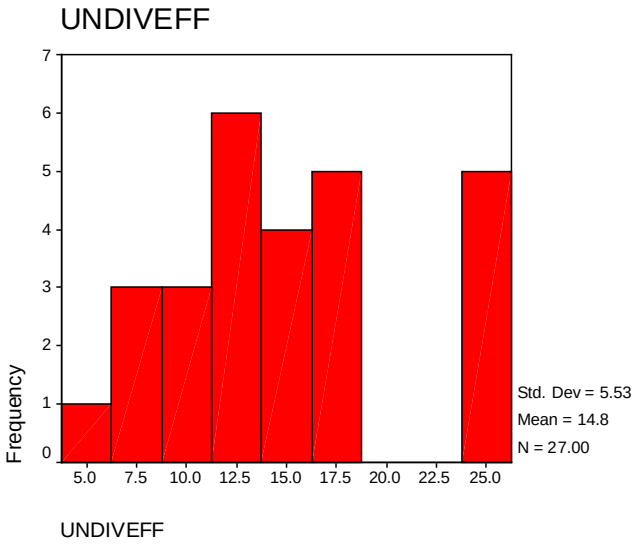
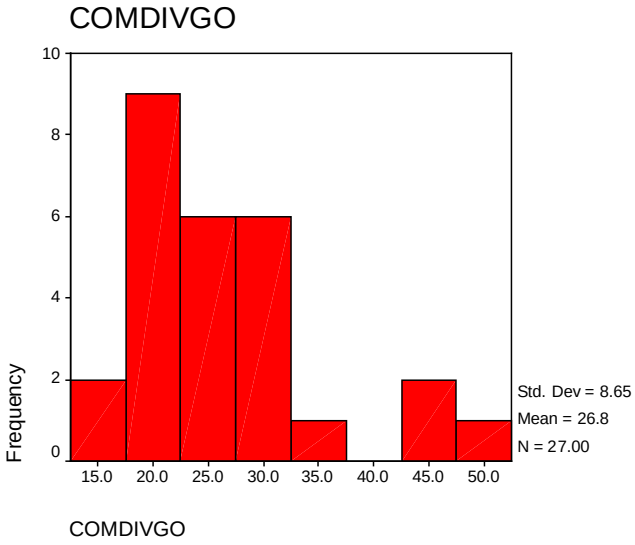
8
6
4
2
0
10.0
15.0
20.0
25.0
30.0
35.0
40.0
Std. Dev = 7.74
Mean = 27.7
N = 27.00
FAMILIAR

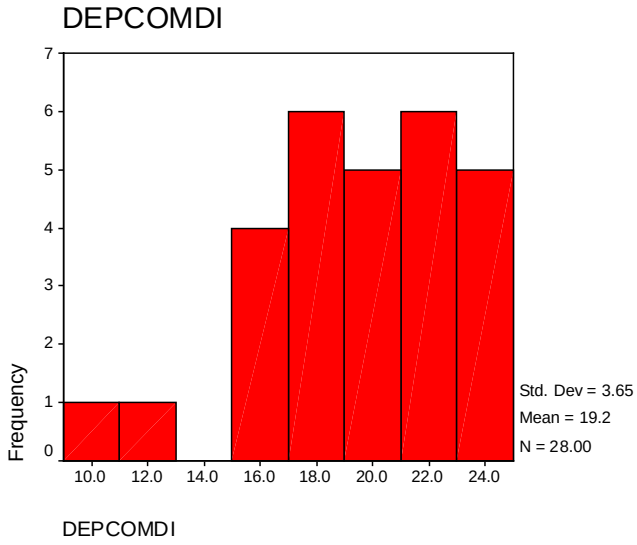

SUPER
Frequency
7
6
5
4
3
2
1
0
15.0
20.0
25.0
30.0
35.0
40.0
45.0
50.0
Std. Dev = 9.20
Mean = 36.0
N = 27.00
SUPER

