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FACULTY PERCEPTIONS OF CAMPUS DIVERSITY

A Thesis
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

By
Meghan K. Purdy

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FACULTY PERCEPTIONS OF CAMPUS DIVERSITY

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FACULTY PERCEPTIONS OF CAMPUS DIVERSITY

Meghan K. Purdy May 2012 85 Pages

Directed by: Dr. Elizabeth Shoenfelt, Dr. Reagan Brown and Dr. Jacqueline Pope-Tarrence

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The primary purpose of this study was to assess faculty perceptions of campus diversity at Western Kentucky University. A Diversity Survey was developed and administered to faculty at Western Kentucky University. Responses from the 378 full-time faculty members who completed the survey were used in this study. Composites including campus diversity climate, satisfaction with diversity effects, race, gender, and religion were formed from the survey items for use in the analyses. Results indicated that minority and women faculty perceive campus diversity less favorably than do majority and men faculty.

Introduction

Campus diversity has many benefits; one is creating an enriched environment that enables increased understanding and acceptance/tolerance for other cultures and experiences (Gurin, 2002). Diversity programs also can impact attitudes about many different topics and expose individuals to opportunities to interact with people from different backgrounds (Beckham, 2000). The primary focus of research on campus diversity has been the underrepresentation of faculty of color (Cole & Barber, 2003; Turner & Myers, 2000). However, few studies have been conducted about campus diversity from the faculty point of view.

Higher education has been described as having two roles pertaining to campus diversity (Block, Robersen & Neuger, 1995). The first requirement is for predominately white, middle-class, and male faculty to adapt to an increasingly diverse work environment. The second role is also for faculty; they should accept the responsibility for and be committed to teaching in a way that demonstrates respect for all students and coworkers. The education system should reflect our diverse society. Education is not just about learning facts and processes; it is also learning that comes through experiences and critical thinking. Bowen and Bok (1999) concluded that students will learn more from classmates who are different than they are, rather than being surrounded by all like-minded people with similar experiences. Universities are responsible for creating a climate in which the benefits and advantages of a diverse campus community are reflected. A review of the current literature reveals a disconnection between institutional policy and faculty commitment, which impacts the success of policy and programs (Brown, 2004). Issues of diversity have become more of a focus for institutions over the

past several decades. Efforts are now focused on increasing the number of people that represent diverse populations and improving the climate that would sustain this diverse population.

The current study used faculty responses to the WKU Campus Diversity Survey to capture the campus diversity climate. The focus of the survey included attitudes with respect to fairness, openness, equality, sensitivity, and beliefs and attitudes about diversity on campus. The survey was administered to Western Kentucky University faculty members using an online survey platform. The study investigated the support of diversity on campus, perceptions of the campus diversity climate as a function of demographic characteristics, and perceptions of the campus diversity climate as a function of professional discipline.

Review of the literature

Diversity Defined

In order for institutions to stay competitive, they must respond to the need to address diversity. Diversity can be defined in many ways; however, it is important to have a clear understanding of the concept. Smith, Gerbick, Figueroa, Watkins, and Levitan (1997) defined campus diversity as encompassing complex differences within the campus community and in individuals who make up that community. There are several important and linked dimensions that combine to form campus diversity; these include race, ethnicity, national origin, religion, gender, sexual orientation, class, age, and ability. This definition relates to the patterns of societal experiences, socialization, and ways of understanding and interpreting the world.

Park and Denson (2009) created a composite variable called "Diversity Advocacy" that involved faculty attitudes toward diversity. Diversity Advocacy included a range of constructs from faculty's own personal commitment to promoting racial understanding to their views on the goals of undergraduate education. Park and Denson's variability in Diversity Advocacy identified predictors of faculty attitudes toward campus diversity. The analysis was of a nationally represented subset of colleges and universities, the size and scope of which enabled the research to build on to single-institution studies.

The framework for Park's study comes from the idea of campus climate being influenced by the organization/structural dimension of the university (Milem, Chang, & Antonio, 2005). This dimension includes elements of the diversity of the curriculum, tenure policies, and organizational decision-making policies. A difference was found for political orientation. Liberal faculty were more likely to be diversity advocates (B = .17,

$p < .001$) and less likely to believe that diversity leads to underprepared students ($r = -.32$) compared to conservative faculty. This research illustrated three significant predictors of faculty Diversity Advocacy. The positive predictors were performing academic work across multiple disciplines and incorporating more readings on race and gender in the classroom. Faculty perception of the climate for citizenship also was a significant negative predictor of Diversity Advocacy. Thus, Park and Denson found that having positive perceptions of the institutional climate for diversity can influence individuals to embrace Diversity Advocacy.

Rothman, Lipset, and Nevitte (2002) defined campus diversity as the proportion of Black students in a student body, as measured by the National Center for Education Statistics. They hypothesized that increasing the enrollment number of Black students (enrollment diversity) in predominately White student bodies would lead to a better general educational environment, greater attention to and satisfaction with the quality of education, and better relations between White students and students of color. Rothman et al. (2002) found that enrollment diversity either does nothing to improve perceptions of campus life or affect them adversely.

The fundamental problem with the conceptualization of campus diversity involves separating individuals into groups (by race, gender, age). Although it is important to study differences between specific groups, the segmentation of diversity into specific groups may mask the overall level of diversity (Kuklinski, 2006). Diversity and the division of people into groups have been studied for many years. Lieberson (1969) proposed an approach to apply permutation and combinations to a multinomial. This investigates the proportion of students (if students on campus were paired together, two at

a time) who would represent different ethnic backgrounds. Using this approach, it becomes apparent that measuring the level of diversity on a single campus is difficult. This revealed that diversity does not function solely as an individual level variable, but as a contextual factor that shapes individual-level processes (Kuklinksi, 2006). The components of campus diversity serve as a foundation for understanding the importance of studying diversity from a faculty perspective.

Importance of studying diversity from a faculty perspective

There have been many studies on campus racial climate and diversity from the student perspective (e.g., Hurtado, Milem, Clayton-Pederson, & Allen, 1998; Rankin & Reason, 2005) and views on affirmative action (Sax & Arrendondo, 1999). Less is known about faculty opinions about diversity policies on campus, how important diversity is to faculty, and faculty commitment to encouraging a diverse environment (Flores & Rodriquez, 2006; Maruyama, Moreno, Gudeman, & Martin, 2000).

It is important to study faculty and their view of campus diversity because they play such a critical role in a university. Faculty and staff are the ones who reinforce campus policies, as well as conduct research to expand current knowledge, teach the curriculum, and ultimately live out the standards set by a university (Park & Denson, 2009). Students cycle in and out of universities, but faculty are a relatively stable entity. It also is important to better understand faculty opinions and attitudes toward campus diversity because of the current politics surrounding the topic of higher education for diverse students (Chang, Witt, Jones, & Hakuta, 2003).

Milem and Hakuta (2000) conducted a survey with UCLA's Higher Education Research Institute and found that 90% of faculty agreed that "a racially/ethnically diverse

student body enhances the educational experience of all students;" however, 30% thought that "promoting diversity leads to the admission of too many underrepresented students" (p. 24). The conclusion by the authors was that most faculty support diversity, but some may feel that expanding access to higher education may compromise academic standards.

A commitment to diversity is more than the achievement of an adequate representation of students and staff (Hutchinson & Hyer, 2000). Meaningful actions need to move beyond solutions on the surface to deeper underlying assumptions and perceptions contingent on the status quo. Few studies have focused entirely on factors that predict staff member perceptions of their campus community's ability to achieve a positive climate for diversity (Mayhew, Grunwald, & Dey, 2006). Although campus diversity programs would like to implement programs and instantly see a change, this is not likely to happen. Change is a process that must be actively pursued, analyzed throughout, nurtured, and supported at every stage. Reaching targeted levels of diversity is a process that begins with the initial stages of inclusion (Hall, 2000). Multi-culturation involves putting structures in place that support and facilitate the retention of minorities to give them a sense of belonging to the institution. Faculty must see multi-culturation issues as important and as a fundamental aspect of their daily lives, at work and beyond, rather than simply a word used to be politically correct (Cress & Hart, 2002).

Organizational climate has been defined as common patterns of important dimensions of organizational life, or its members' perceptions of and attitudes towards those dimensions (Peterson & Spencer, 1990). Mayhew et al. (2006) investigated campus climate in relation to issues of diversity as perceived and experienced by university faculty members. This study focused on the structural diversity of campus

departments, staff members' perception of their departmental and institutional climate, commitment to diversity, and staff members' diversity-related experiences on campus.

Exploratory factor analyses were conducted to reduce the number of variables used in the regression model. Multiple regression analyses were performed to determine how the factors worked together to predict the criterion. The final model significantly predicted 34.7 percent of the variance in the criterion "achieved a positive climate for diversity." Four variables (staff demographics, department climate for diversity, institutional commitment to diversity, and staff experiences with diversity) contributed significantly to explaining staff members' perceptions of their institutions as having achieved a positive climate for diversity (Mayhew et al., 2006). Females were significantly less likely than males to perceive that the campus community had achieved a positive climate for diversity. Staff members of color were less likely than White staff members to see this as achieved. Also, staff members with higher education levels were found to be significantly less likely than staff with lower levels of education to perceive the campus community as having achieved a positive diversity climate. Perhaps highly educated staff members are more aware of and sensitive to issues of campus diversity.

