

Preliminary Summary Report
Dickinson College Diversity Survey Spring 2010
Faculty, Administration, and Staff (FAS)
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During the fall, the President's Commission on Diversity adapted an AACUP survey that paralleled in many respects the survey that had been administered to students in the spring 2009. A number of questions from the student survey were replicated; additional ones that pertained to FAS were adapted in order to assess the campus climate with respect to diversity at Dickinson.

Our primary goals in this research were to assess the attitudes of all Dickinson community members relating to issues of diversity on campus, and to assess the experiences of individuals in the Dickinson community who belong to traditionally marginalized or disenfranchised groups (people of color; gay, lesbian, bisexual, or transgendered people; women; people with disabilities). Our ultimate goal was to be able to present a more holistic picture of the campus climate for diversity with the intention of making recommendations for institutional, social, and curricular changes that would promote a more inclusive and welcoming environment.

In February 2010, web surveys were sent to all faculty, administration, and staff. Hard copies were also made available to ensure that everyone who was on the staff, faculty, and administration had access – including those who may not have email or computers.

The table below reports the gender and race of all participants. We received responses from 86 administrators, 94 staff, and 77 faculty.

Gender and racial identification of faculty, administrators, and staff who participated.

		African-American/ Black	Asian / PI	Chicano/ Latino/ Hispanic	Middle Eastern	White	Totals
Administration							
	Female	1	1	0	0	48	51
	Male	1	1	0	0	33	35
	Total	2	2	0	0	81	86
Staff							
	Female	0	2	1	0	68	71
	Male	1	2	0	0	18	21
	Total	1	4	1	0	86	94
Faculty							
	Female	3	3	0	1	25	34
	Male	2	0	2	0	35	40
	Total	5	3	2	1	60	77

Note. The total columns are higher than the sum of all categories because some participants chose not to report their sex and some chose not report their race. These participants were added in to the final totals for their role at the college (faculty, staff, or administrators).

Data Analysis and Results

Because of the fairly small number of respondents in particular categories, we combined staff and administrators into one group to allow for sufficient statistical power. We also combined all participants of color into one group for the same statistical reason and to maintain anonymity (although we acknowledge that there are important differences between various racial and ethnic groups).

Analyses conducted thus far involve comparing the responses of people of color with those of white people, and comparing men's responses with women's. The sections below group those comparisons by role at the college (faculty, or staff and admin).

We would like to stress that the majority of all FAS respondents felt a positive sense of acceptance and belonging at Dickinson ($M = 3.31$, $SD = .66$, on a scale in which 1 = strongly disagree and 4 = strongly agree). However, when looking at the sample as a whole, men report feeling greater acceptance and belonging than do women ($t = 2.39$, $p < .05$); men's mean = 3.44 and women's mean = 3.23. Also, when looking at the sample as a whole, white respondents report feeling greater acceptance and belonging than do people of color ($t = 1.53$, $p < .10$); white mean = 3.35 and people of color mean = 3.13.

Table of Contents

Section 1: Questions posed to all participants	Pages 3 – 21
Section 2: Questions specific to faculty, staff, and administrators	Pages 22 – 25
Section 3: Items asked of people of color, women, LGBT, and participants with disabilities	Pages 26 – 28

SECTION 1: QUESTIONS POSED TO ALL PARTICIPANTS

1.1. CAMPUS CLIMATE ATTITUDES

RACIAL COMPARISONS

Faculty:

There was no statistically significant difference between faculty of color and white faculty in the degree of satisfaction with their campus experience/environment regarding diversity at Dickinson. Both groups agreed or strongly agreed that they felt a sense of acceptance and belonging. The mean for the faculty of color was lower than that of the white faculty (3.08 and 3.38, respectively on a four point scale with 1 = strongly disagree and 4 = strongly agree) but this difference was not statistically significant at or below the .05 significance level.

The data suggest that the faculty in general found that the faculty, administration, and staff (these were all separate questions) were respectful of people of different religions, a little less respectful of those with different political views/affiliations, and even a little less respectful of people of different socio-economic backgrounds. There were no significant differences here between faculty of color (FC) and white faculty (WF).

There were significant differences between FC and WF in response to the following questions; in all cases, white faculty reported greater satisfaction than did faculty of color:

		N	Mean	Sig.
Faculty (Race comparisons)				
44.f The faculty here are respectful of different races and cultures	People of color	13	2.92	.001
	White	59	3.47	
44.h The students here are respectful of people of different races and cultures	People of color	13	2.69	.010
	White	57	3.25	
44.k The students here are respectful of people with different political affiliations/views	People of color	13	2.46	.023
	White	56	2.96	
44.l Students of different racial and ethnic backgrounds participate equally in classroom discussions and learning	People of color	13	2.08	.003
	White	59	2.83	
44.m People of different sexual orientations are accepted socially here	People of color	12	2.33	.030
	White	56	2.88	
44.o People of different races and cultures are accepted socially here	People of color	12	2.50	.027
	White	56	3.02	
44.q The environment here encourages students to develop an appreciation for diversity	People of color	13	2.69	.014
	White	59	3.20	

Staff and Administrators:

There were no significant differences, however, in the responses of administrators and staff by race or ethnic background.

