

APPLYING THE NEO-INSTITUTIONAL ANALYSIS TO
THE STUDY OF DIVERSITY: A CASE STUDY
OF GOAL DISPLACEMENT IN
HIGHER EDUCATION

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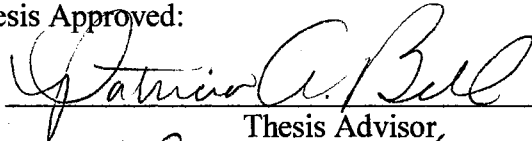
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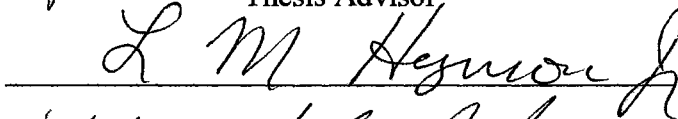
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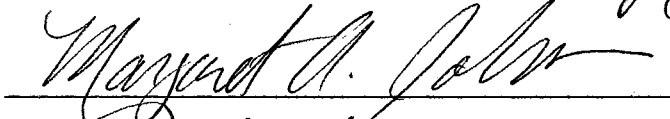
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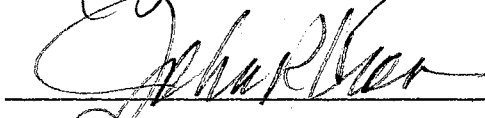
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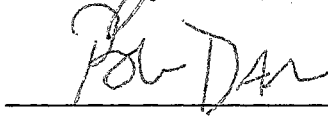


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CHAPTER I

INTRODUCTION

Higher education has been the primary means of upward mobility for many Americans. It is important for the self-determination of individuals and the upward mobility of racial and ethnic minorities groups. In twentieth century America, education is the primary route to economic stability for families. The dream of having a college degree is too often not realized for many Americans. Access to higher education, and its consequent benefits, is not evenly distributed within American society where higher education is often regarded as a privilege rather than a right. It is well documented that those least likely to obtain a college degree are disproportionately members of racial and ethnic minority groups. This differential access to higher education has many consequences and effects that manifest themselves in a variety of forms. One such manifestation is homogeneity in the race/ethnic composition of the university labor force and student body, or the absence of racial and ethnic diversity.

For many colleges and universities, racial and ethnic diversity is among their primary goals. This goal is often stated in an institution's policy on multiculturalism and diversity. It is the interrelationship of structure, process, and goals that is the subject of the proposed research. University goals are reflected in the design, development, and implementation of policy. This case study is concerned with the relationship between the university decision-making process and the implementation of university policy as it

relates to increasing racial and ethnic diversity. This interest includes examining how federally mandated policy is handled within the overall search for diversity. Oklahoma State University (OSU), provides an excellent opportunity to examine these relationships. This is a case study of how the goals of diversity mesh with the official policies and procedures at Oklahoma State University. To the extent that OSU shares many characteristics with its sister land-grant colleges across the country, the study of OSU offers insight into issues at other places.

The shared goal of attempting to increase racial and ethnic diversity grows out of the civil rights movement, the mandates of affirmative action, and the more recent and growing concern for the racial atmosphere or climate on university campuses. Policies which attach to this goal are controversial and politicized. We discuss each of these issues in the literature review.

Diversity is a goal of Oklahoma State as evidenced in its official documents. The university's mission statement reads:

“...quality of instruction and the quality of life we provide to students...the importance of an international outlook and cultural awareness...the love of learning, the respect for ideas, the need for diversity, and the vitality associated with positive change” (OSU, 1994)

The university's policies and programs express an interest in the needs of all its members across race, gender, and nationality. Some university policies are legally mandated. Oklahoma State's affirmative action plan and statement of equal opportunity in employment policies are federally mandated policies that the university acknowledges on its documents. The proposed research examines the content of these documents and investigates the relationship between these documents and the goal of increasing diversity.

This study draws upon a number of data sources. Historical and archival data are used to examine the historical context of policy at Oklahoma State University. Data are also derived from interviews with a number of key administrators. These interviews provide a rich description of the nature of university policy as it relates to increasing the diversity of its faculty, staff, and students. Additionally, survey data are used to examine the nature of attitudes towards diversity. Through the use of these methods a detailed description of the interrelationships between university goals and factors contributing to goal displacement can be analyzed. These factors are financial (funding), attitudinal (commitment), political (anti-affirmative action), philosophical/ideological (comments), and strategic planning (implementation).

This study focuses on the dilemma faced by all organizations referred to as “goal displacement”. Organizations are sometimes deflected from their goals by other organizational mandates or characteristics. For example, organizations have a tendency to resist change. This resistance to change are explained by a number of factors including the threats to power and influence, instability and uncertainty, resource limitations, fixed assets, and interorganizational agreements. Administrators perceive some proposed changes to be threats to their power. They in turn make attempts to deter such changes. Organizations often take measures to limit uncertainty and instability. This is often the case due to the inability to predict whether outcomes will be in their interest or not. Resource limitations often prevent changes from taking place due to the costs of some change efforts. This is most often the case when the cost substantially exceeds the benefit of the change. Organizations many times lack the ability to foresee future expenses. And, they often fail to account for costs to change in their budgets.

Organizations may also make agreements which prevent them from making some changes. Power is often an intervening factor which preempts the accomplishment of organizational objectives. Some organizations wield power over other organizations which in turn undermine organizational objectives. Thus, power is often a key factor that accounts for goal displacement in large formal organizations.

Organizational goals are related to both internal and external factors. At the same time some researchers continue to argue for the importance of one over the other. Most acknowledge that the internal climate of organizations, as well as their external environments, must be taken into account. This research focuses primarily upon the informal structure of the university in the context of organizational history and the external environment. Factors associated with improving the university climate for diversity can best be explained by taking a holistic approach. One of the factors contributing the improvement of the university climate by increasing the representation of racial/ethnic minorities among faculty, staff, and students at OSU.

CHAPTER II

REVIEW OF THE LITERATURE

The background for the analysis is derived from a wide range of sociological literatures including complex (formal) organizations, and research on racial and ethnic studies. This chapter provides an overview of some of the literature relevant to the study. The review begins with a summation of literature related to campus unrest and continues on with literature concerning the study of the university climate for diversity.

Hostility, Conflict, and Violence on College Campuses

College campuses are no strangers to conflict. Scholars have noted the increased polarization of whites and non-whites on college campuses. This polarization between groups on university campuses has been driven by a wide-range of attitudes and beliefs concerning diverse groups on these campuses. Recently, some have argued that the polarization of earlier decades persists to the present. With the historical backdrop of conflict on college campuses, Anderson and Collins (1995) assert:

The reappearance of racial hostilities on college campuses is certainly evidence of the continuation of racist practices and beliefs; yet, despite this and other evidence, Whites continue to be optimistic in their assessment of racial progress. They say they are tired of hearing about racism and that they have done all they can to eliminate racial discrimination. Blacks are less sanguine about racial progress and are more aware of the nuances of racism. (Anderson and Collins, 1995)

There is evidence of variation in the depictions of the university environment by the majority and minority groups. While whites tend to be “optimistic” concerning “racial progress” blacks tend to be less optimistic about how much racial tensions have improved. The analysis of higher education in terms of minority/majority experiences is not a new endeavor. An inquiry into the extent and nature of campus “unrest” reveals an extensive history of conflict on college campuses. The tragedies of Kent State were the impetus to an investigation into the causes of campus conflict and violence. President Lyndon Johnson’s Commission on Campus Unrest (1970) was organized in June 13, 1970 to address the problems of campus violence. The Commission, in its general findings, expressed that the “black student movement” was a significant feature of campus unrest. They found that the changing status and aspirations of black Americans and other non-white minorities contributed in large degree to campus conflict. Campus unrest among blacks and other non-whites was attributed to the socio-economic situation of black Americans in the United States.

Meetings were held in Washington D.C., Los Angeles, California, Jackson, Mississippi, and Kent, Ohio. The Commission outlined several key factors contributing to campus unrest; they were participation in the war in Southeast Asia (Vietnam), the conditions of minority groups in the United States, the changing status and attitudes of youth in America, the distinctive character of the postwar American university, the escalating reaction to student protest, increased violent confrontation between students and authorities, and evolutionary changes in the culture and structure of Western society.

Along with the above causes, the Commission also found that the university had changed from a traditionally status-conferring institution for middle and upper-middle

class families to a more diverse institution with a broader mission. Drastic changes in the university environment, particularly in terms of disciplinary policy and action toward student protests, also occurred. These findings highly influenced Kent State's future policies concerning student protest.

The President's Commission on Campus Unrest concluded that the university community as well as the university environment could be understood in light of the social transformations taking place across the country. The Commission's report provides a historical context to the present university environment in terms of campus conflict. As presented in the Commission's report, racial tensions in the larger society have been a precursor to racial conflict on college campuses.

Campus unrest continues to occur today within institutions of higher education. The incidences of racial conflict ranges from racial harassment to violent confrontations. In whatever form conflict on campus takes place, it has serious effects on the day-to-day operations of the university. At the heart of this case study is the pursuit of answers to how various forms of conflict (attitudinal and behavioral) interfere with university objectives.

The Study of Diversity on College Campuses

The Carnegie Council on Policy Studies in Higher Education (1975;1979) conducted studies of "fair practices" as well as "affirmative action" in higher education. Among the pioneers in the study of diversity in higher education are Stanford University, the University of California at Berkeley, and the University of California at Los Angeles (Smith, Wolf, and Levitan, 1994). Berkeley conducted studies in the 1980's to address

the issues of cultural diversity. The Berkeley campus at the time had no clear majority among its student body. Their goal was to more adequately "accommodate the more diverse student clientele" on campus. A number of recommendations were made such as regular group meetings to discuss multicultural issues, the establishment of ethnic support groups, the provision of information concerning the campus' affirmative action policy, and the encouragement of a greater role of faculty in "stimulating" interaction between diverse groups.

In 1987, the University Committee on Minority Issues at Stanford was established to address several problems affecting the Stanford university community. They were the rise of intolerance on campus, to create an "interactively pluralistic" campus, respond to a number of racially related incidents, and to develop a "coalition" of students from diverse backgrounds. A number of recommendations resulted from their studies, the most significant being the incorporation of more multicultural course offerings.

In the Fall of 1989, the UCLA office of the chancellor requested that the Council on Diversity conduct a study of the university "climate for diversity". Under the direction of Alexander Astin and a team of researchers, the study was developed and implemented. (Astin, Trevino, Wingard, 1991) The study sought to increase the "interaction and communication" between racial and ethnic groups on campus. These studies can greatly inform institutional analyses of diversity in higher education. What is needed is a refinement of the process of institutional analysis in institutions of higher education. Emerging frameworks provide key insights in the development of better formulated research designs in the study of diversity in higher education.

Each of these studies was conducted as a result of pressing campus issues. Each university expressed a concern for the needs of diverse groups on their campuses. The Oklahoma State University study arose out of a somewhat different concern. The Campus-Wide Study of the University Climate for Diversity at OSU arose as a proactive effort to seek answers to why there continues to be a low representation of minorities. The above institutions were faced with escalating racial conflict on their campus. On the other hand, minority groups at Oklahoma State have not risen to the degree of representation of the west coast schools. This, however, does not suggest that OSU has not had its share of racial conflict on campus.

Previous studies concerning the university climate for diversity have been primarily spurred by pressing problems on campus. Therefore these studies have taken a more pragmatic and utilitarian course. They were concerned centrally with ameliorating campus conflict between groups on campus. What these studies lack is a cohesive theoretical framework by which the problems associated with diversity can be analyzed systematically. Sociological theories on organizations can bridge this gap. In this study, the assumptions of the neo-institutional school will guide the analysis of diversity in higher education.

Institutions of Higher Education as Natural Systems

Institutions of higher education as social systems have prerequisite needs that take priority over the efficient attainment of organizational goals. At the very top of the hierarchy of needs is the need for organizational survival. The natural systems school lends itself to the examination of this reality. Systems of Higher education may be

viewed as “natural systems”. The natural systems school of thought has an extensive literature base including Parsons (1951), Mayo , Selznick (1948;1949), Pfeffer and Salancik (1978), Powell and DiMaggio (1991), and others. The natural systems perspective assumes that organizations are more than purely rational systems that have the singular mission of accomplishing goals. Organizations, like the university, spend a great deal of its resources ensuring survival. Organizations are not one hundred percent efficient systems in that all of their activities and resources cannot be directed solely toward the accomplishment of formalized goals. Organizations must maximize their potential for survival in what some thinkers have described as a hostile societal environment. Selznick (1948), in his work on the Tennessee Valley Authority, argued that organizational environments are hostile in nature. In terms of Selznick's premise, it is necessary for organizations to be adaptable to their external environments in order to maximize survival. Likewise, Pfeffer and Salancik (1978) argued that adjustments to the internal environment of organizations is not sufficient to maximize its survival. Organizations must make adjustments internally to accommodate changes in their external environments.

The natural systems approach also addresses the informal (internal) structure of organizations. Scott (1992) proposed that formal goals of an organization are often undermined by informal processes embedded within organizations. These informal processes often subvert the formal goals in order to accommodate changes in the external environment. For example, universities may find themselves having to make trade-offs between providing quality education during a period of reduced federal and state

funding. The informal goal of survival often supersedes the formal goal of providing the highest quality education possible.

The study of goal displacement has developed from the study of how organizational goals are developed and attained and from studies of organizational effectiveness. This approach can be applied to the study of the University's effectiveness in attaining its goals. This study examines the phenomena of "goal displacement" as it relates to federally mandated directives as well as goals set by the institution itself. This includes the Affirmative Action Policy as well as the administrative policy directed at increasing racial and ethnic diversity. The research seeks to closely examine internal factors that affect goal attainment, and to place those effects within the context of the external political climate.

There is an internal organizational context in which decisions are made and implemented. This context is variously referred to in the literature as organizational culture, internal environment, or the internal climate. Barnard (1938) refers to an "organizations culture" when analyzing the function of the chief executive officer. Barnard described the role of the executive as setting the tone for the organization that helps to determine the internal climate. Peters and Waterman (1982) examined the attempt of organizations to create a culture of quality and excellence within their organizations. This created culture in turn sets the tone that determines the climate of the organization. They defined organizational culture as, "a possession...a fairly stable set of taken-for-granted assumptions, shared meanings, and values that form a kind of backdrop for action" (Peters and Waterman, 1982:58) A number of writers describe the culture of organizations as being stable and remaining constant (Harrison and Carrol,1991) While

others (Smith 1993) concluded that organizational culture is not a mechanism completely controlled by managers, but develops within a context of interrelations between the internal culture and the external environment.

The external environment refers to the social and political context in which organizations operate. The internal climate of organizations is often a reflection of the external environment that impacts it and places constraints upon organizational action (Ranson, Hinings, and Greenwood, 1980). Organizational decision-making is influenced by a number of external environmental factors such as markets, increased competition, and the availability of needed resources.

Khandwalla (1972) discussed external environments as being either friendly or hostile. A friendly environment would be marked by the availability of resources and value support for organizational objectives. On the other hand, a hostile environment would be any threat to the success and survival of the organization. Environments may vacillate between being friendly to hostile. Therefore, it is important for organizations to negotiate changes within to meet the constraints of the external changes.

Pfeffer and Leblebici (1973) focus upon the effect of competition on organizational structure. They distinguish organizational environments as being either more competitive or less competitive. Within external environments where there is more competition, organizations tend to increase the centralization and standardization of its activities. With increased competition, organizations tend to focus upon maximizing their survival. Organizations within environments that are less competitive are able to direct their activities toward activities beyond the scope of survival. For example, organizations may center their attention on maximizing their success. Pfeffer and

Leblebici (1973) assume that without the presence of competition, organizations would be able to ignore changes taking place in their external environments.

Organizational environments may also present conflicting demands. D'Aunno, Sutton, and Price (1991) found that organizations often develop structures with conflicting goals and inconsistent structures and practices to account for environments with conflicting demands. Brown and Seneck (1979) stated that conflicting demands were a salient feature of multinational corporations. Schollhammer (1971) noted that the constraints from the country of origin and the host country of multinational corporations were often different in the degree they affected organizational structures. In addition to market forces within organizational environments, the influence of governmental policies have an invariable effect upon the formal structures of large formal organizations.

National policies are of significant importance in the degree to which external demands on organizations are manifested. Federal policies such as supreme court decisions, administrative resolutions and laws have a significant influence on organizational policies. According to Brown and Schneck (1979), national policies seem to have a direct effect upon organizational structure. Freeman (1979) integrates the influence of national policies and funding to the analysis of environmental constraints. He found that as organizational policies and programs are funded by the government, they are maintained. This continues to be the case despite the influence of other competing factors. Funding for programs and policies tend to have a direct influence on their continuance. The degree of support for programs, however, is not always constant. Decision-makers anticipating shifts in the degree of support are often guided by their own perceptions. According to Pfeffer and Salancik (1978), "resource dependency" accounts

for the need of organizations to adapt to their external environments. They believe that the importance of context can never be over-emphasized.

A significant portion of the organizational literature focuses on the internal structure and functioning of organizations. The examination of the external environment is often neglected in the study of organizational phenomena. The work of Pfeffer and Salancik is often referred to as an “ecology” of organizations. They propose four factors that serve to ensure organizational survival: effectiveness, the ability to acquire and maintain resources, adaptation to the external environment, transactions within their organizational fields. (Pfeffer and Salancik, 1978) One of the chief problems threatening the survival of organizations arises when their particular environment is not dependable. It is the negotiation between the organization and its external environment which maximizes its chances for survival. If the organizational environment does not contain the needed resources, the chances for survival are jeopardized. Organizational survival according to Pfeffer and Salancik, is contingent upon an organization’s ability to adapt to its external environment. By simply making internal adjustments organizations ignore environmental factors which may threaten organizational survival. Effectiveness according to these researchers is measured by the ability of organizations to achieve the goal of survival. However, organizational decisions are not always rational. Some decisions are in fact based more on perception than actual knowledge of the external environment.

Malan (1994) suggests that managerial perceptions of the external environment are translated into policy decisions within organizations. It may be a social construction enacted into organizational policy based on little or no substantiated evidence concerning

the external environment. Organizational policies in this respect are developed and implemented on a more subjective level rather than a rational process.

The role of the external environment is critical to the neo-institutional analysis of diversity in institutions of higher education. In this study, the external constraints, as well as the internal processes of decision-making were examined in terms of policies aimed at increasing diversity. As previously stated, university policies are neither formulated nor enacted within a vacuum. There are a number of both internal and external factors that affect the process of decision-making. In addition, there are sources of conflict which weigh heavily upon the process contributing to goal displacement. It is assumed that most universities see it in best interest to comply with federal mandates concerning improving the university climate for diversity. In the external environment, the influence of federal mandates can not be over emphasized. Public universities are dependent upon the federal government for needed resources. For this reason, universities are inclined to follow federal mandates despite their objections to the spirit of these policies. Compliance to these policies are essential to the survival of institutions of higher education.

The university's internal and external environments are central to a neo-institutional analysis of goal displacement. The extent to which goal displacement takes place is explained by the university's informal structure. It is within the domain of the informal structure that the university's goals are implemented or diverted. The university effectiveness of the university in increasing faculty, staff, and students diversity is undermined by informal elements. This study will seek to incorporate the assumptions of the neo-institutional school into an analysis of goal displacement. The theoretical

framework for this study will outline in detail how these assumptions can be used to uncover the existence of goal displacement with respect to the university's informal structure.

CHAPTER III

THEORETICAL PERSPECTIVE

Large formal organizations, like institutions of higher education, rely upon elaborate decision-making processes to achieve optimal efficiency and effectiveness in their policies and goals. The degree to which organizations are able to accomplish their prescribed goals serves as an indication of how well the process works. Sociologists, industrial engineers, and management specialists have conducted extensive research on factors related to organizational efficiency. Philip Selznick (1948), asserted that organizations are often faced with a dilemma: given the complexity of large formal organizations, it is difficult for managers and other key decision makers to account for conflicts between the formally specified goals and the informal structure of organizations (Selznick, 1948). The organization's informal structure is sometimes in competition with and often undermines or frustrates attempts to achieve administrative goals. This can result in what is known as goal displacement. In the present case, goal displacement occurs when significant differences exist between formally stated goals and the informal structure. Goal displacement is measured by comparing formal and informal organizational elements related to the university climate for increasing diversity. Measures of the university climate include attitudes and beliefs concerning the university's role in increasing the diversity of its population.

Goals of the Research

This study centers on the relationship between university goals and policies related to increasing the diversity of its faculty, staff, and students. This study focuses upon three key issues.

1. Issues concerning the nature of the university's informal environment. Special emphasis is placed on attitudes toward increasing its racial and ethnic diversity.
2. Issues related to the extent to which the university's informal is influenced by the organization's formal goals.
3. Issues concerning the influence the university's external environment has on the informal university environment.

The study addresses the relationship between the university's formal and informal structures on increasing diversity. Evidence concerning these two spheres of organizational life will be analyzed to discover the existence of goal displacement. Formal university policy will be examined as an indication of the university's formal structure. These formal policies are also examined as clear evidence of the external environment's influence on university goals. Indepth interviews will serve as an indication of the interpretation of university policy. They also, provide key insights into the rationale of university policies concerning issues related to diversity.

The university's formal structure is its written policies, university publications, formal decision-making processes, and any article or activity that is part of the "normal" day-to-day operation of the university. For example, the university's affirmative action plan is part of the university's formal structure. This plan is developed and authorized by a legitimate body of top administrators, university attorneys, and the university director of affirmative action. This plan describes the strategy for achieving increased representation of minority groups and women within a prescribed time frame. Formal policies such as this ensure that organizational directives are explicitly stated to maximize routine compliance.

The university's informal structure is characterized by the "taken-for-granted" unwritten or implicit rules which guide the activities and behaviors of faculty, staff, and students. It is often unobserved. The terms "organizational culture" or "organizational subculture" are sometimes used to describe an organization's informal aspects. The university's formal and informal elements operate simultaneously. Both the formal and informal structures are necessary for the normal functioning of the university.

The university climate includes every aspect of the internal and external environment of the university. Within the internal environment exists the formal and informal structure. In addition, there is the external environment of the university, also referred to as the "organizational field" (DiMaggio and Powell, 1991). The organizational field incorporates all other organizations with direct relations to the internal environment of a given organization. For example, within the organizational field of the university are other universities within the same conference (e.g. Oklahoma State is in the "Big Twelve" organizational field with other universities). This also includes, state boards of regents, state legislatures, alumni organizations, corporate sponsors, and friends of the university.

The university climate for diversity concerns the values, beliefs, attitudes, and norms relative to diversity issues. The university does not operate in a vacuum. It is highly permeable and susceptible to influence from its external environment. The university climate for diversity, in large degree, is a reflection of the larger society. For example, key legislative enactments and court decisions influence both formal and informal aspects of the university climate for diversity. In addition to the legal

precedence, the U.S. Supreme Court sets, it also limits the parameters of the debate concerning the risk of non-compliance versus compliance with the decisions of the Court.

The concept of diversity has gone through several developments. Since the 1960s, the concept of “affirmative action” has driven most debates concerning race-specific policies in higher education and employment. With the advent of “double-speak” and “political correctness,” affirmative action has been replaced with terms such as “diversity” and “multiculturalism”. Diversity may be defined as a concept used to represent "good faith" efforts to give the semblance of representative access to higher education. This is somewhat an apologetic departure from the required response to federally mandated affirmative action policy. The concept of diversity is often used as a less threatening term to address social justice in higher education. This concept serves the function of negotiating the current social order in terms of minority representation in higher education. Other concepts have often been employed to make the aims of affirmative action more palatable to forces with a tendency to resist efforts to increase minority representation in institutions of higher education.

Another concept often employed to address the problem of limited access to higher education by racial ethnic minorities is “multiculturalism”. The Oklahoma State Department of Education defines “multiculturalism” as:

a structured process designed to cultivate understanding, acceptance, and constructive relations among people of many different cultures...a positive response to the recognition of the culturally pluralistic nature of society and the school population. It is an educational concept that, translated into curriculum and teacher's attitudes, recognizes, accepts, and allows people from all ethnic and cultural groups to maintain and be proud of their cultural backgrounds. It is an educational concept that encourages students to recognize and value cultural distinction and diversity. It is a concept that has implications for educational equity and the improvement of academic a success for all students. (Khalid, 1992)

Multiculturalism, as defined above, is a more comprehensive concept that encompasses awareness, curriculum, and teacher attitudes. However, this concept has been widely used as a label for efforts to improve educational environments for diverse racial groups. Like the concept of diversity, multiculturalism is not a sufficient substitute for federally enacted mandates such as affirmative action policy.

The theoretical framework used in this study focuses upon the phenomenon of goal displacement. As stated above problems often arise at the implementation stage of the decision-making process. Central to the analysis is the relationship between the formal goals of the university and the informal structure. The survey data serves as an indication of the informal structure of the university. Patterns are expected to be uncovered in areas where the attitudinal data converges and diverges with the formal goals of increasing diversity among the university faculty staff and students. This in turn provides evidence of the existence or absence of goal displacement with respect to diversity policy.

The key assumptions guiding this study draw from the neo-institutional school of organizational analysis. This school of thought provides cohesive and structure to the theoretical framework. Powell and DiMaggio (1991) stated that there is need for further development of the neo-institutional theory. Their edited work was an attempt to integrate research utilizing the assumptions of the neo-institutionalism. The prevailing theme across the works presented by them addressed two major topics:

1. To bring firms back into organizational analysis.
2. To incorporate models from institutional economics into neo-institutional theory.
3. To emphasize the significance of the external environment to organizational survival and success.

Though this perspective is emerging, this case study serves as an application of the assumptions of this school of thought. Rowan and Meyer (1983) have also contributed to the body of knowledge concerning neo-institutional theory. Their work addresses the influence of informal goals on the formal structure of organizations. They emphasize the process of institutionalization that takes place within organizations. According to them, institutionalization in organizations emerges through the social construction of myths. These myths ensure how the structural elements of the organization are arranged and organized. Thus institutionalization is essential to the establishment and coordination of organizational relations. These myths makes it possible for organizational members to make adjustment within their internal structure as well as their external environments. Organizational myths are the means through which organizations interact with their environments to ensure their survival and success.

Institutional theory provides the basis for the study of the university climate for diversity. The key assumptions for the present study are:

1. There is a relationship between the external environment and the formal structure of the university.
2. The external environment of the university imposes constraints on the internal structure of the university.
3. The formal structure of the university places constraints on the informal structure of the university.
4. The informal structure of the university is an indicator of the university climate for diversity.
5. Attitudes, values, beliefs, and perceptions of the university climate by faculty, staff, students, and administrators are indicators of the informal structure of the university.

These assumptions serve as guide to the directions in which to look for areas of goal displacement. In order to accomplish the objectives of the study both qualitative and quantitative data will be utilized. This case study is aimed at uncovering the presence of

goal displacement within the very fabric of the university. There is also an attempt to apply the assumptions of the neo-institutional school in new directions. The research design and methodology describes the procedures to be taken in detail.

CHAPTER IV

RESEARCH DESIGN AND METHODOLOGY

The research data were collected from Oklahoma State University, a large mid-western, land-grant university. As previously stated, this study draws upon a number of data sources. Historical and archival data are used to examine the historical context of diversity at Oklahoma State University. Data are also derived from a number of key administrators through the use of in-depth interviews. These interviews provide a rich description of the nature of university policy as it relates to increasing the diversity of its faculty, staff, and students. Survey data are used to examine the nature of attitudes towards diversity. Through the use of these methods, a systematic analysis of the university climate for diversity can be derived.

The primary data come from a campus-wide survey on attitudes and beliefs on a number of issues related to diversity on campus. The respondents for the survey included faculty, staff, and students affiliated with the university during the Spring semester 1995. The Oklahoma State University Climate for Diversity Study was sponsored by the office of University Assessment and the office of the Vice-President for Multi-Cultural Affairs. This is a case study utilizing multiple forms of data. This methodology is known as "triangulation" (Denzin, 1989).

Historical and Archival Data

In this study an examination of relevant organizational documents was conducted. These documents provide evidence of the university formal structure. A number of books, newspapers, and articles provide a historical context for the present study. Data from these sources concerning diversity issues provided insights into the legacy of Oklahoma State as a land grant university. The mission of land grant universities to serve the "working classes" should be evidenced within the existing documents.

In-depth Interviews

Five in-depth interviews were conducted with key administrators presently and formerly at Oklahoma State University. These interviews were conducted in the Fall of 1997 between the first day of November and December first. The data derived from the interviews provided insights into the nature of Oklahoma State University policy concerning diversity both past and present. Comments by administrators addressed the formal university policy as well as more informal beliefs and practices concerning diversity. At times it was difficult to determine whether comments were related to either formal or informal aspects of the university. This is often the case when examining interpretive data. Data from the interviews also provided insights concerning the pitfalls of policy implementation. These data are relevant to the examination of goal displacement as described above.

Survey Instruments

Three surveys were used targeting the Oklahoma State University sub-groups of faculty, staff and students. The survey instruments used in the study were adapted from the UCLA study of the university climate for diversity (UCLA, 1991). The survey instruments for the UCLA study addressed a number of factors related to the university climate. The original items on each survey were reduced based on a two step process. First, items related to racial diversity were retained in the analysis. These items specifically addressed the objectives of the study to examine the nature of the university climate for diversity with respect to racial minorities at OSU. Secondly, these items were then tested using factor analysis. Factor analysis was used to develop valid diversity scales. Items with strong factor loadings on a given measure were retained reducing the number of items to the least number of indicators measuring the university climate for diversity.

Four factors emerged from the factor tests as measures of the university climate for diversity. These factors across the three instruments comprised scales for the measurement of the university climate for diversity by faculty, staff, and students. The statistical analysis sought to determine the existence of any sub-scales within each of the diversity scales. The four scales measuring the university climate for diversity were:

1. Experiences with Diversity at Oklahoma State University
2. Attitudes Toward Diversity at Oklahoma State University
3. Ratings of the Climate for Diversity at Oklahoma State University
4. Possible Solutions for Improving the Climate for Diversity at OSU

Ultimately across the three groups similar items were retained on each factor as measures of the university climate. These items served as indicators of the four measures

of the university climate for diversity. Items on the three surveys were originally 296 items on the faculty survey, 255 items on the staff survey, and 211 items on the student survey. The number of items on each survey were reduced to 57 items.

On the measure of experiences there were finally thirteen items. These items served as indicators of group experiences with diversity at OSU. Group experiences were measured on a four-point scale. Group responses measured the frequency of experiences with diversity at OSU. These experiences occurred either never, seldom, occasionally or frequently. Some indicators of group experiences with diversity are:

1. Have been discriminated against because of my race.
2. Heard insensitive comments about racial minorities.
3. Been present at OSU events where racial minorities were portrayed in a derogatory manner.
4. Have read student publications offensive to racial minorities.
5. Had a discussion with someone from another race that affected me in a negative manner

Concerning the measure attitudes there were finally ten items. These items served as indicators of group attitudes toward the climate for diversity at OSU. Group attitudes were also measured on a four-point scale. Responses measured nature of group concerning the university climate for diversity at OSU. Groups either disagreed strongly, disagreed somewhat, agreed somewhat, or agreed strongly with statements about the diversity. These items measured the not only the nature of groups attitudes but their intensity as well. Some items indicating group attitudes toward diversity are:

1. Diversity is good for OSU.
2. OSU is placing too much emphasis on diversity.
3. Emphasizing diversity leads to campus disunity.
4. Affirmative action leads to hiring less qualified staff and faculty.
5. OSU has achieved a positive climate for diversity.