The institution's commitment to diversity was also studied (Mayhew et al., 2006). Staff members' perceptions of obstacles toward achieving campus diversity ($B = -.21$, $p < .001$) significantly influenced their perceptions of the campus as achieving a positive diversity climate. These results show that staff members who perceived institutional obstacles to overcome before increasing campus diversity were less likely to perceive that a positive diversity climate had been achieved. Staff members can form perceptions of campus diversity based on past experiences and on-campus experiences with prejudice

and discrimination. As employees can be influenced by experiences, it is important to set a standard and put practices in place that will promote diversity. In order to study campus diversity from a faculty perspective, the variables must be carefully considered for the results to be valuable to the university.

Demographic Variables

It is important to include staff demographic and education indicators in a survey to investigate underlying impressions held by participants. Hurtado et al. (1998) found that racially and ethnically diverse administrators, students, and faculty tend to view the campus climate differently. An institution's ability to achieve a positive climate for diversity reflects personal characteristics of the staff member (i.e., race, gender, education level, and age) as well as his/her perceptions of their immediate work environment. A meaningful assessment effort designed to measure a campus diversity climate should "ensure that multiple perspectives" (i.e., faculty, students, and staff) from the campus are represented (Hurtado & Dey, 1997).

Park and Denson (2009) examined many variables including race, gender, department, academic rank, and institution type. When comparing racial/ethnic groups African American faculty were more likely to score higher (77%) on diversity advocacy than were White faculty. Interestingly, engineering faculty were the least likely to score high (11%) on Diversity Advocacy, and English faculty were most likely to score high (52%). There also was a difference found between men and women. Men were twice as likely to have low scores and women were 20% more likely to score high on diversity advocacy. An interesting trend found with these data was that faculty in traditionally male-dominated fields, such as engineering, business, and math/statistics, scored lower

on Diversity Advocacy. It also was found that traditionally female-dominated fields, such as humanities, social studies, education, and fine arts, scored higher on Diversity Advocacy. Maruyama et al. (2000) conducted a study surveying 1,210 faculty at Research-I institutions. These researchers also concluded that it is more difficult for faculty to agree that diversity is a high priority in departments with few students of color. As these students are under-represented in the science, technology, engineering, and mathematic fields, it is especially important to get views of diversity from faculty in these disciplines (Wilson, 2000).

Faculty perceptions of campus climate for diversity have been minimally studied (Hyer, Conley, & McLaughlin, 1999). These researchers found that female faculty were more aware of problems related to race/ethnicity, sexual orientation and other aspects of diversity; were more critical of the diversity efforts of the university; and were more willing to participate in diversity-related programming. This study also found that White faculty and students, regardless of gender, reported the diversity climate on campus was better than that reported by faculty and students of color. White male students and faculty reported being unaware of the extent of racism perceived by African Americans at the University. There is an apparent lack of awareness on many campuses. Brown (2004) speculated that even if people are in agreement with the principles of diversity, they may be reluctant to change and, in practice, are content to leave things as they are. Analyses based on demographic variables may identify the benefits of campus diversity.

Benefits of campus diversity

A diverse population has many benefits. One is the enriched and enhanced learning environment created by a diverse population, as it allows for an increased

understanding, acceptance and/or tolerance of cultures different from one's own (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Gurin, 2002). Campus climates should promote a wide political, social, and economic agenda that requires individuals to be tolerant of diverse cultures, at the very least.

Research conducted by the Ford Foundation found that for White students, experience with diversity and interactions with those from different backgrounds is linked to positive outcomes. These outcomes include satisfaction, openness to others, and important cognitive and learning outcomes (Beckham, 2000). Diversity programs on campus can have an impact on attitudes toward racial issues, but they also provide opportunities to interact with people from different backgrounds. Campus environments can be viewed as laboratories for diversity issues that continue to evolve over time.

Several studies have been conducted to investigate the participation of students in diversity education seminars and cross-cultural dialogue experiences, and have found that these experiences lead to positive, immediate and long-term personal, academic, and professional growth (McTighe Musil, Garcia, Hudgins, Nettles, Sedlacek, & Smith, 1999; Milem & Hakuta, 2000). The Office of Human Relations Programs at the University of Maryland conducted a longitudinal, mixed-method assessment of students across campus involved in different activities. The study found that the college students looked for practical and meaningful ways to connect diversity social justice concepts and theories from their classes to concrete, real life experiences (Clark, Bouis, Subbaraman, & Balon, 2004). With virtually every campus community experiencing an increase in enrollment and greater diversity in student applications, the impact of diversity on learning is potentially very great (Hurtado, 1992). For universities to capitalize on the many benefits

of incorporating and encouraging diversity, they must have diversity planning and programs as a priority. There are many frameworks that can serve as resources for planning and implementing diversity programs; the next section will outline a few of them.

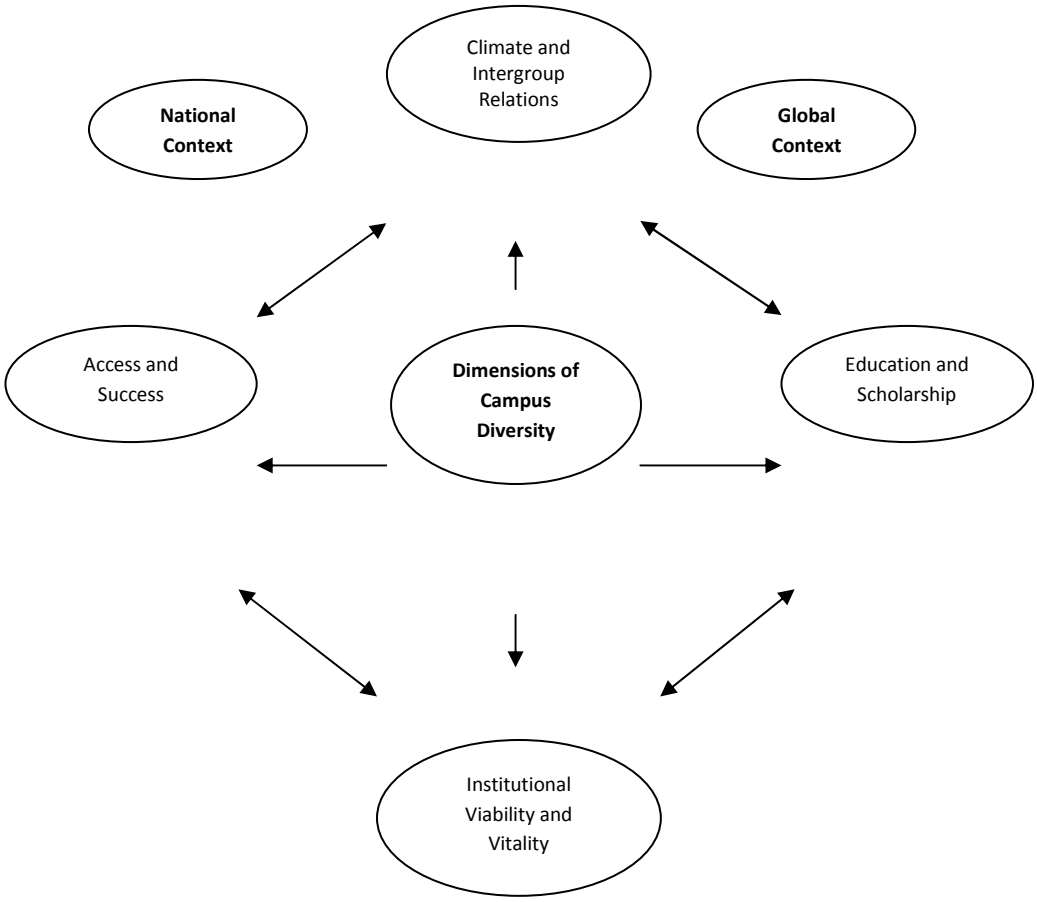
Frameworks

A commonly used framework of campus diversity addresses four interrelated areas that work together to produce a healthy diversity climate (Hurtado, Milem, Clayton-Pederson & Allen, 1999). These areas include demographic diversity, historical legacy, behavioral interactions, and psychological dimensions. This suggests that structural diversity (percent of students of color on campus) interacts with other factors to produce a campus diversity climate. The addition of the organizational/structural component to the framework helps to better explain the role of faculty in creating a positive diverse campus climate (Park & Denson, 2009).

Although research has been conducted and efforts have been made to promote campus diversity, some students may still feel marginalized in the culture of the university (Park & Denson, 2009). Several theories have been used to explore why some students will not be satisfied with the campus climate. Structuration theory was proposed by Giddens (1984) to describe the relationship between social structure and social practices and their reciprocal nature. In terms of institutional culture, this theory states that traditional practices are constantly changing. The social structure is made up of the practices that people engage in, which ultimately limits change and practices.

Daryl Smith and colleagues developed a model to represent the Dimensions of Campus Diversity (Smith et al., 1997).