GENDER COMPARISONS

Faculty:

Significant differences were found by gender among the faculty in response to a number of questions. Female faculty reported a lower degree of satisfaction with their campus experience/environment regarding diversity at Dickinson than male faculty. Female faculty found *students* only - not FAS - less respectful of people of different race/ethnic and cultural backgrounds; found less equal participation among students from varying racial and ethnic backgrounds (these data don't indicate who they find participates more or less); and they were less likely than their male colleagues to believe that the environment here encourages students to develop an appreciation for diversity.

No significant differences were found between male and female faculty on a number of items, including how respectful they found FAS of others in relation to religious background, or students and FAS in relation to political affiliation/views, or social-economic background.

Faculty (Gender comparisons)		N	Mean	Sig
44.b I am satisfied with my campus experience/environment regarding diversity at Dickinson	Female	33	2.61	.003
	Male	39	3.10	
44.h The students here are respectful of people of different races and cultures	Female	32	2.94	.025
	Male	38	3.32	
44.i Students of different racial and ethnic backgrounds participate equally in classroom discussions and learning	Female	32	2.41	.022
	Male	40	2.85	
44.q The environment here encourages students to develop an appreciation for diversity	Female	33	2.94	.049
	Male	39	3.26	

Staff and Administrators:

No significant differences were found between male and female administrators and staff except for how satisfied they were with their campus experience/environment with regard to diversity at Dickinson. Female administrators and staff felt less satisfied than their male colleagues but both means were relatively high (on a 4-point scale with 1 = strongly disagree and 4 = strongly agree).

Staff and Administration (Gender comparisons)				
44.a I feel a sense of acceptance and belonging at Dickinson	Female	121	3.24	.026
	Male	56	3.48	

It's also interesting to note that these means are slightly higher than those for female faculty (3.21) and male faculty (3.38) but the difference between the two groups (1. faculty and 2. staff and administrators) is not statistically significant.

1.2. HEARING INSENSITIVE REMARKS ON CAMPUS

Because of the small numbers of people reporting that they heard insensitive or disparaging remarks on campus about various minority groups, in this section we present results from the sample as a whole (all FAS) rather than split into faculty versus staff and administrators.

RACIAL COMPARISONS

In terms of all FAS respondents, people of color reported more often hearing disparaging comments *from students* about non-native English speakers, persons of a different racial/ethnic background, and women as compared with white respondents. However, neither group reported hearing them very often. The data indicate that most reported that they rarely to never heard such comments.

The means in the table below are calculated on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent exposure.

Heard disparaging comments from students about _____ (Race comparisons)				
		N	Mean	Sig.
13.b Non-native English speaking persons	People of color	22	3.86	.017
	White	222	4.34	
13.f Persons of a particular racial/ethnic background	People of color	22	3.95	.014
	White	221	4.41	
13.h Women	People of color	22	3.59	.025
	White	223	4.13	

Significant differences were also found between respondents of color and white respondents when it came to reporting how often they heard disparaging comments *from faculty* in relation to non-native English speakers, persons with a disability, and persons of particular racial/ethnic backgrounds. Again, people of color report hearing these kinds of remarks more often than white people report.

Heard disparaging comments from faculty about _____ (Race comparisons)				
		N	Mean	Sig.
14.b Non-native English speaking persons	People of color	22	4.32	.003
	White	214	4.73	
14.e Persons with a disability	People of color	21	4.52	.005
	White	215	4.84	
14.f Persons of a particular racial/ethnic background	People of color	22	4.23	.000
	White	214	4.74	

No significant differences were found by race when it came to hearing disparaging comments made *by administration or staff* but the means were in the same range as those for faculty (marginally higher than those for students).

GENDER COMPARISONS

Men and women across the board did not report differences in how often they heard disparaging comments. The only exception to this was a difference between men and women reporting how often they heard disparaging comments about people with non-traditional gender identities.

Heard disparaging comments from admin/staff about _____ (Gender comparisons)				
		N	Mean	Sig.
15.k Persons with non-traditional gender identities	Female	146	4.58	.046
	Male	88	4.76	

1.3. MAKING INSENSITIVE REMARKS ONE'S SELF

Because of the small numbers of people reporting that they made insensitive or disparaging remarks on campus about various minority groups, in this section we present results from the sample as a whole (all FAS) rather than split into faculty versus staff and admins.