With respect to the measure rating the university climate for diversity there were finally eight items. Group ratings of the university climate were measured by dichotomous descriptions of the university climate at OSU. For example, the climate was either hostile or friendly, noncompetitive or competitive, worsening or improving, or anti-racist or racist.

Regarding the measure of possible solutions to improving the university climate there were finally 26 items. Possible solutions were measured on a five-point scale. Solutions would influence the university climate for diversity in a number of ways. Solutions would either worsen considerably, worsen somewhat, have no change, improve somewhat, or improve the university climate considerably. Some indicators measuring possible solutions were:

1. Promote more programs that recognize distinctive cultural heritages.
2. Provide more growth and development opportunities to train minorities for staff and management positions.
3. Encourage faculty to incorporate research perspectives on racial minorities.
4. Provide more funding for racial/ethnic organizations.
5. Create special programs for racial minorities.

In addition, respondents provided a number of closed-ended questions concerning the survey items. These opinions were of two types: 1) comments related to improving and strengthening the climate for diversity at OSU, 2) opinions related to any other views or ideas about the issue of diversity. These comments provide useful information for the analysis of the quantitative data.

The Sample

The 1994 actual population of Oklahoma State University (OSU) is discussed in this section. Oklahoma State University is located in the mid-western region of the United States. In 1994, the racial/ethnic composition of the university faculty was as follows: 89 percent white faculty, 5 percent Asian faculty, 3 percent non-resident alien faculty, 2 percent Native American faculty, 1 percent black faculty, and .6 percent Hispanic faculty (OSU Institutional Research, 1994). The student population was composed of 78 percent white, 10 percent non-resident alien, 6 percent Native American, 2 percent black, 2 percent Asian, and 2 percent Hispanic (OSU Institutional Research, 1994). The staff population on campus was 89 percent white, 9 percent Hispanic, 6 percent Native American, 3 percent black, 1 percent Asian, and 1 percent non-resident alien (OSU Institutional Research, 1994). Students represent the largest subgroup in the university population. The total enrollment of students for Fall 1994 was 18,561 (OSU Institutional Research, 1994). This reflects the number of students enrolled on the main campus as well as on branch campuses.

The faculty population for Fall 1994 was reported as 1189. This includes both part-time and full-time faculty on the Stillwater campus. The staff population was reported as 6271. This figure is further broken down into three sub-categories: 1) 986 administrative/professionals, 2) 1912 classified, and 3) 3373 student employees (OSU Institutional Research, 1994).

For the staff population a total of 2898 surveys were mailed. Based on the reported staff population for Fall 1994 an over sample of staff was sought. A total of 1189 surveys were mailed to the faculty population. The faculty mailing represents a

corrected estimate of the faculty population. The above figures represent the number of surveys mailed to the respective sample population. An over-sample of faculty and staff is the most significant feature reflected in the number of mailings.

The Response Rates

Response rates for each sample population were computed by dividing the number of respondents by the size of the sample population. Table 1 shows the response rates for faculty, staff, and students at Oklahoma State University. The lowest response rate was for the student population (13.1 percent). The response rate for Staff was the largest across the three groups(29.5 percent). This was followed by, the response rate for faculty (22.9 percent). Overall, the response rates were lower than expected.

TABLE I
RESPONSE RATES FOR OKLAHOMA STATE UNIVERSITY FACULTY,
STAFF, AND STUDENTS- 1994

Group	Population	Sample Population	Number of Respondents	Response Rate
Faculty	1189	1189	283	23.8
Staff	6271	2898*	856	29.5
Students	18,561	2500**	328	13.1
Totals	26,021	6587	1467	22.3

*This figure was calculated by subtracting student employees.

**This figure represents a random sample of students.

The response rates derived from the university assessment study were low. However, response rates for each sub-group was sufficient enough to proceed with the statistical analysis. In the 1994-1995 academic years, the university community was comprised of 5.2 percent faculty, 12.8 percent of staff, and 81.9 percent students.

At the time of the data collection the university was 45.9 percent female and 54.1 percent male. This represents a slightly larger male population. Of all respondents to the three surveys only 29.9 percent were female while 67.8 percent were male. Thus, males were substantially over-represented in the sample.

Little racial/ethnic diversity could be found across the three sub-groups of faculty, staff, and students. The highest degree of racial diversity was among students with 85.1 percent white, 8.2 percent Asian, and 6.1 percent Native American. Faculty respondent were largely white (89 percent). This was followed by 3.3 percent Asian, and 2.1 percent Native Americans. The least amount of diversity was among staff, but only by a small margin compared to faculty. Staff respondents were 92.9 percent white, 2 percent Native American, 1.5 percent black/ African-American, 1.2 percent Asian. All other categories were less than one percent.

Disability and sexual orientation yielded little variation. The respondents were over-whelmingly heterosexual and were not disabled. Respondents were 90 percent heterosexual with 3.2 percent gay/lesbian and 1.1 percent bisexual. Of respondents to the survey 94.2 percent were not disabled, with only 2.6 percent hearing impaired and 1.5 mobility impaired.

TABLE II
CHARACTERISTICS OF THE SAMPLE FOR OSU FACULTY, STAFF, AND STUDENTS

<u>Characteristic</u>	<u>Faculty</u>	<u>Staff</u>	<u>Student</u>	<u>*Oklahoma 1994 N= 3,145,585</u>
Gender				
Female	82(29.9)	557(65.0)	185(56.6)	1,614,766 (51.3)
Male	192(67.8)	285(33.3)	142(43.4)	1,530,819 (48.7)

TABLE II
CHARACTERISTICS OF THE SAMPLE FOR OSU FACULTY, STAFF, AND
STUDENTS (CONTINUED)

Characteristic	Faculty	Staff	Student	*Oklahoma 1994 N= 3,145,585
Race				
White/Caucasian	252(89.0)	796(92.9)	279(85.1)	2,583,512 (82.1)
Asian	9(3.30)	11(1.20)	27(8.20)	33,563 (1.10)
Native American	6(2.10)	17(2.00)	20(6.10)	252,420 (8.0)
Black	2(0.70)	13(1.50)	1(.03)	233,801 (7.40)
Hispanic/Latino	2(0.70)	3(0.40)	1(.03)	86,160 (2.70)
Disability				
None	258(94.2)	787(91.8)	311(94.8)	
Disability	16(5.90)	55(6.40)	13(3.90)	
Sexual Orientation				
Heterosexual	255(90.1)	792(92.4)	316(96.3)	
Homosexual	12(4.30)	27(3.20)	8(2.40)	
Religious Affiliation				
Protestant	152(55.4)	571(66.8)	222(68.9)	
Roman catholic	33(11.7)	86(10.0)	36(11.0)	
Other Religion	31(11.5)	87(10.2)	23(7.10)	
Totals	283	856	328	

NOTE: Percents may not equal 100 percent due to missing data.

Source: Author's calculations

- U. S. Department of Census

This study examines the relationship between the university climate and university policy aimed at improving the university climate for diversity. The central issue is to what extent does goal displacement occur in the relationship between the

university climate and university policy as it relates to increasing diversity. University policies and programs express an interest in increasing diversity among its faculty staff and students. The key to answering this question is an understanding of the university climate as it relates to diversity on campus. Multiple data collection methods provide a detailed description of the university climate. It is also important to understand the nature of university formal policy relative to increasing diversity on campus. This knowledge is evidenced in the historical, archival, and present university documents.

CHAPTER V

THE HISTORY OF DIVERSITY POLICIES AND PROGRAMS AT OKLAHOMA STATE UNIVERSITY

The data collected in this study provides insights concerning the phenomena of goal displacement at Oklahoma State University. More specifically, the data examine that goal displacement occurs in relation to policies designed to increase the racial/ethnic minority population of faculty, staff, and students. To investigate the phenomena it is first of all important to examine the historical context of policies aimed at increasing diversity at OSU. Secondly, it is necessary to acquire data concerning the philosophies and policies of key administrators relative to diversity issues during their tenures. Third, it is also indispensable to evaluate the role of faculty, staff, and student attitudes toward diversity on university policies. In addition, measures of the degree of support for policies and programs was also investigated. For example, to what extent do attitudes concerning the allocation of funds for minority scholarships and incentive funds contribute to goal displacement in efforts to increase diversity at Oklahoma State will be examined. In this chapter the data enable the process of determining the extent goal displacement occurs at Oklahoma State concerning policies and programs aimed toward increasing racial/ethnic diversity.

The Tradition of the Land-grant University

What is now known as Oklahoma State University began December 25, 1890 as Oklahoma Agricultural and Mechanical College. The history of Oklahoma State University is rooted in efforts to expand the mission of institutions of higher learning. To this end, the concept of the land-grant institution is rooted in the principle of inclusiveness. The Morrill Act of 1890 provided that institutions of higher education should include a tripartite mission. This mission namely states that land-grant universities should incorporate teaching, research, and extension. These were considered fundamental to the goal of providing practical education to the sons and daughters of the working classes. Practical education was a key component of land-grant universities in a period when the nation was experiencing rapid industrialization. Land-grant universities were, by design, given the task of providing a highly skilled force to meet the demands of industrial production and development occurring across the United States. Given this mission, land-grant universities were unique in their focus on practical education. Land-grant universities, like Oklahoma State University, were set apart from institutions with a much different tradition. More specifically, New England colleges and universities have primarily held a liberal focus. These institutions were by their very nature exclusively focused on the needs of children of the upper classes. Oklahoma State, however, has held the land-grant focus on practical education for the sons and daughters of the working classes. Yet, Oklahoma State University was not fully open to all working classes of people.

Despite Oklahoma State University's land-grant tradition to serve the needs of the working classes, many racial/ethnic groups were not included until much later.

Oklahoma State University, in its early beginning, did not open its doors to non-white groups who arguably deserved access to land-grant institutions. The Oklahoma Territorial Legislature between 1890-1897 ruled that having separate educational facilities was optional. (Kopecky, 1990) During this period OSU, then Oklahoma A & M, the inclusive mission was far from realized. In 1897, the legislature mandated that segregation was the law. The legislature additionally instituted penalties for the violation of segregation laws. (Kopecky, 1990) Oklahoma State University was far from an ethnically diverse campus. For example, blacks attempted to enter the university as early as 1893. Emma Dent enrolled in the preparatory department at Oklahoma A & M. It would be many years before blacks would constitute a formidable presence on campus. The Oklahoma Territorial legislature addressed the issue of black education by enacting legislation leading to the establishment of a separate institution for blacks. Thus, Langston was born as the institution for blacks in Oklahoma. The Morrill Act of 1890 provided the basis for the basis for the establishment of Langston. (Kopecky, 1990) The first black student to be admitted to OSU was brought to bear due to two law suits against the University of Oklahoma (OU). In 1946, Ada Lois Sipuel sought admission to the University of Oklahoma law school. Sipuel contacted the National Association for the Advancement of Colored People (NAACP). Thurgood Marshall, attorney for the NAACP, unsuccessfully brought suit against OU. Marshall is quoted as describing equality as a “legal fiction” and a “judicial myth”. (Kopecky, 1990) The case reached the U.S. supreme court where the Oklahoma court decision was reversed. But this did not make her desire to enroll at the OU law school a reality. The supreme court found that Langston law school was sufficient for Sipuel and would not order OU to admit her or

any other black student. In 1948, George W. McLaurin filed suit against OU for refusing to admit him to their graduate program in education. This case would add pressure to segregated institutions in the state including Oklahoma State University. The Oklahoma district court ordered OU to provide McLaurin the education he was requesting. OU provided McLaurin with what was referred to as “quasi segregated” accommodations. (Kopecky, 1990) The supreme court ruled that these conditions adversely affected McLaurin’s ability to study. OU attempted to minimally improve his “separate but equal” conditions. (Kopecky, 1990) McLaurin eventually left OU and attended Oklahoma A & M on a part-time basis. McLaurin never attained a degree from either school. It was not until 1949 that OU permitted blacks to enroll in mass.

In the same year (1949), Herbert Q. Hibler attempted to enroll at Oklahoma A & M, both times he was denied admission. Subsequently, Oklahoma A & M contacted students formerly denied admission to return to Stillwater. The first black student admitted to Oklahoma A & M was in 1949. Her name was Nancy Randolph Davis from Oklahoma City. (Kopecky, 1990) She was a high school teacher who had previously taught home economics at Langston. Her admission was not uneventful. In her first encounter with the admissions office she was directed to the president’s office. She was told that if she was to attend Oklahoma A & M she would be segregated from other students. Nancy Randolph Davis had to endure several hardships for example she attended class in a farm house across the street from campus, sat in the back of classrooms, sat in the office and viewed class through a window. (Kopecky, 1990) The same year Herbert Q. Hibler also enrolled at Oklahoma A & M. In the summer of 1950 a number of black teachers were attending Oklahoma A & M. The admission of the first

black students at Oklahoma A & M occurred just five years before the Brown Decision. In 1954 Huey Jefferson Battle became the first black student to receive a Ph.D. at OSU. (Kopecky, 1990) He was not only the first black to receive a doctorate he was the second student to receive a Ph.D. in agricultural economics. It had been a long journey for blacks attending OSU in its early days.

The history of racial diversity on the campus of OSU is marked by a slow process of moderate inclusion. This lack of diversity is still a salient feature of OSU today. In this case study, we have examined issues related to uncovering the intervening factors preventing Oklahoma State from being a more racially and ethnically diverse campus.

The Organizational Structure of Oklahoma State University

Oklahoma State University (OSU) is a large-formal organization. Its structure is multi-dimensional with several levels of administration. In the Oklahoma State University Faculty Handbook, the administrative structure places the Oklahoma State University System of Higher Education at the top of the organizational. The Oklahoma Higher Education System was created March 11, 1941 by the adoption of Article XIII-A of the State Constitution. (OSU, 1996) The Oklahoma State Regents for higher education is the coordinating board for the Oklahoma Higher Education System. This Board consists of nine members appointed by the Governor for nine years. The role of the Regents is five-fold:

1. Functions and courses of each institution.
2. Establish educational standards.
3. Submit budget requests to the State Legislature.
4. Allocate state funds.
5. Setting student fees. (OSU, 1996)

The State Regents has the sole responsibility of coordinating the activities of the member institutions of higher education in the state. The Chancellor serves as the chief administrator for the Regents. The OSU Board of Regents was created in 1943. This Board governs the activities of Oklahoma State University, Oklahoma Panhandle State University, Langston University, Connors State College, and Northeastern Oklahoma A & M College. The above tiers represent the external apparatus governing the affairs of OSU. The internal administration also plays an integral role in the day to day operation of the university. In addition to the State Regents there is also an Oklahoma State University Board of Regents. Beneath OSU Board of Regents is the president of OSU, who is the chief administrative officer of the university. Directly under the president is the executive vice-president of academic affairs. The executive vice-president, or provost, has the chief responsibility of managing the day-to-day activities of the university's academic programs. Under the supervision of the executive vice-president, are a number of vice-presidents with specific areas of responsibility throughout the university. The next tier below the vice-presidents is the college level. There are several colleges constituting the academic structure of the university. Each college has a dean who is responsible for the management of college affairs. Colleges are also composed of several academic departments. Each department has a department head or chair who is the chief officer, responsible for departmental decision-making, program development, and faculty affairs. Under the supervision of the department head is the departmental faculty. Faculty are responsible for carrying out the instructional tasks of the department. At the base of the university is the class. Classes are composed of peer students enrolled in departmental graduate and undergraduate programs. (OSU, 1996)

The university structure provides the apparatus for the implementation of university policies and goals. The university structure defines, limits, and constrains all activities within the boundaries of the university. Its structure is defined within the written policies of the university. This is synonymous with the “formal structure” of the university, only one part of the university as a social system. Like the formal structure, the informal structure of the university also plays an integral role in the accomplishment of university goals, as discussed in previous chapters. An understanding of the formal and informal structures of the university is essential to a neo-institutional analysis of the university climate for diversity. The structure of the university is also a function of the social, economic, and political context in which the university is embedded. This context is largely shaped by historical transformations impacting the nature of the university.

(OSU, 1996)

CHAPTER VI

HISTORY OF RACIAL CONFLICT ON THE CAMPUS OF OKLAHOMA STATE UNIVERSITY

The following accounts highlight a number of incidences of racial conflict on the OSU campus. These snapshots provide a historical backdrop of the university climate for diversity at OSU from 1951 to 1970. As stated above, OSU has been no stranger to racial conflict. There have been a number of incidences that are evidence of racial conflict in the history of OSU.

First Negro to Play Football at Stillwater has his Jaw Broken by Oklahoma A&M Player

November 5, 1951, Time Magazine reported a incident involving a Drake University halfback and an Oklahoma A&M (Oklahoma State University) tackle. This story, along with subsequent stories, serves as an example to illustrate the historical context of the university climate for diversity at OSU. The Drake University halfback was the first black player to play football against the Stillwater Oklahoma A&M College. (Robinson, 1951) The story received national attention after the Oklahoma A&M player was responsible for breaking the jaw of the Drake University who was the leading ground gainer in the country at the time. When the Drake University Athletic Council argued that their player was deliberately attacked by the Oklahoma A&M player, the Oklahoma

A&M coach reportedly said, “no boy was coached to slug you”. Following the categorical denial of any intent to harm the Drake player, Time Magazine reported that the play-by-play footage showed otherwise. According to the report, the Oklahoma A&M player targeted the Drake player three times to the jaw. (Robinson, 1951) The first attack occurred with the Drake player watching the play on the other side of the field. While he was standing flat-footed the Oklahoma player hit him in the jaw with his right fist cocked. The Drake player was knocked dizzy by the blow but came to his feet two minutes later and continued the game. The report goes on to say that eight plays later, the Oklahoma player hit the Drake player, who was now carrying the ball, in the jaw again. The Drake player again picked himself off the ground rubbing his jaw. On the next play, the Oklahoma player hit the Drake player again in the jaw the third time. After this play, the Drake player was carried off the field with a broken jaw. He never returned to the game. (Robinson, 1951)

The Time article also reported that a national trend of “win-at-any-cost football” was occurring around the country. (Robinson, 1951) The article reported that a University of Southern California player attacked Berkeley’s star player, taking him out of the game with a wrenched knee. Another incident involved Marquette players and Tulsa players. The Marquette coach complained that Tulsa was using “flagrantly illegal tactics” on the field. (Robinson, 1951) The article reported that following a series of name-calling, both teams agreed to cancel the game.

The Oklahoma A & M incident occurred on its Annual Pop and Mom’s Day. The Time article reported that there were betting pools at Oklahoma A&M on when the Aggies would put the Drake player out of the game. (Robinson, 1951) It was clear that

the Drake star, the first black to play against Oklahoma A & M in Stillwater, was not expected to finish the game. Drake lost the game 14-27 without their star player.

Time Magazine on October 29, 1952, reported the same incident. The Life article reported that it was unclear whether the Oklahoma A&M incident was intentional or not. What was clear was that for Oklahoma to win, they needed to get the Drake star out of the game. (Robinson, 1951) The Time article, however, turned out to be much more revealing by showing the seemingly intentional attack on film. The Oklahoma player denied that the hits were intentional and that he regretted hurting the Drake player. The Drake player, speaking with his jaw wired shut said, “you never hit a man that many times unless you do it on purpose”. (Robinson, 1951) The Drake player, a sociology and physical education major was quoted saying, “I’m learning about criminals”. The Drake star had his jaw wired for at least five weeks and that he was allowed to have only liquid nourishment. (Robinson, 1951)

College athletics holds a unique place in higher education. Collegiate sports have the highest potential for violent acts in academia. The 1951 incident is not clearly racially motivated, however it does indicate an incident in Oklahoma State University history with racial implications for the university climate for diversity at the time. This incident provides insight into the context of Oklahoma State University life today. A number of other incidents have also added to this portrait in its historical context.

The Library Incident

The Daily Oklahoman reported on Saturday, November 22, 1969 that about 60 black students “invaded” the library, throwing one thousand books on the library.

According to the report, the Vice-president for Student Affairs was preparing disciplinary action against the students involved in the incident. He stated that the actions could be in the form of probation and suspensions. The faculty advisor to the Afro-American Society described the incident as a “quiet affair” that “got people moving”. (Allen, 1969) The incidence was reported due to a list of twelve demands presented to the president on Friday, November 18, 1969. According to the president of the Afro-American Society, the demands called for “greater Negro recognition on campus and more Negro faculty members”. According to the report, the president of the AAS, would continue to apply “gentle pressure in an effort to enforce the demands”. He did not deny the AAS’s involvement in the library incidence but did not implicate his personal involvement. (Allen, 1969)

The Vice-president for Student Affairs considered the library incidence a disruption to the educational program at Oklahoma State. The Vice-president cautioned the AAS against any future “disruptive incidents” of this nature. He also admonished faculty and staff members to work with black students for “bettering the education for black people at OSU”. (Allen, 1969) The faculty advisor to the AAS called for visible signs of good faith in addressing the concerns of black students on campus.

The president of the AAS stated that communication and dialogue between black students and the administration had been unproductive. He also suggested that there has been “intimidation and suppression” of black student needs. He further stated that the AAS had formed small groups for the “facilitation of productive dialogue with the university. (Allen, 1969) The university, on the other hand, has not been responsive to the needs of black students. The Vice-president for Student Affairs commented that

many of the proposals made by black students have been met and that the university was in the process of addressing the others. The Vice-president, along with the AAS advisor and two graduate students discussed the black studies section to be added to the library. The two graduate students were hired as part-time counselors.

Despite the dialogue between the university administration and black students, the Vice-president for Student Affairs maintained that “stern disciplinary action will be taken” against the students involved in the library incident. He also stated that there would be an “explosion” if something like this occurs again. It was also reported that the library incidence resulted in a sixteen man OSU security force, thirty Stillwater policemen, and two highway patrolmen. (Allen, 1969)

The 1969 library incident is further evidence of a history of conflict involving black students on the campus of Oklahoma State University. Black students reacted to the lack of responsiveness of the administration to their needs. Their chief demand was a black studies section in the library. As yet a black studies section has not been added to the Edmond Low Library on the campus of Oklahoma State University.

The Pellet Gun Incident

As stated in chapter two university campuses have been arenas for racial conflict for over thirty years. Oklahoma State University has also had its racial tensions in the past. One such incidence involved three white male students and three black females. The student reportedly shot three black females who were walking across the campus of Oklahoma State University. This incidence lead to a number of protests and other acts of dissent toward the university’s apathy toward the treatment of blacks on campus. (Bell,

1970) The campus was the center of state media attention involving groups such as the National Association for the Advancement of Colored People (NAACP), the Nation of Islam, and the Office of the President at Oklahoma State University.

Following the incident, black students approached the Delta Tau Delta house where the gunman was believed to be living. After hearing the chambering of shotguns the black students retreated to Camp Redlands where masses of students, local community people, as well as blacks from around the state congregated. From 300-375 black students at Oklahoma State University withdrew from school for approximately one week to ensure their safety. (Beck, 1970) The students began to organize themselves around a number of demands to be met before they return to campus.

The Stillwater News Press headline on Monday, November 16, 1970 read, "Blacks to Withdraw From O-State Unless Demands Met". (Bell, 1970) The incident leading up to the boycott was on Thursday, November 12, 1970. The report read that the president of the Afro-American Society (AAS) stated that black students will not return to campus unless fifteen demands are met. (Beck, 1970) The report was made from Camp Redlands where 375 black students had gathered Monday afternoon. Black students organized a weekend retreat at Lake Carl Blackwell. According the AAS president students would not return until they were able to speak to the president personally concerning their demands. According to the report the president had refused to meet with black students personally. Rather the president had assigned the Dean of Student Affairs to speak with black students directly. The AAS president insisted that action be taken by the president to ensure the safety of black students on campus. According to the report, the AAS president said, "We won't put anything past white

students". (Bell, 1970) He further stated, that blacks have never lived peacefully with whites and that the administration and law-enforcement has not been responsive to their needs. The decision according to the AAS president was deemed necessary to ensure the safety of black students on the campus of Oklahoma State. The AAS president read a prepared statement on campus at a news conference Thursday night stating:

Because of four separate incidents involving Black brothers and sisters on the OSU campus and in light of our president's own admittance of OSU being a "white-oriented" university, and for the simple reason firearms are on the OSU campus in the possession of white students, we, the Black students, OSU, deem it proper and necessary to remain from the OSU campus until we are given complete assurance by action, rather than words, that the blatant racism WILL be eliminated. (Bell, 1970)

The president of the Afro-American Society was convinced that the decision to remain away from campus was the right one. One of the black females shot was reportedly experiencing headaches since the incident. She also believed that it was not safe to return to campus as long as Delta Tau Delta men were allowed to carry guns on campus. (Bell, 1970)

According to the AAS president about 350 black students were in attendance at Camp Redlands retreat. Another "25 or so" black students have returned home. He also stated that there were no black students left on campus. The New Press reported that contrary to the ASS president some black students were attending classes. (Bell, 1970) Parents brought food and other essentials to students. Some parents reportedly told their children to either go back to classes or return home with them. There was nothing in the report that suggested how many students left with their parents or returned to classes.

The News Press article stated that three white male students were suspended following the incident. Two were suspended for having BB guns. The other was

suspended for having a rifle in his dorm room. This was the university's action toward white students believed to be involved in the incident. (Bell, 1970)

A black male member of the Afro-American Society told reporters that black students sitting in the Kerr-Drummond dormitory observed students carrying guns to and from their rooms. He also pointed out that there is a university policy prohibiting weapons on campus. It was reported that the matter of the weapons on campus was being investigated by university personnel.

Oklahoma State University's President sent a prepared statement to reporters Monday following the incident. The president said:

In recent days we have experienced some unfortunate and unnecessary incidents involving black and white students on our campus. As we know, fear, tension, uncertainty and rumors of new problems have followed last Thursday night's incidents. (Bell, 1970)

The president described the incidents as "unfortunate and unnecessary". He also acknowledged in his statement that a number of rumors have also emerged. The president also urged that all parties involved be calm and not to blow the incidents out of proportion. He also expressed thanks to those both white and black who have tried to remain "cool" through this ordeal. He said:

While a few have tried to make something bigger out of the situation, great numbers of both blacks and whites have worked hard to preserve the "cool" of the campus. To all of these people, we express our sincere thanks. (Bell, 1970)

The president's appeal called for "special efforts" to achieve understanding through the recent crisis. Though the president's comments were appropriate in the face of the unrest on campus, his efforts fell short of black student expectations. Black students continued to be concerned about the fifteen demands they had presented the administration following the Thursday incident. The Dean for Student Affairs was

unsure of the language concerning the black student concerns. He was not sure if they read “demands” or “needs”. This seemed to be an important concern based on the report.

The Dean for Student Affairs stated that the decision to suspend three students for violations of university policies demonstrated the university’s resolve in addressing the problem. The Dean rejected the claim that the campus was not safe and that everyone should be aware of this fact. The Dean also urged black students that the campus was safe and that they should return to campus. The dean ended the meeting stating that the decision to suspend three student for possession of firearms is “proof” that such violations will not be tolerated on campus. (Bell, 1970)

The Oklahoma State University student paper the “The Daily O’ Collegian” reported the same series of incidents Tuesday, November 17, 1970. This report was similar to the News Press report. However, there were a number of additional facts provided by the O’ Collegian. The O’ Collegian reports that the girls were shot with pellets while the New Press reports that the girls were shot with BBs. The O’ Collegian also reports that the issue arose whether it was legal for black students to use the Camp Redlands facility. Despite this concern black students were given permission by the Camp Director to occupy the facility.

The O’ Collegian reports that one of the fraternities involved in the incident rejected the allegation that they shot anyone with BBs or pellets. The Delta Tau Delta fraternity also described the confrontation by black students as peaceful. The report also stated that upon the arrival of the Stillwater Police there were no signs of violence. Delta Tau Delta also wanted to make it clear that there were no shotguns, or any other firearms in their possession.

The O' Collegian provides the names of the victims as well as the names and fraternities involved in the incident. (Beck, 1970) The OSU president provided a written apology for the incident:

We wish to make a public apology for action taken by individuals associated with our fraternities involving a black-white incident on the Oklahoma State campus Thursday night. We are deeply sorry that the incident happened. (Beck, 1970)

The Executive Council of the OSU Inter-fraternity Council also issued a statement disassociating the incident from the rest of the Pan-hellenic community. The Council stated:

It is our hope that such conduct by a few will not be understood to be action representative of the entire Greek system. Rather, it is our belief that such disregard for the rights and feelings of individuals cannot be tolerated in the Greek community or the university as a whole. (Beck, 1970)

The Inter-fraternity Council wanted to state for the record that the actions of these individuals was not representative of Greeks on campus. The Council along with this general statement also made an apology for the actions of their members:

Please accept this as a sincere apology by the men of the Inter-fraternity Council, and a plea for more responsible action in the future. (Beck, 1970)

The apologies by the OSU president and the IFC demonstrated an effort to resolve the current crisis. However, there was little assurance given to black students concerning their fifteen demands. Black students did not intend to return to campus until their demands were met. The O' Collegian outlined the fifteen demands of blacks students following pellet gun incident:

1. A black studies program controlled by blacks.
2. The removal of the charters of the three fraternities involved in the complaint.
3. A black financial aid officer.
4. The removal of firearms on campus.
5. Full-time black counselors.
6. A recruiting program for blacks.

7. A black student panel to explain black student problems.
8. A black union house for black students.
9. Excused absences for participants in the boycott and special considerations for blacks.
10. Sensitivity training for all white teachers.
11. A black representative to every campus committee.
12. A black entertainer for every white entertainer appearing on campus.
13. Payment for all inconveniences of black students for the weekend.
14. Complete investigation of campus beliefs by federal authorities.
15. An African Studies program. (Beck, 1970)

There is little evidence concerning whether these demands were met. The O' Collegian reported, Thursday, November 19, 1970, that the black student were disappointed concerning the fifteen demands presented to the administration. (Beck, 1970) The report also stated that a sixteenth demand was added to the list. The new demand called for the reinstatement of four black students suspended for missing practice Tuesday, November 17, 1970. A number of black students were seen leaving the campus with bundles of clothes. This indicated that student demands were not being met and that students would continue to boycott classes. (Beck, 1970)

This incidence is unique compared to the above incidences of racial conflict. In this account a violent act was perpetrated by white male students against black female students. Clearly this incidence shows a highly hostile environment between blacks and white students on the campus of Oklahoma State University in the 1970s.

Racial Conflict and Athletics at Oklahoma State University

As a result of the pellet gun incidence, black players were dismissed from the OSU basketball team. The players were dismissed for their involvement in the rally and walk-out weeks earlier. On Monday, November 23, 1970 a Boston, Massachusetts

newspaper reported the above dismissal of four black OSU basketball players. (Hornbostel, 1970) The OSU coach stated that the four players had missed two practices. It was reported that the players missed practice to participate in a black student boycott on the campus of Oklahoma State University. The report also stated that students had met with the governor of Oklahoma following the boycott. (Hornbostel, 1970) The OSU basketball coach stated that he had to maintain one standard for players. He also stated that there was no possibility of reinstating the four players. However, the four players would be allowed to maintain their athletic scholarships through the spring semester 1971.