Figure 1. Dimensions of Campus Diversity



Based on this model there are four interrelated dimensions of campus diversity: Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Viability and Vitality. Access and Success focuses on the inclusion and success of historically underrepresented groups. Campus Climate and Intergroup Relations concern the campus environment for historically underrepresented or marginalized groups. Within this dimension, student welfare extends beyond race, ethnicity, and gender to include issues related to sexual orientation, physical ability, and religion. The Education and Scholarship dimension refers to the role of the institution

with regard to these dimensions. The Education component focuses on educating students to live and function in a pluralistic society and global community. The Scholarship component refers to teaching and learning strategies, recruitment of diverse faculty, and faculty development efforts. The final dimension, Viability and Vitality, moves beyond the individual level to the institutional level and its success, relationships among all the actors, and to communities outside the institution. As the process moves through the dimensions, the scope widens. The Access and Success is the narrowest dimension as it serves a foundational purpose. Institutional Viability and Vitality is the broadest dimension as it is a more comprehensive view concerned with mission, principles, and policies.

Implications for practice include providing regular and long-term opportunities for dialogue and interaction across racial and ethnic groups for all students, faculty, and staff. It should be required that faculty engage with issues of diversity, putting diversity at the heart of institutional mission and goals. Boundaries between disciplines, student and academic affairs, the institution, and the local community should be capable of being crossed so that all may merge together. Of vital importance for the success of diversity programs is for institutional commitment to be strong. Institutional leaders also should be focused on evaluating diversity programs. Without evaluation, it is difficult to make progress and to discover what areas should be improved (Gurin, 1999). Campus diversity can only be fully understood through evaluation. The next section describes the importance of evaluating diversity programs.

Evaluation

It not only is important to encourage and implement diversity initiatives, it is equally important to evaluate diversity. Evaluation can provide useful knowledge to determine if diversity efforts are successful, if they can be replicated, how they can be improved, or if a different direction should be taken (Gurin, 1999). It also is possible for evaluations to identify factors that enhance communication and provide momentum for campus diversity. From a broader perspective, if a diversity plan is found to have a significant impact on the faculty and students in a university, people who were previously skeptical could be convinced to join the effort. Not only will evaluation assess the current state of the program, but the results can be used to help shape planning and policy decisions regarding issues on admissions, financial aid, faculty recruitment and retention, and research (Gurin, 1999).

Summary of Literature

Many dimensions form campus diversity, which conceptually relates to societal experiences, socialization and ways of understanding and interpreting the world (Smith et al., 1997). Most studies of campus diversity have focused on studying students. Rankin and Reason (2005) suggested faculty and staff perspectives of campus diversity are a direction to be pursued by future research. Faculty and staff should be studied because these individuals are the ones who promote the campus climate, carry out the desired climate, and interact with both coworkers and students.

Faculty and staff vary in their opinions of the degree of campus diversity that has been achieved (Hurtado et al., 1998). Park and Denson (2009) found that faculty, staff, and students of different genders, races, and professional disciples held different

perspectives on the diversity of a campus community. A diverse campus community offers the opportunity for unique interactions, an enriched and enhanced learning environment, and increased acceptance and tolerance for other cultures (Gurin, 2002). Campus diversity programs, both formal and informal, can have an impact on attitudes toward groups from different backgrounds (Beckham, 2000).

Hypotheses

The current study used data collected from Western Kentucky University faculty to investigate campus diversity. The focus of the survey was on identifying individual attitudes with respect to fairness, equality, and sensitivity, as well as examining the organizational culture as it relates to beliefs and attitudes about diversity. The anticipated results of the study were expected to follow the patterns outlined in the following hypotheses.

Each campus community is unique in the composition of faculty and students, and the culture built to support diversity. Hutchinson and Hyer (2000) found that students who were exposed to greater diversity were more likely to offer support for diversity. Accordingly, the following hypotheses were tested from the perspective of faculty.

H1: The amount of exposure to diverse coworkers will be positively correlated with the support of diversity on campus.

Men and women have been found to have different thresholds for perceiving diversity (Hyer et al., 1999; Park & Denson, 2009). Hyer et al. and Park and Denson, found that men were more likely to have a lower threshold for perceiving that campus diversity is satisfactory. Women were thought to be more aware of issues related to gender, race, ethnicity, sexual orientation, and religion. This trend was also found

between minorities and non-minorities, as individuals in minority groups were more likely to have a higher threshold for perceiving that campus diversity is satisfactory. Thus, it was predicted that:

H2: Faculty members' perceptions of the campus diversity climate will differ as a function of their demographic characteristics.

H2a. Female faculty will perceive the campus diversity climate less favorably than will male faculty.

H2b. Minority faculty will perceive the campus diversity climate less favorably than will non-minority faculty.

Furthermore, the current study investigates the threshold for perceiving diversity as a function of professional discipline. An interesting trend found with diversity data was that faculty in traditionally male-dominated fields, such as engineering, business, and math/statistics, had a lower threshold for diversity than did faculty in traditionally female-dominated fields such as humanities, social studies, education, and fine arts (Park & Denson, 2009). From these findings, it was predicted that:

H3: Faculty members' professional discipline will influence their perceptions of the campus community as having achieved a positive climate for diversity.

H3a. Faculty members in the science, engineering and business colleges will perceive the campus community as having achieved diversity more than will faculty in the education and behavioral sciences and fine arts and letters colleges.

Methods

Participants

Participants in this study consisted of faculty members at Western Kentucky University. All faculty members were invited to participate by the Western Kentucky University Diversity Committee. Faculty members who completed the survey were given the option to receive an incentive of a $5 credit for WKU Dining Dollars award. Participants in the study consisted of 456 full-time faculty members. There were 226 female participants and 198 male participants. Most participants were Caucasian faculty (75%), with the next most represented group being African American faculty (7.7%), followed by Asian faculty (3.9%). Appendix B depicts the demographics of the faculty who participated in the survey by college, gender, race and religion.

Instrument

The WKU Campus Diversity Survey (see Appendix A) was developed to gather data relevant to the campus diversity climate; attitudes with respect to fairness, openness, equality, and sensitivity; and beliefs and attitudes about diversity on campus. It should be noted that the intention of the survey was to gather information of the perceptions of diversity on campus but not actual experiences with diverse groups on campus. Participants were informed that the survey was confidential and anonymous. The introduction to the survey stated that responses would be presented only at the aggregate level and no individual responses would be reported.

The survey contained four sections: demographic information, campus experience, discrimination and harassment, and beliefs about diversity on campus. An 8-point frequency scale was used for the campus experience section. The eight anchors on

the scale were Almost Never, Once or Twice a Year, Several Times a Semester, Monthly, Several Times a Month, Weekly, Several Times a Week, and Daily. Participants were instructed to use this scale to indicate how often he/she encountered the various situations on campus. The focus of the discrimination and harassment section was the participant's personal experience with discrimination and harassment on campus. The final section used a 5-point Likert scale to examine the extent faculty agree or disagree with statements describing various aspects of the campus diversity climate. The five anchors of this scale were Strongly Agree, Agree, Unsure, Disagree, and Strongly Disagree. Participants were instructed to give their honest opinion and that there were no correct or incorrect answers.

The survey contained some items that were adapted, with permission, from the Association of Independent Colleges and Universities of Pennsylvania (AICUP) Campus Diversity Survey. The WKU Campus Diversity Enhancement Committee approved the items to be included on the final survey.

Procedure

An email from the WKU Diversity Officer and the Provost was sent to all faculty members. This email explained the importance of responding to the survey, and that each unique, individual perspective was important. The survey was administered through Qualtrics, an online survey platform. The survey required approximately ten to twelve minutes to complete. Participants were given two weeks to complete the survey. Reminders to participate were sent at the one-week and one-day remaining intervals.

Results

Composites

Composites were formed for each of the following variables: Campus Diversity Climate, Satisfaction, Gender, Race, and Religion. These composites were formed by first identifying and then summing survey items that related to each of these categories. The items included in each composite are listed in Appendix C. The Campus Diversity Climate Composite (Campus Composite) represents items relating to support of diversity on campus. The Satisfaction Composite represents items relating to how satisfied the faculty member is with diversity on campus and with efforts taken to improve diversity. After forming the Race Composite, race was dichotomized into the categories African American/Black or Caucasian/White for some analyses and collapsed to Nonminority (White) and Minority (all Nonwhite) for other analyses. Negative items in the composites were reverse coded, and are identified in Appendix C. The scores from the eight-point frequency scale were converted to a five-point scale and reverse coded to make those scores comparable to the rest of the items scored on a five-point scale; the logarithm used was [6-(((item value – 1) 4/7) +1)].

Cronbach's alpha was computed for each of the composites to determine internal constituency of the items included. The Campus Composite ($\alpha = .96$) and the Satisfaction Composite ($\alpha = .95$) had alphas indicating high internal consistency. The alphas for the Gender Composite ($\alpha = .75$), Race Composite ($\alpha = .78$) and Religion Composite ($\alpha = .82$) all fell within the acceptable to good range for internal consistency

Hypothesis 1

To test Hypothesis 1, which stated the amount of exposure to diverse coworkers would be positively correlated with the support of diversity on campus, Pearson correlations were run. The first analysis was between three composites (Campus, Satisfaction, and Race) and the percent of non-white faculty in the department in which the faculty member is housed. The data used to calculate percent non-white was provided by the WKU Human Resources Department. The correlation of percent nonwhite in the department with the Campus Composite is, $r = -.02$, $p > .05$, with the Satisfaction Composite is, $r = -.03$, $p = > .05$, and with the Race Composite is, $r = .01$, $p > .05$.