These means are calculated on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent commenting.

RACIAL COMPARISONS

With regard to self-reports of how often one makes disparaging comments of others, FAS of color reported that they were more likely to make disparaging comments about persons with particular religious beliefs, persons with a disability, and with different political affiliations and views than their white colleagues reported. While there were significant differences, the means indicate that they did so very rarely.

I have made disparaging comments about _____ (Race comparisons)				
		N	Mean	Sig.
16.d Persons of particular religious backgrounds	People of color	22	4.41	.032
	White	222	4.72	
16.e Persons with a disability	People of color	22	4.73	.037
	White	220	4.90	
16.g Persons with particular political affiliations/views	People of color	21	3.76	.032
	White	222	4.23	

GENDER COMPARISONS

Men self-reported that they were more likely to make disparaging comments about persons of particular religious backgrounds and particular political affiliations/views than women – but less likely than women to make disparaging comments about men.

I have made disparaging comments about _____ (Gender comparisons)				
		N	Mean	Sig.
16.d Persons of particular religious backgrounds	Female	151	4.76	.026
	Male	94	4.57	
16.g Persons with particular political affiliations/views	Female	150	4.30	.043
	Male	94	4.04	
16.i Men	Female	150	4.44	.031
	Male	94	4.64	

1.4. UNWELCOMING COLLEGE EVENTS

Participants were asked to indicate the number of times they have attended a college-affiliated event where certain people would not feel welcome. Again, because of the small numbers of people reporting such events, in this section we present results from the sample as a whole (all FAS) rather than split into faculty versus staff and admins.

These means are calculated on the basis of a 5-point scale ranging from 1 = frequently (10+ times year), 2 = very often (6-9 times year), 3 = occasionally (3-5 times a year), 4 = rarely (1-2 times a year) to 5 = never; thus higher scores indicate less-frequent discriminatory event attendance.

Overall, FAS indicated that they rarely attended such events.

RACIAL COMPARISONS

FAS of color reported a greater frequency of campus events that would be unwelcoming than did white FAS, in terms of whether the following four groups of people would feel unwelcome:

I have attended college events where _____ wouldn't feel welcome (Race comparisons)				
		N	Mean	Sig
17.a Gay, lesbian or bisexual persons	People of color	21	4.24	.021
	White	221	4.65	
17.b Non-native English speaking persons	People of color	21	4.19	.002
	White	221	4.69	
17.f Persons of a particular racial/ethnic background	People of color	21	4.19	.002
	White	221	4.70	
17.h Women	People of color	21	4.29	.037
	White	222	4.64	

GENDER COMPARISONS

There were no significant differences between men's and women's responses to these items.

1.5. EXPERIENCES WITH DISCRIMINATION OR HARASSMENT

Participants were asked, “Have you ever felt discriminated against or harassed at Dickinson?” 23 faculty (30%) and 30 staff/admins (17%) answered Yes to this question.

FACULTY RESPONSES

The table below shows the gender and race of the 23 faculty who said Yes:

	People of color	White
Female faculty	4	9
Male faculty	3	4

Those participants who responded in the affirmative were then asked a series of questions to probe the discrimination. First, they were asked how often they felt discriminated against because of various social group identities, as indicated in the table below:

	Frequently	Very often	Occasionally	Rarely	Never
Gay, lesbian or bisexual persons			1	5	17
Non-native English speaking persons			2	3	18
Persons of particular socioeconomic backgrounds	1	1	5	5	11
Persons of particular religious backgrounds		1	3	3	16
Persons with a disability				1	22
Persons of a particular racial/ethnic background		1	3	8	11
Persons with particular political affiliations/views		1	3	3	16
Women	2	2	6	3	10
Men				2	21
Persons with non-traditional gender identities				1	22

Participants were then asked what form the harassment or discrimination took; responses are indicated in the table below:

	Number of faculty experiencing this form:
Actual physical assault or injury	0
Anonymous phone calls	1
Glances	8
Ignoring	12
Publications on campus	0
Threats of physical violence	0
Written comments (including electronic communications such as a website, email, or instant messaging)	9
Other	8

Next, they were asked where the discrimination or harassment occurred:

	Number of faculty reporting this location:
In a college classroom	5
In a college office	10
While working at a college job	15
Via the internet (website, email, instant messaging, etc.)	6
Other locations on campus	6
Off campus location	7

Finally, participants were asked “to which group did the person who was the source of discrimination or harassment belong?”:

	Number of faculty reporting this source:
Administration	3
Faculty	20
Neighbors in the areas near campus	2
Staff	3
Students at your college/university	7
Visitors to campus	1
Others	3

STAFF AND ADMINISTRATORS

The table below shows the gender and race of the 30 staff/admins who said Yes to experiencing harassment or discrimination at Dickinson:

	People of color	White
Female staff/admins	3	21
Male staff/admins	2	3

Those participants who responded in the affirmative were then asked a series of questions to probe the discrimination. First, they were asked how often they felt discriminated against because of various social group identities, as indicated in the table below

	Frequently	Very often	Occasionally	Rarely	Never
Gay, lesbian or bisexual persons	1	1	1		22
Non-native English speaking persons		1	1	2	23
Persons of particular socioeconomic backgrounds	1	1	3	3	16
Persons of particular religious backgrounds	2		4	2	18
Persons with a disability			1		24
Persons of a particular racial/ethnic background	1		2	3	20
Persons with particular political affiliations/views	2	2	2	7	12
Women	1		9	5	13
Men			2		23
Persons with non-traditional gender identities	1				24

Participants were then asked what form the harassment or discrimination took, as indicated in the table below:

	Number of staff/admin experiencing this form:
Actual physical assault or injury	0
Anonymous phone calls	1
Glances	9
Ignoring	15
Publications on campus	4
Threats of physical violence	0
Written comments (including electronic communications such as a website, email, or instant messaging)	8
Other	15

Next, they were asked where the discrimination or harassment occurred:

	Number of staff/admin reporting this location:
In a college classroom	4
In a college office	14
In campus housing	2
While working at a college job	19
Via the internet (e.g., website, email, instant messaging, etc.)	4
Other locations on campus	10
Off campus location	5

Finally, participants were asked “to which group did the person who was the source of discrimination or harassment belong?”:

	Number of staff/admin reporting this source:
Administration	20
Faculty	7
Neighbors in the areas near campus	3
Staff	9
Students at your college/university	8
Visitors to campus	5

1.6. COMFORT LEVEL WORKING WITH DIVERSE OTHERS

Participants were asked how comfortable they would be working with a variety of people (from every racial group, all sexual orientations and gender identities, persons from different religious, political, and socioeconomic backgrounds, disabled persons) on a scale ranging where 1 = not comfortable, 2 = somewhat comfortable, 3 = comfortable, and 4 = very comfortable.

RACIAL COMPARISONS

Faculty:

There were no significant difference between faculty of color and white faculty in their level of comfort working with anyone. Responses ranged from 3.7 to 4, indicating high comfort.

Staff and Administrators:

Staff and administrators responses ranged from 2.8 to 3.8, indicating moderate level of comfort. There were statistically significant differences between staff / admin of color and white staff / admin on working with people with a disability ($t = 2.09, p < .05$) and with HIV or AIDS ($t = 1.81, p = .07$); white staff/admin were more comfortable with both than were staff/admin of color.

I would feel comfortable working with _____ (Race comparisons) (Staff/Admin)				
		N	Mean	Sig
29.i A person with a disability	People of color	10	3.20	.038
	White	164	3.57	
29.m A person with HIV or AIDS	People of color	10	2.80	.071
	White	164	3.29	

GENDER COMPARISONS

Faculty:

Significant differences between male and female faculty were found, shown in the table below. For all items, women report greater levels of comfort than do men.

I would feel comfortable working with _____ (Gender comparisons) (Faculty)				
		N	Mean	Sig
29.a African Americans/Black	Female	34	3.97	.041
	Male	39	3.82	
29.b American Indian/Alaskan/Aleut	Female	34	3.97	.041
	Male	39	3.82	
29.c Asian/Pacific Islander	Female	34	3.97	.041
	Male	39	3.82	
29.i A person with a disability	Female	34	3.97	.023
	Male	39	3.79	
29.j A person of a socioeconomic background other than your own	Female	34	3.94	.065
	Male	38	3.79	
29.r Persons with non-traditional gender identities	Female	34	3.88	.051
	Male	36	3.64	

Staff and Administrators:

There were no statistically significant difference between staff/administrators of color and white staff/administrators in their level of comfort working with any of these groups of people.

1.7. PERCEPTIONS OF COLLEGE SUPPORT

Participants were asked whether the college adequately addresses issues on campus related to racism, sexism, homophobia, classism, language barriers, disability, and political and religious diversity. Responses were made on a scale where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. High scores thus indicate the perception that the college is sufficiently addressing these issues.

RACIAL COMPARISONS

Faculty:

There were few significant differences between faculty of color and white faculty in their perceptions of college support. Responses ranged from 2.18 to 3.2, indicating moderate agreement. However, white faculty agreed more strongly that the college adequately addresses issues of “language barriers (accent, vocabulary, etc.)” than did faculty of color (white $M = 2.9$, people of color $M = 2.2$, $t = 2.61$, $p < .05$).