One white student, (O' Collegian, November 23, 1970) a political science senior wrote a letter to the editor concerning the dismissal of the black players. (Hornbostel, 1970) The student stated that he was shocked at the inability of the administration to deal with the problems of black students. However, he said to go as far as saying that to accuse the OSU administration of overt racism was "misguided". He further stated that the athletes should not be punished for acting on the basis of their own consciences. He went as far as to say that the four athletes should be "applauded" for participating in the boycott. Finally, the president of OSU admonished whites to be grateful for having the "luxury" of waiting.

The O' Collegian dated, Monday, November 23, 1970, reported comments from the OSU football team. (Hornbostel, 1970) Black football players gave their reasons for not participating in the boycott. On the other hand, one football player stated that the other students should do what they think is right. He also, stated that they should not have participated in the boycott merely to get attention. Black football players stated that

they had been treated as equals by the coaching staff and that they had not experience “bigotry” elsewhere on campus. The players commented that the OSU football coach placed no pressure placed on football players concerning participation in the boycott. The football coach reportedly told the players that they should each make up their own minds on what to do. The coach also reportedly said that black athletes should go through the proper channels to resolve racial issues on campus instead of following the actions of the majority of black students on campus. Each player stated that there were personal reasons for not participating in the boycott.

Summary

The above incidents show a climate of racial hostility and conflict on the campus of OSU. The above historical accounts provide a backdrop for the OSU climate for diversity in 1994. The existence of racial conflict on the campus of OSU is an indication of goal displacement with respect to the mission of meeting the needs of students across race, class, and gender. In the past OSU has had a climate marked by racial hostility as well as violence toward blacks.

The incidence involving the Drake university player, the first black to play on the football field in Stillwater. This incidence gives insights into the nature of the university climate at OSU, then Oklahoma A & M. There seemed to exist a climate of hostility toward the star player for the opposing team. It was difficult from the printed media to decipher whether or not the incidence was racially motivated or just a matter of Oklahoma A & M’s competitive spirit. The incidence does mark a climate of violence involving a black player. This player was the first black to play on the football field in

Stillwater. The formal policies of the university do not suggest that violence, even in the name of athletic competition. This incidence does not directly speak to the issue of diversity on campus, but it does represent a context the university climate at the time.

The library incidence is more directly an indication of the university climate for diversity. This incidence suggests that the university administration did not satisfy the needs of black students. The demands outlined by the black students included a black studies section in the library. There seemed to evidence of goal displacement with respect to the university accommodating the intellectual needs of black students on campus. The reaction of black students according to the printed media suggested that their actions were inappropriate. However, their measures were explained by black students to be appropriate given the lack of responsiveness on the part of the university administration. This incidence suggested that black students perceived the climate to be apathetic to their needs and concerns. Additionally, black students felt it was necessary to take drastic steps to illicit a response from the administration that would not otherwise occur.

The pellet gun incidence was unique. This incidence indicated deep seated hostility by some white students toward black students on campus. Given the behavior of the white students was evidence of goal displacement. The university climate was marked in this incidence by violent acts by white students on black students enrolled at OSU. Unlike the Johnny Bright incidence, this act of violence involved OSU students outside the context of an athletic event. The pellet gun incidence also was far reaching beyond the university campus. Parents became involved as well as a number of local and national groups became involved in the walk-out. The NAACP and the Nation of Islam

were also present during the week long ordeal. This incident places OSU in a historical context of racial violence on campus. The facts presented in the printed media suggests that race was a factor in this incidence.

The incident concerning the OSU basketball team is an interesting account of university reprisals for participation in student protests. Black players were dismissed from the university basketball team for their participation in the black student walk-out. This marked a climate that restricted the participation of black players in the walk-out following the pellet gun incidence. Student athletes are a special population on campus. Student athletes are within highly restricted environments (special dorms, demanding schedules, course loads) Therefore, it is difficult for these students to participated in protest without the possibility of severe sanctions. These students are most often totally dependent upon athletic scholarships and participate in collegiate sports in constant fear of losing these prized scholarships. Consequently, they would lose not only their team positions but their academic opportunities as well. The reprisals by the OSU basketball coach represented disapproval for the black student aims following the violent act against three black females. It is difficult for students to pursue their academic degrees in a climate of violence. In addition, if the university administration does not ensure the safety of students it is unlikely that they will be able to complete their degrees in a violent environment. And, if students will be sanctioned for removing themselves from what they perceive to be an unsafe environment, they are defenseless against acts of violence and hostility toward them.

These incidences show a history of violence and hostility toward black students on the campus of OSU. Future relations between racial/ethnic minority students must be

examined in this context of racial hostility and violence. University policies are of little use in the face of acts of violence and hostility. However, in the majority of incidences discussed above the action of the university administration could act in ways to discourage such acts rather than reinforce them. The above incidences show, in addition to hostility and conflict, provide a backdrop for the OSU climate for diversity in 1994 when the survey data was collected. The existence of racial conflict on the campus of Osu is evidence of goal displacement. In the past OSU has had a climate marked by racial hostility as well as violence toward blacks.

CHAPTER VII

THE INTERNAL ENVIRONMENT AND OSU DIVERSITY POLICY

Formal Policies and Programs in the Internal Environment of Oklahoma State

Oklahoma State University has provided a number of programs designed to increase the representation of racial/ethnic faculty, staff, and students. Among the programs for faculty are the minority faculty incentive fund, and the faculty retention fund. The purpose of the minority faculty incentive fund is to encourage the hiring of minority faculty members by “underwriting up to half of the faculty members initial academic year salary”. (OSU, Spring 1994) In addition, there are programs designed to retain minority faculty who have been lost due to the decrease in funding for faculty travel, research support, and extension programs. The university recognizes that these faculty play an integral role in the success of the university. Each of these programs are designed to accomplish the objective of increasing the diversity of Oklahoma State University faculty.

The Minority Faculty Incentive Fund

The office of the executive vice-president provides funds to encourage departments to hire minority faculty by providing salary support for these efforts. The

program was implemented in 1994. The office of the executive vice-president outlines six qualifications for funds:

1. It must be a new faculty hire. Administrators, professionals, and classified employees do not count toward the award.
2. The faculty member must be from a disproportionately under represented minority as recognized by the State Plan for Compliance with Title VI.
3. Policy. Consultation with the OSU office of Affirmative Action will be done to determine if an identified faculty member falls into a disproportionately under represented group based on race and /or sex.
4. The new hire must have occurred after July 1, 1994.
5. Qualifying new hires must be full-time, permanent members of the faculty.
6. The new hire must be tenured or on a tenure track.
7. The new hire must hold an earned doctorate or terminal degree. (OSU, 1994)

Departments with new hires that satisfy this criteria will need to submit a request to the Provost/VP for Academic Affairs. Funds will be provided by this program for as long as funds are available. For the fiscal year 1995 there were \$400,000 dollars available for minority new hires. This program has been in existence since Spring 1994 and continues to provides up to one-half of minority faculty members initial academic year salaries. This serves the purpose of bringing minority faculty to the university. However, this is only a partial solution to increasing the diversity of minority faculty at Oklahoma State.

Faculty Retention Program

The Oklahoma State University Faculty Retention Program is an extension of the Minority Faculty Incentive Fund. The Faculty Retention Program provides funds for “promising and productive” faculty to counter offers by peer institutions. Though there is no mention of racial/ethnic minorities in the language of this program it is considered a useful mechanism in retaining minority faculty once hired. These funds are

provided to colleges once an offer letter is received by prospective faculty members. The criteria for acquiring these funds as stated by the office of the Executive Vice-President for Academic Affairs is as follows:

1. The college and/or academic department must identify 75% or more of the requested salary match within its current budget allocation. If these monies are found, application may be made to the Executive Vice President for general university monies to support up to 25% of the required match (Agency 1 funds only).
2. If approved and if the faculty member agrees to remain at OSU, recurring funds will be transferred to the college/department on a permanent basis. (OSU, 1995)

Funds awarded by the faculty retention program will be provided as long as monies are available. Funds for the fiscal year 1995 were limited to \$50,000 dollars. The faculty retention program is intended to enable the university to adapt to market forces in retaining faculty at Oklahoma State University.

These two programs (minority faculty incentive fund and faculty retention program) represent the sole arsenal of the universities formal structure in terms of increasing the representation of minority faculty. The development of policy is one thing the implementation of said policies and programs is another. There is seldom ever a one to one correspondence between policy and practice. In terms of the above two cases in point there are a number of factors that have influenced the implementation of these policies. These two programs represent the most direct policies aimed at increasing and maintaining the representation of racial/ethnic minority faculty at OSU.

CHAPTER VIII

INDEPTH INTERVIEWS OF PAST AND PRESENT ADMINISTRATORS AND INTERPRETATIONS OF OSU DIVERSITY POLICY

The university administration is central to the day to day operation of the university as well as the development and implementation of university policy. In this section we will examine the insights provided by key administrators who are either presently involved or who have been involved in the university decision-making process. Data from indepth interviews with these administrators were examined as indications of goal displacement in the university. Interviewees were assigned fictitious names to ensure anonymity. Particular attention was given to policies and programs aimed at increasing the racial and ethnic diversity of faculty, staff, and students at Oklahoma State University.

The Historical Context of Diversity Policies and their Rationale

Some administrators provide insights into the historical context of the Oklahoma State University mission and goals. One administrator in particular provided important information concerning the land-grant mission of Oklahoma State University and its implications for diversity. Administrator Smith (personal interview, November 19, 1997,

Stillwater, Oklahoma) described the mission of OSU as a land-grant university in the following way:

The philosophy of land-grant universities is summarized in the statement, 'To serve the sons and daughters of the working classes, primarily in areas of practical education, but not to the exclusion of the liberal arts.' Land-grant universities were to be egalitarian and opposed to the exclusion of women, liberal arts, and minorities. (Administrator Smith, 1997, Stillwater, Oklahoma)

In this respect the land-grant university was to be inclusive to diverse social class, racial, and gender groups. From the beginning, Oklahoma State University was founded and organized to meet the needs of working classes, women, and minority groups. According to Administrator Smith, diversity was key component of the land-grant mission. Administrator Smith went on to explain the distinction between eastern schools and land-grant institutions. Administrator Smith stated that eastern schools were, by their very nature, elitist. That is they were founded on the premise that higher education was a privilege for the few rather than a right for the many. Administrator Smith describes these differences in this way:

Land-grant colleges and universities were more committed to practical education than early eastern schools that emphasized liberal arts education. Eastern schools like the University of Virginia, founded by Thomas Jefferson was a liberal arts institution. (Administrator Smith, 1997, Stillwater, Oklahoma)

Administrator Smith also stated that land-grant universities were the first to espouse a three-fold mission. This mission included research, instruction, and extension. Prior to the establishment of the land-grant institutions this mission was non-existent among eastern institutions, according to Administrator Smith. Today most universities have the three-fold mission. Yet land-grant universities have a greater commitment to practical education.

Administrator Smith went on to say that there has been a paradigm shift at Oklahoma State University. He mentioned the administration that promoted competition between the University of Oklahoma and Oklahoma State University. He expresses his disfavor with this shift this way:

It bothers me about closing doors to those who would have been formerly admitted. Raising admission scores has made us less egalitarian. Land-grant universities by their very nature are diverse. Those who want to restrict admissions lose part of their educational experience. (Administrator Smith, 1997, Stillwater, Oklahoma)

According to Administrator Smith Oklahoma State University has become less egalitarian in the area of university admissions. He points out specifically that raising admissions standards has a negative influence on admitting diverse groups at Oklahoma State. Administrator Smith places Oklahoma State University into perspective with respect to increasing the diversity of its faculty staff and students. He states:

OSU is in a process of recognizing diversity and acknowledging all members of the family. Mandates have been a factor with strings attached related to funding. This hurried the process. When I came the university recognized the need for diversity four years before Civil Rights legislation. We haven't had the problems of the south. The university policy is no discrimination but even today some in the university discriminate. Overall the university acknowledges all of its members. We have had no incidences with groups like blacks. (Administrator Smith, 1997, Stillwater, Oklahoma)

In this statement Administrator Smith addresses the role federal mandates have played in the development of university policies towards increasing diversity. He describes this policy as one which explicitly mandates no discrimination. This was greatly emphasized and repeated by the administrator. In sum, Administrator Smith suggested that despite this policy, discrimination does occur in the university to the present. However, he pointed out that this practice is more the exception than the rule. In general the university acknowledges the need for diversity.

Administrator Smith also discussed the effectiveness of efforts to increase the diversity of OSU faculty, staff, and students. He points out in this respect that there has not been a sufficient supply of blacks to fill available positions and admission slots. He also addresses the problem of retaining minority faculty, staff, and students. He states:

We have not had a supply of qualified blacks to join with qualified whites. But this will happen. We still do not have proportions of minorities. We need to go further than just bringing black families here. We need to make them feel welcome. A black professor bought a home 10 to 12 years ago. He gardens and is a good neighbor. This does not always happen. You can't mandate these things to happen. (Administrator Smith, 1997, Stillwater, Oklahoma)

Administrator Smith addressed two key problems in increasing diversity at OSU:

1) the inability to find qualified minorities, and 2) the ability to retain qualified minorities. These problems, according to Administrator Smith, have not been adequately addressed by the university. Not only has it been difficult to find qualified minorities it is also been difficult to keep them once they get here. Administrator Smith also spoke with respect to the need for a commitment by administration for diversity policies to be implemented. He states:

Administration has to be committed before diversity could be implemented. But we haven't had sufficient supply of minorities to fill positions. (Administrator Smith, 1997, Stillwater, Oklahoma)

The commitment of administration is critical to the implementation of university policy. In terms of diversity the commitment of the administration gives legitimacy to these policies. With respect to federal mandates such as affirmative action the administration plays a key role in activities such as:

1. Developing an affirmative action statement.
2. Educating the university on the requirements of the policy.
3. Prominently posting the policy on campus and in university documents.
4. Monitoring admissions and hiring records by minority status.
5. Reporting to the office of federal contract compliance programs.

Administration is central to the effective development and implementation of policies aimed at increasing diversity at OSU. The commitment is also addressed by another administrator. Commitment to diversity policy could never be over-emphasized. The commitment of the entire population of faculty, staff, students and administration is important to achieving university goals toward increasing diversity.

Finally, Administrator Smith commented on the necessity of diversity. He states:

Diversity isn't an event it is a process. It is a favorable process that moves us forward. In some cases there is progress but in other cases there is dragging of feet. (Administrator Smith, 1997, Stillwater, Oklahoma)

This comment suggests that achieving diversity takes time. In this respect commitment is critical. In addition, the effort and resources as part of the commitment of achieving diversity is work the sacrifice. Administrator Smith ends the interview stating that there have only been incremental changes with respect to diversity and that continues to be some resistance to this change.

Administrator Phillips emphasized the importance of a genuine commitment to diversity. He states:

It is not enough to know the law, it is not enough to know what is right. You have to go the second mile. You need to have the courage. You need a commitment to what is right. You can put things on paper, but that is pretty empty. We must go beyond compliance. (Administrator Phillips, 1997, Stillwater, Oklahoma)

Administrator Phillips more than the above administrator emphasized the importance of commitment in increasing diversity. In addition, there seems to be a moral commitment on the part of this administrator. In this respect, diversity is viewed as the right thing to do. He also suggests that policies are of little use without the genuine commitment on the part of key members of the university toward increasing diversity.

Administrator Phillips also places diversity at OSU in the context of the demographic context of the United States. He states:

We don't have a country of one race. We have Americans. We are all citizens we should have equal rights. Our country started with a diverse group... You can have all the policies in writing that look nice and sound nice. It doesn't do any good without the commitment from the top: deans and departments heads.
(Administrator Phillips, 1997, Stillwater, Oklahoma)

These comments point to the historical and political context of this country in terms of equal rights for all. According to Administrator Phillips this country has always been a country of diversity. He implies that Oklahoma State University should be no different in this respect. Again he points out that the written policy is of little value without the commitment from members of the university population.

Administrator Phillips went on to say that higher education in the U.S. is misguided with respect of diverse group. He suggests:

I am disturbed at higher education in the U.S. We are denying access by very important people. Tuition is raising three times higher than incomes. There are more African Americans of college age in jail than in college dormitories. Our economy requires more education. Hispanics will soon outnumber blacks but they do not go to college at the rate of blacks. (Administrator Phillips, 1997, Stillwater, Oklahoma)

Here Administrator Phillips addresses his perception concerning the direction of higher education in terms of minority enrollments. He points out that institutions of higher education are excluding minorities by increasing tuition rates. The astronomical increase in tuition is a major factor in low minority enrollments. This will become more apparent in subsequent comments. He also comments on the disproportionate number of African Americans incarcerated compared to those on college campuses. He further contextualizes diversity in higher education with the population increase of Hispanics and their low college admissions. These comments suggest that the decision of institutions of

higher education to increase tuition has reduced the number of minority enrollments. Administrator Phillips pointed out that this is particularly true for African Americans and Hispanics.

Increasing Diversity through Formal Policies by Key Administrators

Administrators at OSU also provided a number of insights into formal university policies aimed at increasing diversity at OSU. In addition, they candidly described the problems associated with implementing these programs. One administrator (Administrator Jones) indicated that one of the in attracting minority faculty is providing competitive salaries to minority faculty. He further states that the minority faculty incentive fund has worked and should be continued.

This program has encouraged departments to fund applicants who would not be otherwise found. The department of sociology was one of the first departments to take advantage of this program. (Administrator Jones, 1997, Stillwater, Oklahoma)

The minority incentive fund according to one administrator encourages departments to seek the first-time employment of minority applicants. Administrator Jones also pointed out that faculty was the most difficult group to target for diversity programs. He pointed out that OSU is not close to the university's objective of reflecting the state of Oklahoma. This is particularly the case in terms of Black, Hispanic, and Native American faculty populations.

In conjunction with the purposes and goals of the minority incentive fund the Administrator Jones suggested that there were a number of barriers preventing OSU from

reflecting the state's population. The barriers presented by Administrator Jones were of two categories:

1. Individualistic Factors- minority candidates were not interested in locating to the Stillwater Area, minorities want to live in cities larger to Stillwater, minorities want a more glitzy lifestyle than Stillwater provides.
2. Environmental Factors- Stillwater is not conducive for minority faculty, our environment may not make minorities feel at home, we have few places for minorities to go, there are too many groups to accommodate, we have a hard time seeing past today in increasing diversity. (Administrator Jones, 1997, Stillwater, Oklahoma)

The combination of individual and environmental factors inhibit the effectiveness of programs to increase diversity. These factors are tantamount to uncovering the factors contributing to goal displacement. Goal displacement as defined in the methodology chapter accounts for the limited effectiveness of diversity policies and programs at Oklahoma State University.

Administrator Cummings concurs with the above administrator that the minority incentive fund has the purpose of encouraging departments to hire minorities. This administrator states:

There is a minority...incentive fund out of the Executive Vice-president's office. The departments identify minority faculty. The fund supplements the minority's salary for a time. This fund provides an incentive for departments to hire minorities. Affirmative action can make no demands. There were once quotas with affirmative action. Today there are only goals and timetables. (Administrator Cummings, 1997, Stillwater, Oklahoma)

Administrator Cummings points out that the minority incentive fund provides incentives to departments short of quotas for minorities. They point out that affirmative action no longer requires quotas for minority faculty. Rather, affirmative action calls for goals and timetables in terms of increasing minority representation.

In addition, Administrator Cummings suggests that some progress has been made though short of university expectations. He states:

We have probably have not made as much progress as we should have. But we have made some progress due to affirmative action. Employers have been forced to make changes. This probably would have been much slower without affirmative action policy being there. (Administrator Cummings, 1997, Stillwater, Oklahoma)

According to Administrator Cummings there has been progress made due to affirmative action. It is also clear that with the policy in place changes in the area of increasing diversity would have been much slower. He also says that affirmative action seems to have been instrumental in forcing the university to change its policies and practices.

Administrator Cummings went further to say that, the university as a whole is genuinely interested in increasing the diversity of its faculty, staff, and students. On the other hand, there are some who have very little interest concerning diversity issues at Oklahoma State University. They state:

There is a sincere effort to increase diversity. There are also some who could care less. Most people I deal with at the department level, associate dean level try to make an effort. I wish I could say all of my colleagues care but there are always some who do not care. (Administrator Cummings, 1997, Stillwater, Oklahoma)

Here Administrator Cummings says that there is a minority of administrators on campus who have little interest in diversity. He goes on to say that despite the efforts of the university to provide training, support, and incentives to encourage diversity initiatives some continue to ignore the significance of diversity. Administrator Cummings also told me:

People who care don't need the sensitivity workshops. The challenge is to get people who don't care to attend these workshops. Four members on a search committee called me asking for suggestions on how to find minorities. They were

very serious about finding programs. (Administrator Cummings, 1997, Stillwater, Oklahoma)

Administrator Cummings was very supportive of diversity programs and policies.

He suggested that diversity is good across groups on campus. He particularly emphasized the importance diversity is to non-minorities on university campuses. In terms of the country the administrator said:

Diversity is good for the country. People with different ideas and experiences when shared help people grow. Diversity is education for everyone. (Administrator Cummings, 1997, Stillwater, Oklahoma)

Diversity in this respect is beneficial across racial and ethnic groups in the United States. Lives of diverse ethnic are enhanced by the contributions of others groups. In terms of university life and experience diversity provides benefits to both minorities and non-minorities. Diversity seeks to include underrepresented minority groups as well as broaden the scope of experiences for non-minorities. Administrator Cummings emphasized benefits to non-minorities in this way:

Diversity helps non-minorities because what part of the world is all white. For people to say diversity is not important are saying that because it is one way here therefore it is the same way everywhere. We are becoming more and more a global community. There is no corner of the globe that is all white. We have more and more immigrants. We are doing business with different groups around the world. Diversity is to everybody's benefit. (Administrator Cummings, 1997, Stillwater, Oklahoma)

Diversity according to this administrator is not only beneficial to the minority and majority in the U.S. Diversity also connects everyone in the world with everyone else in the world. For example, diversity in this respect speaks to the complex of the world we live in. The administrator concluded the interview stating that diversity should be "actively promoted" but that there exists some legal barriers to this process. The administrator makes this point by saying:

It would be a good idea to actively promote diversity. But the affirmative action being the way it is people are very cautious about these issues. (Administrator Cummings, 1997)

The debate concerning affirmative action policy continues as we approach the twenty-first century. Administrator Cummings suggests that there is some tentativeness concerning policies aimed to increase diversity. This leads one to believe that the problem of diversity is imbued with problems of principle versus the implementation of policies. While many members of the university community see the need for diversity, there is a considerable lack of consensus concerning how to achieve it.

Summary

The above comments from top administrators showed evidence of goal displacement. For example, one administrator pointed out that OSU has a tradition of being inclusive to the, “sons and daughters of the working classes”. Though, there is no implication for racial/ethnic minorities, there is evidence of how OSU began with a broad institutional mission. An administrator also stated that the university’s direction has regressed in its inclusion of diverse groups on campus. More specifically, OSU has recently “raised admission scores making us (OSU) less egalitarian”. (Administrator Smith, 1997, Stillwater, Oklahoma) Administrators commented that federal mandates facilitated the recognition of diversity at OSU. These mandates were attached to financial penalties for non-compliance. The institution of federal mandates serves as an indication of the university formal structure. By virtue of the existence of these mandates, it suggests that a climate of resistance to diversity exists in the university and

is further exacerbated by the presence of discrimination, as suggested by Administrator Cummings.

The presence of the “minority incentive fund” and the “faculty retention fund” seems to also indicate goal displacement within academic departments. The purpose of these funds are to provide incentives for departments to consider racial/ethnic minority candidates. It would seem that the consideration of racial/ethnic candidates as mandated by law would be simply followed by academic departments. However, the minority incentive fund and the faculty retention program were instituted to give departments incentives to recruit underrepresented candidates who would not be otherwise considered, as suggested by one administrator.

With respect to incentive and retention funds, colleges have played a major role in the effectiveness of these sources. It should be pointed out that some colleges have retained incentive and retention funds in their general budgets. Essentially, these colleges have redirected incentive funds into their general budgets. This places a considerable constraint upon departments in recruiting and retaining racial/ethnic minority candidates. Likewise, this practice undermines the purpose of these funds as well as the goal of increasing the representation of underrepresented groups in the faculty ranks at OSU.

Some administrators suggested that there has not been a sufficient “supply of qualified black”.. (Administrator Jones, 1997, Stillwater, Oklahoma) This seems to indicate that there is a perception that the considerably low representation of qualified minorities at OSU might be explained by there being too few racial/ethnic minorities in applicant pools for admissions and/or employment. The argument of departments not being able to find qualified minorities should be examined up against the over

representation of white faculty. White male faculty at OSU are over-represented based on their representation in the general population.

Additional evidence of goal displacement is also evidenced in the comment concerning the raising of tuition, “three times higher than incomes”. (Administrator Phillips, 1997, Stillwater, Oklahoma) The decision to raise tuition rates and by raising admission requirements seems to indicate a regression from the mission of inclusion. The cost associated with a college degree is an important factor influencing the decision to go to college or not. By raising tuition rates a number of students who would be able to attend college will not consider a college education a feasible alternative.

Key administrators provided comments concerning university policies aimed at increasing diversity and improving the university climate for diversity. One administrator commented that the incentive fund, “encouraged departments to fund applicants who would not otherwise be found”. (Administrator Cummings, 1997, Stillwater, Oklahoma) This is a clear indication of goal displacement. The incentive fund elicits a response to increase the diversity of faculty. It would be assumed that departments would do so without additional “incentives” and inducements to federal mandate such as “affirmative action” policy.

Administrator Cummings, suggested that affirmative action makes no “demands” on institutions, and that the incentive fund encourages departments to hire minorities. Additionally, Administrator Cummings stated that “affirmative action once had quotas”. It might be pointed out, however, that there is no evidence in the history of OSU that quotas were employed in recruiting minority faculty and staff or in the admission of minority students. Additionally, he stated that there has been little evidence of progress

toward the end of increasing diversity at OSU. Affirmative action is also pointed out to have been instrumental in the slight progress perceived toward the aim of increasing diversity at OSU.

Administrator Cummings, stated that there has been a “sincere effort to increase diversity”. On the other hand, Administrator Cummings suggested there are those, “who could care less” about diversity. This is an expected finding. It would be unreasonable to assume, on the one hand, every individual in the university would be supportive of diversity. Or, that every individual in the university would not be supportive of diversity at OSU. Administrator Cummings, also suggested those who need “sensitivity workshops” most are the most difficult to reach by these programs. These individuals continue to foster resistance to diversity initiatives in the university.

Administrator’s comments are summed up in the comments of Administrator Cummings. He stated that diversity is “good for the country”. For this administrator, diversity has more than a novel purpose. Rather, he suggests that diversity is part of the educational process and experience. Also, according to Administrator Cummings, diversity helps “non-minorities”. Further, diversity educates non-minorities about the global community that is not “all white”. In addition, diversity is a “benefit” to everyone. Administrator Cummings Diversity enhances the experience and the exposure of groups to different racial/ethnic peoples and cultures of the world. Finally, he stated affirmative action is responsible for people being “cautious” of efforts to increase diversity. He also believed that the Supreme Court was hearing a pivotal case concerning the future of affirmative policy. Diversity will be an on-going issue in higher education.

The most critical issues related to diversity in higher education will in part be contingent upon the national debate concerning affirmative action.

The above comments from top administrators showed evidence of goal displacement. Administrator Smith pointed out that OSU has a tradition of being inclusive to the, “sons and daughters of the working classes”. Though there is no implication for racial ethnic minorities, there is evidence of how OSU having a broad institutional mission. An administrator also pointed out that the university’s direction has regressed in its inclusion of diverse groups on campus. More specifically by increasing the cost of tuition in conjunction with raising the admission standards OSU is increasingly becoming a more elitist institution.

CHAPTER IX

ATTITUDES OF OSU FACULTY, STAFF, AND STUDENTS CONCERNING THE UNIVERSITY CLIMATE FOR DIVERSITY AT OKLAHOMA STATE

This section presents the data analysis of the responses of faculty, staff, and students on the four scales for attitudes concerning diversity at Oklahoma State University. This section is organized into two parts. First, each of the four subscales: experiences with diversity, attitudes toward diversity, rating the university climate, and solutions for improving the university climate for each of the subgroups faculty, staff, and students were tested for validity and reliability (factor analysis and alpha coefficient for inter-consistency). Factor analysis is used to construct each scale in measuring attitudes toward diversity at Oklahoma State University. Alpha coefficients determine the reliability of the mean responses on each of the four subscales. The findings for each of the three subgroups are analyzed. The data analysis include frequencies of responses and their mean responses on each item for responses on each subscale, analysis of variances, and Duncans. Each of these operations will be presented and discussed in turn.

Tests for Validity and Reliability

As stated above, factor analysis and alpha coefficients of inter-consistency were conducted to construct scales for validity and reliability. Tables 3-14 show the factor analyses on four scales concerning increasing diversity at OSU. These scales were designed to measure faculty, staff, and student responses to experiences at OSU; attitudes toward diversity at OSU; the OSU climate for diversity; and possible solutions to the problems of increasing diversity at OSU. There were 200 items across the three surveys for the subgroups concerning the above four scales. These items were reduced to 57 items related the research objective of examining the university climate for diversity concerning racial/ethnic minorities by faculty, staff, and students. The scales were further modified based on the results of the factor analysis. The scales were then reduced to a total of only 50 items for further analysis. Originally there were four scales concerning the university climate for diversity. They were: attitudes toward diversity, experiences with diversity, rating the university climate for diversity, and possible solutions toward improving the university climate for diversity. Tables 3-8 show factor loadings for faculty, staff, and students on two of the four scales concerning the university climate for diversity. They are attitudes toward diversity and experiences with diversity. The scales for rating the university climate for diversity and possible solutions to improve the university climate were dropped based on the factor analysis and the ANOVA. See Appendices A, B, and C for tables for these scales. Additionally, in these tables are frequency tables on these scales. The final factor loadings were retained for further analysis. Each of the final factor loadings that had strong factor loadings (.30 loading or higher) were retained. Final factor loadings also have positive factor loadings.

Eigenvalues from the factor analysis revealed a significant drop, as supported by Cattell (1979), indicating that there were four scales for diversity at OSU. The eigenvalues reported in these tables are based on the original 200 items on the four scales: experiences with diversity, attitudes toward diversity, ratings of the university climate, and possible solutions to improving the university climate for diversity. Eigenvalues are presented to indicate the percentage of the variance explained by each scale for diversity. In conjunction with the factor analysis, alpha coefficients are also presented concerning the reliability of responses on the scales for diversity. Each of the alpha coefficients on each item is presented in the text.

Faculty Tests

TABLE III
FACTOR ANALYSIS FOR FACULTY EXPERIENCES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Have been discriminated against because of my race/ethnicity.	.36	.43
2. Have been harassed because of my race/ethnicity.	.45	.48
3. Heard insensitive or disparaging comments about racial/ethnic minorities by faculty.	.76	.77
4. Heard insensitive or disparaging comments about racial/ethnic minorities by staff.	.79	.78
5. Heard insensitive or disparaging comments about racial/ethnic minorities by administrators.	.71	.73
6. Heard insensitive or disparaging comments about racial/ethnic minorities by students.	.68	.67
7. Been present at OSU affiliated events where racial minorities were portrayed in a positive manner.	.24	-

TABLE III

FACTOR ANALYSIS FOR FACULTY EXPERIENCES AT OSU (CONTINUED)

ITEMS	1 st Unrotated Factor	
	Original	Final
8. Been present at OSU affiliated events where racial minorities were portrayed in a derogatory manner.	.65	.68
9. Have seen/read material in student publications which is offensive to racial minorities.	.58	.60
10. Have seen/read material in student publications which increased my understanding of racial minorities.	.26	-
11. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a negative manner.	.51	.47
12. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.	.45	.39
13. Had a discussion about race/ethnicity with someone from another racial/ethnic group which had no effect on me.	.17	-

Original eigenvalue (3.92).