The second analysis was between the same three composites and the percent of female faculty in the respondent's department (provided by WKU Human Resources Department). The correlation of percent female with the Campus Composite is, $r = -.01$, $p > .05$, with the Satisfaction Composite is, $r = -.04$, $p > .05$, and with the Gender Composite is, $r = -.05$, $p > .05$. No significant correlations were found. These results fail to support the hypothesis that the amount of exposure to diverse coworkers would be positively correlated with the support of diversity on campus.

Hypothesis 2

Hypothesis 2a, which stated female faculty would perceive the campus diversity climate less favorably than would male faculty, was analyzed with t-tests comparing responses from each gender on the Campus Composite, the Satisfaction Composite and the Gender Composite. See Table 1 for the descriptive statistics of these composites by gender. As predicted, females reported perceiving campus diversity significantly less favorably than males for the Campus Composite and the Gender Composite. The

Satisfaction Composite did not yield a significant difference between males and females. Table 2 provides the details of these analyses.

Table 1.

Descriptive Statistics of Composites by Gender[a]

Composite		Female	Male
Satisfaction	*Mean*	59.24	61.27
	SD	12.48	12.03
Campus	*Mean*	98.28	102.76
	SD	18.84	18.65
Gender	*Mean*	31.46	32.44
	SD	3.24	2.58

[a]*Note*: The number of items in each composite differ. See Appendix C for items contributing to each composite

Table 2.

Independent Samples Results of Composites for Gender

Composite	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Satisfaction	-1.60	376	.110	-2.03	1.27
Campus	-2.31	376	.021	-4.48	1.94
Gender	-3.20	376	.001	-0.98	.31

Hypothesis 2b, which stated minority faculty would perceive the campus diversity climate less favorably than would non-minority faculty, was analyzed by categorizing race into two categories Nonminority (Caucasian/White) and Minority (includes all nonwhite participants). The data were analyzed with t-tests to determine if there were significant differences between the two groups. Overall, perception of campus diversity climate was perceived as better by people classified as nonminority than by people

classified as minority, which supports Hypothesis 2b. Table 3 presents the composite descriptive statistics by race.

Table 3.

Descriptive Statistics of Composites by Race[a]

Composite		Nonminority	Minority
Satisfaction	*Mean*	61.23	55.46
	SD	12.13	12.39
Campus	*Mean*	101.69	94.37
	SD	18.55	19.61
Race	*Mean*	51.01	48.60
	SD	5.16	6.22

[a]*Note*: The number of items in each composite differ. See Appendix C for items contributing to each composite

Differences between minorities and nonminorities for all three of the composites (Satisfaction, Campus, and Race) were found to be significant in the predicted direction. Table 4 presents the results from the independent samples t-test.

Table 4.

Independent Samples Results of Composites for Race

Composite	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Satisfaction	3.52	377	.000	5.76	1.64
Campus	2.90	377	.004	7.31	2.52
Race	3.34	377	.001	2.41	0.72

Hypothesis 3

Hypothesis 3, which stated faculty members in the Science and Engineering and Business colleges would perceive the campus community as having achieved diversity more than would faculty in the Education and Behavioral Science and Fine Arts and Letters colleges, was analyzed using five one-way ANOVAs to examine the differences between the independent variable professional disciplines (i.e., college) on the five different dependent variables (i.e., the diversity composites: Satisfaction, Campus, Race, Gender and Religion.) A significant difference was found among colleges for the Gender Composite and the Religion Composite. There were no significant differences among colleges for the Campus Composite, Satisfaction Composite, and Race Composite. Table 5 presents the results of the ANOVAs. Appendix D presents a table of composite means by college for these ANOVAs.

Table 5.

ANOVA of Composites by College

	Sum of Squares	df	Mean Square	F	Sig.
Satisfaction	1531.26	5	306.25	1.98	0.08
Campus	3311.56	5	622.31	1.85	0.10
Race	309.72	5	61.94	2.08	0.07
Gender	149.04	5	402.41	3.31	0.01*
Religion	1455.71	5	291.14	7.48	0.00*

Note: *p < .01.

Post-hoc Tukey's B tests were used to explore the significant effects. The analysis for the effect for the Gender Composite revealed that faculty in the College of Business Administration (M = 33.03, SD = 1.64) perceived the campus to have achieved a higher level of gender diversity than did faculty in the College of Education and Behavioral

Sciences (*M* = 31.02, *SD* = 3.25), which was in the predicted direction. The Religion Composite revealed that faculty in the College of Arts and Letters (*M* = 45.15, *SD* =6.67) perceived the campus to have achieved a lower level of religious diversity than did faculty in the University College (*M* = 48.53, *SD* =6.30), faculty in the College of Science and Engineering (*M* = 48.84, *SD* =5.60), faculty in the College of Education and Behavioral Sciences (*M* = 49.20, *SD* =6.65), faculty in the College of Business Administration (*M* = 49.78, *SD* =6.15), and faculty in the College of Health and Human Services (*M* = 50.32, *SD* =6.04).These results provide partial support for the hypothesis that those faculty members in the Science and Engineering and Business Colleges would perceive the campus community as having achieved diversity more than would faculty in the Education and Behavioral Science and Fine Arts and Letters college.

Additional Analyses

A Religion Composite (items shown in Appendix C) was formed to include all survey items pertaining to religion. A one-way ANOVA was conducted on the religion composite scores to determine if one's religion affected perception of religion diversity. A significant effect was found, (F (8, 370) = 10.89, p = .00). Post-hoc Tukey's B test revealed significant differences between groups. Faculty who classified themselves as Christians (*M* = 67.44, *SD* = 5.80) were found to have significantly higher scores on the Religion Composite compared to Jewish (*M* = 57.5, *SD* = 11.20), Atheist (*M* = 60.55, *SD* = 8.02), and Agnostic (*M* = 58.15, *SD* = 8.44) faculty.

The item "I feel uncomfortable when prayers on campus are closed with comments referring to Jesus" was also investigated. Responses were made on a 5-point scale ranging from Strongly Disagree to Strongly Agree. A one-way ANOVA indicated a

significant effect for religion, (F (8, 370) = 17.13, p = .00). Post-hoc Tukey's B test revealed significant differences between the groups for this analysis, as well. Christian faculty (M = 2.39, SD = 1.40) were found to have significantly lower scores on this item than Hindu (M = 4.00, SD = 1.89), Agnostic (M = 4.00, SD = 1.41), No Religion (M = 4.47, SD = 1.06), Jewish (M = 4.33, SD = 1.63), and Atheist (M = 4.52, SD = .87) faculty.

Discussion

The intent of this study was to gather data relevant to the WKU campus diversity climate; attitudes with respect to fairness, openness, equality, and sensitivity; and beliefs and attitudes about diversity on campus. The WKU Campus Diversity Survey was administered to all full-time faculty members; participation was voluntary so not all faculty members participated.

Hypothesis 1 predicted that the amount of exposure to diverse coworkers would be positively correlated with the support of diversity on campus. Hutchinson and Hyer (2000) found this trend to be true for students in regard to their exposure to greater diversity, and their support of diversity. However, in the current study with WKU faculty, there was no relationship between exposure to diversity and support of diversity. Thus, Hypothesis 1 was not supported. It is likely the lack of a relationship is due to the low variability in the amount of race diversity across colleges, which ranged from .13 to .18 for percent nonwhite (M = .16, SD = .02).

Hypothesis 2a predicted female faculty would perceive campus diversity less favorably than would male faculty. Hyer (1999) found that men were more likely to have a lower threshold for perceiving campus diversity as satisfactory. Hypothesis 2a was supported in this study as women reported the campus diversity climate to be less favorable for all three tested composites: Satisfaction, Campus, and Gender.

Hypothesis 2b predicted minority faculty would perceive the campus diversity climate less favorably that would non-minority faculty. Just as Hyer found that men were more likely to have a lower threshold, Park and Denson (2009) found minority groups were more likely to have a higher threshold for perceiving campus diversity as

satisfactory. The results supported Hypothesis 2b as diversity climate was perceived to be more favorable by people classified as nonminority than for people classified as minority. Differences between the Satisfaction, Campus, and Gender Composites were found to be significant in the predicted direction. These results suggest that women and minority groups may be more aware of issues related to gender, race, and campus diversity and perceive the university as less successful in achieving diversity objectives in these areas.

Hypothesis 3 predicted faculty members in the Science and Engineering and Business colleges would perceive the campus community as having achieved diversity more than would faculty in the Education and Behavioral Sciences, and Fine Art and Letters Colleges. Park and Denson (2009) found that faculty in traditionally male-dominated fields (engineering, business, and math) had a lower threshold for diversity than did faculty in traditionally female-dominated fields (humanities, social studies, education, and fine arts). In the current study, significant differences were found among colleges for two of the composites: Gender and Religion.

Faculty in the college of Business Administration perceived campus gender diversity to be at a higher level than did faculty in the College of Education and Behavioral Sciences. The Business College has the lowest percentage of female faculty on campus (28%) and is one of only two colleges with less than half of their faculty female. Religious diversity was perceived to be lower by faculty in the College of Arts and Letters than by faculty in the College of Science and Engineering, College of Education and Behavioral Sciences, College of Business Administration, and College of Health and Human Services. The fact that the College of Arts and Letters houses the

Religion Department may provide some explanation why their faculty members perceive less religion diversity. Taken together, these results offer partial support for Hypothesis 3.