Staff and Administrators:

There were also few significant differences between staff/administrators of color and white staff/administrators. Responses ranged from 2.75 to 3.5, indicating moderate to strong agreement. However, white staff/admins agreed more strongly that the college adequately addresses issues of “race or racism” than did staff/admins of color (white $M = 3.3$, people of color $M = 2.8$, $t = 2.64$, $p < .01$).

GENDER COMPARISONS

Faculty:

There were few significant differences between male and female faculty in their perceptions of college support. However, male faculty agreed more strongly that the college adequately addresses issues of “sex/gender or sexism” and “sexual orientation or homophobia” than did female faculty:

This college adequately addresses issues on campus related to _____. (Gender comparisons) (Faculty)				
		N	Mean	Sig
30.f Sex/gender or sexism	Female	28	2.57	.035
	Male	39	3.05	
30.g Sexual orientation or homophobia	Female	27	2.63	.052
	Male	39	3.05	

Staff and Administrators:

There were also few significant differences between male and female staff/administrators. However, male staff/admins agreed more strongly that the college adequately addresses issues of “socioeconomic class or classism” than did female staff/admins (men $M = 3.2$, women $M = 2.8$, $t = 3.07$, $p < .01$).

1.8. ATTITUDINAL ITEMS ABOUT “DIVERSITY ON CAMPUS”

Participants were provided with a series of attitudinal statements about “diversity on campus,” and asked to indicate their level of agreement with these items on a scale where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

RACIAL COMPARISONS

Faculty:

There were several areas of significant differences between faculty of color and white faculty in their attitudes about campus, shown in the table below. In terms of campus-level attitudes, white faculty feel more positive about the leadership of the college in supporting diversity than do faculty of color; white faculty believe the curriculum represents the contributions of diverse people more than do faculty of color; and white faculty feel the campus is open to a variety of opinions more so than do faculty of color. In terms of personal-level attitudes, white faculty feel more accepted in the work environment and less likely to hide their political affiliation than do faculty of color.

Attitude Statements (Race comparisons) (Faculty)				
		N	Mean	Sig
31.a Dickinson has visible leadership from the president and other administrators to foster respect for diversity on campus	People of color	11	3.09	.013
	White	54	3.59	
31.d The curriculum at Dickinson adequately represents the contributions of a wide variety of groups of people	People of color	11	2.45	.012
	White	49	3.14	
31.e The climate in the work environment is accepting of who I am	People of color	12	2.92	.036
	White	57	3.42	
31.h I feel I need to hide my political affiliation/views	People of color	12	2.08	.025
	White	56	1.57	
31.i The college creates a workplace that is conducive to free and open expression of opinions and beliefs	People of color	13	2.54	.008
	White	58	3.17	

Staff and Administrators:

There were no statistically significant difference between staff/administrators of color and white staff/administrators on these attitudinal statements.

GENDER COMPARISONS

Faculty:

There were a few areas of significant differences between male and female faculty in their attitudes about campus, shown in the table below. In terms of campus-level attitudes, male faculty believe the curriculum represents the contributions of diverse people more than do female faculty; and male faculty feel the campus is open to a variety of opinions more so than do female faculty. In terms of personal-level attitudes, male faculty feel more accepted in the work environment than do female faculty.

Attitude Statements (Gender comparisons) (Faculty)				
		N	Mean	Sig
31.d The curriculum at Dickinson adequately represents the contributions of a wide variety of groups of people	Female	24	2.54	.003
	Male	35	3.20	
31.e The climate in the work environment is accepting of who I am	Female	31	2.97	.002
	Male	38	3.55	
31.i The college creates a workplace that is conducive to free and open expression of opinions and beliefs	Female	33	2.67	.001
	Male	38	3.34	

Staff and Administrators:

There were no statistically significant difference between male and female staff/administrators on these attitudinal statements.

1.9. LIKELIHOOD OF PERSONAL ACTIVISM

Participants were provided with a list of actions in support of diversity (challenging derogatory comments, acting to have graffiti removed) and actions that are not diversity friendly (repeating an offensive joke, disapproving of a public display of affection between a gay or lesbian couple) and asked to indicate their likelihood of engaging in each. Responses were made on a scale where 1 = very unlikely, 2 = somewhat unlikely, 3 = somewhat likely, and 4 = very likely.

RACIAL COMPARISONS

Faculty:

Faculty overall expressed high levels of likelihood of committing pro-diversity actions, with responses ranging from 3.25 to 4. On the majority of items, there were no significant differences between faculty of color and white faculty; the exception was in response to “get to know people from different cultures and groups as individuals,” with faculty of color ($M = 4.0$) more likely to do so than white faculty ($M = 3.7$, $t = 2.00$, $p < .05$).