Alpha coefficient for reliability (.80).

Table 3 shows the factor loadings for faculty experiences with diversity at OSU. Based on the factor loadings for each of the scaled items, there was an overall scale for faculty experiences toward diversity. The eigenvalues for the first factor (3.92) and the second factor (1.54) showed that there was one dimension of faculty experiences. Originally, there were 13 items for faculty experiences with diversity. All of the items for measuring faculty experiences with diversity were positive and had factor loadings of .30 or higher with the exception of 3 items. These items were concerning OSU events where racial minorities were portrayed in a positive manner (.24), student publications which increased “my” understanding of racial minorities (.26), and discussions about race/ethnicity which had no effect (.17). These three were eliminated from the scale.

Finally, there were ten items retained as measures of faculty experiences with diversity at OSU. These items concerned experiences with racial harassment, insensitive remarks about racial minorities by faculty, staff, administrators, and students; events portraying minorities in a positive or negative, student publications offensive to minorities, and having discussions which affected them in a negative manner. These ten items were then tested for reliability. The alpha coefficients for the ten items measuring faculty experiences with diversity was .80.

TABLE IV
FACTOR ANALYSIS OF FACULTY ATTITUDES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Diversity is good for OSU and should be actively promoted by students, staff, faculty, and administrators.	-.55*	.55
2. OSU is placing too much emphasis on achieving diversity.	.72	.72
3. One problem with pursuing the goal of diversity is the admission of too many underprepared students.	.61	.61
4. The OSU top administration should be genuinely committed to promoting respect for and understanding of group differences at OSU.	-.38*	.38
5. Emphasizing diversity leads to campus disunity.	.54	.54
6. Affirmative action leads to the hiring of less qualified faculty and staff.	.70	.70
7. The OSU top administration is genuinely committed to promoting respect for and understanding of group differences at OSU.	..38	.38
8. The percentage of minority faculty should reflect the percentage of minority students at OSU.	-.47*	.47
9. In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress).	-.37*	.37
10. OSU has achieved a positive climate for diversity.	.55	.55

*Reversed re-coded items.

Significant drop in eigenvalues between the first (2.92) and second factor (1.75).

Alpha coefficient for reliability (.71).

Table 4 shows the factor loadings for faculty attitudes toward diversity at OSU.

Based on the factor loadings for each of the scaled items, there was an overall scale for

faculty attitudes toward diversity. The eigenvalues for the first factor (2.92) and the second factor (1.75) showed that there was one dimension of faculty attitudes. Originally, there were 10 items for faculty attitudes toward diversity. All of the items for measuring faculty ratings of the university climate for diversity were positive and had factor loadings of .30 or higher with the exception of 4 items. These items were concerning: (1) diversity is good for OSU (-.55), (2) top administration should be committed to promoting respect and understanding of groups (-.38), (3) the percentage of minority faculty should reflect the number of minority students (-.47), and (4) in order to fit in "I" often need to change my personal characteristics (-.37). These items were reverse recoded to indicate positive factor loadings. Finally, all ten items measuring of faculty ratings of the university climate for diversity at OSU were retained. These items were concerning diversity is good for OSU, OSU is placing too much emphasis on diversity, pursuing diversity admits underprepared students, top administration should be committed to promoting respect and understanding of groups, promoting diversity leads to disunity, affirmative action leads to hiring less qualified faculty and faculty, administration is committed to promoting respect and understanding of groups, the percentage of minority faculty should reflect the minority student population, in order to fit in I have to change my personal characteristics, and OSU had achieved a positive climate for diversity. These ten items were then tested for reliability. The alpha coefficient for the ten items measuring faculty ratings of the university climate for diversity was .71. This shows that reliability on this scale is relatively low.

Staff Tests

TABLE V
 FACTOR ANALYSIS FOR STAFF EXPERIENCES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Have been discriminated against because of my race/ethnicity.	.45	.45
2. Have been harassed because of my race/ethnicity.	.41	.41
3. Heard insensitive or disparaging comments about racial/ethnic minorities by faculty.	.38	.38
4. Heard insensitive or disparaging comments about racial/ethnic minorities by staff.	.65	.65
5. Heard insensitive or disparaging comments about racial/ethnic minorities by administrators.	.74	.74
6. Heard insensitive or disparaging comments about racial/ethnic minorities by students.	.70	.70
7. Been present at OSU affiliated events where racial minorities were portrayed in a positive manner.	.00	-
8. Been present at OSU affiliated events where racial minorities were portrayed in a derogatory manner.	.36	.36
9. Have seen/read material in student publications which is offensive to racial minorities.	.38	.38
10. Have seen/read material in student publications which increased my understanding of racial minorities.	.40	.40
11. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a negative manner.	.50	.50
12. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.	.54	.54
13. Had a discussion about race/ethnicity with someone from another racial/ethnic group which had no effect on me.	.32	.32

Original eigenvalue (3.55).

Alpha coefficient for reliability (.75).

Table 5 shows the factor loadings staff experiences with diversity at OSU. Based on the factor loadings for each of the scaled items there was an overall scale for staff experiences. The eigenvalues for the first factor (3.55) and the second factor (1.73) showed that there was one underlying dimension of staff experiences. Originally there were 13 items for staff experiences with diversity. All of the items for measuring staff experiences were positive and had factor loadings of .30 or higher with the exception of 1 item. This item had to with be being present at OSU events where racial minorities were portrayed in a positive manner (.00). This item was eliminated from the scale.

Finally, there were 12 items retained as measures experiences with diversity at OSU. These items were concerning staff experiences with racial harassment, insensitive remarks about racial minorities by faculty, staff, administrators, and students, events portraying minorities in a positive or negative, student publications offensive to minorities, OSU events where racial minorities were portrayed in a positive manner, student publications which increased my understanding of racial minorities, and discussions about race/ethnicity which has no effect and having discussions which affected them in a negative manner. These 12 items were then tested for reliability. The alpha coefficient for the 12 items measuring staff experiences with diversity at OSU was .75.

TABLE VI
FACTOR ANALYSIS OF STAFF ATTITUDES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Diversity is good for OSU and should be actively promoted by students, staff, faculty, and administrators.	-.63*	.63
2. OSU is placing too much emphasis on achieving diversity.	.80	.80
3. One problem with pursuing the goal of diversity is the admission of too many underprepared students.	.57	.57
4. The OSU top administration should be genuinely committed to promoting respect for and understanding of group differences at OSU.	-.55*	.55
5. Emphasizing diversity leads to campus disunity.	.75	.75
6. Affirmative action leads to the hiring of less qualified faculty and staff.	.73	.73
7. The OSU top administration is genuinely committed to promoting respect for and understanding of group differences at OSU.	.46	.46
8. The percentage of minority faculty should reflect the percentage of minority students at OSU.	-.36*	.36
9. In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress).	.00	-
10. OSU has achieved a positive climate for diversity.	.58	.58

Original eigenvalue (3.45).
*Reverse re-coded items.
Alpha coefficient for reliability (.75).

Table 6 shows the factor loadings for staff attitudes toward diversity at OSU. Based on the factor loadings for each of the scaled items there was an overall scale for staff attitudes toward diversity. The eigenvalues for the first factor (3.45) and the second factor (1.23) showed that there were no underlying dimensions of staff attitudes toward diversity. Originally there were 10 items for staff attitudes toward diversity. All of the items for measuring staff attitudes toward diversity were positive and had factor loadings

of .30 or higher with the exception of 4 items. These items demonstrated that diversity is good for OSU (-.63), top administration should be committed to promoting respect and understanding of groups (-.55), the percentage of minority staff should reflect the number of minority students (-.36), and in order to fit in I often need to change my personal characteristics (.00). The first 3 items were reverse recoded to indicate positive factor loadings. The last item was eliminated from the scale. Finally, 9 items were retained as measures of staff attitudes toward diversity at OSU. These items addressed issues related to diversity is good for OSU, OSU is placing too much emphasis on diversity, pursuing diversity admits underprepared students, top administration should be committed to promoting respect and understanding of groups, promoting diversity leads to disunity, affirmative action leads to hiring less qualified faculty and staff, administration is committed to promoting respect and understanding of groups, the percentage of minority staff should reflect the minority student population, and OSU has achieved a positive climate for diversity. These 9 items were then tested for reliability. The alpha coefficient for the ten items measuring staff attitudes toward diversity at OSU was .75.

Student Tests

TABLE VII
 FACTOR ANALYSIS FOR STUDENT EXPERIENCES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Have been discriminated against because of my race/ethnicity.	.57	.57
2. Have been harassed because of my race/ethnicity.	.49	.50
3. Heard insensitive or disparaging comments about racial/ethnic minorities by faculty.	.74	.78
4. Heard insensitive or disparaging comments about racial/ethnic minorities by staff.	.75	.78
5. Heard insensitive or disparaging comments about racial/ethnic minorities by administrators.	.70	.75
6. Heard insensitive or disparaging comments about racial/ethnic minorities by students	.54	.53
7. Been present at OSU affiliated events where racial minorities were portrayed in a positive manner.	.40	.35
8. Been present at OSU affiliated events where racial minorities were portrayed in a derogatory manner.	.36	.33
9. Have seen/read material in student publications which is offensive to racial minorities.	.19	-
10. Have seen/read material in student publications which increased my understanding of racial minorities.	.29	-
11. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a negative manner.	.53	.51
12. Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.	.38	.36
13. Had a discussion about race/ethnicity with someone from another racial/ethnic group which had no effect on me.	.36	.35

Original eigenvalue (3.38).
 Alpha coefficient for reliability (.72).

Table 7 shows the factor loadings student experiences with diversity at OSU. Based on the factor loadings for each of the scaled items there was an overall scale for student experiences. The eigenvalues for the first factor (3.38) and the second factor (1.70) showed that there was one underlying dimension of student experiences. Originally there were 13 items for student experiences with diversity. All of the items for measuring student experiences were positive and had factor loadings of .30 or higher with the exception of 2 items. These items had to do with seeing OSU publications which is offensive to minorities (.19) and seeing publications which increased one's understanding of minorities (.29). These items were eliminated from the scale. Finally, there were 11 items retained as measures student experiences with diversity at OSU. These items were concerning student experiences with racial harassment, discrimination, insensitive remarks about racial minorities by faculty, student, administrators, and students, events portraying minorities in a positive and negative manners, OSU events where racial minorities were portrayed in a positive manner, OSU events where racial minorities were portrayed in a positive manner, and discussions about race/ethnicity which had positive, negative, and no effects. These 11 items were then tested for reliability. The alpha coefficient for the 11 items measuring student experiences with diversity at OSU was .72.

TABLE VIII
FACTOR ANALYSIS OF STUDENT ATTITUDES AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Diversity is good for OSU and should be actively promoted by students, staff, faculty, and administrators.	-.75*	.75
2. OSU is placing too much emphasis on achieving diversity.	.74	.74

TABLE VIII

FACTOR ANALYSIS OF STUDENT ATTITUDES AT OSU (CONTINUED)

ITEMS	1 st Unrotated Factor	
	Original	Final
3. One problem with pursuing the goal of diversity is the admission of too many underprepared students.	.54	.54
4. The OSU top administration should be genuinely committed to promoting respect for and understanding of group differences at OSU.	-.66*	.66
5. Emphasizing diversity leads to campus disunity.	.69	.69
6. Affirmative action leads to the hiring of less qualified faculty and staff.	.69	.69
7. The OSU top administration is genuinely committed to promoting respect for and understanding of group differences at OSU.	.00	-
8. The percentage of minority faculty should reflect the percentage of minority students at OSU.	-.42*	.42
9. In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress).	-.29*	.29
10. OSU has achieved a positive climate for diversity.	.34	.34

Original eigenvalue (3.15).

*Reverse re-coded items.

Alpha coefficient for reliability (.73).

Table 8 shows the factor loadings for student attitudes toward diversity at OSU. Based on the factor loadings for each of the scaled items there was an overall scale for student attitudes toward diversity. The eigenvalues for the first factor (3.15) and the second factor (1.23) showed that there was one underlying dimension of student attitudes toward diversity. Originally there were 10 items for student attitudes toward diversity. All of the items for measuring student attitudes toward diversity were positive and had factor loadings of .30 or higher with the exception of 5 items. Four of these items had negative factor loadings. These items were concerning diversity is good for OSU (-.75),

top administration should be committed to promoting respect and understanding of groups (-.66), the percentage of minority student should reflect the number of minority students (-.42), in order to fit in I often need to change my personal characteristics (.29), and administration should be committed to promoting understanding of group differences (.00). The first 4 items were reverse recoded to indicate positive factor loadings. The last item was eliminated from the scale. Finally, 9 items were retained as measures of student attitudes toward diversity at OSU. These items were concerning diversity is good for OSU, OSU is placing too much emphasis on diversity, pursuing diversity admits underprepared students, top administration should be committed to promoting respect and understanding of groups, promoting diversity leads to disunity, affirmative action leads to hiring less qualified faculty and staff, the percentage of minority student should reflect the minority student population, to fit in one has to change their personal characteristics, and OSU has achieved a positive climate for diversity. These 9 items were then tested for reliability. The alpha coefficient for the ten items measuring student attitudes toward diversity at OSU was .73.

Summary

Based on the factor analysis modifications to the scales were warranted. The original items for each of the scales were the same for each of the subgroups faculty, staff, and students. On the other hand, some items displayed significant factor loadings on some scales for a given subgroup and not for other groups. For example, there were 13 original items for faculty, staff, and students on the scale for experiences with diversity at OSU. However, items 7, 9, and 12 were eliminated for having low factor

loadings on the experiences with diversity scale on the faculty survey. For faculty only 10 items loaded on the scale experiences with diversity. For staff, 12 items factored on the scale experiences with diversity. The item 7 was the only item that eliminated on the scale experiences with diversity. And for students, 11 items factored on the scale experiences with diversity. The items 9 and 10 were eliminated on the scale experiences with diversity. These 11 items were retained for further analysis. This process was followed on all four scales concerning the university climate for diversity.

On the scale attitudes toward diversity there were 10 original items. The results of the factor analysis indicated that all 10 items were retained for faculty. This was based on the strong factor loadings for each item on the scale attitudes toward diversity. For both staff and students only 9 items were retained. The item 9 was removed from the scale attitudes for staff. And, the item 7 was removed from the same scale for students.

Concerning the scale rating the university climate for diversity there were 8 original items for each of the subgroups faculty, staff, and students. For faculty and students all 8 items were retained due to their strong factor loadings on the scale rating the university climate for diversity. One item was removed from the staff scale. Item 6 was removed from the scale. So, 7 items were retained in the scale rating the climate for diversity by staff.

On the scale possible solutions to the problems of improving the university climate for diversity there were 26 original items. Of the 26 items, 24 items were retained for faculty, staff, and students concerning possible solutions. For all three groups the item 11 was omitted due to low factor loadings on the scale possible solutions. For the staff and students the item 10 was omitted for the same reason. For the faculty

group on this item, item 8 was omitted as well for having a low factor loading on the scale possible solutions to the problems of improving the university climate for diversity.

Of the over 200 items on each of the surveys for faculty, staff, and students on experiences with diversity, attitudes toward diversity, rating the climate for diversity and possible solutions to problems of improving the university climate 50 items were retained for further analysis. The results of the factor analysis suggested that the scales would be reduced to fewer items. Namely 10 items on the scale experiences with diversity, 9 items on the scale attitudes toward diversity, all 8 items on the climate scale, and 24 items on the scale possible solutions. These items were further retained for further analysis.

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The frequency of responses on the scale experiences with diversity and attitudes toward diversity are presented as follows. As stated above for each of these scales will be presented and analyzed for each of the subgroups faculty, staff, and students. The majority of the sample was Caucasian , therefore the results on each of the scales are indicative of that groups experiences with diversity and attitudes toward diversity. The survey data indicate the presence of goal displacement.

Each of the scales are an indication of the nature of the university climate for diversity at OSU at the time of the survey. Experiences with diversity among members of the campus community are related to the nature of attitudes toward diversity. In turn, these attitudes influence the ways in which one is likely to rate the university climate as well as recommend solutions to improving the university climate for diversity.

Experiences may in fact be an indication of either negative/limited or positive

experiences with diversity. The nature of experiences with diversity may influence attitudes toward diversity in varying ways. By the same token, negative/limited experiences with diversity may impinge upon attitudes toward diversity. This may in turn lead to a negative assessment of the university climate for diversity and consequently lead to few or no recommendations to improving the university climate. Beginning with faculty data and ending with student data the analysis begins as follows.

Faculty Responses

TABLE IX
FREQUENCIES OF RESPONSES CONCERNING FACULTY EXPERIENCES WITH DIVERSITY AT OSU

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
1. Have been discriminated against.	81.4	11.7	4.7	2.2	1.28
2. Have been harassed.	93.0	5.2	1.5	.4	1.09
3. Heard insensitive comments by faculty.	29.9	40.5	27.0	2.6	2.02
4. Heard insensitive comments by staff.	37.1	35.7	24.3	2.9	1.93
5. Heard insensitive comments by administrators.	53.9	29.2	14.8	2.2	1.65
6. Heard insensitive comments by students.	19.8	29.7	39.2	11.4	2.42
7. Been present at events racial minorities portrayed in a positive manner.	14.8	15.2	44.4	25.7	2.81
8. Been present at events racial minorities portrayed in a derogatory manner.	76.9	16.3	5.3	1.5	1.31
9. Have seen material offensive to racial minorities.	32.4	32.8	27.9	6.9	2.09
10. Have seen material increased my understanding of racial minorities.	23.5	31.4	37.5	7.6	2.29
11. Had a discussion about race/ethnicity which affected me in a negative manner.	60.2	25.7	11.2	2.8	1.57

TABLE IX

FREQUENCIES OF RESPONSES CONCERNING FACULTY EXPERIENCES WITH DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
12. Had a discussion about race/ethnicity which affected me in a positive manner.	28.1	24.6	35.5	11.7	2.31
13. Had a discussion about race/ethnicity which had no effect on me.	46.1	24.1	21.1	8.8	1.93

Percents do not add up to one hundred percent due to missing data.

Table 9 shows the frequencies and means of faculty on individual items from the Experiences Scale. It is important to keep in mind that the majority of the sample is Caucasian, the experiences are largely a report on that group. Given the overwhelming Caucasian sample of faculty in conjunction with the predominantly Caucasian population of faculty, staff/administrators, and students at OSU few reported experiences discrimination and harassment due to their race/ethnicity. Despite this the Experiences Scale does make clear some evidence of goal displacement with respect to improving the university climate for diversity at OSU. Faculty overwhelmingly (80.3 percent) reported hearing insensitive comments about racial minorities by students. This could be explained by faculty having more frequent contact with students than with other faculty, staff, or administrators. To a lesser degree over two-thirds (70.1 percent) reported hearing these comments by other faculty and nearly two-thirds (62.9 percent) from staff and over half (53.9 percent) from administrators. Given these findings hearing insensitive comments about racial minorities is not uncommon among the university community.

Faculty overwhelmingly (85.3 percent) reported having been present at OSU events where racial minorities were portrayed in a positive manner. And, almost

overwhelmingly (76.9 percent) reported never being present at events when racial minorities were portrayed in a negative manner. At the same time, over two-thirds (76.5 percent) reported having seen material in student publications offensive to racial minorities. This might be explained by the ready access of faculty to student publications such as the school newspaper, the "O' Collegian". In addition, some faculty serve as advisors for student organizations that publish periodic materials reflecting student views on issues related to racial minorities.

Over half of faculty (60.2 percent) reported never having at least one discussion about race with someone of another race that effected them in a negative manner, and over two-thirds (71.8 percent) reported having such discussions that effected them in a positive manner. Notwithstanding over half of faculty (54 percent) reported having such discussions with no effect on them. This finding brings into question the previous responses of faculty. How could faculty be affected positively by discussions about race with someone of another race and at the same time have similar discussions with no effect upon them? Though faculty, who are predominantly white, to a large degree have had these discussions with a positive effect on them many have shown that these discussions have had no effect on them. This shows the some faculty are unaffected by such interactions with members of another race.

The Experiences scale shows that some faculty experiences are an indication of goal displacement. For example, several faculty members have experienced hearing insensitive comments about racial minorities by faculty, staff, and students at OSU. In addition, faculty reported having also seen material in student publications offensive to racial minorities. What is probably the most striking finding on the Experiences Scale is

that over half of faculty have had at least one discussion about race with someone of another race that had no effect on them. This finding seems to indicate that some faculty have little sensitivity to experiences with members of another race. Therefore indicating goal displacement with respect to the need for improving the university climate for diversity.

TABLE X
FREQUENCIES OF RESPONSES CONCERNING FACULTY ATTITUDES
TOWARD DIVERSITY AT OSU

ITEMS	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Mean
1. Diversity is good for OSU.	62.8	28.1	4.0	2.2	4.46
2. OSU is placing too much emphasis on achieving diversity.	34.5	38.1	13.7	4.3	2.69
3. Pursuing diversity leads to the admission of too many underprepared students.	22.7	32.9	30.0	7.6	3.09
4. OSU top administration should be committed to promoting respect for group differences.	64.5	27.6	3.6	2.5	4.51
5. Emphasizing diversity leads to campus disunity.	49.5	29.4	10.8	3.2	2.53
6. Affirmative action leads to the hiring of less qualified faculty and staff.	34.3	23.5	26.0	10.8	3.03
7. OSU administration is committed to promoting respect for group differences.	11.1	18.3	45.9	14.7	3.44
8. The percentage of minority faculty should reflect the percentage of minority students.	19.9	26.1	30.8	17.8	3.37
9. I feel I need to change some of my personal characteristics to fit in.	8.6	17.9	20.4	47.3	2.76
10. OSU has achieved a positive climate for diversity.	20.9	33.2	32.9	4.7	3.08

Percents do not add up to one hundred percent due to missing data.

Table 10 presents frequencies and means on individual items from the Attitude Scale. Similar to Table 9, this table also highlights the attitudes of a predominantly white

sample of faculty members at OSU. Responses to the Attitude Scale also show evidence of goal displacement. For example, almost all faculty (90.9 percent) disagreed with the statement that diversity is good for OSU and should be actively promoted by students, staff, faculty, and administrators. Similarly, over two-thirds of faculty (72.6 percent) responded that OSU is placing too much emphasis on diversity. These findings seem to indicate that this predominantly white faculty do not feel that diversity is an important goal of the university. Further evidence for the above is shown by the finding that almost all faculty (92.1 percent) disagreed that the OSU top administration should be committed to promoting respect for group differences. However, the finding that over half of faculty (60.6 percent) agreed that OSU top administration was genuinely committed to promoting respect for group differences. We might buttress this with the above finding that though faculty agree that top administration is committed to this goal, the faculty tended to disagree that this goal should be actively pursued by OSU top administration.

Additionally the Attitude Scale makes clear that faculty disagree that emphasizing diversity and/or pursuing the goal of diversity is not problematic on a number of grounds. First, Over half of faculty (55.6 percent) responded that pursuing the goal of diversity does not lead to the admission of underprepared students. Given the above findings, faculty seem to disagree that diversity is good for OSU and that too much emphasis is being placed on diversity but they do not hold these views on the basis of diversity leading to the admission of underprepared students. Secondly, faculty almost overwhelmingly (78.9 percent) disagreed that emphasizing diversity leads to campus disunity. While faculty do not see diversity as a legitimate goal of the university their disagreement is not based on the grounds that diversity leads to campus disunity.

Another interesting finding on the Attitude Scale is that over half of faculty (54.1 percent) disagreed that OSU has achieved a positive climate for diversity. It is clear from Table 16 that almost all faculty disagreed that diversity is good for OSU and that OSU top administration should promote respect for group differences. Despite this disagreement over half of faculty responded that OSU top administration was committed to promoting respect for group differences. The evidence seems to indicate that the goal of promoting diversity is undermined by faculty disapproval. Faculty acknowledge that diversity is not good for OSU, top administration is committed to promoting it, and that OSU has not achieved a positive climate for diversity.

In terms of faculty attitudes toward issues related to affirmative action over half of faculty (55.8 percent) disagreed that this policy leads to the hiring of less qualified faculty and staff. This seems to indicate faculty support for affirmative action policy. However, this findings begs the question of whether these faculty members would include hiring of diverse groups given the above disapproval of diversity as a goal that should be actively pursued by the university. Based on this extent to which these faculty members support for affirmative action policy might not be unmitigated. Though faculty seem to be somewhat supportive of affirmative action nearly half of faculty both agreed and disagreed that the percentage of minority faculty should reflect the percentage of minority students at OSU. Nearly half (46 percent) disagreed that this statement. This finding is consistent with the disapproval of faculty with pursuing diversity as a goal. Almost equally, nearly half of faculty (48.6 percent) agreed that the percentage of minority faculty should reflect the percentage of minority students at OSU. The data seem to indicate that though faculty show just as much support for the percentage of

minority faculty reflecting the percentage of minority students as they show disapproval for the same. Table 16 shows that almost all faculty do not feel that diversity is neither good for OSU nor should it be actively pursued but OSU top administration. Many faculty also tend to support hiring minority faculty to the extent that they reflect the percentage of minority students at OSU. This table shows that faculty tend object to the promotion of diversity by top administration. Their overwhelming disapproval of pursuing diversity as a goal indicates displacement between the attitudes of faculty and top administrations on the Attitude Scale.

Staff Responses

TABLE XI
FREQUENCIES OF RESPONSES CONCERNING STAFF EXPERIENCES WITH DIVERSITY AT OSU

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
1. Have been discriminated against.	22.6	25.6	34.7	17.1	2.46
2. Have been harassed.	80.0	9.0	9.0	2.1	1.33
3. Heard insensitive comments by faculty.	89.4	5.4	4.2	1.0	1.17
4. Heard insensitive comments by staff.	52.8	29.9	13.8	3.5	1.68
5. Heard insensitive comments by administrators.	36.0	35.8	23.9	4.4	1.97
6. Heard insensitive comments by students.	56.2	26.9	12.9	4.0	1.65
7. Been present at events racial minorities portrayed in a positive manner.	29.7	19.4	30.7	17.0	2.36
8. Been present at events racial minorities portrayed in a derogatory manner.	38.9	11.6	27.1	22.4	2.33
9. Have seen material offensive to racial minorities.	82.7	11.2	4.8	1.1	1.26
10. Have seen material increased my understanding of racial minorities.	56.6	25.0	15.1	3.3	1.65

TABLE XI

FREQUENCIES OF RESPONSES CONCERNING STAFF EXPERIENCES WITH DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
11. Had a discussion about race/ethnicity which affected me in a negative manner.	56.1	28.7	13.1	2.1	1.61
12. Had a discussion about race/ethnicity which affected me in a positive manner.	29.9	16.4	38.1	15.5	2.39
13. Had a discussion about race/ethnicity which had no effect on me.	61.0	14.8	16.0	8.1	1.71

Percents do not add up to one hundred percent due to missing data.

Table 11 presents the frequencies and means of staff on individual items from the Experiences Scale. Like the above faculty tables, the Experiences Scale is largely a report of a predominately white staff. Findings from this table indicates the presence of Goal displacement. As shown in Table 11 staff responses to the Experiences Scale differ from faculty responses to the same scale. For example, faculty overwhelmingly (81.4 percent) responded never having experienced racial discrimination over two-thirds of staff (77.4 percent) responded experiencing discrimination at least occasionally. At the same time, it might be noted that the staff sample (92.9 percent) is slightly more homogenous than the faculty sample (89 percent). This seems to suggest that staff are most likely referring to reverse discrimination. Staff unlike faculty also tended to respond hearing disparaging comments about racial minorities by administrators, rather than by faculty and students. Nearly two-thirds of staff (64.1 percent) responded hearing insensitive comments from administrators. It could be that most staff members are more likely to come in contact with administrators than with faculty or students. Concerning attendance to OSU events which portrayed racial minorities in a positive manner over two-thirds of staff (67.1 percent) responded hearing such comments. At the same time, over half of staff (61.1 percent) reported hearing racial minorities portrayed in a

derogatory manner. These comments suggest that staff have experienced as many derogatory portrayals as they have positive portrayals of racial minorities at OSU events. Compared to over two-thirds of faculty (76.9 percent) never experiencing racial minorities portrayed in a derogatory manner, over one half of staff (61.1 percent) tended to experience more derogatory portrayals of racial minorities. Additionally while staff tended overwhelmingly (82.7 percent) to have never seen student publications offensive to racial minorities, over half responded never seeing student publications that increased their understanding of racial minorities. These comments point out that though staff tended to not see student publications offensive to racial minorities they had not experiences with student publications that increased their understanding of these minorities. Compared to faculty responses over two-thirds (76.5 percent) of faculty indeed experienced student publications that increased their understanding of racial minorities. Based on the above staff tended to not be effected by student publications. Faculty on the other hand tended to be more positively influenced by student publications that increased their understanding of racial minorities. This might be explained by the fact that faculty tend to be in contact with student publications more than staff. Staff also reported having experiences with discussions about race with someone from another race. Though over half of faculty (60.2 percent) reported having such discussions that had no effect on them, over half (54 percent) of staff responded never having such discussions that had no effect upon them. Compared to faculty, staff tended to be effected more by discussions with other races than faculty. This might be explained by the opportunities of staff to have such discussions, compared to faculty. Staff interactions in general tend to work more closely together than do faculty. Staff are thus

more socially integrated. Given this faculty tend to have more control over discussions with members of other racial groups. This is particularly the case with respect to students. Therefore faculty would tend to effect students of another race more than be effected by these students.

TABLE XII
FREQUENCIES OF RESPONSES CONCERNING STAFF ATTITUDES
TOWARD DIVERSITY AT OSU

ITEMS	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Mean
1. Diversity is good for OSU.	55.0	39.3	4.4	1.3	3.48
2. OSU is placing too much emphasis on diversity.	21.9	34.5	32.4	11.2	2.33
3. Pursuing diversity leads to the admission of too many underprepared students.	17.7	28.5	39.5	14.3	2.50
4. OSU top administration should be committed to promoting respect for group differences.	61.8	33.2	4.4	.6	3.56
5. Emphasizing diversity leads to campus disunity.	32.2	28.6	24.4	4.9	2.02
6. Affirmative action leads to the hiring of less qualified faculty and staff.	17.7	27.5	36.5	18.3	2.55
7. OSU administration is committed to promoting respect for group differences.	4.5	19.3	58.2	18.0	2.90
8. The percentage of minority faculty should reflect the percentage of minority students.	11.7	25.7	41.3	21.4	2.28
9. I feel I need to change some of my personal characteristics to fit in.	55.6	22.0	14.2	8.2	1.75
10. OSU has achieved a positive climate for diversity.	9.5	27.5	54.0	9.0	2.63

Percents do not add up to one hundred percent due to missing data.