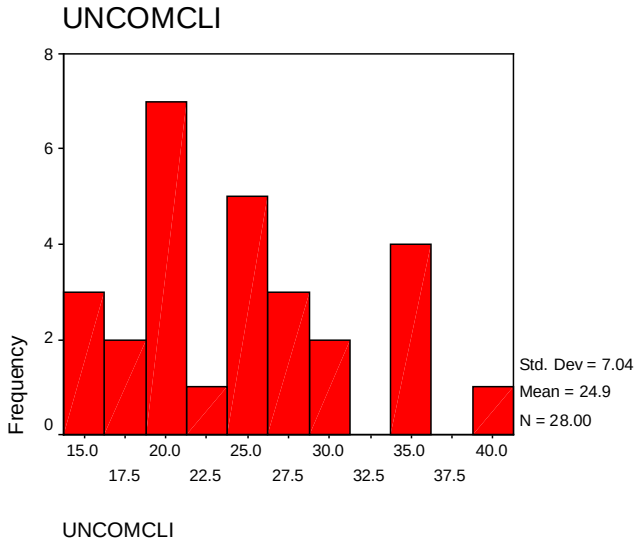

UNDIVEFF
Frequency
Std. Dev = 5.53
Mean = 14.8
N = 27.00
UNDIVEFF

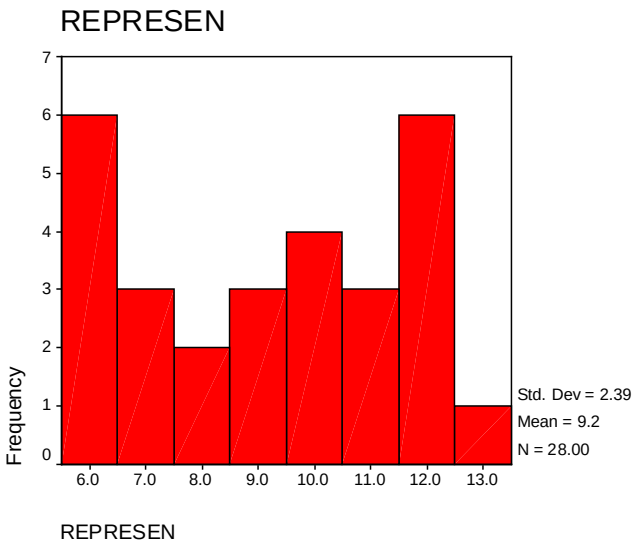

COMDIVGO
Frequency
Std. Dev = 8.65
Mean = 26.8
N = 27.00
COMDIVGO

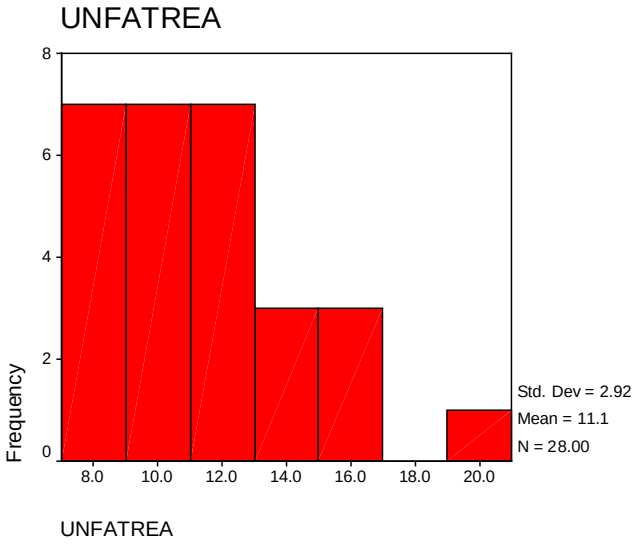
Asians

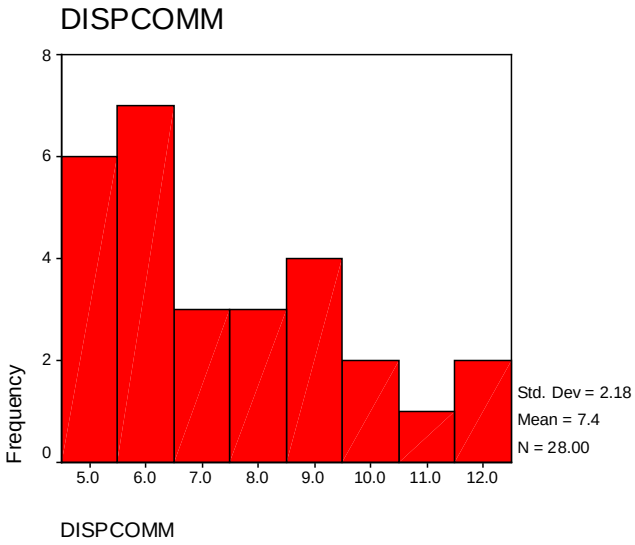
Histogram

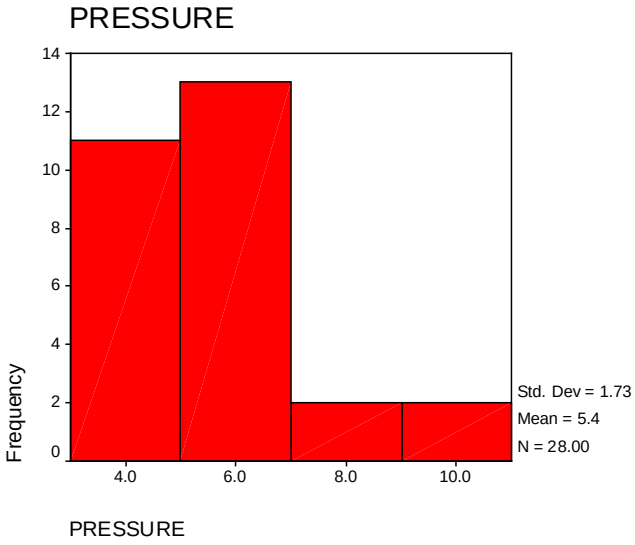


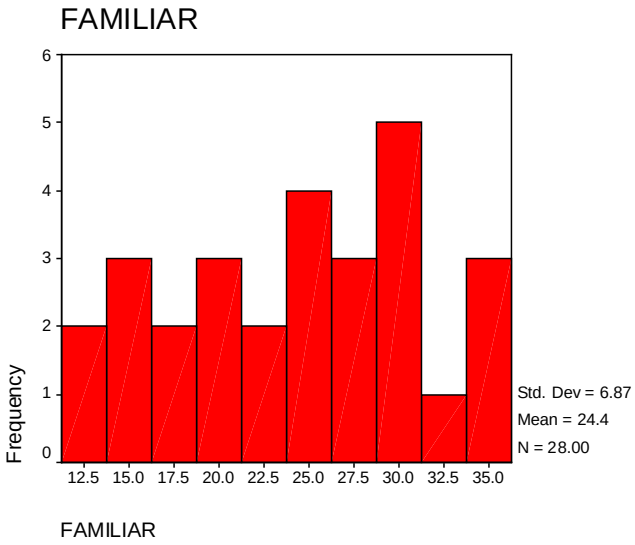



REPRESEN
Frequency
7
6
5
4
3
2
1
0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
13.0
Std. Dev = 2.39
Mean = 9.2
N = 28.00
REPRESEN