Similarly, faculty overall expressed low levels of likelihood of committing diversity non-friendly actions, with responses ranging from 1.15 to 1.77. On most items here as well, there were no significant differences between faculty of color and white faculty; the exception was in response to “feel disapproval for a display of public affection by a heterosexual couple,” with white faculty ($M = 1.7$) more likely to do so than people of color ($M = 1.2$, $t = 2.25$, $p < .05$).

Staff and Administrators:

Staff/admin overall expressed moderate levels of likelihood of committing pro-diversity actions, with responses ranging from 2.6 to 3.7. On the majority of items, there were no significant differences between staff/admins of color and white staff/admins; the exception was in response to “take action to have offensive graffiti removed,” with white staff/admins ($M = 3.3$) more likely to do so than people of color ($M = 2.7$, $t = 2.17$, $p < .05$).

Similarly, staff/admin overall expressed somewhat low levels of likelihood of committing diversity non-friendly actions, with responses ranging from 1.35 to 2.44. On most items here as well, there were no significant differences between staff/admins of color and white staff/admins; the exception was in response to “repeat a derogatory joke about a religion other than your own,” with staff/admins of color ($M = 1.9$) more likely to do so than white staff/admins ($M = 1.4$, $t = 2.34$, $p < .05$).

GENDER COMPARISONS

Faculty:

There were several areas of significant differences between male and female faculty in their likelihood of engaging in diversity-related actions, shown in the table below. Overall, female faculty report greater likelihood in engaging in pro-diversity actions, and lesser likelihood of engaging in diversity non-friendly actions as compared with men.

Personal Activism Likelihood: I am likely to _____. (Gender comparisons) (Faculty)				
		N	Mean	Sig
32.d Get to know people from different cultures and groups as individuals	Female	33	3.91	.014
	Male	37	3.62	
32.e Refuse to participate in comments or jokes that are	Female	33	3.76	.020

derogatory to any group or culture or sex	Male	37	3.24	
32.g Repeat a derogatory comment or joke about gays, lesbians or bisexuals	Female	34	1.15	.035
	Male	37	1.51	
32.h Repeat a derogatory comment or joke about people with political affiliations/views other than your own	Female	34	1.79	.039
	Male	37	2.27	
32.k Make an effort to get to know someone different from me	Female	34	3.85	.006
	Male	37	3.46	

Staff and Administrators:

Male and female staff/administrators differed on only two of these likelihood statements: on both “get to know people from different cultures and groups as individuals,” and “make an effort to get to know someone different from me,” women reported greater likelihood than men (women’s means were 3.91 and 3.85, respectively; men’s means were 3.62 and 3.46, respectively).

1.10. SATISFACTION WITH CAMPUS DIVERSITY SERVICES

Participants were provided with a list of campus offices and events that support diversity and asked to indicate their satisfaction with each. Responses were made on a scale where 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, and 4 = very satisfied.

RACIAL COMPARISONS

Faculty:

Overall, faculty indicated moderate satisfaction of most services, with average scores ranging from 2.5 to 3.1. However, very low satisfaction was found for “addressing the needs of working-class students,” with white respondents feeling satisfied ($M = 2.65$) and people of color feeling dissatisfied ($M = 1.50$); this is not a significant difference between white faculty and faculty of color. The table below indicates those items on which white faculty and faculty of color did significantly differ; in all cases, white faculty are more satisfied than faculty of color.

Satisfaction with campus services for various groups (Race comparisons) (Faculty)				
		N	Mean	Sig
50.a Please indicate your satisfaction with programs to increase respect <u>for diverse cultures</u>	People of color	11	2.64	.001
	White	48	3.13	
56.a Please indicate your satisfaction with services addressing the <u>needs of individuals of diverse religions</u>	People of color	4	2.50	.026
	White	31	3.10	
62.a Please indicate your satisfaction with services addressing the <u>needs of gays, lesbians, bisexual individuals</u>	People of color	5	2.40	.049
	White	33	2.97	

Staff and Administrators:

Overall, staff/admins were fairly neutral in their satisfaction with most services, with average scores ranging from 2.33 to 3.17 (the theoretical midpoint of this scale, a neutral score, is 2.5). Only two items showed significant differences between staff/admin of color and white staff/admin, and in both cases, white staff/admin are more satisfied than staff/admin of color:

Satisfaction with campus services for various groups (Race comparisons) (Staff & Admin)				
		N	Mean	Sig
60.a Please indicate your satisfaction with services addressing the needs of international individuals	People of color	5	2.40	.005
	White	113	3.04	
62.a Please indicate your satisfaction with services addressing the needs of gays, lesbians, bisexual individuals	People of color	4	2.50	.006
	White	88	3.05	

GENDER COMPARISONS

Faculty:

Male and female faculty differed on only one item: in response to “satisfaction with programs to further gender equity,” men were more satisfied than women (men’s $M = 3.13$, women’s $M = 2.76$, $t = 2.05$, $p < .05$).