Table 12 shows frequencies and means on individual items from the Attitudes Scale. Consider findings from this table that shows the presence of Goal displacement. As stated above the staff sample is primarily a sample of white attitudes toward diversity. A number of findings from this table indicate the presence of Goal displacement. Like the

faculty sample almost all staff (94.3 percent) disagreed that diversity was good for OSU. Also over half of staff (56.4 percent) disagreed in large degree that OSU was placing too much emphasis on achieving diversity. However, over half of staff (53.8 percent) agreed that pursuing diversity leads to the admission of too many underprepared students, while over half of faculty (55.6 percent) disagreed with this statement. Faculty disagreement with this statement is more likely to be based on experience with racial minority students while staff agreement might be based more on perception than firsthand knowledge of student preparedness. For this reason staff attitudes toward diversity in this respect appear to be more subjective compared to faculty. Additionally, over half of staff (54.8 percent) tended to agree that affirmative action leads to hiring less qualified faculty and staff, compared to over half of faculty (55.8 percent) who disagreed with this statement. Again, staff tend to express more disagreement than faculty toward diversity. Particular disagreements with diversity surround admissions of underrepresented groups and affirmative policy. Faculty, on the other hand, tended to disagree with these aspects of diversity. It might be that faculty may be more informed about federal mandates and support compliance of admissions and hiring through affirmative action policy. Additionally, staff may perceive, particularly with respect to affirmative, potential threats to their job security due to the hiring of racial minority faculty and staff. While over two-thirds of faculty (67.7 percent) tended to agree that they needed to change personally to fit in at OSU, over two thirds of staff (77.8 percent) tended to disagree with this statement. In this respect staff appear to be more integrated into the university community than are faculty. Faculty tended to have the perception that they need to change in order to fit into the university community, while staff tended to disagree that

they needed to change. Faculty may perceive a greater need to conform to social expectations based on their professional status compared to staff who tend to not to rely upon similar degrees of social approval.

Staff tended to be more sanguine than faculty concerning OSU achieving a positive climate for diversity. Over half of faculty (54.1 percent) disagreed that OSU had achieved a positive climate for diversity, compared to almost two-thirds of staff (63 percent) agreed. Staff tended to support the status quo concerning the OSU climate for diversity while faculty tended to be less optimistic about the OSU climate for diversity. The greater degree of homogeneity among staff may lead them to consider the OSU climate to be more positive. While in the case of faculty, they tend to be more diverse, thus more open and dissatisfied with the present OSU climate for diversity.

Student Responses

TABLE XIII

FREQUENCIES OF RESPONSES CONCERNING STUDENT’S EXPERIENCES WITH DIVERSITY AT OSU

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
1. Have been discriminated against.	81.9	11.7	4.0	2.5	1.27
2. Have been harassed.	91.7	4.9	1.5	1.8	1.14
3. Heard insensitive comments by faculty.	80.7	13.8	4.0	1.5	1.26
4. Heard insensitive comments by staff.	83.2	10.1	5.5	1.2	1.25
5. Heard insensitive comments by administrators.	90.8	5.8	2.1	1.2	1.14
6. Heard insensitive comments by students	31.3	22.8	28.9	17.0	2.32
7. Been present at events racial minorities portrayed in a positive manner.	14.1	20.2	31.3	34.0	2.87

TABLE XIII

FREQUENCIES OF RESPONSES CONCERNING STUDENT'S EXPERIENCES
WITH DIVERSITY AT OSU(CONTINUED)

ITEMS	1 Never	2 Seldom	3 Occasionally	4 Frequently	Mean
8. Been present at events racial minorities portrayed in a derogatory manner.	38.3	14.8	22.2	24.8	2.33
9. Have seen material offensive to racial minorities.	84.0	11.2	1.9	2.9	1.24
10. Have seen which increased my understanding of racial minorities.	66.0	19.3	9.2	5.5	1.54
11. Had a discussion about race/ethnicity which affected me in a negative manner.	57.1	26.2	12.0	4.7	1.64
12. Had a discussion about race/ethnicity which affected me in a positive manner.	30.0	28.7	27.8	13.6	2.25
13. Had a discussion about race/ethnicity which had no effect on me.	53.0	26.6	10.2	10.2	1.78

Percents do not add up to one hundred percent due to missing data.

Table 13 presents the frequencies and means on individual items from the Experiences Scale. The responses of students to this scale are in large degree a reflection of white student experiences with diversity at OSU. In this table several findings indicate the presence of Goal displacement. In this table, over two-thirds of students (68.7 percent) reported having heard insensitive comments about racial minorities by other students. This finding might be explained by the fact that students are more likely to come in contact with and interact with other students. Additionally, due to the homogeneity of the student sample this response is highly expected concerning this experience. This finding is similar to faculty who overwhelmingly (80.3 percent) responded having experienced hearing such comments by students. Faculty responses are an indication of their frequent contact with students while staff experiences reflected

their limited contact with students. Over half of staff (56.2 percent) reported never having experienced hearing insensitive comment about racial minorities by students.

Concerning the experience, being present at OSU events which portrayed racial minorities in a derogatory manner, students responded similarly to staff in having this experience. Over one half of students (61.8 percent) responded having this experience. At the same time, over half of staff (61.1 percent) reported having the experience of attending OSU events that portrayed racial minorities in a derogatory manner. On the other hand, over two-thirds of faculty (76.9 percent) reported never having this experience. Student responses to this experience indicate that it was not uncommon for students to attend OSU events which portrayed racial minorities in a derogatory manner. This finding might be a function of student involvement in student organizations on campus of which faculty may be less likely to attend. Staff comments seem to be more an indication of perception than actual experience attending OSU events.

TABLE XIV

FREQUENCIES OF RESPONSES CONCERNING STUDENT'S ATTITUDES
TOWARD DIVERSITY AT OSU

ITEMS	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Mean
1. Diversity is good for OSU.	43.2	44.4	8.8	3.6	3.27
2. OSU is placing too much emphasis on achieving diversity.	15.3	36.7	29.7	18.3	2.51
3. Pursuing diversity leads to the admission of underprepared students.	14.4	28.8	40.5	16.0	2.60
4. The administration should be genuinely committed to promoting respect for group differences.	44.2	39.6	13.7	2.4	3.26
5. Emphasizing diversity leads to campus disunity.	22.5	35.7	29.8	12.0	2.31
6. Affirmative action leads to the hiring of less qualified faculty and staff.	14.6	23.0	32.9	29.5	2.77

TABLE XIV

FREQUENCIES OF RESPONSES CONCERNING STUDENT'S ATTITUDES
TOWARD DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Mean
7. The administration is genuinely committed to promoting respect for group differences.	2.8	26.4	58.8	11.9	2.80
8. The percentage of minority faculty should reflect the percentage of minority students.	5.5	27.9	36.2	30.4	2.09
9. I often feel I need to change some of my personal characteristics to fit in.	11.6	16.7	20.7	51.1	1.89
10. OSU has achieved a positive climate for diversity.	6.1	27.6	60.1	6.1	2.66

Percents do not add up to one hundred percent due to missing data.

Table 14 shows the frequencies and means for student on individual items from the Attitudes Scale. Like the previous tables these findings are reflexive of the attitudes of a predominantly white sample of students at OSU. Several findings from this table indicate the presence of Goal displacement. Students like faculty and staff almost equally disagreed that diversity was good for OSU. Students overwhelmingly (87.6 percent) disagreed that diversity was good for OSU and should be actively promoted by students, staff, faculty, and administrators. This finding like similar findings for faculty and staff indicate that there is little confidence in the benefit of promoting diversity among the university community. For students, faculty, and staff who tended to be almost exclusively white show little support for diversity at OSU.

It was also found, that almost half of students (48 percent) agreed that OSU was placing too much emphasis on achieving diversity while faculty and staff tended to disagree with this statement. Student agreement seemed to be consistent with the above disagreement that diversity is good for OSU. Students tended to show categorical

disagreement with the legitimacy of diversity at OSU. This might be explained by tendency of students to be more equivocal than faculty or staff, who may tend to be more informed concerning political correctness on the issue of diversity. In addition, over half of students (56.5 percent) agreed that pursuing diversity leads to the admission of underprepared students. While staff tended to agree with this statement, over half of faculty (55.6 percent) tended to disagree that pursuing diversity leads to under-prepared students. This seems ironic, given that faculty would seem to be more capable of assessing student preparedness than students or staff. For this reason, staff and student responses may be more of an indication of perception than attitudes based on experience. Clearly students tended to be more equivocally opposed in their attitudes toward diversity at OSU. Table 14 also shows that faculty, staff, and students alike disagreed that OSU top administration should be genuinely committed to promoting understanding of group differences at OSU. Similarly to all faculty and staff who disagreed with this statement, students overwhelming (83.8 percent) disagreed as well that OSU administration should be committed to promoting understanding of group differences at OSU. This agreement across all three subgroups suggests that the university community does not support diversity at an important goal of the university. It was also found that over half of staff (54.8 percent) and students (62.4 percent) agreed that affirmative action leads to hiring less qualified faculty and staff, while over half of faculty (60.6 percent) tended to disagree. These findings suggest that faculty were more supportive of affirmative action than staff or students. This might be explained by the tendency of faculty to be more informed concerning affirmative action policy and practice than staff or students. This

rationale may hold for staff and students with the exception of administrators. Staff and students seem to consistently respond negatively toward issues of diversity.

Table 14 also shows that over two-thirds of students (71.8 percent) felt that they had to change personally to fit in at OSU. This finding was similar to over two-thirds of faculty (67.7 percent) who also agreed with this statement. Staff on the other hand, tended to disagree that they had to change their personal characteristics in order to fit in at OSU. Faculty and students may have tended to agree with having to change themselves personally due to their degree of attachment to the university environment. On the other hand, staff may disagree with this statement because of their limited degree of attachment. For example, faculty spend considerable amount of time teaching, conducting research, holding office hours, and committee work on campus. For this reason faculty tend to feel the need to adapt in a larger degree to the university environment than staff. Similarly, students tend to spend a considerable amount of time attending classes, involvement in student organizations, in the library, living in dormitories. Therefore, students may feel pressure for make personal adjustments to the university environment. On the other hand, staff tend to spend the least amount of time comparably on campus than students. Staff tend to work eight hour shifts and forty hour weeks. Consequently, staff may not perceive the need to make personal adjustments for the length of time they spend on campus.

Summary

The frequencies and means from tables 9-14 reveal the presence of goal displacement on two of the four diversity scales. Furthermore, these groups tended to

exhibit varying degrees of responses indicating antithetical views concerning increasing diversity at OSU. Several findings tend to exemplify goal displacement in terms of increasing diversity at OSU. As previously stated faculty, staff, and student samples tended to be homogeneous. Therefore the responses provided by these groups are in large degree a reflection of white faculty, staff, and student perceptions of the university climate for diversity.

Open-ended Comments by Faculty, Staff, and Student

Faculty

From Table 9 it was reported that faculty had overwhelmingly heard insensitive comments about racial minorities by students, faculty, staff, and administrators. Faculty experiences tended to indicate that faculty perceived the university climate to be insensitive toward racial minorities. In addition, over two-thirds of faculty tended to respond having seen student publications offensive to racial minorities. Faculty tended to be exposed to student publications through advising student groups therefore likely to have direct knowledge of such content offensive to racial minorities. Furthermore, over half of faculty reported having discussions with someone of another race that had no effect upon them. This finding indicates some degree of apathy by faculty when it comes to experiences diverse racial groups. Therefore, indicates a climate of apathy toward not only diversity as a concept but the members of different racial/ethnic minority groups themselves. Faculty experiences with diversity are also related to faculty attitudes towards issues of diversity.

The Attitude Scale presented in Table 10 shows that faculty tended to exhibit some aversion to diversity at OSU. A number of findings tend to support the presence of goal displacement. For example, almost all faculty respondents tended to disagree with the statement that diversity is good for OSU. Closely related to this finding, Over two-thirds of faculty responded that OSU was placing too much emphasis on diversity. These two findings suggest that faculty have strong attitudes of aversion toward diversity at OSU. Additionally, faculty tended to suggest that OSU was placing too much emphasis on diversity. Which seems to suggest that OSU should either de-emphasize or pay no attention to the goal of increasing diversity at OSU. It was also found that almost all faculty tended to disagree that OSU top administration should be committed to promoting respect for group differences. In conjunction with the above findings concerning the university climate, faculty not only tend to disagree with diversity in principle but also diversity as policy and practice. These findings suggest that faculty tend to not be supportive of improving the university climate for diversity. This is further supported by the fact that nearly half of faculty disagreed that the percentage of minority faculty should reflect the percentage of minority students at OSU. Also, over half of faculty tended to disagree that OSU has achieved a positive climate for diversity. Faculty were resigned that the OSU has not achieved a positive climate for diversity and that nothing should be done to improve this climate. Faculty experiences concerning the university climate seem to be consistent with attitudes toward the OSU climate for diversity. Faculty attitudes and experiences suggest that OSU has not achieved a positive climate for diversity nor is there evidence that faculty would be supportive of efforts to do so.

Open-ended Comments by Faculty. Faculty provided a number of open-ended comments concerning the university climate for diversity. These comments provide additional insights into faculty experiences, attitudes, and perceptions concerning the issues related to improving the university climate for diversity at OSU. Comments were selected that represented faculty attitudes, experiences, and perceptions of the university climate overall. Several comments tend to represent faculty perceptions concerning the goal of diversity. A number of comments by faculty suggests that there is not a need for and improvement of the university climate for diversity. For example comments by faculty like, “We already have a good climate for diversity,” and “There is not a problem of diversity at OSU” suggests that faculty are either satisfied with the university climate or disinterested in doing anything to improve the climate for diversity at OSU. These comments are consistent with faculty perceptions of a negative university climate. For example, one faculty member commented:

“Some students, staff, and even faculty come here with a deep rooted prejudice. Its an Oklahoma- southern problem. Even nation-wide to some extent today in the wake of renewed conservatism. The return to the 50’s syndrome. Education is the answer but it should star a lot sooner than college”.

Faculty tended to suggest that there is a climate of “deep rooted prejudice” at OSU that is endemic of the Old South. Further this climate of prejudice is also viewed in relation to a nation-wide awakening of conservatism. This suggests that faculty perceive that there is an influence from without the university upon the present university climate. The external environment of the university is described as conservative and antithetical to the goal of improving the university climate for diversity.

Some comments by faculty speak to problems associated with an almost totally homogeneous campus. For example, one faculty commented:

“Reduce the in-breeding of faculty and administration. Increase cosmopolitan/outside reduce locals. Is a faculty member from Iowa State an addition for diversity? I think not. Having folks like us is a subtle form of discrimination”.

Faculty stated concerns with regards to hiring only those faculty with similar backgrounds to themselves. This practice is viewed by some faculty as a “subtle form of discrimination”. Additionally, this practice undermines the spirit of diversity to ensure that minorities are represented through out the university community. Faculty also commented concerning policies aimed at improving the university climate for diversity.

One faculty member stated:

“End affirmative action policies which provide minorities an advantage in hiring, placement and promotions. Engage in a concerned effort to recruit and hire qualified minorities by expanding resources, emphasizing recruitment”.

Faculty perceptions of the university climate indicate that minorities are given preference over non-minorities in hiring on campus. This perception is not supported by the underrepresentation of minorities among faculty, staff, and administrators on campus. Rather the evidence suggests that whites are overrepresented across the campus community. Additionally, the ideological views of affirmative action are also pervasive among OSU faculty. This is evidenced in the comment from one faculty member stating:

“Don’t make an issue of diversity by filling quotas, making people attend workshops on something that isn’t a problem”.

Two interesting insights could be derived from this comment. First, associating affirmative action with quotas is rooted more in perception than reality. This perception though separate from fact has very powerful consequences in influencing the university climate for diversity. Faculty hold sway of the university climate in the classroom as well as within strategic committees across campus. The open-ended comments by

faculty provide a more insightful portrayal of faculty perceptions inconsistent with improving the university climate for diversity.

Staff

Like faculty responses on the four diversity scales, staff responses also reveal evidence of goal displacement. Staff responses were somewhat different from faculty concerning the university climate for diversity. For example presented in Table 11 are the frequencies and means on individual items from the Experiences Scale. In this table, over two-thirds of staff tended to respond that they had experienced discrimination at least occasionally. This differed from faculty who almost never experienced discrimination. As noted above staff seem to suggest that they have experienced reverse discrimination due to the homogeneity of the sample. Over half of staff reported that they experienced hearing comments that portrayed racial minorities in a derogatory manner. This differed dramatically from faculty who almost overwhelmingly never heard such comments. Almost two-thirds of staff reported hearing insensitive comments about racial minorities by administrators. This response could be explained by the contact staff tend to have with administrators. Unlike faculty, over half of staff responded never having discussions about race with members of another race that had no effect upon them. Staff tended to indicate that they were almost always effected by such discussions. Faculty, on the other hand, were not effected by these discussions. Faculty tended to be more effected by discussions with members of another race than faculty. This could be explained by the likelihood of staff to come in contact with members of another race. This however, seems to be an anomaly due to the greater homogeneity of

staff over faculty. It appears that contact explains more of the varied experiences than the homogeneity of the group. Staff experiences concerning the university climate for diversity influence staff attitudes concerning the university climate. As evidenced in Table 12, staff showed similar responses to the university climate to faculty. For example, almost all staff disagreed that diversity was good for OSU. On a similar note over half of staff disagreed that OSU was placing too much emphasis on achieving diversity. Unlike faculty over half of staff responded that diversity leads to the admission of underprepared students. This disparity between faculty and staff seems to suggest that staff attitudes are largely due to perception. It would seem that faculty would be more knowledgeable about student preparedness than staff with few exceptions. Additionally, over half of staff agreed that affirmative action leads to hiring less qualified faculty and staff. This finding could be explained by the occupational status of staff. Among staff as well as faculty there exists a perception that affirmative action lowers qualifications for minorities. However, the experiences of staff on campus might not lead them to these conclusions given that there are few minorities present among staff to support their claims. It was also interesting to find, that almost two-thirds of staff agreed that OSU had achieved a positive climate for diversity while faculty disagreed. Their homogeneity may account for their positive view of the university climate. Again, unless staff are referring to “reverse discrimination”. It seems that staff responses tend to be more ideological and subjective rather than logically consistent in this respect.

Open-ended Comments by Staff. Staff provided a number of open-ended comments concerning the university climate for diversity. These comments provide additional insights into staff experiences, attitudes, and perceptions concerning the issues

related to improving the university climate for diversity at OSU. Comments were selected that represented faculty attitudes, experiences, and perceptions of the university climate overall. Many comments from staff reflect disdain with the issue of diversity and tend to express feelings of antipathy concerning bringing the issue up in the first place. For example one staff person stated:

“Quit worrying about race and ethnic affiliation. Put all hiring and student admittance on equal footing and disregard diversity as a criteria. Eventually a representative amount of each group appear. As long as diversity is made an issue there will be problems making it a reality”.

Comments like this brings to bear several issues related to improving the university climate for diversity. This respondent expresses not only a disregard for diversity but the law. Federal contractors must go beyond racial neutrality in their hiring and admissions. Another informative note raised by the respondent is that “diversity is made an issue”. That is to say that by bringing up the issue it becomes a problem. This point of view suggests that the lack of diversity is not a problem. Rather, it is only when the issue is brought to our awareness that it causes problems within the university community. This comment reflects a status quo argument that ignores both the law and benefits to improving the university climate for diversity. Other staff tended to suggest that diversity is either a low priority or not a priority at all. For example one staff person said:

“Why is the subject of diversity the issue you think it is so important at OSU? There are many other more important problems on this campus”.

This comment suggests that diversity is among numerous problems of greater importance than diversity. It seems that some faculty do not see how diversity is tied to basic civil rights embodied in the constitution. Coming from an almost exclusive white

sample one would be left to believe that such comments reflect apathy toward issues effecting racial/ethnic minorities over majority concerns. Some faculty tended to be more poignant in their aversion to diversity. For example one staff person commented:

“Nothing should be done. Diversity can be a strength, but forced diversity is wrong. Equal opportunity means exactly that. Work for what you get with no special favors. I’m tired of being discriminated against because I’m a white male with a good work ethic”.

This faculty member expresses the point of view that pursuing the goal of diversity should be viewed as favoritism rather than a fundamental right. A number of staff commented that pursuing the goals of diversity give minorities an unfair advantage. And, that diversity should not be a goal of the university. In addition, as stated previously, while staff tended to experience discrimination, staff experiences are most likely a reflection of reverse discrimination than conventional discrimination. The above comments is an example of the perception of staff that they have experienced discrimination because they are white. What seems interesting about this comments is the fact that there are few racial/ethnic minorities among staff to support a claim of reverse discrimination. Additionally, staff are the least diverse than are faculty or students. This suggests that staff comments in this regard are based primarily on perception than reality. To further elaborate on the perception of reverse discrimination another faculty member commented:

“I feel this diversity issue has been hounded to an unacceptable point. Positive steps have been taken to equalize opportunities for all. At this point, continual pressure may result in negative circumstances and an increased level of reverse discrimination”.

Some staff commented that diversity has been emphasized to an extreme degree.

This comment tends to support staff responses that diversity has been over emphasized at

OSU. It appears that staff perceptions of diversity are largely based subjectivity rather than reality. Staff also tended to express the fear, that reverse discrimination would increase with more emphasis being placed on pursuing diversity as a goal. If one would place this comment in the context of demographics of the university it would be difficult to support the existence of reverse discrimination in any real sense of the term. However, perceptions of reverse discrimination by staff tend to be strongly psychological. These perceptions are often equally powerful as social reality. One might assume that comments such as the above reflect some resistance if diversity is continually pursued on campus. This being the case there appears to be strong opposition and resistance to efforts to improve the university climate for diversity among staff. The last two comments that tends to represent a number of staff feelings of some hostility toward diversity. One comment by a staff member indicative of this point of view states:

“Live and let live, I’m so tired of everyone bitching about discrimination because of any reason. Seems like all you ever see in the O’Colly anymore. Gays complaining that they are not being recognized properly, blacks saying they were discriminated against, etc. If these folks are so under-represented why do we hear so much from them? Are these few that vocal?”

Comments such as the above points to a lack of tolerance for racial/ethnic minority issues. As portrayed in this comment there is little patience with diversity and sensitivity to the need for improving the university climate for diversity. Some staff like the above also perceive that diversity is being displayed and discussed on a regular basis in the O’Colly (the campus newspaper). This perception tends to express the notion that diversity is everywhere. And given the tone in which the staff person makes this statement there seems to be a great deal of hostility toward the issues of racial/ethnic diversity. It would be reasonable to expect that staff persons with these views would tend

not to support efforts to improve the university climate for diversity. Another staff member expresses the point of view of some staff members that white males are more discriminated against than any other group. This staff member is quoted as saying:

“I think the white male is becoming more and more discriminated against because of affirmative action. The problem is that there are just not enough jobs to provide one to each and every one of us, so minorities created affirmative action to guilt employers into giving them jobs. I understand this may sound a bit ignorant, but I’m tired of hearing about affirmative action. White people and black people have the same capacity to excel and if I every hire a black person it will be because he/she can contribute to the cause and be an integral part of the system. Not because he/she is a different color!”

The above comment is indicative of some extreme comments from staff related to diversity on campus. There tended to be more extreme opposition toward affirmative by staff that faculty or students. A number of comments from staff tended to suggest that white males are more often discriminated against due to affirmative action. It seems problematic to negotiate this claim with the university demographics. Racial/ethnic minorities are highly underrepresented across colleges and departments on campus. Additionally, racial/ethnic minorities, though rare, tend to be concentrated at the lower occupational levels on campus.

Student

Table 13 presents frequencies and means on individual items concerning student experiences with diversity at OSU. Over two-thirds of students reported hearing insensitive comments about racial minorities by other students. Students would understandably be more likely to hear such comments from other students than from faculty or staff. Additionally, over one half of students experienced being at OSU events

that portrayed racial minorities in a derogatory manner. Student responses to this experience were very similar to staff responses to the same item. Students were quite similar to faculty and staff in their disdain with diversity. Students overwhelmingly disagreed that diversity was good for OSU. Similarly nearly one half of students agreed that OSU was placing too much emphasis on achieving diversity. Students exhibited strong aversion to pursuing diversity. For example, students tended by over half to agree that pursuing diversity leads to the admission of underprepared students. Student responses in this regard appear to be rooted more in perception than reality. Given that student performance is not public, these responses are largely reflexive of strong feelings of antipathy toward diversity. Not only do students have strong reservations concerning diversity, they also tended to disagree that diversity should be actively pursued. For example, students overwhelmingly disagreed that OSU administration should be committed to promoting understanding of group differences. Students are resistant to diversity not only in principle but as policy. Further, this evidence points to some opposition to legal mandates to ensure equal opportunity in employment and admissions.

Though similar to staff and faculty on this point, students here show strong resistance to federally mandated affirmative action policy. Like faculty and staff, over one-third of students rated the university climate as racist. This finding may suggest something different from staff responses to this item. Staff responded having experienced discrimination while students tended to disagree that they had experienced discrimination. As previously stated staff responses seem to suggest that staff are referring to reverse discrimination rather than conventional discrimination. Students on the other hand seem to suggest that OSU is racist with respect to racial/ethnic minorities

given that they were not inclined to state that they were the targets of discrimination. This provides evident of goal displacement among students with respect to increasing racial/ethnic diversity at OSU.

Open-ended Comments by Student. Student provided a number of open-ended comments concerning the university climate for diversity. These comments provide additional insights into Student experiences, attitudes, and perceptions concerning the issues related to improving the university climate for diversity at OSU. Comments were selected that represented faculty attitudes, experiences, and perceptions of the university climate overall. Student comments concerning the university climate range from apathy to hostility and racist. Student apathy is depicted by this particular comment:

“Diversity is not all that important. What should be the university’s main concern is education and quality of it. Let groups who want to be different be different. But I don’t want my money funding them?”

This comment suggests that some students see diversity at a deviation from the purpose of higher education. What this comment does not take into account is the question higher education for whom? Comments like the above assume that inclusiveness is not central to the mission of the university. This certainly is not supported by the formal mission statement of OSU that provides a place for diverse groups as integral to the university community. Students also indicated that pursuing diversity inevitably lowers academic standards. One students comment represents this position:

“I am sick of hearing about diversity. How is it good for America when it lowers the level of excellence that is demanded, and don’t say America was founded on diversity and immigration. It was made great by white immigration and nothing else besides the total blessing from God. This questionnaire is offensive to me but since I am the evil white man it does not matter what I think or how I feel!”

Comments like the above suggest that pursuing diversity is counter productive. Additionally, this comment represents some hostility on the part of students and excludes racial/ethnic minority contributions to American progress. Several students suggested that the white majority are solely responsible for the America that now exists in its wealth, power, and influence in the world. Students also exhibited a great deal of resistance to diversity as depicted in the comments of another student:

“Don’t do so many things at once that the white Christian heterosexual males feel like diversity is being crammed down their throats. If that happens they are likely to rebel making things much worse”.

Resistance to diversity seems to be pervasive among students at OSU. This suggests that there is a perception among students that efforts to improve the university climate will be met with strong opposition. Given this hostile resistance to diversity among students it is unlikely that efforts for improve the university climate for diversity would garner student support. Like staff, students also commented that affirmative action policy is synonymous with reverse discrimination. One student articulated this point of view in this way:

“Stop implying that white males are the cause of all the minority problems, and have the minorities that take responsibility for themselves and work hard. Minorities need to stop saying they are victims and just work harder. Also, affirmative action programs should be done away with because they reverse discriminate against other groups of people”.

This comment reflects some racist views by students of minorities. The perception of a number of students is that minorities do not work hard while complaining about discrimination. This comment could be considered racist in its implication that there is no legitimate case for discrimination at OSU. The demography of the student, faculty, and staff population does raise some questions concerning the inclusive nature of

the university. In addition, students commented that affirmative action is synonymous with reverse discrimination. Again, reverse discrimination would suggest that racial/ethnic minorities are at an unfair advantage when it comes to admissions, hiring, and promotion at OSU. The student, faculty, and staff population as previously stated is largely homogeneously composed of whites. It would be difficult to support claims of reverse discrimination in this respect. One might conclude that student comments concerning the university climate are primarily based on perception rather than fact and/or experience. Another example of racist comments by students is stated as follows:

“To an extent all underrepresented groups tend to be inherently disadvantaged. So special services need to be provided to help these groups, but everyone should be here of their own merit”.

This comment is another example of some of the generalized racist comments made by students. Here a student described underrepresented groups as inherently disadvantaged. The assumption here is that minorities are in need of special programs and services because of the innate nature of their disadvantage. A number of student comments suggest that minorities are not capable of rising above their assumed inferior state therefore remedial programs are warranted. These type comments also explain why some students tended to state that diversity reduces standards to accommodate minorities.

For example one student commented:

“I am tired of hearing about diversity. We need to just be color blind when we deal with people. You have as much as chance to decide the color of your skin or where you are born as you do the color of your eyes. I think we need to compete for everything on an even basis and stop reducing standards for any group just so our diversity numbers look good on paper”.

This comments represents the sentiments of several students concerning lowering standards to accommodate minorities. The basis of this comment seems to reflect a

subjective perception given that diversity policies do not necessarily lower standards. As in the case of affirmative action there is an explicit prohibition from lower standards for minorities. Further, affirmative action provides for giving equal opportunity to qualified minorities. Students tended to display resentment and disdain for policies and programs to improve the university climate for diversity. Additionally, student comments reflected a skepticism concerning efforts to improve the university climate for diversity. One student presented this position in the following way:

“The administration can say that they want more black students and faculty but until they actually put forth the effort nothing is going to change, as far as diversity, on this campus”.

Several students, like the above example indicates, showed little confidence in the genuine concern for improving the university climate for diversity. What students tended to claim that action is more important than rhetoric concerning increasing diversity at OSU. Comments such as this should also be examined with respect to student disagreement that OSU top administration should be genuinely committed to promoting respect and understanding of groups differences at OSU. Though students tend to suggest that OSU administration must follow through on their expressed commitment to diversity, students tend not to support efforts to do so. One would conclude from student comments that there is limited support for efforts to improve the university climate for diversity.

The responses of faculty, staff, and students along with their open-ended comments presents evidence of goal displacement. There tends to be little support for efforts to improve the university climate for diversity. Objection to policies and programs aimed at increasing diversity range from almost categorical disapproval to

hostility. A number of comments, especially from students, also tended to be racist in their suggestion that minorities are “innately disadvantaged” and that they should “work harder” and stop claiming victimization. A substantial amount of resistance on the part of faculty, staff, and students concerning diversity on the campus of Oklahoma State University.

Comparison of Mean Responses for Faculty, Staff, and Students Using Analysis of Variance (ANOVA)

Tables 15-18 show comparisons of mean responses of OSU faculty, staff, and students on four factors. The four factors are experiences with diversity at OSU, attitudes toward diversity at OSU, ratings of the university climate for diversity at OSU, and possible solutions to improving the university climate for diversity at OSU. The analysis of variance (ANOVA) will test the statistical significance of the differences in the mean scores of faculty, staff, and students on each of the four factors listed above. For each of the tests the explained variance (between groups) and the unexplained variance (within groups) will be reported. In addition, the F-ratios will also be presented and discussed as to the statistical significance of the differences among the means for each of the three groups on each of the four factors measuring experiences, attitudes, the university climate, and solutions with respect to diversity at OSU. Faculty, staff, and students were significantly different on two of the four factors. The ANOVAs on experiences with diversity at OSU and attitudes towards diversity at OSU revealed statistically significant differences in the mean responses for faculty, staff, and students. Following the ANOVAs to determine the statistical differences in the variances of the mean responses, Duncans were also performed. The Duncans were used to determine which group

differences explained most of the variance of the mean responses. Given the statistical significance of the variances of means on experiences with diversity and attitudes toward diversity Duncans were performed on these two scales. The Duncans revealed that the variances of faculty and staff explained most of the variance on the experiences and attitudes scales.