UNFATREA
Frequency
8
6
4
2
0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
Std. Dev = 2.92
Mean = 11.1
N = 28.00
UNFATREA


DISPCOMM
Frequency
8
6
4
2
0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
Std. Dev = 2.18
Mean = 7.4
N = 28.00
DISPCOMM


PRESSURE
Frequency
14
12
10
8
6
4
2
0
4.0
6.0
8.0
10.0
Std. Dev = 1.73
Mean = 5.4
N = 28.00
PRESSURE


FAMILIAR
Frequency
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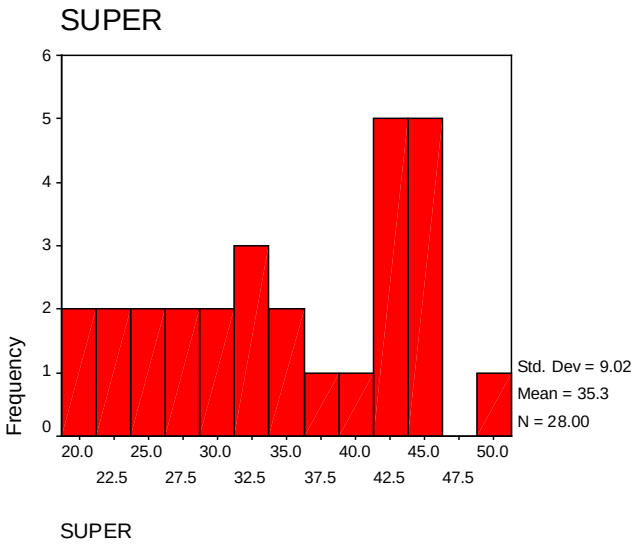
1
2
3
4
5
6
12.5
15.0
17.5
20.0
22.5
25.0
27.5
30.0
32.5
35.0
Std. Dev = 6.87
Mean = 24.4
N = 28.00
FAMILIAR


SUPER
Frequency
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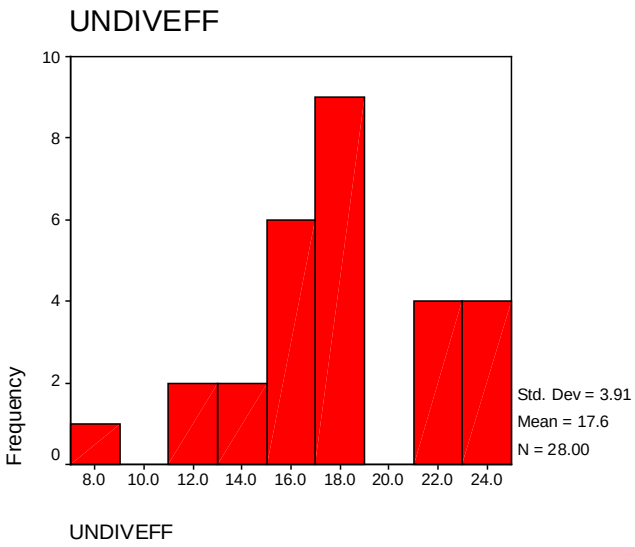
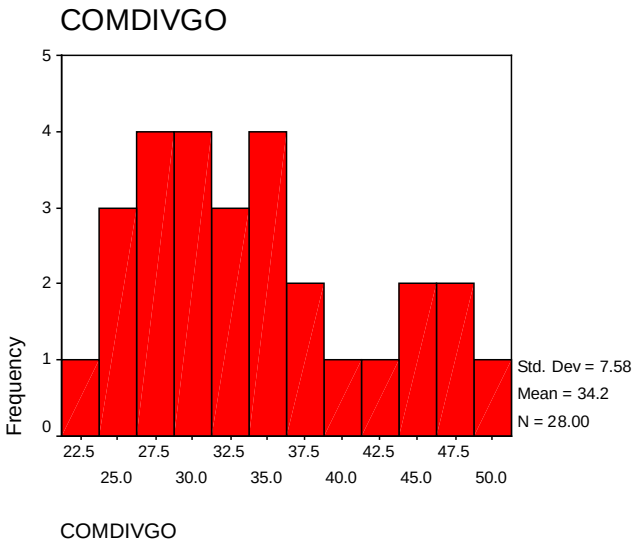
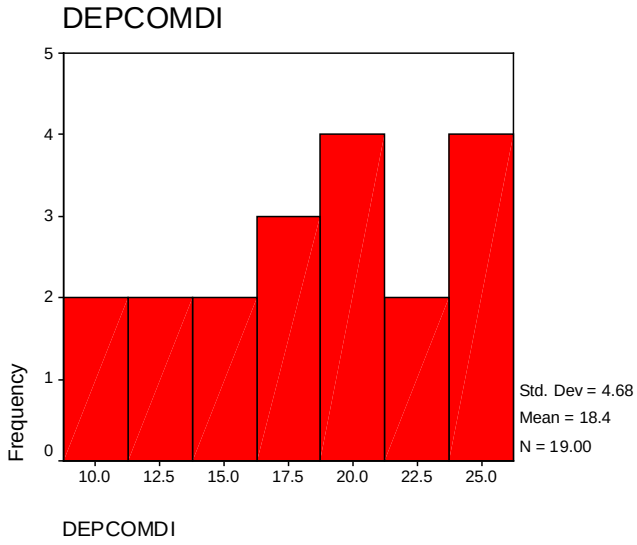
1
2
3
4
5
6
20.0
22.5
25.0
27.5
30.0
32.5
35.0
37.5
40.0
42.5
45.0
47.5
50.0
Std. Dev = 9.02
Mean = 35.3
N = 28.00
SUPER