Additional analyses were run on the religion composite. Faculty who classified themselves as Christians were found to have significantly higher scores on the Religion Composite compared to Jewish, Atheist, and Agnostic classifications. Likewise, Christian faculty members were significantly more comfortable with prayers on campus that end with a reference to Jesus than were Hindu, Agnostic, No Religion, Jewish, and Atheist faculty. If the person in is the majority group, they tend to see the state of diversity as more favorable than those in the minority group, whether it be race, gender, or college. Thus, these results were not surprising, but may be informative for increasing the comfort level for non-Christian faculty.

Limitations

Although the findings of this study support most of the hypotheses presented, there are limitations to the study. One limitation of the study was that the sample consisted only of WKU faculty. Although the study revealed valuable information for WKU, the limited sample may pose a problem when generalizing to another campus population. Another limitation was the analyses for this evaluation consisted of data from only full-time faculty and did not include part-time faculty or staff members of the University. Their perceptions of the campus diversity climate may differ from full-time faculty members.

Another limitation to this study was that the results may be subject to self-selection bias. The participants, although offered an incentive, were given a choice of whether to participate in the study or not. Participants' decision to participate may have

an effect on the results as people with strong opinions may be more willing to spend time answering the survey. The final limitation is that all of the items except the demographic questions were set so that participants were not allowed to skip items. This may have resulted in losing participants if there were questions that people did not want to answer.

Direction for Future Research

Future surveys could be administered to students on campus to better understand their perceptions of diversity. This would provide information about student perceptions as well as comparative data to further evaluate the responses of faculty members. These data could be analyzed to determine whether trends exist between gender, race, religion, and college for faculty members compared to students.

Significant differences were found among the responses of faculty in different colleges. Future studies may attempt to investigate the source of these differences. The survey used at WKU could be administered at other universities to determine the relative diversity climate and whether the same trends exist beyond WKU.

It would be of interest to develop a survey that was organizationally based, rather than higher-education institutionally based. Most students first enter the university environment before entering the workforce. As such, it would be beneficial for students to understand if similar diversity environments exist on campus and in business. On a broad scale, such a study would include organizations to represent occupational environments for graduates of each of the university colleges for comparison with the university survey data.

Conclusion

In summary, the results of the WKU Campus Diversity Survey revealed interesting information for the university. The amount of exposure to diverse coworkers was positively correlated with the support of diversity on campus among racial groups. Females and minorities reported perceiving the campus climate less favorably than did males and nonminorities, respectfully. Differences in the perception of the campus community having achieved diversity were found among the colleges.

Appendices

A. WKU Diversity Survey

B. Demographics of Faculty Respondents

C. Composite Items

    1. Campus Composite

    2. Race Composite

    3. Gender Composite

    4. Religion Composite

    5. Satisfaction Composite

D. Table of Composite Means by College for ANOVAS

E. WKU Human Subjects Review Board Approval Form

APPENDIX A

WKU Diversity Survey

WKU Faculty Diversity Survey

Q1 Introduction WKU is committed to preparing students for success in a complex, fast-changing, challenging world. An important part of this success is the ability to appreciate and work with others who look or think differently and who come from backgrounds different than our own. We would like to know how WKU faculty and staff, as individuals, think and feel about WKU's progress in creating a diverse campus community. Would you please take a few minutes to tell us what you think about being on a campus with others who belong to different ethnic and religious groups, or who think differently than you do? The WKU Campus Diversity Survey is intended to gather data relevant to the campus diversity climate; attitudes with respect to fairness, openness, equality, and sensitivity; and beliefs and attitudes about diversity on campus.We want to make changes to make WKU a better place for all faculty, staff, and students. The following short survey takes only about 10 minutes to complete. In order to accurately describe diversity on the WKU campus, it is important that all members of the campus community are represented. Accordingly, it is very important that you respond to the survey. Your unique, individual campus experiences and perspective are important. Please take a few minutes to respond openly and honestly to the survey. Your input will help shape our university climate to maximize the chance of success for our students. All responses to this survey are anonymous; that is, there is no way to identify individual respondents. Furthermore, all individual responses will be kept confidential. No individual responses will be reported. However, it is of interest to determine if different groups view the same issue differently. As such, responses will be reported only at the aggregate level (e.g., WKU employees as a whole, and by different groups on campus such as faculty and staff, males and females, different ethnic or racial backgrounds, etc.). After completing the survey, a url/link will take to you an independent site to register for the $5 WKU Dining Dollars Award, a $5 credit that may be used at any WKU Food Services location. The information you provide to register for the $5 award is on a separate website and cannot be associated with your survey responses. Thank you for participating in this important project! THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-6733

Q2 Please carefully read the directions for each section before responding to the items in that section.

Q3 Section I: Demographic Information

Q4 Your responses to this survey are anonymous. That is, your identity is unknown. All responses to this survey will be kept confidential and no individual responses will be reported. Only data aggregated by groups will be reported. As such, we need to know how to classify your responses. That is, we will report results for males and females, staff and faculty, groups with different lengths of service at WKU, etc. Please respond to each item in this section. Thank you.

Q5 What is your employment status? (Please mark only one)

- ❍ Full-Time Staff (1)
- ❍ Full-Time Faculty (2)
- ❍ Part-Time Staff (3)
- ❍ Part-Time Faculty (4)
- ❍ Other: (Please specify) (5) _____

If Full-Time Faculty Is Selected, Then Skip To If Faculty, what is your Department?If Part-Time Faculty Is Selected, Then Skip To If Faculty, what is your Department?If Full-Time Staff Is Selected, Then Skip To If Staff, what is your Division?If Part-Time Staff Is Selected, Then Skip To If Staff, what is your Division?

Q6 If Staff, what is your Division?

- ❍ Academic Affairs (Gordon Emslie) (1)
- ❍ Athletic Department (Ross Bjork) (2)
- ❍ Campus Services/Facilities (John Osborne) (3)
- ❍ Development and Alumni (Kathryn Costello) (4)
- ❍ Finance and Administration (Ann Mead) (5)
- ❍ Information Technology (Bob Owen) (6)
- ❍ Student Affairs (Howard Bailey) (7)
- ❍ Public Affairs (Robbin Taylor) (8)
- ❍ Other (Office of Chief Diversity Officer, President's Office, etc) (9)

If Academic Affairs (Gordon Em... Is Selected, Then Skip To How many years have you worked at WKU?If Athletic Department (Ross B... Is Selected, Then Skip To How many years have you worked at WKU?If Campus Services/Facilities ... Is Selected, Then Skip To How many years have you worked at WKU?If Development and Alumni (Kat... Is Selected, Then Skip To How many years have you worked at WKU?If Finance and

Administration ... Is Selected, Then Skip To How many years have you worked at WKU?If Information Technology (Bob... Is Selected, Then Skip To How many years have you worked at WKU?If Student Affairs (Howard Bai... Is Selected, Then Skip To How many years have you worked at WKU?If Public Affairs (Robbin Taylor) Is Selected, Then Skip To How many years have you worked at WKU?If Other (Office of Chief Dive... Is Selected, Then Skip To How many years have you worked at WKU?

Q7 If Faculty, what is your Department?

- ❍ Academic Support (1)
- ❍ Accounting (2)
- ❍ Agriculture (3)
- ❍ ALIVE Center (4)
- ❍ Allied Health (5)
- ❍ Architectural & Manufacturing Sciences (6)
- ❍ Art (7)
- ❍ Biology (8)
- ❍ Chemistry (9)
- ❍ Communication (10)
- ❍ Communication Disorders (11)
- ❍ Computer Information Systems (12)
- ❍ Computer Science (13)
- ❍ Counseling and Student Affairs (14)
- ❍ Economics (15)
- ❍ Educational Administration, Leadership and Research (16)
- ❍ Elizabethtown Campus (17)
- ❍ Engineering (18)
- ❍ English (19)
- ❍ Family & Consumer Sciences (20)
- ❍ Finance (21)
- ❍ Folk Studies & Anthropology (22)
- ❍ Fort Knox Campus (23)
- ❍ Geography & Geology (24)
- ❍ Glasgow Campus (25)
- ❍ History (26)
- ❍ Institute for Citizenship & Social Responsibility (27)
- ❍ Interdisciplinary Studies (28)
- ❍ Journalism & Broadcasting (29)
- ❍ Kinesiology, Recreation & Sport (30)
- ❍ Leadership Studies (31)
- ❍ Liberal Arts and Sciences (32)
- ❍ Library Public Services (33)
- ❍ Library Special Collections (34)
- ❍ Library Technical Services (35)
- ❍ Management (36)
- ❍ Marketing & Sales (37)
- ❍ Mathematics (38)
- ❍ MBA Program (39)

- ❍ Military Science (40)
- ❍ Military Student Services (41)
- ❍ Modern Languages (42)
- ❍ Music (43)
- ❍ Nursing (44)
- ❍ Owensboro Campus (45)
- ❍ Philosophy & Religion (46)
- ❍ Physics & Astronomy (47)
- ❍ Political Science (48)
- ❍ Professional Studies (49)
- ❍ Psychology (50)
- ❍ Public Health (51)
- ❍ Radcliff Campus (52)
- ❍ Social Work (53)
- ❍ Sociology (54)
- ❍ Teacher Education (55)
- ❍ Theatre & Dance (56)
- ❍ WKU REAL (57)
- ❍ Women's Studies (58)

Q8 How many years have you worked at WKU?