Table 15 shows the means and standard deviations for each of the four scales experiences with diversity, attitudes toward diversity, ratings of the university climate for diversity, and solutions to improving the university climate by group.

TABLE XV
MEANS FOR FACULTY, STAFF, AND STUDENTS ON THE FOUR SCALES
EXPERIENCES, ATTITUDES, CLIMATE, AND SOLUTIONS

SCALES	Faculty N=283		Staff N=856		Students N=328	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Experiences	23.76	5.91	23.62	6.59	21.59	5.56
Attitudes	32.76	4.29	25.59	3.52	25.97	3.07
Climate	27.82	4.42	27.52	4.98	27.35	4.71
Solutions	92.32	19.21	89.56	19.61	88.54	20.30

Table 15 shows the means and standard deviations for the four scales concerning diversity at OSU by group. The ANOVAs performed concerning the variances in the mean responses on each of the four scales: experiences, attitudes, climate, and solutions for faculty, staff, and students are concerning the mean responses in this table. At a glance by examining the mean responses on each factor by group, one could see the

variation in the means and standard deviations. Further analysis would reveal the extent of this variation between and within groups.

TABLE XVI

ANALYSIS OF VARIANCE FOR FACULTY, STAFF, AND STUDENT MEAN RESPONSES CONCERNING EXPERIENCES WITH DIVERSITY AT OSU

Factor	Source	Sum of Squares	df	Mean Square	F	Sig.
Experiences	Between Groups	770.781	2	385.390	10.121*	<.001
	Within Groups	36974.896	971	38.079		
	Total	37745.677	973			

P<.05; reject the null hypothesis

*Statistically significant

Table 16 shows that the mean responses for faculty, staff, and students were statistically significant on experiences with diversity at OSU using ANOVA. The explained variance (or variance between groups) was 770.781 for the three groups on experiences with diversity at OSU. On the other hand, the unexplained variance (or variance within groups) was 36974.896. The total variance for the mean responses of faculty, staff, and student on experiences with diversity was 37745.677. According to the ANOVA, the “F ratio” was 10.121 with two degrees of freedom. Using the F distribution Table, the variances for the three groups on experiences with diversity were significantly different. That is, the differences in the variances of the means were not merely chance differences. This conclusion is derived with the possibility of a Type I error or rejecting the null hypothesis that there is no significant differences in the variances when it is actually true.

TABLE XVII

DUNCAN ON THE SCALE EXPERIENCES WITH DIVERSITY AT OSU BY
GROUP (FACULTY, STAFF, AND STUDENTS)

Group	N	Subset for alpha = .05	
		1	2
3	232	21.59	
2	471		23.62
1	271		23.76
Significance		1.000	.779

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 296.339

b. The group sizes are unequal. The harmonic mean of the group sizes is used.
Type I error levels are not guaranteed.

Table 17 shows the Duncan on the scale experiences with diversity by group revealed that most of the variance was explained by the groups faculty and staff. That is, the variances in the mean responses of these two groups explained most of the variance concerning experiences with diversity at OSU. Thus, there is strong evidence that the mean responses of faculty and staff are indicators of experiences with diversity at OSU.

TABLE XVIII

ANALYSIS OF VARIANCE FOR FACULTY, STAFF, AND STUDENT MEAN
RESPONSES CONCERNING ATTITUDES TOWARD DIVERSITY AT OSU

Factor	Source	Sum of Squares	df	Mean Square	F	Sig.
Attitudes	Between	9945.480	2	4972.740	370.953*	.001
	Within	13204.220	985	13.405		
	Total	23149.700	987			

P<.05; reject the null hypothesis

*Statistically significant

Table 18 shows that the mean responses for faculty, staff, and students were statistically significant on attitudes toward diversity at OSU according to an ANOVA, as stated above. The explained variance (or variance between groups) was 9945.480 for the

three groups on experiences with diversity at OSU. On the other hand, the unexplained variance (or variance within groups) was 13204.220. The total variance for the mean responses of faculty, staff, and students on experiences with diversity was 23149.700. According to the ANOVA, the “F ratio” was 370.953 with two degrees of freedom. Using the F distribution Table, the variances for the three groups on attitudes toward diversity were statistically significantly different. That is, the differences in the variances of the means were not merely chance differences. This conclusion is derived with the possibility of a Type I error or rejecting the null hypothesis that there is no significant differences in the variances when it is actually true.

TABLE XIX

DUNCAN ON THE SCALE ATTITUDES TOWARD DIVERSITY AT OSU BY GROUP (FACULTY, STAFF, AND STUDENTS)

Group	N	Subset for alpha = .05	
		1	2
2	475	25.59	
3	234	25.97	
1	279		32.76
Significance		.197	1.000

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 301.114
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 19 shows the Duncan on the scale attitudes toward diversity by group revealed that again most of the variance was explained by the groups faculty and staff. That is, the variances in the mean responses of these two groups explained most of the variance concerning experiences with diversity at OSU. Thus, there is strong evidence that the mean responses of faculty and staff are indicators of experiences with diversity at OSU.

Summary of ANOVA

From the ANOVAs performed on the four scales concerning the university climate for diversity by group (faculty, staff, and students) significant differences were found on two of the four scales. On the scales experiences with diversity and attitudes toward diversity differences in the variances of the mean responses were not merely chance differences. Thus, these differences provide strong evidence that the mean responses were drawn from the same population. These responses were significantly different on the four scales concerning the university climate for diversity by the three groups: faculty, staff, and students.

Based on the Duncans the variances in the mean responses of faculty and staff explained most of the variation on experiences and attitudes with respect to diversity at OSU. These two groups were found to be the most indicative of the university climate at OSU. These findings make both statistical and substantive sense. In that, faculty and staff responses are more representative of the structure of OSU. Students on the other hand are highly transient compared to faculty and staff. There would not tend to represent a stable pattern of attitudes, experiences, and perceptions concerning the university climate for diversity.

Bivariate Responses for Faculty, Staff, and Students Concerning the University Climate for Diversity at Oklahoma State University

The following tables show the responses of faculty, staff, and students on selected items concerning the university climate for diversity. These tables show responses on the Experiences Scale and Attitudes Scale. These scales were selected based on findings

from the ANOVA and Duncans. These tests revealed that most of the variation in the mean responses concerning the university climate for diversity at OSU were explained by these two scales. Faculty, staff, and student responses concerning experiences with and attitudes toward the university climate for diversity provided evidence of goal displacement. The data shows that the perceptions of these three groups concerning the university climate for diversity could be characterized as less than positive. Each group will be examined in turn beginning with faculty responses on the experiences and attitudes scales by rank. Faculty will be followed with staff responses concerning occupational classification. Staff responses will be succeeded by student responses concerning the university climate for diversity by academic classification.

Bivariate Responses for Faculty by Groups

TABLE XX

FACULTY SAMPLE BY RANK

Rank	Frequency	Percent
Professor	107	38.5
Associate Professor	66	23.7
Assistant Professor	73	26.3
Lecturer	5	1.8
Instructor	4	1.4

Table 20, shows the characteristic of the faculty sample by rank. There are nine categories of rank. Based on the above table, the faculty sample is composed mostly of the rank of Professor. Over one-third of the faculty sample (38.5 percent) are within the rank of Professor. Slightly over one-fourth of faculty (26.3 percent) are within the Assistant Professor rank. Additionally, nearly one-fourth of the faculty sample are

within the Associate Professor rank. Based on these characteristics of the faculty sample responses are in large degree indicative of the upper professorial ranks. This suggests that faculty responses represent faculties who tend to be the most integrated into the professorial ranks. For this reason these faculties have a tendency to represent those faculty who wield the most influence on academic departments, the classroom environment, and decisions at the college level impacting the university climate for diversity. For example, these faculties tend to serve on key committees on campus such as search committees. They are very instrumental in the hiring of departmental faculty. Additionally, these faculties tend to influence important university policy decisions. One example is admissions standards. These decisions have a significant influence on the admission of students. The role of faculty on the university climate for diversity holds a unique place in both the formal and informal structure of the university. Therefore, faculty are highly instrumental in directly determining the university climate for diversity. Responses of faculty across rank were collapsed into two distinct categories. Faculty either never had an experience or held an attitude in terms of diversity. Faculty who never had an experience with diversity or held an attitude toward diversity were within the category “never”. On the other hand, faculty who had a given experience of held a particular attitude toward diversity were included in the category “all other options”.

TABLE XXI

FACULTY RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY
CLIMATE FOR DIVERSITY AT OSU BY RANK

EXPERIENCES	Prof essor	Associate Professor	Assistant Professor	Lec- turer	Instr- uctor	Research Associate	Adjunct Professor	Oth- er
Have been discriminated against.								
Never	80.8	80.0	81.4	100.0	100.0	75.0	100.0	87.5
All other options	19.2	20.0	18.6	-	-	25.0	-	12.5
Heard insensitive comments by faculty.								
Never	29.5	26.6	32.9	20.0	50.0	25.0	-	50.0
All other options	70.5	73.4	67.1	80.0	50.0	75.0	100.0	50.0
Heard insensitive comments by staff.								
Never	39.4	32.8	39.1	60.0	50.0	25.0	-	50.0
All other options	60.6	67.2	60.9	40.0	50.0	75.0	100.0	50.0
Heard insensitive comments by administrators.								
Never	53.4	53.1	52.2	60.0	100.0	58.3	50.0	50.0
All other options	46.6	46.9	47.8	40.0	-	41.7	50.0	50.0
Heard insensitive comments by students.								
Never	16.3	20.3	20.0	40.0	50.0	25.0	-	37.5
All other options	83.7	79.7	80.0	60.0	50.0	75.0	100.0	62.5
Been present at events racial minorities portrayed in a derogatory manner.								
Never	70.6	79.0	81.8	100.0	75.0	75.0	100.0	87.5
All other options	29.4	21.0	18.2	-	25.0	25.0	-	12.5
Have seen material offensive to racial minorities.								
Never	33.0	30.5	31.3	40.0	50.0	33.3	50.0	50.0
All other options	67.0	69.5	68.7	60.0	50.0	66.7	50.0	50.0
Have seen which increased my understanding of racial minorities.								
Never	24.5	26.7	19.1	-	50.0	16.7	-	28.6
All other options	75.5	73.3	80.9	100.0	50.0	83.3	100.0	71.4

TABLE XXI

FACULTY RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY
CLIMATE FOR DIVERSITY AT OSU BY RANK (CONTINUED)

EXPERIENCES	Prof essor	Associate Professor	Assistant Professor	Lec- turer	Instr- uctor	Research Associate	Adjunct Professor	Oth- er
Had a discussion about race which affected me in a negative manner.								
Never	57.9	62.7	53.1	60.0	50.0	81.8	100.0	85.7
All other options	42.1	37.3	46.9	40.0	50.0	18.2	-	14.3
Had a discussion about race which affected me in a positive manner.								
Never	25.5	30.5	28.8	20.0	33.3	27.3	50.0	37.5
All other options	74.5	69.5	71.2	80.0	66.7	72.7	50.0	62.5
Had a discussion about race which had no effect on me.								
Never	37.6	45.6	50.0	40.0	100.0	72.7	50.0	50.0
All other options	62.4	54.4	50.0	60.0	-	27.3	50.0	50.0

Table 21 presents the frequency of responses of faculty on the experiences with diversity scale by rank. Some faculty responses were evidence of a negative climate for diversity. It should be kept in mind that the responses of faculty, as well as staff, and students are largely homogenous. Therefore responses reflect the experiences and attitudes of white faculty, staff, and students. From this table almost all faculty at least across rank, overwhelmingly reported never having experienced discrimination due to their race. However, one-fourth of research associates (25 percent) tended report experiencing discrimination. This might be explained due to the tendency of research associates to be less integrated into the university than member of higher rank. At the same time, over half of instructors experienced hearing insensitive comments about racial minorities by faculty. Given this finding, it might be that faculty are more likely to be in

contact with other faculty. Therefore, lower ranked faculty were more likely to hear these comments from other faculty. Additionally, faculty reported being present at events where racial minorities were portrayed in a negative manner. Over one-fourth of professors reported being present at events of this type. Though, professors tended not to have this experience some faculty did in fact experience being present at such events. Similarly, one-fourth of instructors (25 percent) and one-fourth of research associates (25 percent) experienced being present at events where racial minorities were portrayed in a derogatory manner.

Table 21 also shows that most faculty across rank experienced student materials that increased their understanding of racial minorities. However, half of instructors (50 percent) reported never having this experience. Instructors did not experience student publications that increased their understanding of racial minorities to the same degree that they had this experience. Similarly, half of instructors (50 percent) experienced having discussions about race with members of another racial group that affected them in a negative manner. Nearly half of assistant professors (46.9 percent) and over one-third of professors (42.1 percent) had a similar experience. Though faculty tended not to experience discussions about race that affected them in a negative manner in large degree there is evidence that some faculty have in fact been affected negatively by such discussions. Similarly, faculty across rank tended to experience discussions about race that affected them in a positive manner some faculty reported never having this experience with such discussions. Over one-third of instructors (33.3 percent) reported never being affected in a positive manner by racial discussions with member of another racial group. Additionally, half of adjunct professors (50 percent) reported never being

affected in a positive manner by similar discussions. This particular finding suggests that lower ranked faculty tended to not be affected in a positive manner compared to higher ranked faculty. With a few exceptions faculty across rank tended to experience racial discussions that had no effect on them. This seems to particularly be particularly the case with higher ranked faculty. However, instructors (100 percent), research associates (72.7 percent) , and other faculty (50 percent) tended to never have experiences with racial discussions that had not effect upon them. The lower ranks again seem to have the most negative experiences compared to assistant professors and above.

TABLE XXII

FACULTY RESPONSES CONCERNING ATTITUDES TOWARD THE UNIVERSITY CLIMATE FOR DIVERSITY BY RANK

ATTITUDES	Prof essor	Associate Professor	Assistant Professor	Lec- turer	Instr- uctor	Research Associate	Adjunct Professor	Oth- er
Diversity is good for OSU.								
Disagree	90.3	92	91.7	100.0	100.0	83.3	66.7	87.5
Agree	6.8	6.4	4.2	-	-	16.6	-	12.5
OSU is placing too much emphasis on diversity.								
Disagree	69.8	67.7	78.8	75.0	75.0	66.7	66.6	87.5
Agree	18.8	27.7	9.8	-	25.0	25.0	-	12.5
Pursuing diversity leads to the admission of too many underprepared students.								
Disagree	55.8	55.4	59.7	50.0	50.0	33.3	33.3	37.5
Agree	38.4	40.0	30.5	50.0	50.0	58.3	-	62.5
OSU administration should be committed to promoting respect for group differences.								
Disagree	95.3	92.3	90.3	75.0	100.0	83.3	66.7	87.5
Agree	3.7	7.7	5.6	25.0	-	16.6	-	12.5

TABLE XXII

FACULTY RESPONSES CONCERNING ATTITUDES TOWARD THE UNIVERSITY CLIMATE FOR DIVERSITY BY RANK (CONTINUED)

ATTITUDES	Prof essor	Associate Professor	Assistant Professor	Lec- turer	Instr- uctor	Research Associate	Adjunct Professor	Oth- er
Affirmative action leads to the hiring of less qualified faculty and staff.								
Disagree	58.1	57.8	58.3	50.0	50.0	50.0	33.3	62.5
Agree	37.2	39	36.1	25.0	50.0	41.7	33.3	25.0
OSU administration is committed to promoting respect for group differences.								
Disagree	30.2	32.3	23.6	50.0	25.0	25.0	-	50.0
Agree	60.4	60.0	62.5	50.0	50.0	66.6	66.6	50.0
The percentage of minority faculty should reflect the percentage of minority students.								
Disagree	42.8	46.2	49.3	50.0	33.3	66.7	33.3	37.5
Agree	54.3	49.2	40.9	50.0	66.6	33.3	33.3	50.0
I feel I need to change some of my personal characteristics to fit in.								
Disagree	29.2	23.1	23.6	25	25	8.3	66.6	37.7
Agree	65.1	67.6	73.6	50	75	83.4	33.3	62.5
OSU has achieved a positive climate for diversity.								
Disagree	59.4	52.4	49.3	75	50	33.3	33.3	57.2
Agree	34.9	38.5	39.4	25	50	66.7	-	28.6

Table 22 shows the responses of faculty on the attitudes toward diversity scale by rank. Some faculty responses provide evidence of negative attitudes toward the university climate for diversity at OSU. Across, all ranks faculty tended to overwhelmingly disagree that diversity is good for OSU. Additionally, faculty across ranks also tended to

disagree that OSU was placing too much emphasis on diversity. These findings are very telling concerning the lack of support of diversity both in principle and as a matter of policy by faculty. Faculty also tended to disagree that a problem of pursuing diversity was the admission of underprepared students. At the same time, over half (58.3 percent) of research associates and nearly two-thirds (62.5 percent) of other faculty agreed with this statement. Lower ranked faculty tended to view diversity as potentially problematic in admitting underprepared students.

Some faculty held the attitude that affirmative action leads to hiring less qualified faculty and staff. Half (50 percent) of instructors and over one-third (41.7 percent) of research associates agreed with this statement. Additionally, over one-third of associate professors (39 percent), professors (37.2 percent) and assistant professors (36.1 percent) agreed with this statement. These findings suggest that there is a prevalence of attitudes concerning problems with affirmative action among faculty. Faculty also tended to disagree that the percentage of minority faculty should reflect the percentage of minority students. Across all categories of faculty at least one-third agreed with this statement. Among these, over two-thirds (66.7 percent) of research associates agreed with this statement. At the same time, half of lecturers and nearly half of assistant professors and associate professors disagreed that the percent of minority faculty should reflect the percentage of minority students. Finally, faculty across all ranks tended to disagree that OSU has achieved a positive climate for diversity. Over two-thirds of lecturers (75 percent) disagreed that OSU has achieved a positive climate for diversity. With the exception of research associates and adjunct professors over one half of all other ranks disagreed that OSU has achieved a positive climate for diversity. Findings concerning

faculty experiences and attitudes concerning the university climate for diversity revealed evidence of goal displacement when controlling for rank. However, the extent to which faculty indicated a positive or negative climate for diversity varied across categories of rank.

Bivariate Responses for Staff by Groups.

TABLE XXIII

STAFF SAMPLE BY EMPLOYMENT CLASSIFICATION

Classification	Frequency	Percent
Temporary	2	.4
Classified	121	24.8
Technical Paraprofessional	11	2.3
Service Maintenance	12	2.5
Administrative Professional	341	69.9
Total	488	100

Table 23, shows the characteristic of the staff sample by classification. There are five categories of faculty classification. Based on this table, the staff sample is composed mostly of the Administrative Professional classification. Over two-thirds of staff (69.9 percent) are within the Administrative Professional category. This shows that the staff sample is largely represented by those who are at the very top of the internal university environment. This category of staff are highly instrumental in setting over-arching university policies. These policies set the parameters by which faculty function within colleges and academic departments. Administrators operate in a capacity that significantly influences the university climate for diversity though not as directly as faculty. Responses of staff across rank were collapsed into two distinct categories. Staff either never had an experience or held an attitude in terms of diversity. Staff who never

had an experience with diversity or held an attitude toward diversity were within the category “never”. On the other hand, faculty who had a given experience of held a particular attitude toward diversity were included in the category “all other options”.

TABLE XXIV

STAFF RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY CLIMATE FOR DIVERSITY AT OSU BY CLASSIFICATION

EXPERIENCES	Tem- porary	Classi- fied	Technical Paraprofessional	Service Maintenance	Administrative Professional
Have been discriminated against.					
Never	-	29.7	33.3	27.3	19.9
All other options	100.0	70.3	66.7	72.7	70.1
Heard insensitive by faculty.					
Never	50.0	85.8	100.0	100.0	90.1
All other options	50.0	14.2	-	-	9.9
Heard insensitive by staff.					
Never	100.0	59.2	45.5	72.7	49.5
All other options	-	40.8	54.5	27.3	50.5
Heard insensitive by administrators.					
Never	50.0	41.3	54.5	45.5	32.6
All other options	50.0	58.7	45.5	54.5	67.4
Heard insensitive by students.					
Never	50.0	63.3	81.8	81.8	51.7
All other options	50.0	36.7	18.2	18.2	48.3
Been present at events racial minorities portrayed in a derogatory manner.					
Never	50.0	47.3	54.5	72.7	34.0
All other options	50.0	52.7	45.5	27.3	66.0
Have seen/read material in student publications which is offensive to racial minorities.					
Never	50.0	82.1	90.9	100.0	82.5
All other options	50.0	17.9	9.1	-	17.5
Have seen/read material in student publications which increased my understanding of racial minorities.					
Never	-	61.7	70.0	90.9	53.3
All other options	100.0	38.3	30.0	9.1	46.7

TABLE XXIV

STAFF RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY CLIMATE FOR DIVERSITY AT OSU BY CLASSIFICATION (CONTINUED)

EXPERIENCES	Tem- porary	Classi- fied	Technical Paraprofessional	Service Maintenance	Administrative Professional
Had a discussion about race which affected me in a negative manner.					
Never	-	61.0	77.8	50.0	54.1
All other options	100.0	39.0	22.2	50.0	45.9
Had a discussion about race which affected me in a positive manner.					
Never	-	40.4	55.6	50.0	24.8
All other options	100.0	59.6	44.4	50.0	75.2
Had a discussion about race which had no effect on me.					
Never	-	68.4	90.0	60.0	57.6
All other options	100.0	31.6	10.0	40.0	42.4

Table 24 presents the responses of staff on the experiences with diversity scale by classification. Some staff responses were evidence of a negative climate for diversity.

Unlike faculty, across all categories of staff at least over two-thirds of staff reported experiencing discrimination due to their race. All temporary staff (100 percent) having experienced discrimination. On the other hand, staff were not likely to hear insensitive comments about racial minorities from faculty. Staff did, however, tend to hear insensitive comments concerning racial minorities by other staff, students, and administrators. Over half of technical/paraprofessional staff (54.5 percent) tended to hear these comments from other staff. Slightly over half of administrative professional staff (50.5 percent) tended to hear insensitive comments from other staff. This finding might be explained by the likelihood of staff being in contact with other staff than with faculty. Over two-thirds of administrative/professional (67.4 percent) tended to hear insensitive

comments about racial minorities from administrators. For the same reason above this category would be more likely to hear these comments from administrators. At the same time over half of classified staff (58.7 percent) and service maintenance staff (54.5 percent) heard insensitive comments from administrators. Classified staff are more likely to work under administrative/professional staff therefore they are more likely to hear these comments from administrators. Staff were to a lesser degree likely to hear insensitive comments about racial minorities by students. Half of temporary staff (50 percent) and over one-third of classified staff (36.7 percent) were likely to hear these comments from students. Nearly half of administrative/professional staff (48.3 percent) tended to hear these comments by students. These staff often serve students in a variety of ways. For example, in the area of student services, these staff often come in contact with students. Therefore they are more likely to hear such comments. Additionally, some staff tended to be present at events where racial minorities were portrayed in a derogatory manner. Higher ranked staff tended to be present at events of this nature than lower ranked staff. Over two-thirds of administrative/professional staff (66 percent) tended to attend event where racial minorities were portrayed in a derogatory manner. At the same time, half of classified staff (52.7 percent) and half of temporary staff (50 percent) were likely to be present at similar events. Concerning student publications offensive to racial minorities, half of temporary staff (50 percent) tended to see such publications. Staff across all other categories tended to have never seen publications that were offensive to racial minorities.

Table 24 also shows that, almost all, service maintenance staff (90.9 percent) never seen publications that increased their understanding of racial minorities. This

seems to suggest that publications either have little effect upon this group or that these publications either seldom or never address issue of racial diversity. There is evidence that students do not necessarily view diversity as good for the university therefore their publications may tend to reflect this sentiment. The same case holds for over two-thirds of technical/paraprofessional staff (70 percent). Additionally, over half of classified staff (50 percent) and over half of administrative/professional staff (53.3 percent) tended not to have ever increased their understanding of racial minorities by reading student publications. Staff also tended to have discussions about race with members of different racial groups that had a negative effect upon them. All temporary staff and half of service maintenance staff (50 percent) and nearly half of administrative/professional staff (45.9 percent) reported having such discussions that had a negative effect upon them. These findings indicate that these discussions had unexpected effects upon staff. One would expect that these discussions would have the effect of reducing conflict and antagonisms among different racial groups. As indicated this was not the case for some staff. It was also interesting to find that some staff were not affected by having discussions about race with members of other racial groups. All temporary staff tended not to be effected by these discussions. In addition, over one-third of service/maintenance staff (40 percent) and over one-third of administrative/professional staff (42.4 percent) also tended to not be effected by discussions with members of different racial groups. Also, nearly one-third of classified staff (31.6 percent) tended not to be effected by discussions with members of other racial groups. A number of staff appears at least somewhat apathetic concerning discussion about race with members of other racial groups. This would not be an expected outcome of such discussions.

TABLE XXV

STAFF RESPONSES CONCERNING ATTITUDES TOWARD THE UNIVERSITY
CLIMATE FOR DIVERSITY BY CLASSIFICATION

ATTITUDES	Tem- porary	Classi- fied	Technical Paraprofessional	Service Maintenance	Administrative Professional
Diversity is good for OSU.					
Disagree	100.0	96.6	90.9	81.8	94.0
Agree	-	3.4	9.1	18.2	6.0
OSU is placing too much emphasis on diversity.					
Disagree	50.0	51.7	72.8	27.3	58.9
Agree	50.0	48.3	27.2	72.7	41.1
Pursuing diversity leads to the admission of too many underprepared students.					
Disagree	-	38.3	45.5	45.5	49.4
Agree	100.0	61.7	54.5	54.5	50.6
OSU administration should be committed to promoting respect for differences.					
Disagree	-	5.0	9.1	9.1	4.5
Agree	100.0	95.0	90.9	90.9	95.5
Affirmative action leads to the hiring of less qualified faculty and staff.					
Disagree	50.0	46.5	63.7	40.0	47.6
Agree	50.0	53.5	36.3	60.0	52.4
OSU administration is committed to promoting respect for group differences.					
Disagree	100.0	73.7	81.8	72.7	76.7
Agree	-	26.3	18.2	27.3	23.3
The percentage of minority faculty should reflect the percentage of minority students.					
Disagree	50.0	57.8	54.5	45.5	33.1
Agree	50.0	42.2	45.5	54.5	66.9
I feel I need to change some of my personal characteristics to fit in					
Disagree	100.0	67.0	54.5	63.7	82.4
Agree	-	33.0	45.5	36.3	17.6

TABLE XXV

STAFF RESPONSES CONCERNING ATTITUDES TOWARD THE UNIVERSITY CLIMATE FOR DIVERSITY BY CLASSIFICATION (CONTINUED)

ATTITUDES	Tem- porary	Classi- fied	Technical Paraprofessional	Service Maintenance	Administrative Professional
OSU has achieved a positive climate for diversity.					
Disagree	-	30.2	18.2	30.0	40.5
Agree	100.0	69.8	81.8	70.0	59.5

Table 25 presents the responses of staff concerning the Attitudes scale by classification. Some staff responses provide evidence of negative attitudes toward the university climate for diversity at OSU. Like faculty, almost all staff across categories of classification disagreed that diversity was good for the university. In addition, a number of staff responded that OSU was also placing too much emphasis on diversity. Over two-thirds of service/maintenance staff (72.7 percent) agreed that OSU was placing too much emphasis on diversity. Additionally, over half of temporary staff (50 percent) and nearly half of classified staff also agreed with this statement. On these two items staff responses across categories of classification indicate that diversity is not good for the university and that OSU was placing too much emphasis on diversity. Unlike faculty staff also, reported that pursuing diversity leads to the admission of underprepared students. Over half of technical/paraprofessional staff (54.5 percent), service/maintenance staff (54.5 percent), and administrative/professional staff (50.6 percent) agreed with this statement. Staff responses suggest that diversity would inherently lower admission standards. This perception however is not consistent with affirmative action policies which prohibit lowering standards. However, this perception is real in its consequences, specifically in terms of staff interactions with students.

Staff like faculty, tended to agree that affirmative action leads to hiring less qualified faculty and staff. Over half of service/maintenance staff (60 percent), classified staff (53.5 percent) and administrative/professional staff (52.4 percent) agreed that affirmative action leads to hiring less qualified faculty and staff. Faculty and staff similarly have perceptions about affirmative action that are not consistent with the policy. However, despite the accuracy of this perception, faculty and staff attitudes have an influence on the climate for diversity particularly at the college and departmental levels. Faculty and staff alike tended to show disagreement that the percentage of minority faculty should reflect the percentage of minority students. Over half of classified staff (57.8 percent) and over half of technical/paraprofessional staff (54.5 percent) disagreed with this statement. Half of temporary staff (50 percent) also disagreed. In addition, slightly over one-third of administrative/professional staff also disagreed that the percentage of minority faculty should reflect the minority student population. These staff to a somewhat higher degree tended to disagree that the percentages of minority faculty to minority students should match compared to faculty. It was also found that, some staff disagreed that OSU has achieved a positive climate for diversity. Over one-third of administrative/professional staff (40.5 percent) disagreed with this statement. And, nearly over one-third of classified staff (30.2 percent) disagreed that OSU has achieved a positive climate for diversity. Additionally, nearly one-third of service/maintenance staff tended to disagree that OSU has achieved a positive climate for diversity. Staff tended to disagree that OSU has achieved a positive climate to a lesser degree compared to faculty. Staff responses reflected experiences and attitudes of a negative climate for diversity. Staff responses in large degree paralleled faculty responses concerning the

university climate for diversity at OSU. This convergence of views concerning the climate for diversity can be explained by the relative homogeneity of these groups. . Findings concerning staff experiences and attitudes concerning the university climate for diversity revealed evidence of goal displacement when controlling for classification. However, the extent to which staff indicated a positive or negative climate for diversity varied across categories of classification.

Bivariate Responses for Student by Groups

TABLE XXVI
STUDENTS SAMPLE BY CLASSIFICATION

Classification	Frequency	Percent
Freshmen	2	.6
Sophomore	88	26.7
Junior	9	2.7
Senior	3	.9
Graduate	227	69
Total	329	100

Table 26, shows the characteristic of the student sample by Classification. There are five categories of classification. Based on Table 40, the student sample is composed mostly of Graduate students. Over two-thirds (69 percent) of the student sample are Graduate students. These students tend to be more socially integrated with the structure of the university. For example, graduate students tend to serve as research and teaching assistants. In this capacity, they work with undergraduates, faculty, and their peers. Graduate students tend to be less transient than undergraduate students. Therefore, graduate students tend to be on campus year round while undergraduates tend to be

present primarily during academic semesters. Table 26 also shows that slightly over one-fourth of students (26.7 percent) tend to be Sophomores. As undergraduates these students tend to be more transient than graduate students as stated above. However, Sophomore students also tend to represent the mass majority of students on campus. For this reason these student tend to be highly influential in student government. Additionally, undergraduates tend to constitute more of a critical mass compared to graduate students. Responses of students across rank were collapsed into two distinct categories. Students either never had an experience or held an attitude in terms of diversity. Students who never had an experience with diversity or held an attitude toward diversity were within the category “never”. On the other hand, students who had a given experience of held a particular attitude toward diversity were included in the category “all other options”.