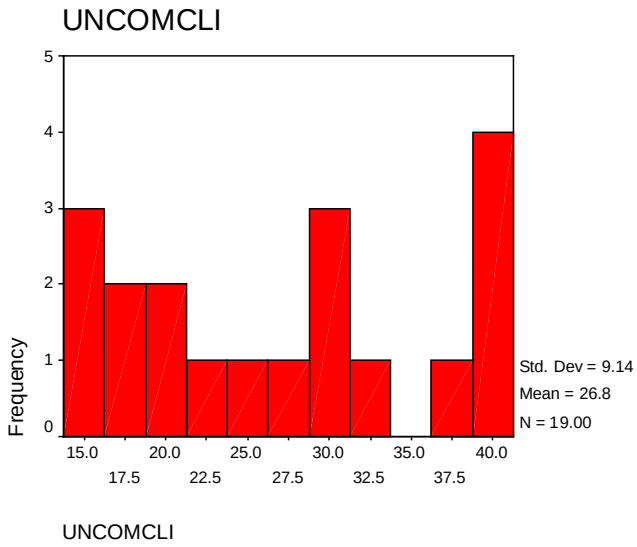

UNDIVEFF
Frequency
10
8
6
4
2
0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
Std. Dev = 3.91
Mean = 17.6
N = 28.00
UNDIVEFF

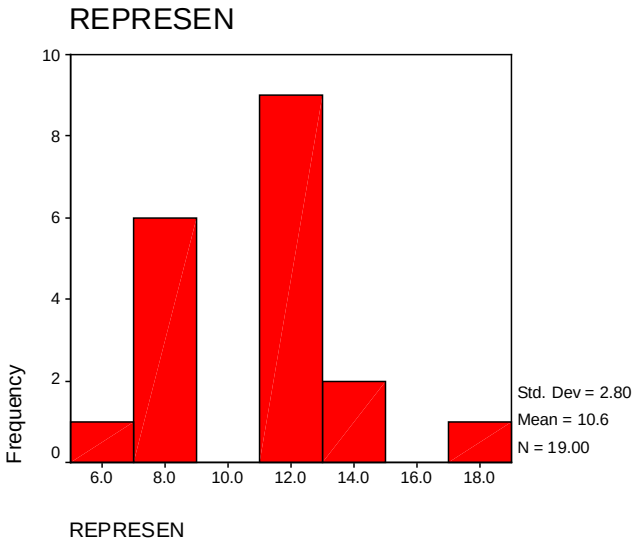

COMDIVGO
Frequency
5
4
3
2
1
0
22.5
25.0
27.5
30.0
32.5
35.0
37.5
40.0
42.5
45.0
47.5
50.0
Std. Dev = 7.58
Mean = 34.2
N = 28.00
COMDIVGO