- ❍ less than 1 (1)
- ❍ 1-5 (2)
- ❍ 6-10 (3)
- ❍ 11-15 (4)
- ❍ 16-20 (5)
- ❍ 21 or more (6)

Q9 What is your current age in years?

Q10 Which best describes your religious beliefs? (Please mark only one)

- ❍ Atheist (1)
- ❍ Agnostic (2)
- ❍ Christian (3)
- ❍ Hindu (4)
- ❍ Jewish (5)
- ❍ Muslim (6)
- ❍ Spiritual, but no religion (7)
- ❍ No religion (8)
- ❍ Other: (Please specify) (9) _____

Q11 Do you currently have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking, etc.)?

- ❍ Yes (1)
- ❍ No (2)

If No Is Selected, Then Skip To Please indicate the primary racial or...

Q12 Please specify your disability below. (Mark all that apply)

- ❑ Agility/Coordination impairment (1)
- ❑ Hearing impairment (2)
- ❑ Learning disability (3)
- ❑ Mobility impairment (4)
- ❑ Speech impairment (5)
- ❑ Visual impairment (6)
- ❑ Other: (Please specify) (7) _____

Q13 Please indicate the primary racial or ethnic group with which you identify. (If you are of a multi-racial or multi-ethnic background, indicate that group with which you identify most of the time.)

- ❍ African American/Black (1)
- ❍ American Indian/Alaskan Native/Aleut (2)
- ❍ Asian (3)
- ❍ Hispanic/Chicano/Latino (4)
- ❍ Middle Eastern (5)
- ❍ Native Hawaiian/Other Pacific Islander (6)
- ❍ White/Caucasian (7)
- ❍ Other: (Please specify) (8) _____

Q14 What is your sex?

- ❍ Female (1)
- ❍ Male (2)

Q15 Sexual orientation refers to an enduring pattern of attraction, behavior, emotion, and identity. What is your sexual orientation? (Please mark only one)

- ❍ Bisexual (1)
- ❍ Gay Male (2)
- ❍ Heterosexual (3)
- ❍ Lesbian (4)

Q16 In what setting did you spend most of your life before coming to this college/university? (Mark only one. If several apply, use the most recent.)

- ❍ Rural or country area / County (1)
- ❍ Small town (2)
- ❍ Small city (< 1 million) (3)
- ❍ Suburb of a city (4)
- ❍ Large city or metropolitan area (> 1 million) (5)
- ❍ Military Base (6)
- ❍ Reservation (7)

Q17 Section II: Campus Experience

Q18 Please use the following scale to indicate how often you encounter the identified situation on the WKU campus

Q19 Frequency Scale: Almost Never Once or Twice a Year Several Times a Semester Monthly Several Times a Month Weekly Several Times a Week Daily

Q20 Typically, how often do you hear students on campus make an insensitive or disparaging remark about:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular	❍	❍	❍	❍	❍	❍	❍	❍

religious backgrounds (4)								
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q22 Typically, how often do you hear WKU faculty make an insensitive or disparaging remark about:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular religious backgrounds (4)	❍	❍	❍	❍	❍	❍	❍	❍
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q23 Typically, how often do you hear WKU staff make an insensitive or disparaging remark about:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular religious backgrounds (4)	❍	❍	❍	❍	❍	❍	❍	❍
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q24 Typically, how often do you hear a WKU administrator make an insensitive or disparaging remark about:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular religious backgrounds (4)	❍	❍	❍	❍	❍	❍	❍	❍
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q25 Typically, how often do you hear a WKU graduate assistant (e.g., GA, TA, etc.) make an insensitive or disparaging remark about:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular religious backgrounds (4)	❍	❍	❍	❍	❍	❍	❍	❍
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q26 Typically, how often have you been at an event on campus where the following individuals would NOT feel welcome:

	Almost Never (1)	Once or Twice a Year (2)	Several Times a Semester (3)	Monthly (4)	Several Times a Month (5)	Weekly (6)	Several Times a Week (7)	Daily (8)
Gay, lesbian or bisexual persons (1)	❍	❍	❍	❍	❍	❍	❍	❍
Non-native English speaking persons (2)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular economic backgrounds (3)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular religious backgrounds (4)	❍	❍	❍	❍	❍	❍	❍	❍
Persons with a disability (5)	❍	❍	❍	❍	❍	❍	❍	❍
Persons of particular racial/ethnic backgrounds (6)	❍	❍	❍	❍	❍	❍	❍	❍
Women (7)	❍	❍	❍	❍	❍	❍	❍	❍
Older Persons (8)	❍	❍	❍	❍	❍	❍	❍	❍

Q27 Section III: Discrimination and Harassment

Q28 This section addresses your experience with discrimination and harassment on campus. Discrimination and harassment will be addressed separately. Discrimination refers to a situation where you have been denied a term, condition, or privilege of employment (e.g., hiring, training, benefits, promotion, etc.) because of a personal characteristic (e.g., sex, race, age, religion, disability, etc.) that is not related to job performance. Harassment, a form of discrimination, refers to unwelcome conduct based on a personal characteristic (e.g., sex, race, age, religion, disability, etc.) that creates a hostile work environment that is sufficiently severe or pervasive to interfere with job performance. A second form of sexual harassment exists when sexual favors are demanded under threat of tangible employment consequences (e.g., hiring, training, benefits, promotion, discharge, etc.).

Q29 Have you experienced discrimination while employed at WKU? That is, have been denied a term, condition, or privilege of employment (e.g., hiring, training, benefits, promotion, etc.) because of a personal characteristic (e.g., sex, race, age, religion, disability, etc.) that was not related to job performance?

- ❍ Yes (1)
- ❍ No (2)

If No Is Selected, Then Skip To Have you experienced harassment durin...

Q30 What do you believe was the primary reason that you were discriminated against? I was discriminated against because of my _____. (Please mark all that apply)

- ❑ Age (1)
- ❑ Disability (2)
- ❑ Economic status (3)
- ❑ Sex (4)
- ❑ Race or ethnicity (5)
- ❑ Religious beliefs (6)
- ❑ Sexual orientation (7)
- ❑ Participation in reporting or providing information about other discrimination (8)
- ❑ Other: (Please specify) (9) _____

Q31 What was the nature of the discrimination? I was _____ .(Please mark all that apply)

- ❑ Denied employment (1)
- ❑ Denied promotion (2)
- ❑ Denied a raise (3)
- ❑ Denied training (4)
- ❑ Denied development experience(s) (including taking courses on campus) (5)
- ❑ Denied reasonable accommodation for disability (6)
- ❑ Denied reasonable accommodation for religious belief(s) (7)
- ❑ Other (please specify) (8) _____

Q32 Who was the primary source of the discrimination? .(Please mark all that apply)

- ❑ Supervisor (1)
- ❑ Faculty Member (2)
- ❑ Department Head (3)
- ❑ Assistant/Associate Dean (4)
- ❑ Dean (5)
- ❑ Assistant/Associate Vice President (6)
- ❑ Vice President (7)
- ❑ Other (Please specify) (8) _____

Q33 Have you experienced harassment during your employment at WKU? That is, have you experienced unwelcome conduct based on a personal characteristic (e.g., sex, race, age, religion, disability, etc.) that created a hostile work environment that was sufficiently severe or pervasive to interfere with job performance; or have you experienced sexual harassment where sexual favors were demanded under threat of tangible employment consequences (e.g., denial of hiring, training, benefits, promotion, or threat of discharge, etc.)?

- ❍ Yes (1)
- ❍ No (2)

If No Is Selected, Then Skip To Section IV: Beliefs about Diversity o...

Q34 What do you believe was the primary reason that you were harassed? Because of my _____. (Please mark all that apply)

- ❑ Age (1)
- ❑ Disability (2)
- ❑ Economic status (3)
- ❑ Sex (4)
- ❑ Race or ethnicity (5)
- ❑ Religious beliefs (6)
- ❑ Sexual orientation (7)
- ❑ Participation in reporting or providing information about other discrimination (8)
- ❑ Other: (Please specify) (9) _____

Q35 What was the nature of the harassment? (Please mark all that apply)

- ❑ Verbal (1)
- ❑ Physical (2)
- ❑ Negative employment decision (3)
- ❑ A single incident (4)
- ❑ Repeated on more than one occasion (5)
- ❑ Directed at only me (6)
- ❑ Directed at others as well as at me (7)
- ❑ Perpetuated by a single person (8)
- ❑ Perpetuated by more than one person (9)
- ❑ Other (please specify) (10) _____

Q36 Who was the primary source of the harassment? (Please mark all that apply)

- ❑ Supervisor (1)
- ❑ Staff Member (2)
- ❑ Faculty Member (3)
- ❑ Department Head (4)
- ❑ Assistant/Associate Dean (5)
- ❑ Dean (6)
- ❑ Assistant/Associate Vice President (7)
- ❑ Vice President (8)
- ❑ Co-worker (9)
- ❑ Student Worker (10)
- ❑ Student (11)
- ❑ Visitor to Campus (12)
- ❑ Other (Please specify) (13) _____

Q43 Section IV: Beliefs about Diversity on Campus This section asks your opinion about diversity on the WKU campus. Please use the following scale to indicate the extent to which you Agree or Disagree with each of the following statements. There are no correct or incorrect responses; your honest opinion is the correct response. Thank you.