TABLE XXVII

STUDENT RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY CLIMATE FOR DIVERSITY AT OSU BY CLASSIFICATION

EXPERIENCES	Freshman	Sophomore	Junior	Senior	Graduate
Have been discriminated against.					
Never	50.0	79.3	77.8	33.3	83.9
All other options	50.0	20.7	22.2	66.7	16.1
Heard insensitive comments by faculty.					
Never	50.0	79.3	77.8	-	82.7
All other options	50.0	20.7	22.2	100.0	17.3
Heard insensitive comments by staff.					
Never	100.0	86.2	88.9	33.3	82.3
All other options	-	13.8	11.1	66.7	17.7
Heard insensitive comments by administrators.					
Never	50.0	93.0	88.9	33.3	82.3
All other options	50.0	7.0	11.1	66.7	17.7

TABLE XXVII

STUDENT RESPONSES CONCERNING EXPERIENCES WITH THE UNIVERSITY
CLIMATE FOR DIVERSITY AT OSU BY CLASSIFICATION (CONTINUED)

EXPERIENCES	Freshman	Sophomore	Junior	Senior	Graduate
Heard insensitive comments by students.					
Never	50.0	27.6	44.4	-	32.6
All other options	50.0	72.4	55.6	100.0	67.4
Been present at events racial minorities portrayed in a derogatory manner.					
Never	-	32.1	50.0	-	41.3
All other options	100.0	67.9	50.0	100.0	48.7
Have seen material offensive to racial minorities.					
Never	50.0	85.5	100.0	33.3	84.1
All other options	50.0	14.5	-	66.7	15.9
Have seen which increased my understanding of racial minorities.					
Never	-	72.4	55.6	-	65.6
All other options	100.0	27.6	44.4	100.0	34.4
Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a negative manner.					
Never	-	58.5	44.4	-	58.6
All other options	100.0	41.5	55.6	100.0	41.4
Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.					
Never	-	29.3	33.3	-	30.9
All other options	100.0	70.7	66.7	100.0	69.1
Had a discussion about race/ethnicity with someone from another racial/ethnic group which had no effect on me.					
Never	-	58.8	22.2	33.3	52.9
All other options	100.0	41.2	77.8	66.7	47.1

Table 27 presents the responses of students on the Experiences scale by classification. Some students responded having experienced a negative climate for

diversity. For example, over two-thirds of seniors (66.7 percent) reported an experience of discrimination due to their race. Half of freshmen (50 percent) also reported a similar experience. Though some students tended to have an experience of discrimination it was to a lesser degree than staff. Students tended to hear insensitive comments about racial minorities from students more than any other group. All seniors and over two-thirds of sophomores (72.4 percent) and over two-thirds of graduate students tended to hear insensitive comments about racial minorities by students. These responses are explained by the likelihood of students to be in contact with other students. Students also to a larger degree than staff tended to attend university events where racial minorities are portrayed in a derogatory manner. All freshmen and all seniors reported this experience. Additionally, over two-thirds of sophomores (67.9 percent) also experienced racial minorities being portrayed in a derogatory manner at OSU events. Half of juniors (50 percent) and nearly half of graduate students (48.7 percent) reported a similar experience. Students also reported seeing student publications offensive to racial minorities. Students also tended to report this experience more than staff. Over two thirds of seniors (66.7 percent) reported seeing publication offensive to racial minorities. In addition, half of freshmen (50 percent) reported seeing offensive student publications. Strikingly, students reported never seeing student publications that increased their understanding of racial minorities. These responses were very similar to the lack of this experience among faculty and staff. Over two-thirds of sophomores (72.4 percent) and over two-thirds of graduate students (65.6 percent) reported never having their understanding of racial minorities increased by reading student publications. At the same time, over half of juniors (55.6 percent) reported never having this experience. This may be explained, as

discussed previously, by the lack of content of the publications concerning racial minority issues. On the other hand, students may not be greatly influenced by student publications. These publications may have little effect upon student perceptions of the university climate for diversity.

Students also reported having negative experiences with discussions about race with members of another race. All freshmen and seniors reported having discussions about race with members of another race that effected them in a negative manner. Additionally over half of juniors (55.6 percent) reported having a negative experience with such discussions. At the same time, over one-third of sophomores (41.5 percent) and over one-third of graduate students (41.4 percent) reported having negative experiences with these discussions about race. These responses are consistent with faculty and staff experiences with discussions about race with members of different racial groups. The similarity in experiences with these discussions among all three groups can be explained by the homogeneity. Like faculty and staff responses, some students showed that they tended have discussions about race with members of different racial groups that had no effect on them. All freshmen reported having this experience. At the same time over two-thirds of juniors (77.8 percent) and over two-thirds of seniors (66.7 percent) reported that these discussions had no effect upon them. Additionally, nearly one half of graduate students (47.1 percent) and over one-third of sophomores (41.2 percent) were not effected by these discussions. These findings show that discussions with different racial groups have limited influence on group experiences with diversity.

TABLE XXVIII

STUDENT RESPONSES CONCERNING ATTITUDES TOWARD THE UNIVERSITY
CLIMATE FOR DIVERSITY BY CLASSIFICATION

ATTITUDES	Freshman	Sophomore	Junior	Senior	Graduate
Diversity is good for OSU.					
Disagree	50.0	87.8	88.9	100.0	87.6
Agree	50.0	12.5	11.1	-	12.4
OSU is placing too much emphasis on achieving diversity.					
Disagree	100.0	48.9	66.6	-	53.1
Agree	-	51.1	33.4	100.0	46.9
Pursuing diversity leads to the admission of too many underprepared students.					
Disagree	50.0	38.6	44.4	33.3	44.9
Agree	50.0	61.4	55.6	66.7	55.1
OSU administration should be committed to promoting respect for group differences.					
Disagree	100.0	82.9	100.0	100.0	83.4
Agree		17.1	-	-	16.6
Affirmative action leads to the hiring of less qualified faculty and staff.					
Disagree	50.0	32.6	77.8	-	38.5
Agree	50.0	67.4	22.3	100.0	61.5
OSU administration is committed to promoting respect for group differences.					
Disagree	50.0	31.8	22.2	66.7	28.0
Agree	50.0	68.2	77.8	33.3	72.0
The percentage of minority faculty should reflect the percentage of minority students at OSU.					
Disagree	50.0	37.9	55.6	33.3	30.8
Agree	50.0	62.1	44.4	66.7	69.2
I feel I need to change some of my personal characteristics to fit in.					
Disagree	50.0	26.2	22.2	33.3	29.2
Agree	50.0	73.8	77.8	66.7	70.8
OSU has achieved a positive climate for diversity.					
Disagree	50.0	27.6	33.3	-	36.6
Agree	50.0	72.4	66.7	100.0	63.4

Table 28 presents responses of students on the attitudes scale by classification. Some student responses provide evidence of negative attitudes toward the university climate for diversity at OSU. For instance, students across classification almost overwhelmingly disagree that diversity is good for the university. In addition, some students agreed that OSU is placing too much emphasis on diversity. All seniors agreed that too much emphasis was being placed on achieving diversity. Over half of sophomores (51.1 percent) and nearly half of graduate students (46.9 percent) agreed that OSU was placing too much emphasis on diversity. These findings indicate that students like faculty and staff to reject diversity as a legitimate goal of the university. In addition, students responded that too much emphasis is being placed on diversity. Students like faculty and staff tended to agree that pursuing diversity leads to that admission of underprepared students. Over one-third of seniors (66.7 percent) and nearly one-third of sophomores (61.4 percent) agreed with this statement. Additionally, over half of seniors (55.6 percent) and over half of graduate students (55.1 percent) also agreed that pursuing diversity leads to the admission of underprepared students. In addition, half of freshmen agreed that diversity leads to lowering admission standards. This perception suggests that students perceive that diversity has the limitation of lowering standards. Students like faculty and staff tended to agree that affirmative action leads to hiring less qualified faculty and staff. All seniors tended to agree with this statement. In addition, over one-third of sophomores (67.4 percent) and over half of graduate students also agreed that affirmative action leads to hiring less qualified faculty and staff. These students perceive that affirmative action is related to the prevalence of less qualified faculty and staff in the university.

Students also tended to disagree that the percentage of minority faculty should reflect the percentage of minority students. Over one half of juniors (55.6 percent) and half of freshmen (50 percent) agreed with this statement. On the other hand, over one-third of sophomores (37.9 percent) and slightly over one-third of seniors (33.3 percent) disagreed that the percentage of minority faculty should reflect the percentage of minority students. These findings were similar for faculty and staff concerning this measure of the university climate for diversity. Students also disagreed that OSU has achieved a positive climate for diversity. Half of freshmen (50 percent) and over one-third of graduate students (36.6 percent) and slightly over one-third of juniors (33.3 percent) also disagreed that OSU has achieved a positive climate for diversity. In this regard student responses were quite similar staff. Staff and students to a lesser degree disagreed that OSU has achieved a positive climate for diversity. Faculty tended to disagree with this statement than staff or students. Findings concerning student experiences and attitudes concerning the university climate for diversity revealed evidence of goal displacement when controlling for classification. However, the extent to which students indicated a positive or negative climate for diversity varied across categories of classification.

CHAPTER X

SUMMARY AND CONCLUSIONS

This study is an analysis of the phenomena of goal displacement in higher education. The focus of this study is on university policies and programs designed to improve the university climate for diversity. In this analysis, the assumptions of the neo-institutional school were used. They are namely:

1. There is a relationship between the external environment and the formal structure of the university.
2. The external environment of the university imposes constraints on the internal structure of the university.
3. The formal structure of the university places constraints on the informal structure of the university.
4. The informal structure of the university is an indicator of the university climate for diversity.
5. Attitudes, values, beliefs, and perceptions of the university climate by faculty, staff, students, and administrators are indicators of the informal structure of the university.

These assumptions provide insights into the nature of the organization as a complex social system. More specifically, the neo-institutional school assumes that all organizations, including institutions of higher education, are natural systems. That is, the University has the paramount goal of survival within a hostile organizational field. Additionally, universities of higher education must negotiate their internal organizational elements with their external environments. The external environment may be composed of similar organizations competing for markets, regulatory agencies of the state, social and political ideologies, and other elements. To ensure survival, organizations must

constantly adapt to the uncertainties in their organizational environments. The most constraining element within the external environment of the university are federal policies and regulations. Federal policies are highly constraining upon university activities due to the fact that government has considerable control over university purse strings. In turn, university policies, such as diversity policies and programs, are isomorphic to external pressures from the federal governments. Given the above, the mission of the university includes an emphasis upon diversity. However diversity is only one part of the university mission. It is achieved by the development of policies and programs aimed at improving the university climate for diversity. In addition to policy and program development, universities must faithfully implement these policies and programs within the context of organizational cultures and climates. It is here, where one of the most perplexing problems of organizational administration occurs. Formal policies and programs are often “displaced” by competing and conflicting elements within the organization’s internal environment. For example, organizational members resist changes they do not have a vested interest in their development and implementation. Policies aimed at improving the university climate for diversity are no exception to this rule. It might be argued that diversity policies and programs experience considerably more conflict both within institutions of higher education and in the larger society. They foster emotional fervor and controversy among various factions on campus. No policy aimed at improving diversity has had more resistance than affirmative action policy.

The present social and political climate concerning affirmative action and race-specific policy has contributed to the inability of policy makers to adequately address the issues raised by proponents of these policies. Thus, a systematic analysis of diversity

policy is warranted. The implications of such an analysis could extend to other sectors of the society such as economic institutions, political action committees, agencies of the media, and the list could be endless.

The data for the present analysis were drawn from Oklahoma State University (OSU), a mid-western land-grant university. OSU provides a case in point concerning the phenomena of goal displacement. As stated in Chapter IV, data from a variety of sources are utilized in this study. The primary data for the analysis are derived from survey data concerning the university climate for diversity. The survey data was collected in 1994 using three existing questionnaires from the UCLA Climate for Diversity Study. These surveys were adapted for use on the campus of Oklahoma State University. For a more detailed description of the collection process, see Chapter IV. Historical data are also used to examine the context of the university climate for diversity in time. This particular set of data place the survey data in historical context. In addition, the historical data lends itself to a more detailed description of Oklahoma State University through its incidents of racial conflict and violence. These depictions of historical events provide a glimpse into the past climate for diversity at OSU. To delve deeper into the rationale for and the development process of diversity policy, indepth interviews of past and present administrators were used in the study. These interviews were conducted in the months of November and December, in the fall semester 1997. From the interviews with administrators, it was possible to gain insights into the context in which diversity policies are developed and implemented. Administrators provided comments concerning university policies that dealt with improving the climate for diversity. In the interviews, administrators suggested that there were, two primary

policies aimed at increasing the diversity among faculty. They are the minority faculty incentive fund and the faculty retention program. These two programs represent the most direct policies/programs concerning improving the university climate for diversity. These two programs are developed and implemented in consultation with the office of affirmative action. The role of the office of affirmative action as consultant is to insure that the prospective candidate is a member of one of the underrepresented groups (racial or gender).

This discussion and analysis of the research data will begin with the historical data. We will then proceed to the indepth interviews with key administrators. The indepth interviews will be followed by survey data. The historical data and indepth interviews are indicative of the context of the university climate for diversity for diversity in 1994. These interviews will be followed by influences from the external environment. Finally, the survey data will be discussed in the context of the historical university climate for diversity. This includes both the external and the internal structure of the university with the internal structure being further divided into the formal and informal structures.

The Historical Data

Historical data were used to elaborate on the context of diversity at Oklahoma State University through time. As stated above, the historical data showed a history of racial conflict and violence on the campus Oklahoma State University. Racial conflict on the campus of OSU (then Oklahoma A& M) was indicative of the racial climate in the larger society. In the 1950's, when the incidence with the "First Black to Play on Lewis

Field” was taking place, there was an international climate of hostility and conflict by whites against blacks. The incident involving the first blacks to play football against the Oklahoma A & M team occurred just a few years before the Brown versus the Board of Education of Topeka case involving the substandard education of black children in segregated schools. The 1951 incidence involved a Drake University football player, who happened to be black, who received three blows to the jaw ultimately breaking. According to the media, Drake felt the attack was deliberate. However, there was no evidence to prove that the incidence was indeed racially motivated. Yet, the implications of race are clearly intertwined into the reports surrounding the incident. Certainly, the racial conflict occurring within the larger society at the time explains to some degree how and why an incidence like this might occur involving a black player. It might be noted that there were no blacks who had played football for OSU leading up to this incident. The Time Magazine article previously reported that there was a trend of “win at all cost” tactics occurring around the country. This provides some evidence of a hostile climate among collegiate athletic events nation-wide. Given the competitiveness between students on college campuses, violent acts often take place. It should be considered, however, that this incident was a pretext to future activities involving other blacks from other schools as well as the black students soon to arrive on the campus of OSU. In addition, the same Time article reported that there were betting pools among OSU fans concerning when the Drake player would be put out of the game. Again, there is no indication in the printed media concerning whether these pools were racially motivated. These betting pools, at least, indicate that there was a predisposition among OSU football players, alumni, and fans for violence. The Drake player stated that this attack had to be deliberate given the repeated attempts to inflict bodily harm on him. Although, this incident is within the realm of athletics at OSU, it lends itself to explaining some aspect of the university climate at the time. Other incidents point more directly to racial conflict in OSU history.

One such incident involves black students in the Edmond Low library, November 22, 1969. This incident occurred six years to the day of John F. Kennedy's assassination. It was reported by the Daily Oklahoman, that black students "invaded" the library and threw one thousand books off library shelves onto the floor. According to the Vice-President for Student Affairs, the incident was considered a "disruption" to the educational program of the university. (Allen, 1969) He further stated that disciplinary action would be taken against the students involved in the incident in the form of suspensions. The organizers of the protest were members of the Afro-American Society (AAS). The AAS described the incidence as a quiet affair that was intended to apply gentle pressure on the university administration. The AAS stated that the university administration had ignored the needs of blacks students on campus. Therefore, the AAS organized this act of protest "to get things moving". (Allen, 1969) Members of the AAS had proposed a number of demands to the administration namely: greater Negro recognition on campus, more Negro faculty, a black studies section in the library, and black counselors. Despite their rationale, the university administration took a firm stance toward the protest, stating that this behavior would not be tolerated and that stern disciplinary action will be taken against the students involved in the affair. The president of the AAS stated in the Daily Oklahoman that talks with the university administration had been unproductive. He further suggested that the needs of black students had been met with intimidation and suppression by the university administration. In sum, the AAS president stated that the university remained unresponsive to their needs leading up to the incident. This particular incident, unlike the previous account, involved black students at OSU. These students resorted to drastic measures to gain recognition after milder attempts to garner the attention of the university administration.

In 1969, black Americans began to integrate OSU. As reported by this account, the experience of black students at the time indicates that they felt ignored and isolated. Though physically present at OSU, they felt that the university had made little or no

efforts to accommodate their educational needs. The apathetic mood of the university administration lead black students to act in a relatively harmless way, throwing library books on the floor. There was no indication of whether the books were destroyed or damaged by the protests. This would have been a far more serious case. From this account, race may have been a mitigating factor. At the time of the incident, OSU was overwhelmingly white, with a small group of minority students. Blacks newly introduced to the campus of OSU were experiencing isolation and sought some concessions in response to their unique educational needs. This account shows that OSU had not taken a proactive approach to addressing the needs of students from diverse backgrounds on campus. The lack of initiative on the part of the university administration had a direct influence on the university climate. If there is to be a positive climate for diversity at OSU, the university administration must take steps to ensure that there is a climate conducive to the academic excellence of diverse groups on campus as well as those of the majority. The library incident involved at best an act of vandalism but was probably more an act of protest on the part of black students. Additionally, apathy on the part of the university administration concerning the needs of black students, lead to the events reported in the Daily Oklahoman, November 22, 1969. The historical record shows violence toward black students at OSU. (Allen, 1969)

In the fall semester of 1970, white students shot three black female students with pellets on the campus of OSU. The shots came from a fraternity house on campus. This incident shows an extreme case of hostility and conflict between white students resulting in violence. The female students returned to their dorms and told what had happened to black male students who happened to be in the lobby of their dorm. A number of black students approached the dorm from where the shots were fired and demanded that the person responsible for the shooting present himself. At the time of their arrival at the fraternity house, the Stillwater police arrived. The police took reports concerning the shooting incident. Black students reported to the police that three black females “sisters”

had been shot. Additionally, black male students reported that they heard students of the fraternity chamber weapons upon their arrival. The fraternity house was searched and a rifle and a pellet gun were confiscated. The university policy at the time stated that no weapons were permitted on campus. The police instructed the black students to leave the premises. They also stated that nothing further could be done until the fraternity house president returned. Black students were not content with the response of the police who, in their opinion, didn't seem to care that three black females had been shot by someone in the white fraternity house. The university administration was contacted the next day. The university immediately began to reassure black students that the campus was safe and that the responsible party or parties would be dealt with appropriately. Black students were not satisfied with this response and organized a boycott of classes. They retreated to camp Redlands until the problem was addressed to their satisfaction. It was reported that 350 black students had left campus to ensure their safety. They had perceived that the campus was not safe following the above incident. In addition, the fact that some white students had guns on campus further exacerbated their fears. Their parents and a number of black organizations such as the National Association supported Black students for Colored People (NAACP) and the Nation of Islam. Following this mass exodus, the university administration began to engage in talks with black student leaders, namely the Afro-American Society (AAS). These talks resulted in a number of demands being by black students, many of which were assured to be met by the administration.

This incident represents the most serious conflict involving black and white students in the history of OSU. What seemed apparent from the accounts surrounding the shooting of the three black females is a climate of hostility and distrust. White students acted out their hostility toward black students by shooting three innocent black females with pellets as they walked across campus. Blacks students displayed a lack of trust toward the Stillwater police, the university administration, and an armed group of white

students. It is impossible to have a positive climate for diversity when the safety of racial/ethnic minority students cannot be ensured. Although, it would be unreasonable to expect that every act of violence can be prevented by the university administration, the university could have acted more decisively on the part of black student needs to prevent the escalation of events that occurred in the fall of 1970. The lack of responsiveness on the part of the administration might not have prevented the shooting, but rather they might have provided a more productive climate for dialogue when problems occurred. No student should have felt the need to leave campus for fear of their safety. The accounts surround the shooting of three black females and the subsequent boycott shows that OSU has had its share of racially motivated violence on its campus. This incident should teach the university administration that open communication and responsiveness to the needs of diverse groups on campus are essential to the educational mission of the university. The perceived apathy of the university toward the needs of racial/ethnic minority students seems to be consistent with some open-ended comments by faculty, staff, and students. Some members of the university community suggest that a hands-off approach to the needs of students of diverse backgrounds is the more productive. On the part of racial/ethnic minority students, this fosters a "sink-or-swim" environment where they are expected to swim up stream against currents of hostility and resentment. The pellet gun affair bears out the claim that the neglect of pressing concerns among campus subgroups insures higher costs in the future. In addition to the historical context of the university climate for diversity, the influence of the external environment can not be ignored.

The chief external influence to the university is in the realm of federal mandates. Federal policies are enormously constraining upon university structures and processes. There has been a long history of legislation, Supreme Court cases, and executive decisions influencing university policy with respect to diverse groups on campus. Yet, no policy has had more influence on university policy in terms of diversity than

affirmative action policy. The external social and political environment at OSU can be characterized as “anti-affirmative action”. Universities of higher education are in large degree isomorphic to the anti-affirmative action mood of the country. On the other hand, despite efforts by anti-affirmative action proponents, affirmative action is still the law. OSU, in large degree, reflects the anti-affirmative action spirit of the larger society. A number of open-ended comments reflect disdain for affirmative action and its implications for ensuring minority representation beyond race neutrality.

The Formal Structure and Increasing Racial/Ethnic Diversity

OSU provides two policies/programs in response to the requirements of affirmative action compliance. These policies/programs are limited to addressing issues related to diverse faculty. They are the Minority Incentive Fund and the Faculty Retention Program. These two program/policies represent the university responses to pressures to improve the representation of racial/ethnic minorities in the university. These policies/programs represent the formal structure of the university. The purpose of these policies is to increase the representation of racial/ethnic groups. As evidenced in the data derived from the indepth interviews, the informal structure of perceptions, attitudes, and experiences of the university community (faculty, staff, and students) influence this formal policy. The Minority Faculty Incentive Fund is designed to give additional funding to departments for newly hired minority faculty. These funds are allocated to departments through their respective colleges. The problem of displacement is often evidenced in the allocation of funds by colleges. When bottlenecks occur at the dean level funds are often interrupted. If funds are not ear marked and faithfully allocated to departments for qualifying faculty the purpose of the fund is essentially undermined. It might be that the bureaucratic apparatus of the university visa viz. its

hierarchical levels interferes with the purpose of the fund. At the level of some colleges minority incentive often disappear into general college budgets with little or no accountability. Similar problems occur concerning the faculty incentive program. The intent of the program is to counter offers to minority faculty from peer institutions. This fund suffers the same problems associated with the minority faculty incentive fund. These funds are often said to be unavailable at the college level. At the same time, the university budget provides funds for this program annually since 1994. Formal policies/programs intended to increase and retain the representation of racial ethnic minorities must be faithfully implemented. When colleges do not adequately allocate these funds, accountability measures must be taken to ensure that the goals of the fund are realized. As stated above the formal structure of the university in the way of formally enacted policies/programs are often undermined by an informal university structure. In this study, the informal structure of the university is composed of indepth interviews from administrators and survey data from faculty, staff, and students at OSU discussed in the following section. With respect to the minority faculty incentive fund and the faculty retention fund, improving the effectiveness of these two policies/programs might call for an assessment of the allocation process. More specifically, the disposition of these funds (earmarked or discretionary) may substantially influence whether these funds reach their intended targets and are allocated responsibly. This process is often followed with respect to funds with broader purposes. Funds intended to address diversity issues should be no exception to the rule of insuring that bottlenecks do not occur in the allocation process.

The Indepth Interviews

The indepth interviews provided further evidence of goal displacement with respect to the university climate for diversity. Interviews from past and present OSU administrators provided insights concerning the historical context, the rationale, and the decision making process. Interviews from administrators suggested that OSU as a land-grant university began with an inclusive mission to provide education to the “sons and daughters of the working classes” in 1890. Racial ethnic/minority groups are significantly working classes relative to whites in the general population. OSU has been highly influenced by federal mandates requiring additional steps to ensure that underrepresented groups are sought by the university among students, faculty and staff. Administrators also pointed out that some of the faculty are genuinely supportive of diversity. On the other hand, there are faculty who remain resistant to efforts aimed at increasing diversity thus improving the university climate for diversity. In addition to resistance on the part of faculty, the OSU administration has also played a role in the retreat from the goal of inclusion. For example, administrators pointed out that raising tuition “three times higher than income,” racial/ethnic minorities, along with some low-income whites, are discouraged from attending OSU. Tuition rates are part of the formal structure of the university that makes the difference for many students in the decision to seek admission to college or not. There has to be a balance reached between ensuring the fiscal viability of the university and the goal of inclusion through diversity.

With respect to hiring and retaining racial/ethnic minority faculty, OSU has not achieved significant gains. According to comments from administrators, some faculty are either apathetic or antagonistic toward efforts to go beyond neutrality in increasing the representation of racial/ethnic minority faculty. The Minority Faculty Incentive Fund and the Faculty Retention Program are among the chief instruments employed by the university in this effort. Some administrators suggest that with additional incentives to

federal mandates, academic departments would be more inclined to fund minority applicants who would not otherwise be found. This speaks to the indifferent nature of academic departments to federal mandates concerning making additional steps beyond neutrality in ensuring equal opportunity to prospective racial/ethnic minority faculty. Given this climate of indifference, the slight gains in underrepresented groups among faculty could be explained. Some administrators also stated that affirmative action has been responsible for the slight changes among racial/ethnic minority faculty. However, OSU has a long way to go in this regard.

Some administrators provided a number of rationalizations concerning the low representation of racial/ethnic minority faculty. Among these, administrators stated that it is difficult to find qualified, racial/ethnic minority candidates. This comment seems to be somewhat apologetic to the lack of support on the part of academic departments toward increasing diversity. The pool of qualified racial/ethnic minorities around the country are sufficient to meet the demand of faculty openings. However, most qualified racial/ethnic minorities come from historically black colleges and universities (HBCUs). Recruitment efforts might include placing advertisements in journals racial/ethnic minorities are more inclined to read. The claim that there is not a sufficient pool of qualified minorities does not excuse departments from following mandated guidelines concerning ensuring equal opportunity for underrepresented groups.

Similarly to the above rationalization, administrators pointed out that it is difficult to attract racial/ethnic minority candidates to the town of Stillwater. This comment might be somewhat more defensible. On the other hand, Stillwater does hold little attraction to anyone who seeks a social life outside the university despite his or her racial/ethnic background. However, competitive salary packages may offset the undesirable prospects of relocating to Stillwater. As previously stated, the bureaucratic apparatus by which minority faculty incentive funds and faculty retention program funds are administered should be examined in this regard. University, college, and departmental budgets reflect

the university's formal commitment to diversity. In addition to budgeting these funds, there needs to be accountability placed upon colleges and departments in their allocation. The same efforts taken to attract and retain white male faculty should also be followed with respect to underrepresented racial/ethnic minority faculty. Good faith efforts to achieve the goal of diversity can only be truly realized by a genuine commitment on the part of the entire university community, especially from the top down.

Administrators comments can concluded by the statement by an administrator that, "diversity is a benefit to everyone". Additionally, he stated that "diversity helps non-minorities" as well as minorities themselves. There appears to be a lack of both vision and leadership on the part of colleges and academic departments concerning efforts to improve the university climate for diversity. Diversity in higher education should be a goal of the university. However, the responses of faculty staff and students at OSU are not consistent with this statement. Philosophical and ideological differences concerning diversity as a goal are indicative of the larger social and political debate concerning equal opportunity. As previously stated, affirmative action is at the forefront of the on-going debate concerning diversity within and outside of higher education. The historical data and indepth interviews provided rich details concerning the development of diversity policy and the experiences of racial/ethnic minorities on the campus of OSU.

Responses from faculty staff and students reflect the most reliable insights concerning the OSU climate for diversity. Additionally, the survey data reveals the nature of the informal structure of the university concerning the university climate for diversity. The data can now be examined within the context of the historical data, the external environment, and the indepth interviews with administrators.

The Historical, Political, and Social Context of the Survey Data

Faculty, staff, and students provided responses concerning the university climate for diversity. Improving the university climate for diversity is at the center of the analysis of the survey data. The survey instruments, are described in more detail in chapters IV and IX. The above information concerning the history of diversity at OSU, the nature of the external university environment, and the formal policies aimed at increasing diversity at OSU provide a context to the survey data. The survey data showed that goal displacement exists across the subgroups of the university- faculty, staff, and students. We will discuss only the most significant and relevant findings concerning the university climate for diversity in this section among the subgroups. ANOVAs were performed on the mean responses by each group on the four factors concerning the university climate for diversity. Two of the four diversity scales: experiences with diversity and attitudes toward diversity, had significantly differences in their mean responses. That is, these two scales explained most of the variation by each group due the degree of homogeneity and power concerning the university climate for diversity. Duncans were also performed to determine which groups explained most of the variance of the mean responses. Based on these tests faculty and staff mean responses explained most of this variance. For this reason, faculty and staff responses provided the most significant results concerning the university climate for diversity. However, student responses will also be discussed.

The responses of faculty, staff, and students concerning experiences with diversity showed that for most of these groups there was little experience with diversity on a variety of topics. For example, concerning racial discrimination and harassment, few faculty, staff, and students had these experiences. One exception to this rule was that over two-thirds of staff reported an experience of racial discrimination. However, it must be pointed out that staff may in fact refer to reverse discrimination rather than the

conventional use of the term. As previously discussed, the staff sample was almost exclusively white therefore suggesting that this group was victim of racial discrimination rather than racial/ethnic minorities. It should also be pointed out, that there was almost no experience of discrimination or harassment by faculty, staff, and students due to their race. On the other hand, two of the three groups experienced hearing insensitive comments by members of their respective groups. For example, over two-thirds of faculty heard insensitive comments about racial minorities by other faculty. At the same time, over two-thirds of students heard these comments by other students. These two findings were as expected due to the likelihood of frequent contact by faculty and students with members of their own group members. Staff on the other hand reported that they tended to hear insensitive comments about racial minorities from students than from other staff. This finding is difficult to explain. It would appear that staff would be more likely to hear these comments from other staff if at all. This pattern may be partially explained by staff members who were more likely to work with students in admissions, enrollment, the bursars, student services, college and department offices, and other offices that tend to have frequent contact with students. Given the above findings the evidence shows that there is a climate of insensitive comments on campus concerning racial/ethnic minorities that may contribute to a negative climate for diversity. Another interesting finding concerning experiences with diversity is concerning events where racial minorities are portrayed in either a positive or derogatory manner. Staff and students tended to report being present at events on campus that portrayed racial minorities in as much as positive as in a derogatory manner. This does indicate that staff and students perceive that racial minorities are portrayed in a derogatory manner on campus. Faculty on the other hand reported a different experience. Faculty tended to report being at events where racial minorities are portrayed in a positive manner and never in as derogatory manner. These findings with the exception of the faculty group reported that racial minorities were portrayed in a derogatory manner on campus. Thus,

contributing to a negative climate for diversity on campus and posing a barrier to policies aimed at improving the university climate.