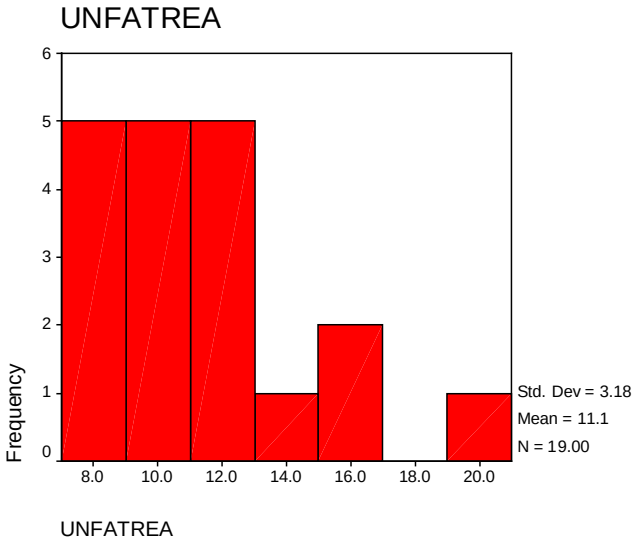
Other

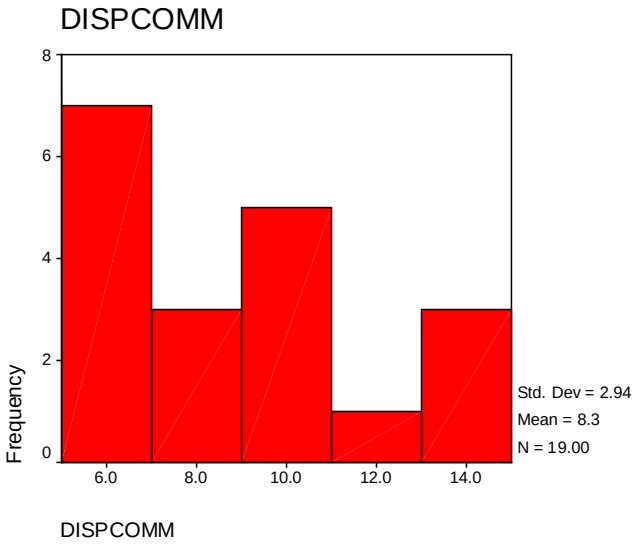
Histogram

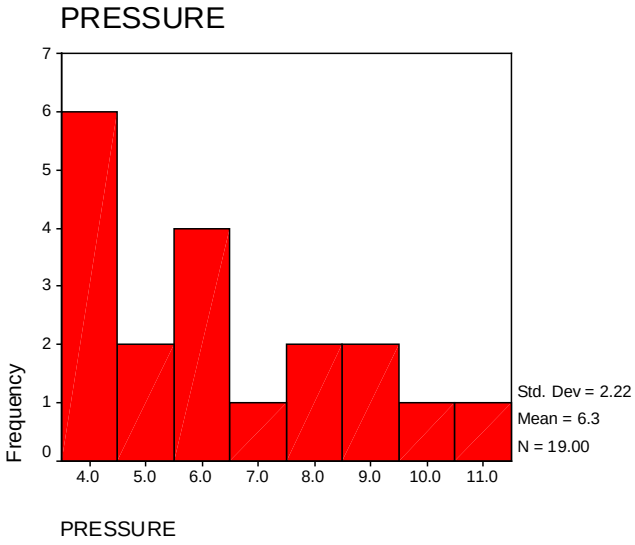


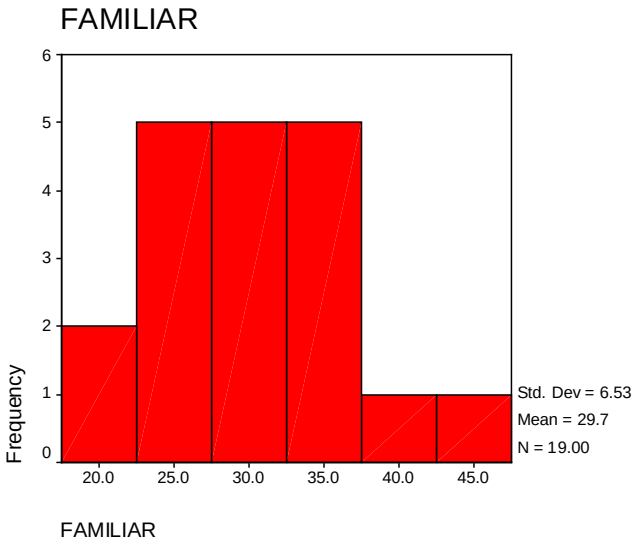


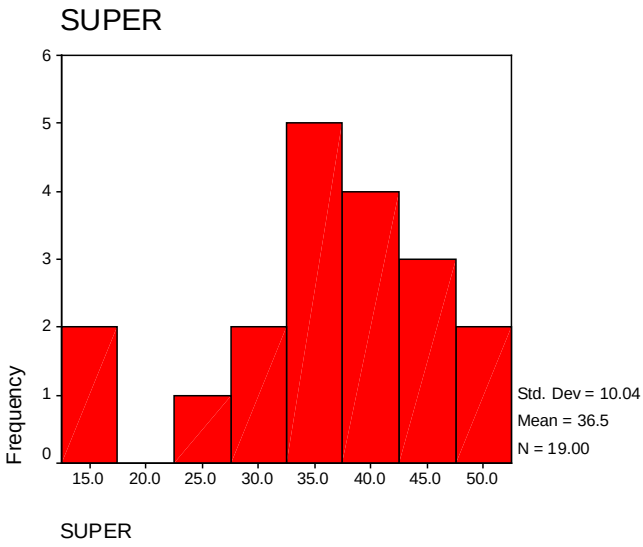

REPRESEN
Frequency
10
8
6
4
2
0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
Std. Dev = 2.80
Mean = 10.6
N = 19.00
REPRESEN

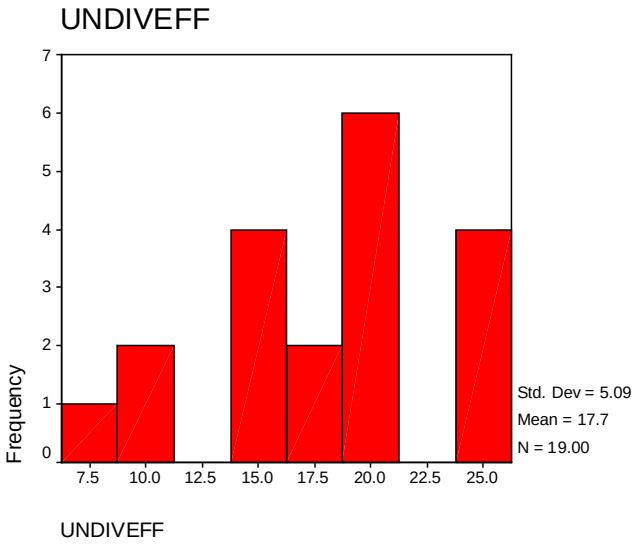

UNFATREA
Frequency
6
5
4
3
2
1
0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
Std. Dev = 3.18
Mean = 11.1
N = 19.00
UNFATREA