Staff and Administrators:

There were no statistically significant difference between male and female staff/administrators on these satisfaction items.

**SECTION 2: QUESTIONS SPECIFIC TO FACULTY, STAFF,
AND ADMINISTRATORS, RESPECTIVELY**

2.1. FACULTY ITEMS ONLY

Faculty were posed a series of question specific to teaching, the curriculum, and perceptions of the student body. These were posed as attitudinal statements (e.g., “As a student body becomes more diverse, it requires faculty to adapt their teaching.”), with responses made on a 5-point scale: 1 = strongly agree and 5 = strongly disagree. There were no labels given to the points between 1 and 5.

Overall, faculty at least mildly “agreed” with the following items (all mean scores less than 3), and there were no differences between faculty of color and white faculty:

The college’s practices and policies have changed to reflect the increasing diversity of the student body.
I believe my immediate supervisor welcomes differences and values diversity.
I believe my colleagues welcomes differences and values diversity.
I make sure examples in class and test items include traditionally non-Anglo American names
(Mohammad or Araceli versus Steve or Amy).

Overall, faculty at least mildly “disagreed” with the following items (all mean scores greater than 3), and there were no differences between faculty of color and white faculty:

The work I do does (topics I teach do) not lend itself to including diversity materials.
I need more education and resources regarding minority groups and diversity in order to be a more effective in my work.
I am unsure how to best incorporate diversity issues into my work (courses).
I need more education and resources regarding minority groups and diversity in order to be a more effective advisor.

RACIAL COMPARISONS

There were a few items on which faculty of color and white faculty differed significantly, as shown in the table below:

Faculty items only (Race comparisons)				
		N	Mean	Sig
67.f I feel comfortable challenging discriminatory behaviors/ideas without fear of getting in trouble	People of color	13	2.62	.017
	White	58	1.83	
67.h As a student body becomes more diverse, it requires faculty to adapt their teaching	People of color	13	1.15	.001
	White	58	2.29	
67.j It is important to make clear to students in the first week of the course that I expect a classroom climate of respect and acceptance of all diverse individuals and opinions	People of color	13	1.46	.057
	White	57	2.18	

GENDER COMPARISONS

There were a few items on which male and female faculty differed significantly, as shown in the table below:

Faculty items only (Gender comparisons)				
		N	Mean	Sig
67.b I am unsure how to best incorporate diversity issues into my work (courses)	Female	33	4.39	.003
	Male	37	3.51	
67.f I feel comfortable challenging discriminatory behaviors/ideas without fear of getting in trouble	Female	33	2.27	.040
	Male	38	1.74	
67.i I make sure examples in class and test items include traditionally non-Anglo American names (Mohammad or Araceli versus Steve or Amy)	Female	32	2.47	.006
	Male	37	3.38	
67.j It is important to make clear to students in the first week of the course that I expect a classroom climate of respect and acceptance of all diverse individuals and opinions	Female	32	1.41	.000
	Male	38	2.61	

2.2. STAFF ITEMS ONLY

Staff were posed a series of question specific to their work environment. These were posed as attitudinal statements (e.g., “I need more education and resources regarding minority groups and diversity in order to be more effective in my work.”), with responses made on a 5-point scale: 1 = strongly agree and 5 = strongly disagree. There were no labels given to the points between 1 and 5.

Overall, staff tended to respond near the midpoint of 3, indicating neither strong agreement nor disagreement with most items. The items below showed average scores near the midpoint of 3, with no differences between staff of color and white staff members:

The work I does not lend itself to including diversity materials.

I need more education and resources regarding minority groups and diversity in order to be more effective in my work.

I am unsure how to best incorporate diversity issues into my work.

The college’s practices and policies have changed to reflect the increasing diversity of the student body.

Staff at least mildly “agreed” with the following items (all mean scores less than 3), and there were no differences between staff of color and white staff members:

I believe my immediate supervisor welcomes differences and values diversity.

I believe my colleagues welcomes differences and values diversity.

I feel comfortable challenging discriminatory behaviors/ideas without fear of getting in trouble.

RACIAL COMPARISONS

There were no differences between staff of color and white staff members on any of these items.

GENDER COMPARISONS

There were no differences between male and female staff on any of these items.