Q44 Please use the following scale to indicate the extent to which you agree or disagree with each statement. SA = Strongly Agree, A = Agree, U = Unsure, D = Disagree SD = Strongly Disagree

Q45 Please indicate the extent to which you Agree or Disagree with each of the following statements. There are no correct or incorrect responses; your honest opinion is the correct response. Thank you.

	Strongly Disagree (1)	Disagree (2)	Unsure (3)	Agree (4)	Strongly Agree (5)
WKU has visible leadership from the President to foster respect for diversity. (1)	❍	❍	❍	❍	❍
WKU has visible leadership from administrators to foster respect for diversity. (2)	❍	❍	❍	❍	❍
The topic of diversity should be included in new employee orientation. (3)	❍	❍	❍	❍	❍
I am satisfied with the formal efforts of WKU to address the	❍	❍	❍	❍	❍

needs of diverse persons and/or diversity issues on campus. (4)					
I am satisfied with WKU programs to increase respect for diverse cultures. (5)	❍	❍	❍	❍	❍
I am satisfied with WKU programs to increase awareness of diversity. (6)	❍	❍	❍	❍	❍
I am satisfied with opportunities for me to relate and interact with diverse persons on campus. (7)	❍	❍	❍	❍	❍
I am satisfied with WKU services addressing the needs of individuals with diverse religions. (8)	❍	❍	❍	❍	❍
I am satisfied with WKU services addressing the needs of individuals with disabilities.	❍	❍	❍	❍	❍

(9) I am satisfied with WKU services addressing the needs of international individuals. (10)	❍	❍	❍	❍	❍
I am satisfied with WKU services addressing the needs of gays, lesbians, and bisexuals. (11)	❍	❍	❍	❍	❍
I am satisfied with WKU services addressing the needs of individuals with diverse races and cultures. (12)	❍	❍	❍	❍	❍
Employees in my unit represent diverse groups. (13)	❍	❍	❍	❍	❍
Individuals on the WKU campus should learn to respect individual differences. (14)	❍	❍	❍	❍	❍
I refuse to participate in comments or jokes that are	❍	❍	❍	❍	❍

derogatory to any culture, group, or sex. (15)					
Education about diversity would enhance my performance. (16)	❍	❍	❍	❍	❍

Q46 Please indicate the extent to which you Agree or Disagree with each of the following statements. There are no correct or incorrect responses; your honest opinion is the correct response. Thank you.

	Strongly Disagree (1)	Disagree (2)	Unsure (3)	Agree (4)	Strongly Agree (5)
Employees in my unit demonstrate a commitment to meeting the needs of underrepresented groups on campus. (1)	❍	❍	❍	❍	❍
Discrimination should not be tolerated on campus. (2)	❍	❍	❍	❍	❍
An ideal campus includes people from every race. (3)	❍	❍	❍	❍	❍
WKU has sufficient accessibility for persons with disabilities. (4)	❍	❍	❍	❍	❍
Individuals on this campus are accepted regardless of their race or ethnicity. (5)	❍	❍	❍	❍	❍
WKU is committed to meet the needs of underrepresented groups on campus. (6)	❍	❍	❍	❍	❍
The climate in the classroom is accepting of who	❍	❍	❍	❍	❍

I am. (7)					
I sometimes forward emails that contain jokes, comments, or pictures that are derogatory toward a culture, group, or sex. (8)	❍	❍	❍	❍	❍
Individuals on this campus are accepted regardless of their sexual orientation. (9)	❍	❍	❍	❍	❍
I feel the need to hide some of the characteristics of my religion to fit in on campus. (10)	❍	❍	❍	❍	❍
I feel the need to hide my political affiliation/views. (11)	❍	❍	❍	❍	❍
I sometimes repeat jokes or comments that are derogatory toward a culture, group, or sex. (12)	❍	❍	❍	❍	❍
I am tired of hearing about diversity and diversity issues on campus. (13)	❍	❍	❍	❍	❍
The curriculum at WKU adequately represents the contributions of	❍	❍	❍	❍	❍

diverse and varied groups. (14)					
Faculty create an environment in the classroom that is conducive to free and open expression of diverse opinions and beliefs. (15)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their race. (16)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their sex. (17)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their religion. (18)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their age. (19)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their cognitive disability. (20)	❍	❍	❍	❍	❍
Individuals on this campus are treated fairly regardless of their physical disability. (21)	❍	❍	❍	❍	❍

Individuals on this campus are treated fairly regardless of their sexual orientation. (22)	❍	❍	❍	❍	❍
When I was growing up, most of my neighbors were of the same racial or ethnic background. (23)	❍	❍	❍	❍	❍

Q48 Please indicate the extent to which you Agree or Disagree with each of the following statements. There are no correct or incorrect responses; your honest opinion is the correct response. Thank you.

	Strongly Disagree (1)	Disagree (2)	Unsure (3)	Agree (4)	Strongly Agree (5)
During my high school years, most of the other students were of the same racial or ethnic background. (1)	❍	❍	❍	❍	❍
Implementing an Affirmative Action Plan will lower the quality of the campus workplace. (2)	❍	❍	❍	❍	❍
Public display of affection by a gay or lesbian couple is appropriate on campus. (3)	❍	❍	❍	❍	❍
Public display of affection by a heterosexual couple is appropriate on campus. (4)	❍	❍	❍	❍	❍
My supervisor treats me fairly. (5)	❍	❍	❍	❍	❍
I feel uncomfortable when prayers on campus are closed with comments referring to	❍	❍	❍	❍	❍

"Jesus." (6)					
I feel a sense of acceptance and belonging at WKU. (7)	❍	❍	❍	❍	❍
I am satisfied with my campus experience regarding diversity. (8)	❍	❍	❍	❍	❍
People of different sexual orientation are accepted socially at WKU. (9)	❍	❍	❍	❍	❍
People of different races and cultures are accepted socially at WKU. (10)	❍	❍	❍	❍	❍
People of different socioeconomic backgrounds are accepted socially at WKU. (11)	❍	❍	❍	❍	❍
People with disabilities are accepted socially at WKU. (12)	❍	❍	❍	❍	❍
People with different religious beliefs are accepted socially at WKU. (13)	❍	❍	❍	❍	❍
People on	❍	❍	❍	❍	❍

campus feel free to express their individual spirituality at WKU. (14)					
WKU faculty are respectful of individuals from diverse backgrounds. (15)	❍	❍	❍	❍	❍
WKU staff are respectful of individuals from diverse backgrounds. (16)	❍	❍	❍	❍	❍
WKU administrators are respectful of individuals from diverse backgrounds. (17)	❍	❍	❍	❍	❍
WKU students are respectful of individuals from diverse backgrounds. (18)	❍	❍	❍	❍	❍
WKU students of different racial and ethnic backgrounds feel equally encouraged to participate in classroom discussions and learning. (19)	❍	❍	❍	❍	❍
The	❍	❍	❍	❍	❍

environment at WKU encourages students to develop an appreciation for diversity. (20)					
The environment at WKU encourages faculty to develop an appreciation for diversity. (21)	❍	❍	❍	❍	❍
The environment at WKU encourages staff to develop an appreciation of diversity. (22)	❍	❍	❍	❍	❍
The environment at WKU encourages administrators to develop an appreciation of diversity. (23)	❍	❍	❍	❍	❍
I am satisfied with the efforts of WKU to recruit students with diverse backgrounds. (24)	❍	❍	❍	❍	❍
I am satisfied	❍	❍	❍	❍	❍

with the efforts of WKU to retain students of diverse backgrounds. (25)					
I am satisfied with the efforts of WKU to recruit faculty with diverse backgrounds. (26)	❍	❍	❍	❍	❍
I am satisfied with the efforts of WKU to retain faculty with diverse backgrounds. (27)	❍	❍	❍	❍	❍
I am satisfied with the efforts of WKU to recruit staff with diverse backgrounds. (28)	❍	❍	❍	❍	❍
I am satisfied with the efforts of WKU to retain staff with diverse backgrounds. (29)	❍	❍	❍	❍	❍

Q49 Section V: Comments

Q50 In the space provided, please provide any comments you may have about diversity at WKU.

Q51 Thank you for taking the time to complete this important survey. If you would like to participate in the incentive for completing the survey, clicking the "Next" arrow will take you directly to the webpage to register for the incentive ($5 WKU Dining Dollars Award).

APPENDIX B

Demographics of Faculty Respondents

Faculty Respondents by College

	N	**Percent**
College of Education and Behavioral Sciences	60	13.2
College of Health and Human Services	92	20.2
Gordon College of Business Administration	26	5.7
Ogden College of Science and Engineering	93	20.4
Potter College of Arts and Letters	116	25.4
University College	35	7.7
Total	422	92.5
Missing	34	7.5
Total	456	100.0

Faculty Respondents by Gender

	N	**Percent**
Female	226	49.6
Male	198	43.4
Total	424	93.0
Missing	32	7.0
Total	456	100.0

This table shows the percent female and the percent male for the total sample.

Faculty Respondents by Race

	N	**Percent**
African American/Black	35	7.7
American Indian/Alaskan Native/Aleut	4	.9
Asian	18	3.9
Hispanic/Chicano/Latino	7	1.5
Middle Eastern	4	.9
Native Hawaiian/Other Pacific Islander	1	.2
Caucasian/White	345	75.7
Other: (Please specify)	11	2.4
Total	425	93.2
Missing	31	6.8
Total	456	100.0

This table shows the percent African American, the percent Asian, and the percent Caucasian for the total sample.