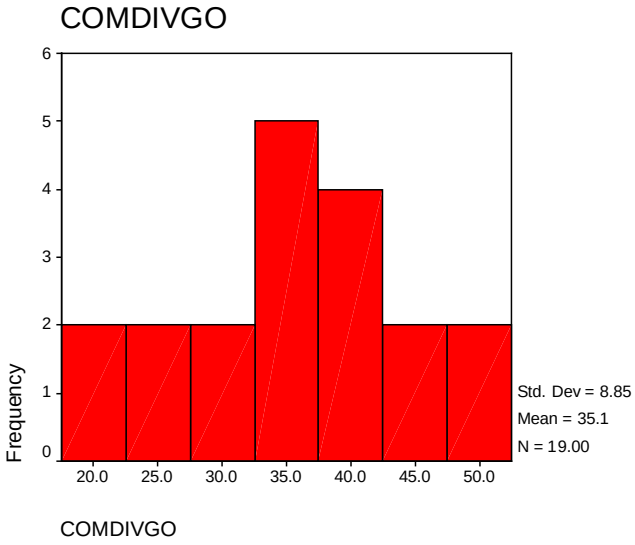

DISPCOMM
Frequency
8
6
4
2
0
6.0
8.0
10.0
12.0
14.0
Std. Dev = 2.94
Mean = 8.3
N = 19.00
DISPCOMM


PRESSURE
Frequency
7
6
5
4
3
2
1
0
4.0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
Std. Dev = 2.22
Mean = 6.3
N = 19.00
PRESSURE


FAMILIAR
Frequency
0
1
2
3
4
5
6
20.0
25.0
30.0
35.0
40.0
45.0
Std. Dev = 6.53
Mean = 29.7
N = 19.00
FAMILIAR


SUPER
Frequency
0
1
2
3
4
5
6
15.0
20.0
25.0
30.0
35.0
40.0
45.0
50.0
Std. Dev = 10.04
Mean = 36.5
N = 19.00
SUPER


UNDIVEFF
Frequency
7
6
5
4
3
2
1
0
7.5
10.0
12.5
15.0
17.5
20.0
22.5
25.0
Std. Dev = 5.09
Mean = 17.7
N = 19.00
UNDIVEFF


COMDIVGO
Frequency
6
5
4
3
2
1
0
20.0
25.0
30.0
35.0
40.0
45.0
50.0
Std. Dev = 8.85
Mean = 35.1
N = 19.00
COMDIVGO

APPENDIX C

SURVEY

Diversity Climate Assessment
Faculty

Survey Instructions

You are invited to participate in an assessment of the diversity climate at . As mentioned in Dr. cover letter, this study is being conducted by the Center for Governmental Services on behalf of the Diversity Leadership Council. Over the next few months, all employees will receive a survey.

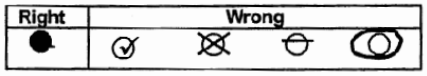
The survey you have received was developed specifically for tenure track and non-tenure track faculty and instructors who are primarily involved in teaching and/or research.

Your participation in this assessment will be completely anonymous. Do not place your name or any other identifying information on the questionnaire (e.g. department, title, etc.).

A return envelope has been provided for your convenience. Please return your survey via CAMPUS MAIL.

Please complete and return your survey by March 4, 2003.

The enclosed questionnaire has been formatted for an optical mark reader. **USE A PENCIL** to record your responses and fill in the bubbles completely so answers will be recorded accurately (see example below).



We welcome you to submit any additional comments you would like to add. Please write or type your comments on a separate sheet of paper.

If you have any questions, please contact Dr. at or

Assessment of Campus Climate

Faculty Survey

Please use a **PENCIL**. Fill in circles completely & neatly so that your answers will be recorded accurately.

Right	Wrong			
●	⊘	⊗	⊖	◯

lease Do Not Fold This Survey. USE PENCIL ONLY.

1. Please indicate the extent to which you agree or disagree with each statement below. The response categories are listed above the columns (mark one):

Strongly Agree=SA Somewhat Agree=SWA Somewhat Disagree=SWD Strongly Disagree=SD Not Applicable = NA	**SA**	**SWA**	**SWD**	**SD**	**NA**
a) My department or unit head meets with me as appropriate to discuss my performance, career, and/or promotions	○	○	○	○	○
b) I feel that I have received sufficient guidance/mentoring from other members of my department or unit	○	○	○	○	○
c) My work contributions to my department or unit are appreciated by my supervisor/boss	○	○	○	○	○
d) My work contributions to my department or unit are appreciated by my co-workers	○	○	○	○	○
e) Faculty who are openly critical of my departmental/unit administration have no cause to fear retribution	○	○	○	○	○
f) I often feel that I don't "fit in" very well socially with my co-workers in my department or unit	○	○	○	○	○
g) In general, my work relationship with other faculty members in my department or unit is good	○	○	○	○	○
h) I feel that I have sufficient opportunities for promotions and/or career advancement at Auburn University	○	○	○	○	○
i) In my department or unit, expectations concerning promotions/tenure and career advancement are made clear	○	○	○	○	○
j) Career advancement and salary decisions are made fairly in my department or unit	○	○	○	○	○
k) In recent searches for new faculty, my department or unit has made a serious effort to hire racial/ethnic minorities and women	○	○	○	○	○
l) There is a desire among my colleagues to enhance diversity in my department or unit	○	○	○	○	○
m) It is important to me to incorporate ethnic and or gender perspectives in my courses or programs	○	○	○	○	○
n) I know how to report officially any racist, sexist, or other offensive behaviors	○	○	○	○	○
o) My department currently employs a representative number of women faculty	○	○	○	○	○
p) My department currently employs a representative number of racial/ethnic minority faculty	○	○	○	○	○

2. Please rate the climate in **YOUR DEPARTMENT OR UNIT** at by marking the appropriate circle on each line between the two opposing statements.