2.3. ADMINISTRATOR ITEMS ONLY

Administrators were posed a series of question specific to their work environment; these items were the same as those posed to staff, with the addition of a question about being an advisor to students. Responses were made on a 5-point scale: 1 = strongly agree and 5 = strongly disagree. There were no labels given to the points between 1 and 5.

Overall, administrators moderately “agreed” with the following items (all mean scores less than 2.5), and there were no differences between faculty of color and white faculty:

- The college’s practices and policies have changed to reflect the increasing diversity of the student body.
- I believe my immediate supervisor welcomes differences and values diversity.
- I believe my colleagues welcomes differences and values diversity.
- I feel comfortable challenging discriminatory behaviors/ideas without fear of getting in trouble.

Administrators at least mildly “disagreed” with the following items (all mean scores greater than 3), and there were no differences between staff of color and white staff members:

- The work I does not lend itself to including diversity materials.
- I need more education and resources regarding minority groups and diversity in order to be more effective in my work.
- I am unsure how to best incorporate diversity issues into my work.
- I need more education and resources regarding minority groups and diversity in order to be a more effective advisor.

RACIAL COMPARISONS

There were no differences between administrators of color and white administrators on any of these items.

GENDER COMPARISONS

Male and female administrators differed significantly on only one item, “The work I does not lend itself to including diversity materials,” $t = 2.09, p < .05$. Men more strongly agreed with this item ($M = 3.14$) than did women ($M = 3.74$).

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SECTION 3: SPECIAL ITEMS FOR “MINORITY” PARTICIPANTS

3.1. RESPONDENTS OF COLOR

Participants who identified as people of color were asked specific items about their experiences on campus. This subsample included 13 faculty and 10 staff and administrators.

The table below shows the item asked and the number who indicated that they agreed with the item (response “yes”):

Special Questions for FAS of Color	Faculty (13)	Staff and Admin (10)
I have feared for my safety of campus because of my race/ethnicity	1 (7.7%)	1 (9%)
I have had someone assume that I was admitted/employed at this campus solely because I am a person of color.	5 (38.5%)	2 (20%)
I have been a victim of a hate crime on this campus because of my race	0 (0%)	0 (0%)
I have received adequate support from this campus as a person of color	5 (41.7%) 7 (58.3) no	6 (66.7%)
I have felt isolated or left out when work was required in groups	1 (7.7%)	2 (20%)
I have felt that I am expected to present a viewpoint that must always be different from the majority	3 (23.1%)	0 (0%)
I have felt that I am expected to speak on behalf of all members of my race or ethnicity	5 (38.5%)	4 (40%)
I have felt singled out as the “resident authority” for my particular group when issues of race or ethnicity arose	6 (46.2%)	4 (40%)

3.2. LGBT RESPONDENTS

Participants who identified as lesbian, gay, bisexual, or transgender were asked specific items about their experiences on campus. This subsample included 12 faculty and 6 staff or administrators.

Few LGBT individuals reported discrimination on campus. The table below shows the item asked and the number of faculty and staff/admin who indicated that they agreed with the item (response “yes”):

	Faculty (12)	Staff and administrators (6)
I feel the need to hide my sexual orientation to be able to fit in on this campus.	0	2 (33%)
I have avoided disclosing my sexual orientation on this campus due to a fear of negative consequences or discrimination.	1 (9%)	3 (50%)
I have discussed my sexual orientation with a close friend on this campus.	10 (83%)	4 (66%)
I have discussed my sexual orientation with a faculty member, staff, or administrator on this campus.	8 (66%)	4 (66%)
I have feared for my physical safety on this campus because of my sexual orientation.	0	2 (33%)
I have been a victim of a hate crime on this campus because of my sexual orientation.	0	0
I have received adequate support from this campus as a person who does not identify as heterosexual.	7 (58%)	2 (33%)

3.3. RESPONDENTS WITH A DISABILITY

Participants who identified as having a disability of any kind were asked specific items about their experiences on campus. This subsample included 8 faculty and 15 staff or administrators.

Few individuals with disabilities reported discrimination on campus. The table below shows the item asked and the number of faculty and staff/admin who indicated that they agreed with the item (response “yes”):

	Faculty (8)	Staff and administrators (15)
I have avoided disclosing a disability to an instructor or college employee due to fear of negative consequences or discrimination.	2 (25%)	5 (33%)
I have been in a class or office on this campus where an instructor or college employee has refused to make accommodations for my disability.	1 (13%)	1 (7%)
I have feared for my physical safety on this campus because of my disability.	1 (13%)	0
I have been a victim of a hate crime on this campus because of my disability.	0	0
I have received adequate support from this campus as a person with a disability.	4 (50%)	9 (60%)