Faculty Respondents by Religion

	N	**Percent**
Atheist	31	6.8
Agnostic	33	7.2
Christian	273	59.9
Hindu	2	.4
Jewish	7	1.5
Muslim	3	.7
Spiritual, but no religion	39	8.6
No religion	22	4.8
Other	18	3.9
Total	428	93.9
Missing	28	6.1
Total	456	100.0

This table shows the percent of each religion for the total sample.

APPENDIX C

Composite Items
*Items with a * indicate they were reverse coded.

Campus Composite

Agree Items

1. Please indicate the extent to which you Agree or Disagree with the following statement: WKU has visible leadership from the President to foster respect for diversity
2. Please indicate the extent to which you Agree or Disagree with the following statement: WKU has visible leadership from administration to foster respect for diversity
3. Please indicate the extent to which you Agree or Disagree with the following statement: Employees in my unit represent diverse groups
4. Please indicate the extent to which you Agree or Disagree with the following statement: Employees in my unit demonstrate a commitment to meeting the needs of underrepresented groups on campus
5. Please indicate the extent to which you Agree or Disagree with the following statement: WKU is committed to meet the needs of underrepresented groups on campus
6. Please indicate the extent to which you Agree or Disagree with the following statement: The curriculum at WKU adequately represents the contributions of diverse and varied groups
7. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their race
8. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their sex
9. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their religion
10. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their age
11. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their cognitive disability
12. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their physical disability
13. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their sexual orientation
14. Please indicate the extent to which you Agree or Disagree with the following statement: People of different sexual orientation are accepted socially at WKU
15. Please indicate the extent to which you Agree or Disagree with the following statement: People of different races and culture are accepted socially at WKU

16. Please indicate the extent to which you Agree or Disagree with the following statement: People of different socioeconomic backgrounds are accepted socially at WKU
17. Please indicate the extent to which you Agree or Disagree with the following statement: People with disabilities are accepted socially at WKU
18. Please indicate the extent to which you Agree or Disagree with the following statement: People with different religion beliefs are accepted socially at WKU
19. Please indicate the extent to which you Agree or Disagree with the following statement: People on campus feel free to express their individual spirituality at WKU
20. Please indicate the extent to which you Agree or Disagree with the following statement: WKU faculty are respectful of individuals from diverse backgrounds
21. Please indicate the extent to which you Agree or Disagree with the following statement: WKU staff are respectful of individuals from diverse backgrounds
22. Please indicate the extent to which you Agree or Disagree with the following statement: WKU administrators are respectful of individuals from diverse backgrounds
23. Please indicate the extent to which you Agree or Disagree with the following statement: WKU students are respectful of individuals from diverse backgrounds
24. Please indicate the extent to which you Agree or Disagree with the following statement: WKU students of different racial and ethnic backgrounds feel equally encouraged to participate in classroom discussions and learning
25. Please indicate the extent to which you Agree or Disagree with the following statement: The environment at WKU encourages students to develop an appreciation for diversity
26. Please indicate the extent to which you Agree or Disagree with the following statement: The environment at WKU encourages faculty to develop an appreciation for diversity
27. Please indicate the extent to which you Agree or Disagree with the following statement: The environment at WKU encourages staff to develop an appreciation for diversity
28. Please indicate the extent to which you Agree or Disagree with the following statement: The environment at WKU encourages administrators to develop an appreciation for diversity

Race Composite

Frequency Items

1. *Typically, how often do your hear students on campus make an insensitive or disparaging remark about persons of particular racial/ethnic backgrounds
2. *Typically, how often do your hear WKU faculty make an insensitive or disparaging remark about persons of particular racial/ethnic backgrounds
3. *Typically, how often do your hear WKU staff make an insensitive or disparaging remark about persons of particular racial/ethnic backgrounds

4. *Typically, how often do your hear a WKU administrator make an insensitive or disparaging remark about persons of particular racial/ethnic backgrounds
5. *Typically, how often do your hear a WKU teaching assistant make an insensitive or disparaging remark about persons of particular racial/ethnic backgrounds
6. *Typically, how often have you been at an event on campus where the following individuals would NOT feel welcome: persons of particular racial/ethnic backgrounds

Agree Items

7. Please indicate the extent to which you Agree or Disagree with the following statement: An ideal campus includes people from every race
8. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are accepted regardless of their race or ethnicity
9. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their race
10. Please indicate the extent to which you Agree or Disagree with the following statement: people of different races and cultures are accepted socially at WKU
11. Please indicate the extent to which you Agree or Disagree with the following statement: WKU students of different racial and ethnic backgrounds feel equally encouraged to participate in classroom discussion and learning
12. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of individuals with diverse races and cultures.

Gender Composite

Frequency Items

1. *Typically, how often do your hear students on campus make an insensitive or disparaging remark about women
2. *Typically, how often do your hear WKU faculty make an insensitive or disparaging remark about women
3. *Typically, how often do your hear WKU staff make an insensitive or disparaging remark about women
4. *Typically, how often do your hear a WKU administrator make an insensitive or disparaging remark about women
5. *Typically, how often do your hear a WKU teaching assistant make an insensitive or disparaging remark about women
6. *Typically, how often have you been at an event on campus where the following individuals would NOT feel welcome: women

Agree Items

7. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their sex

Religion Composite

Frequency Items

1. *Typically, how often do your hear students on campus make an insensitive or disparaging remark about persons of particular religious backgrounds
2. *Typically, how often do your hear WKU faculty make an insensitive or disparaging remark about persons of particular religious b backgrounds
3. *Typically, how often do your hear WKU staff make an insensitive or disparaging remark about persons of particular religious backgrounds
4. *Typically, how often do your hear a WKU administrator make an insensitive or disparaging remark about persons of particular religious backgrounds
5. *Typically, how often do your hear a WKU teaching assistant make an insensitive or disparaging remark about persons of particular religious backgrounds
6. *Typically, how often have you been at an event on campus where the following individuals would NOT feel welcome: persons of particular religious backgrounds

Agree Items

7. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of individuals with diverse religions
8. Please indicate the extent to which you Agree or Disagree with the following statement: Individuals on this campus are treated fairly regardless of their religion
9. Please indicate the extent to which you Agree or Disagree with the following statement: People with different religious beliefs are accepted socially at WKU
10. Please indicate the extent to which you Agree or Disagree with the following statement: People on campus feel free to express their individual spirituality at WKU
11. *Please indicate the extent to which you Agree or Disagree with the following statement: I feel the need to hide some of the characteristics of my religion to fit in on campus.
12. *Please indicate the extent to which you Agree or Disagree with the following statement: I feel uncomfortable when prayers on campus are closed with comments referring to "Jesus."

Satisfaction Composite

Agree Items

1. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the formal effort of WKU to address the needs of diverse persons and/or diversity issues on campus
2. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU programs to increase respect for diverse cultures
3. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU programs to increase awareness of diversity

4. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with opportunities for me to relate and interact with diverse persons on campus
5. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of individuals with diverse religions
6. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of individuals with disabilities
7. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of international individuals
8. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of gay, lesbians, and bisexuals
9. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with WKU services addressing the needs of individuals with diverse races and cultures
10. *Please indicate the extent to which you Agree or Disagree with the following statement: I am tired of hearing about diversity and diversity issues on campus
11. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with my campus experience regarding diversity
12. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to recruit students with diverse backgrounds
13. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to retain students of diverse backgrounds
14. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to recruit faculty with diverse backgrounds
15. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to retain faculty with diverse backgrounds
16. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to recruit staff with diverse backgrounds
17. Please indicate the extent to which you Agree or Disagree with the following statement: I am satisfied with the efforts of WKU to retain staff with diverse backgrounds

APPENDIX D

Table of Composite Means by College for ANOVAS

Table of Composite Means by College for ANOVAs[a]

		Composite				
		Satisfaction	Campus	Race	Gender	Religion
College of Education and Behavioral Sciences	*M*	61.90	103.45	51.33	31.81	49.21
	SD	13.08	20.74	5.37	3.23	6.65
College of Health And Human Services	*M*	62.08	101.71	50.87	32.28	50.32
	SD	12.81	19.44	5.79	2.86	6.04
Gordon College of Business Administration	*M*	58.74	101.83	51.17	33.03	49.78
	SD	15.20	21.47	4.78	1.65	6.15
Ogden College of Science and Engineering	*M*	61.33	102.84	51.37	32.38	48.84
	SD	10.69	15.25	4.46	2.35	5.60
Potter College of Arts and Letters	*M*	96.18	96.18	49.51	31.02	45.15
	SD	19.30	19.30	5.46	3.25	6.68
University College	*M*	58.20	97.00	48.77	31.30	45.15
	SD	12.03	20.25	7.35	4.27	6.30

[a]*Note:* The number of items in each composite differ. See Appendix C for items contributing to each composite

APPENDIX E

WKU Human Subjects Review Board Approval Form

A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
OFFICE OF COMPLIANCE

DATE:	February 3, 2012
TO:	Meghan Purdy
FROM:	Western Kentucky University (WKU) IRB
PROJECT TITLE:	[307938-1] WKU Diversity Survey
REFERENCE #:	IRB12-159
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	2/3/2012
REVIEW TYPE:	Exempt

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received approval based on the applicable federal regulation.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Paul Mooney at (270) 745-2129 or paul.mooney@wku.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Western Kentucky University (WKU) IRB's records.

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