	----- (mark one) -----				
Accessible to people with disabilities	○	○	○	○	Inaccessible to people with disabilities
Supportive of people with disabilities	○	○	○	○	Not supportive of people with disabilities
Non-racist	○	○	○	○	Racist
Non-sexist	○	○	○	○	Sexist
Supportive of different religious beliefs	○	○	○	○	Not supportive of different religious beliefs
Supportive of individuals who are gay, lesbian, bisexual, transgender	○	○	○	○	Not supportive of individuals who are gay, lesbian, bisexual, transgender

3. Please rate the climate **AT** **IN GENERAL** by marking the appropriate circle on each line between the two opposing statements.

	----- (mark one) -----				
Accessible to people with disabilities	○	○	○	○	Inaccessible to people with disabilities
Supportive of people with disabilities	○	○	○	○	Not supportive of people with disabilities
Non-racist	○	○	○	○	Racist
Non-sexist	○	○	○	○	Sexist
Supportive of different religious beliefs	○	○	○	○	Not supportive of different religious beliefs
Supportive of individuals who are gay, lesbian, bisexual, transgender	○	○	○	○	Not supportive of individuals who are gay, lesbian, bisexual, transgender

4. **Please indicate the extent to which you agree or disagree with each statement below. The response categories are listed above the columns (mark one):**

Strongly Agree=SA Somewhat Agree=SWA Somewhat Disagree=SWD Strongly Disagree=SD No Opinion/Not Applicable = NA	SA	SWA	SWD	SD	NA
a) Diversity is good for and should be actively promoted by students, staff, faculty, and administrators	○	○	○	○	○
b) is placing too much emphasis on achieving diversity	○	○	○	○	○
c) has a climate which fosters diversity	○	○	○	○	○
d) Top University administrators are genuinely committed to increasing diversity at	○	○	○	○	○
e) One problem with pursuing the goal of diversity is the admission of too many under prepared students	○	○	○	○	○
f) One problem with pursuing the goal of diversity is the selection of less qualified faculty and staff.	○	○	○	○	○
g) All undergraduates should be required to take at least one course that focuses on racial/ethnic minorities and/or women's history, culture, or perspectives	○	○	○	○	○
h) The process by which complaints and grievances against faculty are resolved is fair and equitable	○	○	○	○	○
i) Racial/ethnic minority faculty members are given the same opportunities for administrative positions as other faculty members	○	○	○	○	○
j) Women faculty members are given the same opportunities for administrative positions as other faculty members	○	○	○	○	○
k) In order to "fit in" at , I often feel that I have to change some of my personal characteristics (e.g., language, dress, behaviors)	○	○	○	○	○
l) Faculty morale is good at this campus	○	○	○	○	○
m) Affirmative action leads to the hiring of less qualified faculty and staff	○	○	○	○	○

5. Please rate the following aspects of the climate **AT . IN GENERAL.**

Rating Scale: Excellent=E Good=G Fair=F Poor=P No Opinion/Not Applicable = NA	E	G	F	P	NA
a) Respect by faculty for students of different racial and ethnic groups	○	○	○	○	○
b) Respect by students for faculty of different racial and ethnic groups	○	○	○	○	○
c) Racial/ethnic integration on campus	○	○	○	○	○
d) University commitment to the success of students of different racial and ethnic groups	○	○	○	○	○
e) University commitment to the success of faculty of different racial and ethnic groups	○	○	○	○	○
f) University commitment to the success of women students	○	○	○	○	○
g) University commitment to the success of women faculty	○	○	○	○	○
h) Friendship between faculty of different racial and ethnic groups	○	○	○	○	○
i) Race relations in the classroom	○	○	○	○	○
j) Racial/ethnic minority faculty members are given the same opportunities for administrative positions as other faculty members	○	○	○	○	○

6. In your opinion, do you believe that each of the following groups are currently ***UNDER represented, OVER represented or APPROPRIATELY represented?***

The number of . . .	Under	Over	Appropriately
Women faculty on university-wide committees	○	○	○
Racial/ethnic minority faculty on university-wide committees	○	○	○
Women faculty on college level committees (e.g. committees that report to the Dean)	○	○	○
Racial/ethnic faculty on college level committees (e.g. committees reporting to the Dean)	○	○	○
Women faculty on departmental committees (e.g. reporting to the Department Chair)	○	○	○
Racial/ethnic minority faculty on departmental committees (e.g. reporting to the Department Chair)	○	○	○

For questions 7 through 10, please use the following rating scale: Frequently = F, Occasionally = O, Never = N

7. How often have you been treated unfairly or harassed at because of the personal characteristics listed below?

	F	O	N
Race/Ethnicity	○	○	○
Gender	○	○	○
Gay, lesbian, bisexual, or transgender	○	○	○
Religion	○	○	○
Age	○	○	○
Accent/Dialect	○	○	○
National Origin	○	○	○
Disability	○	○	○

8. How often have you seen, heard, or received insensitive or disparaging comments at about the following?

	F	O	N
Racial/ethnic minorities	○	○	○
Women	○	○	○
Individuals who are gay, lesbian, bisexual, transgender	○	○	○
Religious groups	○	○	○
Individuals with disabilities	○	○	○

9. How often have you felt pressure to remain silent about issues concerning the following groups at ?

	F	O	N
Racial/Ethnic minorities	○	○	○
Women	○	○	○
Gay, lesbian, bisexual, or transgender	○	○	○
People with disabilities	○	○	○

10. As an employee of , how many times, if ever, have you had the following experiences?

		F	O	N
a.	Had unwanted sexual statements directed toward you personally. *(Unwanted jokes, remarks, or questions directed to you which have sexual implications or sexual content.)* **IF "F" OR "O", PLEASE ANSWER Q10e**	○	○	○
b.	Had unwanted personal attention directed toward you personally. *(Unwanted letters, calls, visits, pressure for meetings, dates, etc., where personal/romantic interest in you is implied, but no sexual expectations are stated.)* **IF "F" OR "O", PLEASE ANSWER Q10f**	○	○	○
c.	Had unwanted sexual propositions directed toward you personally. *(Unwanted demands or invitations for sexual favors.)* **IF "F" OR "O", PLEASE ANSWER Q10g**	○	○	○
d.	Had unwanted physical or sexual advances directed toward you personally. *(Unwanted touching, hugging, kissing, fondling, sexual intercourse, or other sexual activity.)* **IF "F" OR "O", PLEASE ANSWER Q10h**	○	○	○

10e. If you have ever had ***unwanted sexual statements directed toward you personally***, did you ever make a complaint to any university official or office?

No ○ Yes ○ IF YES: To whom and how was the complaint handled? .....

.....

10f. If you have ever had ***unwanted personal attention directed toward you personally***, did you ever make a complaint to any university official or office?

No ○ Yes ○ IF YES: To whom and how was the complaint handled? .....

.....

10g. If you have ever had ***unwanted sexual propositions directed toward you personally***, did you ever make a complaint to any university official or office?

No ○ Yes ○ IF YES: To whom and how was the complaint handled? .....

.....

10h. If you have ever had ***unwanted physical or sexual advances directed toward you personally***, did you ever make a complaint to any university official or office?

No ○ Yes ○ IF YES: To whom and how was the complaint handled? .....

.....

11. Please indicate the extent to which you are familiar with each of the programs and services listed below. The response categories are described below:

(VF) = 1 ***Very Familiar*** **(VF)** You are knowledgeable enough about a program or service to utilize it effectively and to appropriately recommend and describe it to others with little or no research or guidance.

(SF) = 2 ***Somewhat Familiar*** **(SF)** You are familiar enough to recognize that it might be useful on certain occasions, yet you would be unable to accurately describe or effectively utilize it without seeking additional information.

(SU) = 3 ***Somewhat Unfamiliar*** **(SU)** You recognize the name of a program or service, but would be unlikely to think of it for your own use, and you would probably never recommend or describe it to someone else.

(NF) = 4 ***Not at all Familiar*** **(NF)** indicates that you have never heard of this program or service.

	VF	SF	SU	NF
a) Office of Multicultural Affairs	○	○	○	○
b) Women's Services (e.g. SAfE Harbor, Women's Studies Program)	○	○	○	○
c) Services for Employees with Disabilities	○	○	○	○
d) Employee Assistance Program (EAP)	○	○	○	○
e) Affirmative Action/EEO Office	○	○	○	○
f) Psychological Services (e.g. Glanton House Marriage & Family Therapy)	○	○	○	○
g) Advocacy Groups (e.g. Black Caucus, Women's Caucus, Gay/Lesbian/Bisexual Caucus)	○	○	○	○
h) International Programs	○	○	○	○
i) Center for Diversity and Race Relations	○	○	○	○
j) Program for Students with Disabilities	○	○	○	○
k) Returning Adult Students Program and Students with Dependents (RAS)	○	○	○	○

Finally, this section includes a few general questions about you.

12. What is your sex?
- Female ○
- Male ○

13. Your immediate supervisor is:
- Female ○
- Male ○

14. How many years have you been employed at ?
- Less than five years ○
- 5 to 10 years ○
- 11 to 20 years ○
- Over 20 years ○

15. Are you a person with a disability covered under the Americans with Disabilities Act?
- Yes ○
- No ○

16. What is your present academic rank?
- Professor ○
- Associate Professor ○
- Assistant Professor ○
- Instructor ○
- Other ○

17. With which racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, please select one group with which you primarily identify.)
- White/Caucasian (excluding Hispanic) ○
- Hispanic ○
- Black/African American ○
- Asian ○
- American Indian/Native Alaskan/Aleut ○
- Other ○

18. Please indicate your citizenship status:
- U.S. Citizen ○
- Non-U.S. Citizen, U.S. Permanent Resident ○
- Non-U.S. Citizen ○
- Other ○

19. Please indicate the college to which you are primarily affiliated. (select one)
- Agriculture ○
- Architecture, Design & Construction ○
- Business ○
- Education ○
- Engineering ○
- Forestry & Wildlife Sciences ○
- Human Sciences ○
- Liberal Arts ○
- School of Nursing ○
- Pharmacy ○
- Sciences & Mathematics ○
- Veterinary Medicine ○

20. What is your age?
- 18 to 30 years old ○
- 31 to 40 years old ○
- 41 to 50 years old ○
- 51 to 60 years old ○
- 61 or older ○

21. What is your religious faith?
- Christian ○
- Jewish ○
- Muslim ○
- None ○
- Other ○

22. What is your sexual/gender orientation?
- Heterosexual ○
- Gay/Lesbian ○
- Bisexual ○
- Transgender ○

23. Where is your principle work location?
- Campus ○
- Off Campus ○

Thank you for your participation. Please return your completed survey anonymously in the accompanying reply envelope to: CGS,

If you have any additional comments about this survey or about your experiences at , please send a separate sheet with your comments to the address above.