Several findings provide insights concerning the campus climate for diversity. The attitudes of faculty, staff, and students toward diversity are influenced by their experiences with diversity. Attitudes are highly an indication of either no equal status contact or limited experiences with members of different racial/ethnic groups on campus. Faculty, staff, and students tended to reflect strikingly similar attitudes toward diversity on campus. For example, all three groups disagreed almost categorically that diversity is good for the university. This agreement tends to shape subsequent attitudes toward diversity with few exceptions. It seems to be an anomaly that faculty, staff, and students tended to disagree that OSU was placing too much emphasis on diversity. At the same time they almost categorically disagreed that top administration should be committed to promoting respect for group differences. In conjunction with this finding, all three groups tended to agree that top administration was genuinely committed to promoting respect for group differences. It is here that these three groups differ concerning their attitudes toward top administration promoting respect for diversity.

All three groups agreed that the percentage of minority faculty should reflect the percentage of minority students. This again seems to present a paradox concerning previous finding concerning attitudes toward the university climate. This finding seems to be quite positive. At the same time, if diversity is not important and top administration should not be committed to it how could the outcome of reaching minority faculty and student parity be reached? It seems that the above findings concerning attitudes toward the university climate speak to a climate of mixed emotions concerning the philosophical tenets of diversity. Additionally, these findings reflect the degree of commitment to policy development and implementation of policies to improve the university climate for diversity. Faculty, staff, and students also tended to disagree with administration concerning the principles and objectives of diversity. Similarly, all three groups tend to

perceive that top administration is not responsive to their disagreement with pursuing diversity as a goal.

Bivariate Analysis of the University Climate for Diversity at OSU by Group

A bivariate analysis was also performed on both the experiences and attitudes scales. Findings from this analysis revealed some influence of demographic variables on responses concerning the university climate for diversity. For faculty, responses were examined by professorial rank. There were eight professorial ranks, they are: professor, associate professor, assistant professor, lecturer, instructor, research associate, adjunct professor, and an other category. Among these categories of rank, the faculty sample consisted of over one-third professors, slightly over one-fourth assistant professors, and nearly one fourth associate professors. Therefore the faculty sample consisted mostly of higher ranked faculty. As the findings will show, responses from these faculty often differ from those of lower ranked faculty. This is attributed to the higher degree of integration of faculty into academic departments. As stated above the faculty sample was largely homogeneous, consisting of mostly white faculty. Therefore responses are in large degree only representative of this group. The findings show that, while most faculty reported never having experienced discrimination due to their race, some lower rank faculty tended to have this experience. One-fourth of research associates tended to report an experience of discrimination.

This might be explained the fact that research associates tend to be less integrated into academic department. Their employment is quite tenuous compared to higher ranked faculty who tend have more employment security and autonomy. Among faculty, over half of instructors reported hearing insensitive comments about racial minorities. Again, lower ranked faculty were more likely to report a negative climate than higher

ranked faculty. One-fourth of professors reported being at OSU events that portrayed racial minorities in a derogatory manner. This finding presents an anomaly concerning the tendency of lower ranked faculty to report a negative climate for diversity. Professors tend to be present at events as advisors and program participants. Over half of instructors reported having discussions about race with members of another racial group that affected them in a negative manner. Nearly half of assistant professors and over one-third of professors had similar experiences. These findings seem to suggest that these professors tended to have similar experiences with discussions about race. Over one-third of instructors tended to have never experienced having these discussions that had no effect upon them. These findings suggest that faculty may refer to discussions with racial minority students. These interactions are based on a power relationship between most often white faculty and minority students. If these discussions were based on equal status rather than a power relationship these faculty may have reported different experiences. Faculty experiences with diversity are also related to attitudes toward issues related to diversity.

Faculty reported their attitudes toward diversity at OSU. Across all faculty ranks, faculty tended to overwhelmingly disagree that diversity was good for OSU. This finding shows that faculty almost categorically disagree that diversity is beneficial to OSU. Similarly, over half of research associates and nearly two-thirds of other faculty agreed that pursuing diversity leads to the admission of underprepared students. These findings suggest that faculty view diversity undermine admission standards. This finding has implications for the support of faculty for policies to widen the window of admissions to academic programs at OSU. These faculty would tend not to support these policies. Similarly, several faculty tended to agree that affirmative action leads to the hiring of less qualified faculty and staff. Half of instructors and over one-third of research associates tended to agree with this statement. Additionally, over one third of associate professor, professors, and assistant professors also agreed that affirmative action leads to hiring less

qualified faculty and staff. This finding not indicates some antipathy concerning university policy per se but an equal ambivalence concerning federal mandates alike. This finding in conjunction with the above speaks to the presence of goal displacement among faculty concerning policies aimed at improving the university climate for diversity. More concretely, there appears to be some reservation among faculty concerning federally enacted mandates aimed at improving the university climate. Though some variation was found across faculty ranks concerning the university climate, faculty responses indicated the existence of goal displacement concerning university policies such as affirmative action. Like faculty, staff also provided responses concerning experiences and attitudes concerning the university climate for diversity.

Staff responses concerning the university climate for diversity tended to be varied across some employment classifications. Staff responses were examined by employment classification. There are five staff classifications: temporary, classified, technical paraprofessional, service maintenance, and administrative professional. Of these categories of staff, over two-thirds were administrative professional staff and nearly one-fourth were classified staff. Therefore the staff sample consisted of staff at both the upper and lower categories of classification. Staff responses provided evidence of goal displacement concerning experiences and attitudes concerning the university climate for diversity. All temporary staff reported an experience of discrimination due to their race. Among all other categories of staff, at least two-thirds tended to have an experience of discrimination due to their race. What might account for temporary staff reporting a higher rate of discrimination, is the relatively low rank of these staff. They have little job security as well as tend to be subordinate to all other staff classifications. This may account for the high rate of discrimination reported by the lowest rank staff. Staff also tended to hear insensitive comments about racial groups by other staff and administrators. Over half of administrative/professional staff reported hearing these comments by other

staff. At the same time, over two thirds of administrative/professional claimed to have heard these insensitive comments about racial groups by administrators.

These findings might be explained due to the fact that staff are more likely to be in contact with other staff and administrators. Thus, increasing the likelihood of staff hearing these comments. Administrative/professional staff also tended to hear these comments by staff. Over two-thirds of these staff heard insensitive comments about racial groups by students. This might be likely to occur because staff tend to serve students on a regular basis in the areas of admissions, bursars, residential life, and other service oriented capacities. Therefore they are in close and regular proximity with students and tend to hear such comments. Staff also tended to reflect a negative climate for diversity with respect to student publications. Almost all service maintenance staff reported never seeing student publications that increased their understanding of racial minorities. These staff may tend not to be the least likely to see student publications among the categories of staff. This might explain this finding concerning these publications.

Over two-thirds of technical/paraprofessional staff, and over half of administrative/professional staff, and over half of classified staff tended to have a similar experience with student publications. These staff may be more likely to see student publications but may have been influenced little concerning racial groups. These publications may also in fact ignore or tend to not emphasize issues concerning racial groups on campus. Staff also reported their views concerning discussions about race with members of other racial groups. For some staff these discussions had a negative effect upon them. All temporary staff and half of service maintenance staff tended to have been

affected negatively by these discussions with members of other racial groups. Nearly half of administrative/professional staff also tended to have a similar experience. These findings suggest that some staff tend to be apathetic concerning racial issues in conjunction with the following findings. All temporary staff reported these discussions having no effect upon them. Over one-third of administrative/professional staff and over one-third of service maintenance staff reported a similar experience with discussions about race with members of different racial groups. These findings clearly show that some staff are unaffected by publications and/or discussions. At best these staff tend to be apathetic concerning issues concerning racial groups on campus.

Staff also reported attitudes toward diversity by classification. Almost all staff across categories of classification disagreed that diversity was good for OSU. Additionally, several staff agreed that OSU was placing too much emphasis on diversity. Over two-thirds of service maintenance staff agreed with this statement. Half of temporary staff and nearly half of classified staff also agreed that too much emphasis was being placed on diversity. Staff responses tended to reflect negative attitudes toward diversity across categories of classification. This indicates a strong consensus among staff concerning the university climate for diversity. Thus, staff may tend to show strong resistance to policies and programs aimed at improving the university climate for diversity. Additionally, staff also reported that pursuing diversity leads to the admission of underprepared students by employment classification. Over half of technical/paraprofessional staff agreed with this statement. These staff tend to interact with students in the area of computer information systems (or CIS). These staff may

perceive that diversity leads to the admission of specifically technologically inept students.

Half of administrative/professional staff also agreed that diversity leads to the admission of underprepared students. These findings reflect perceptions among staff which indicate a negative climate for diversity. They may also tend to hold some antipathy toward policies and programs aimed at improving the university climate for diversity. These negative attitudes toward the university climate also extend to federally mandated directives concerning improving the university climate for diversity. To this end, over half of service/maintenance staff, classified staff, and administrative/professional staff agreed that affirmative action leads to the hiring of unqualified faculty and staff. Affirmative remains a highly controversial issue in both the larger society and within academia as well. As you may recall, some faculty attitudes tended to correspond with staff perceptions concerning affirmative action. Staff and faculty attitudes toward affirmative action are particularly significant at the college and departmental levels. These levels are where university policies are implemented. These negative attitudes toward diversity in general and more specifically affirmative action are critical to policy effectiveness regarding the university climate for diversity. The antagonistic perceptions and attitudes of faculty and staff toward diversity are a strong indication of goal displacement within the university. Further, evidence of goal displacement was found concerning the statement OSU has achieved a positive climate for diversity. Over one-third of administrative/professional staff disagreed with this statement. And, nearly one-third of service/maintenance staff also disagreed with that OSU has achieved a positive climate for diversity. Staff experiences and attitudes toward

diversity provide strong evidence of goal displacement at OSU. Their responses in conjunction with findings concerning faculty experiences and attitudes indicate a negative climate for diversity in critical areas where policies are implemented throughout the university. This negative climate, indicated by staff and faculty perceptions, has an influence on the educational experiences of students who attend as well as the quality of work-life OSU.

Student responses concerning the university climate for diversity show evidence of goal displacement. The student sample was primarily composed of graduate students. Over two-thirds of students were graduate students. Graduate students tend to be more socially integrated than undergraduates. Additionally, over one-fourth of the student sample was sophomores. A undergraduates, sophomores, are more transient than graduate students. These factors influence student experiences and attitudes toward the university climate. Over two-thirds of seniors reported an experience of discrimination due to their race. Freshmen also reported an experience of discrimination. Half of freshmen reported having an experience of discrimination. The experience of discrimination tended to be reported by both under classmen and upper classmen. This suggest that students tended to report this experience across classification. Classification had little influence on the experience of discrimination by students. Students also tended to experience discrimination to a lesser degree than staff.

Upper classmen and graduate students tended to hear insensitive comments about racial minorities by other students. All seniors and over two-thirds of sophomores and graduate students reported hearing such comments. These experiences are explained by student contact with other students. Students also reported being at events where racial

minorities were portrayed in a derogatory manner. All freshmen and all seniors were present at these events. Over two-thirds of sophomores, half of juniors, and nearly half of graduate students reported this experience. It was also striking to find that, some students reported never seeing student publications that increased their understanding of racial minorities. Over two-thirds of sophomores and over two thirds of graduate students reported this experience. Student publications, as previously discussed, may have little content concerning racial minorities. Therefore, students would tend to not increase their understanding of racial minority groups. Student publications, with the exception of racial/ethnic minority organizations, tend to focus on mainstream student issues. Some students also reported having discussions about race with members of other racial groups that had varying effects on them. For instance, all freshmen reported having these discussions that effected them in a negative manner. Over half of juniors and one-third of sophomores and graduate students reported having a similar experience with these discussions. The responses of students on this item were strikingly similar to the responses of faculty and staff. This similarity can be explained by the relatively homogeneous nature of the faculty, staff, and student samples. Thus, these responses are highly indicative of white faculty, staff, and students on campus. Similarly, over two thirds of juniors and seniors tended to report that they were not effected by discussions about race with members of other racial groups. Over nearly half of graduate students and over one-third of sophomores were also not effected by these discussions. These findings suggest that some students tend to be either effected in a negative manner or not effected by discussions about race. One might expect that equal status contact, via

discussions about race with other racial group members, would have a positive effect upon students. There tends to be evidence to the contrary for a number of students.

Student attitudes showed the presence of goal displacement concerning the university climate for diversity at OSU. Students across classification tended to overwhelmingly disagree that diversity is good for OSU. All seniors tended to respond in this manner. Among freshmen, however, only half tended to disagree that diversity is good for the university. This finding suggests that students, like faculty and staff, see little utility in promoting diversity at OSU. This may also account for some attitudes toward admission policies and affirmative action aimed at improving the university climate for diversity.

Students also tended to believe that pursuing diversity leads to the admission of underprepared students. Over two thirds of seniors and nearly two thirds of sophomores agreed with this statement. At the same time, over half of juniors and graduate students agreed that diversity leads to the admission of underprepared students. This perception is largely presumptuous concerning the admission policies aimed at improving the university climate for diversity. The admission of underrepresented students through these efforts do not necessarily lead to the admission of underprepared student. Students admitted through conventional admission policies often lead to the admission of underprepared students as well. Additionally, some students responded that affirmative action leads to the admission of less qualified faculty and staff. Over two thirds of sophomores and over half of graduate students agreed with this perception of affirmative action. For similar reasons previously given, affirmative action does not necessarily lead to the hiring of less qualified faculty and staff. What affirmative action may in fact

ensure is the hiring of minority faculty and staff who might not otherwise be hired. Some student also tended to disagree that the percentage of minority faculty should reflect the percentage of minority students at OSU. Over half of juniors and half of freshmen tended to agree with this statement. Similarly, over one-third of sophomores and seniors also agreed that there should be this representation of minority faculty with minority students. This proportional representation of minority faculty is a direct measure of the university climate for diversity. Some students seem to indicate that efforts to strike this balance would not be supported by them. Therefore the above findings suggest that goal displacement exists among students concerning improving the university climate for diversity.

The objective of the quantitative analysis of the survey data was to uncover the presence of goal displacement at Oklahoma State University. The assumption that no goal displacement exists in the university served as a guide to this analysis. The data show that experiences and attitudes toward diversity among faculty, staff, and students varied. Additionally, these groups displayed some aversion toward the principles of racial diversity. Their responses also showed that programs aimed at improving the university climate might do more harm than good. In the final analysis, the data show that there are potential pockets of resistance to diversity policies and programs within the campus community. It is difficult to tell whether this resistance would exist independent of the issue of racial diversity. Members of the campus community may tend to be resistant to any change within the university.

The Pressing Need for Addressing Diversity in an Increasingly Diverse Society

Higher education is presented with a grave responsibility to provide leadership in addressing the issues of diversity in the larger society. The world is increasingly becoming a global village of peoples from diverse religious, political, and cultural backgrounds. For this reason, there is a pressing need to develop strategies to negotiate this changing global climate to ensure the effective fulfillment of institutional missions and goals. Institutions of higher education must reexamine themselves in the context of demographic, technological, industrial, and social transformations. For this reason, colleges and universities must adapt to dramatic changes occurring within their external environments.

Diversity presents both our greatest challenge and grandest opportunity for the future for a number of reasons. In a general sense diverse racial and ethnic groups are both an underutilized resource and a mine of highly underdeveloped potential. In order to meet the challenge of the next millennium, the collective efforts of diverse groups will need to be garnered. Members from all sectors of society as well as regions of the globe must inform the process of developing new and innovative organizational strategies. Some might assume we are already drawing from diverse perspectives and insights from a cross section of society. However, it could be argued that there are numerous underutilized groups who could greatly inform the process toward developing new adaptive strategies. Diverse racial and ethnic groups through their unique experiences and stocks of knowledge provide valued insights in addressing both the challenges of the future. Racial minority groups, as oppressed people, have been forced to adopt effective strategies for both success and survival. These groups expand the horizon of

possibilities to the process of developing effective strategies in addressing a myriad of new challenges. Despite these possibilities, diverse racial and ethnic groups are largely underutilized within the major social institutions of society.

American society can never develop to its highest potential until she is free from her past of race relations. Racial and ethnic minority groups are indispensable in settling the age old disputes between minorities and the majority. Their participation is vital to effectively eliminating distrust, suspicion, and bad faith among racial groups. In the final analysis power will not vanquish what is right and just in a civilized society. In the face of insurmountable dilemmas we will be forced to do what is truly right and just for all peoples.

Racial and ethnic minority groups are often viewed as merely victims of oppression or demonized as shiftless vagabonds looking for a handout. No category of people are one dimensional. All people have multiple facets that cannot be explained in monolithic terms. However, historical discrimination and the reality of majority preference has had a dramatic influence upon the potential of Native Americans, Hispanics and Latinas, blacks, Asians, and underclass whites. Despite their harsh legacy their development is in the interest of the common good. By developing this potential all peoples can become productive citizens rather than victims and perpetrators of social pathology. No social institution can more directly fulfill the need for the development of human potential than education.

Higher education plays a seminal role in addressing the challenges of the future. Universities of higher learning are foremost in the business of generating knowledge and preparing the next generation of world leaders. Colleges and universities must challenge

and inform major decisions effecting the structure of society. To this end the academy can not be resigned to merely echo the status quo. Similarly, institutions of higher education can no longer view itself as the chorus to the tune of corporations, big business, or political machines. It is also important to recognize that public institutions as examined in this study are charged to serve more than the sons and daughters of elites but the sons, daughters, and the working classes. Universities must organize themselves to the end that they are open to the needs of all groups in society large and small, poor and wealthy, minority and majority. For this reason university climates must provide an atmosphere where diverse groups can enrich educational systems and be served by their vast resources of knowledge.

Recommendations for Future Institutional Analyses of Diversity

Every research endeavor is faced with its unique challenges. This study was no exception to that rule. Here several of the hurdles to the research project are presented as well as recommendation for future research. Four basic pitfalls were encountered with respect to the response rate:

1. The random sample of students did not account for the responses of diverse groups on campus.
2. The length of the survey instruments.
3. The numerous diversity issues addressed in the instruments (race, gender, disability, and sexual orientation)
4. Each group (faculty, staff, and students) could have been examined alone.

In addition to the substantive contributions to the topic, a number of methodological lessons have been learned as well. The choice to select a random sample of students yielded the advantage of ensuring generalizability to the university community. This decision partially fulfilled the research objective of collecting a sample that was both representative and generalizable to the university population. However,

this method did not allow for an account of the diverse student perspectives on campus. This therefore had an effect upon the representativeness of groups across race and ethnicity. A stratified sampling method would be advisable for future research on this topic. In addition, to the issues of representativeness and generalizability, the response rate presented was also limited by the research design.

As stated in the methodology section the response rate was lower than was expected. Two modifications to the design could be considered for future research on the topic of diversity in higher education. First, the number of items on each instrument was very large. The response rate would have been significantly increased if fewer items were included on each of the three surveys. Secondly, the number of items on each instrument could have been reduced without jeopardizing the research objectives. Since the focus of the study was concerning race items concerning gender, disability, and sexual orientation could have been eliminated from each survey. Each of these tangential issues could have been examined on another occasion. Future research might consider examining gender, disability, and sexual orientation as separate issues. These modifications if considered could enhance the response rates.

The major recommendation derived from this study is the need for the replication of a university climate for diversity study at OSU. This study should be replicated with the suggested modifications and considerations discussed in this section. A climate study of diversity might be conducted annually or every five years. The purpose of replicating such a study would serve an assessment function of university attitudes and perceptions concerning diverse groups on campus. Given the changing demographic trends as the twenty-first century is ushered in a periodic climate study is needed. Such a study would enable the university in determining the influence of state and federal fiscal policy, market trends, and labor market transitions on the university climate. Additionally, these studies will assist program directors and university administration in developing policies and programs that prepare students to deal with dramatic demographic changes. These

studies will assist the university in meeting the needs of diverse groups on campus. They will be of particular assistance in addressing the adjustment of diverse faculty, staff, and students to the Stillwater community. These studies will also enable the university in the area of racial/ethnic sensitivity through workshops and training. Despite the limitations of this study the findings provide number of contributions to the area of organizational analysis.

Implications of the Study

In the course of this study precautions have been made to avoid the common pitfalls at the design, data collection, and analysis stages of the research process. To what extent these steps were successful are subject to further examination. Assuming the research process followed was rigorous and systematic the results have a number of implications beyond the study itself. Here three key implications will be discussed. They are namely:

1. Theoretical Implications
2. Substantive implications for organizational research.
3. Practical implications for organizational policy development, implementation and evaluation.

Theoretical Implications

The neo-institutional theory was central to the study of the university climate for diversity at Oklahoma State University. This study was an attempt to apply an emerging theoretical perspective to guide the study of diversity in an institution of higher education. The assumptions of the neo-institutional perspective was very useful in synthesizing the multiple data sources (historical, indepth interview, and survey data).

The external environment is integral to the neo-institutional school of analysis. The historical data served as a indication of the external environment of the university. The historical data served also as a context to the present social, political, and economic environment in which the university is embedded. In addition the formal structure of the university was also a key component of the perspective. The indepth interviews provided key insights to the philosophy of administrators as well as their rationale for diversity policies. Administration plays a key role in influencing the nature of the university formal structure. This influence also tends to constrain the beliefs, attitudes, perceptions, and behaviors of other university members (faculty, staff, students, the regents, and their colleagues). The neo-institutional perspective also emphasizes the informal structure. The attitudinal data served as an indication of the informal structure of the university. The neo-institutional theory served a key role in both guiding the design and analysis of the research data. This may serve as an application of this theory to the body of existing studies using the assumptions of the neo-institutional school. Along with the theoretical implications of the study, there were also some substantive methodological implications.

Substantive Implications for Organizational Studies

As discussed above and more extensively in the methodology section, this study utilized three methods of research. However, it must be pointed out that the survey research method was central to this study. At the same time, this study emphasized that the phenomena of diversity in higher education does not occur in a vacuum. For this reason, multiple methods are needed to capture the complexity of the depth and scope of diversity in an open systems environment. No single method would suffice in integrating

the internal and external environments as well as the formal and informal structures. This study could serve as a advocacy for the use of multiple methods in organizational analysis. These methodological contributions to organizational analysis may also inform more practical implications for organizational policy.

Practical Implications for the Development, Implementation, and the Evaluation of Policy Effectiveness

It is doubtful that any research product is devoid of a particular value orientation. For this reason, this study has strong implications for policy. The scope of the policy implications may extend from the development of programs designed to serve the needs of diverse populations to state and federal policy. In addition, insights derived from the findings of the study may inform strategies to aid in the implementation of diversity policies. The open-ended comments would be of particular use in assessing the nature of the academic climate. These comments tend to be very candid, therefore insightful concerning the range of perceptions “out there” on a given issue. The attitudinal data would also be very useful in assessing the support for a given policy. This is of particular importance with respect to faculty and staff who are central to the implementation of university policy.

What is probably the most significant policy implication has to do with the evaluation of policy effectiveness. Social scientific methods as used in this study, provide important information for determining the need for policy evaluation. Additionally, the case study method provides a useful profile of the key features of the context for policy development and implementation. Implementing policy is always

difficult due the prevalence of resistance to change. However, an assessment of the organizational climate, as was the case in this study the university, can greatly inform the implementation process. Methodological tools like the case study method can also provide key insights into the process of new policy development. To this end, university administrations can determine whether policies warrant particular modifications and/or total abandonment. Sociological methods as used in this study can greatly inform the decision-making process concerning policies aimed at improving the university climate for diversity.

Limitations of the Study

This study has a number of limitations due to the nature of both the data and research methodology. The case study methodology is limited in its generalizability to Oklahoma State University. Case studies in organizational analysis have the goal of providing a detailed description of an organization. In the pursuit of this objective, there is the inherent trade-off between a representative examination of given phenomena across similar units and generalizability. In this study, goal displacement was examined within a single case. Oklahoma State University provides the setting for the study of goal displacement in relation to increasing the diversity of the faculty, staff, and student population. The case study method was selected because it adequately addressed the requirements of the research goals stated above. The decision to select the case study method was that it allowed for a systematic and indepth analysis of the phenomenon of goal displacement.

In addition to the limitation of the case study method, the survey data provides only a snap shot of attitudes towards diversity. The extent to which attitudes towards

diversity change through time would be an interesting question to explore in the future. However, this subject is beyond the scope of the present study. The scope of this study examines goal displacement at a single point in time. Future studies in this area might investigate goal displacement through time and across similar organizational units. A number of recommendations might be considered for future research on the topic of diversity in higher education.

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APPENDIXES

APPENDIX A

TABLE I

FACTOR ANALYSIS OF THE OSU CLIMATE FOR DIVERSITY BY FACULTY

ITEMS	1 st Unrotated Factor		
	Original	Final	
Rate the climate of the OSU campus on a five-point scale for			
1. Hostile	Friendly	.79	.79
2. Reserved	Communicative	.81	.81
3. Indifferent	Concerned	.83	.83
4. Disrespectful	Respectful	.84	.84
5. Uncooperative	Cooperative	.86	.86
6. Noncompetitive	Competitive	.32	.32
7. Worsening	Improving	.59	.59
8. Anti-racist	Racist	-.47*	.47

*Reverse re-coded items.

Original eigenvalue (4.08).

Alpha coefficient for reliability (.72).

TABLE II

FACTOR ANALYSIS OF FACULTY SOLUTIONS FOR INCREASING DIVERSITY AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week).	.68	.68
2. Provide more awareness/ sensitivity workshops or programs to help faculty become more aware of the needs of racial/ethnic minorities.	.77	.77
3. Provide more growth and development opportunities to train more racial/ethnic minorities for staff management positions.	.79	.79

TABLE II
 FACTOR ANALYSIS OF FACULTY SOLUTIONS FOR INCREASING DIVERSITY
 AT OSU. (CONTINUED)

ITEMS	1 st Unrotated Factor	
	Original	Final
4. Include services that enhance the OSU climate for diversity as one of the criteria for staff and faculty evaluation.	.69	.69
5. Encourage OSU faculty to incorporate research and perspectives on racial/ethnic minorities.	.74	.74
6. Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding racial/ethnic minorities.	.70	.70
7. Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups.	.71	.71
8. Have more events on campus that bring together members of different racial/ethnic groups.	.00	-
9. Provide more funding for OSU-affiliated racial/ethnic organizations.	.62	.62
10. Have minority students counseled only by members of their own group.	.72	.72
11. Admit applicants to OSU without regard to race or ethnicity.	.00	-
12. Create more special programs or services for racial/ethnic minorities.	.71	.71
13. Conduct "teach-ins" on diversity issues.	.74	.74
14. Involve more OSU students in providing tutoring for minority children in Stillwater.	.45	.45
15. Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars.	.60	.60
16. Dedicate more OSU faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area.	.76	.76
17. Provide more financial incentives to recruit underrepresented groups among faculty.	.78	.78
18. Provide more financial incentives to recruit underrepresented groups among staff.	.75	.75
19. Provide more financial incentives to recruit underrepresented groups among graduate students.	.76	.76
20. Provide more financial incentives to recruit underrepresented groups among undergraduate students.	.75	.75
21. SOL19A Include more issues of diversity in freshmen orientation.	.77	.77
22. Include more issues of diversity in transfer orientation.	.77	.77
23. Include more issues of diversity in graduate orientation.	.78	.78
24. Include more issues of diversity in staff orientation.	.77	.77
25. Include more issues of diversity in faculty orientation.	.79	.79
Original eigenvalue (22.57).		
Alpha coefficient for reliability (97)		

TABLE III

FREQUENCIES OF RESPONSES CONCERNING THE OSU CLIMATE FOR
DIVERSITY BY FACULTY

Rate the climate of the OSU campus on a five-point scale for		1	2	3	4	5	Mean
1. Hostile	Friendly	0	3.3	15.8	53.8	27.1	4.05
2. Reserved	Communicative	1.5	10.7	34.2	40.8	12.9	3.53
3. Indifferent	Concerned	1.5	11.0	42.6	33.5	11.4	3.42
4. Disrespectful	Respectful	.7	10.6	27.8	46.5	14.3	3.63
5. Uncooperative	Cooperative	1.1	12.8	29.2	42.0	15.0	3.57
6. Noncompetitive	Competitive	1.5	15.1	37.1	33.5	12.9	3.41
7. Worsening	Improving	3.0	11.9	32.8	39.9	12.3	3.47
8. Anti-racist	Racist	4.6	25.8	33.6	24.4	7.4	2.96

Percents do not add up to one hundred percent due to missing data.

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING FACULTY SOLUTIONS FOR
INCREASING DIVERSITY AT OSU

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
1. Promote more programs.	6.0	12.7	28.4	44.0	9.0	3.37
2. Provide sensitivity workshops.	3.8	5.3	27.5	50.9	12.5	3.63
3. Train more racial minorities for staff/ management positions.	6.1	6.1	24.0	47.1	16.7	3.62
4. Include services for staff and faculty evaluation.	17.6	14.5	26.3	27.9	13.7	3.06
5. Encourage faculty to incorporate research on racial minorities.	8.5	7.3	36.7	34.4	13.1	3.36
6. Require all OSU students to take one course that focuses on racial minorities.	14.8	15.2	15.9	36.7	17.4	3.27
7. Have more regular meetings with top OSU administrators.	4.2	5.7	29.9	44.4	15.7	3.62
8. Have more events on campus.	28.1	36.5	22.4	11.0	1.9	2.22
9. Provide more funding for racial/ethnic organizations.	1.9	2.3	21.8	55.0	19.1	3.87
10. Have minority students counseled by members of their group.	20.1	9.7	37.8	23.2	9.3	2.92
11. Admit applicants without regard to race.	2.3	10.3	23.4	23.4	40.6	3.90

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING FACULTY SOLUTIONS FOR
INCREASING DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
12. Create more special programs for racial minorities.	9.7	15.1	27.0	39.0	9.3	3.23
13. Conduct "teach-ins" on diversity issues.	8.2	5.5	27.5	45.5	13.3	3.50
14. Involve students in tutoring minority children.	.8	1.5	15.1	52.5	30.2	4.10
15. Have more art exhibits featuring different racial groups.	1.5	1.5	23.4	44.2	29.4	3.98
16. Bring more distinguished racial minority educators to campus.	1.9	1.5	11.3	40.4	44.5	4.26
17. Dedicate more OSU faculty and staff to working on problems of racism.	4.6	7.3	27.6	40.2	20.3	3.64
18. Provide more financial incentives to recruit under-represented faculty.	8.5	8.1	18.8	38.1	26.5	3.66
19. Provide more financial incentives to recruit under-represented staff.	8.9	8.5	21.3	38.0	23.3	3.58
20. Provide more financial incentives to recruit under-represented graduate students.	7.0	8.1	19.0	38.0	27.9	3.72
21. Provide more financial incentives to recruit under-represented undergraduate students.	7.0	7.0	17.4	38.0	30.6	3.78
22. Include more issues of diversity in freshmen orientation.	4.7	2.7	19.0	42.6	31.0	3.93
23. Include more issues of diversity in transfer orientation.	4.7	3.1	20.2	42.6	29.5	3.89
24. Include more issues of diversity in graduate orientation.	4.7	3.5	23.0	41.6	27.2	3.83
25. Include more issues of diversity in staff orientation.	4.7	2.3	22.2	40.5	30.4	3.89
26. Include more issues of diversity in faculty orientation.	4.2	2.7	22.0	40.2	30.9	3.91

Percents do not add up to one hundred percent due to missing data.

APPENDIX B

TABLE I

FACTOR ANALYSIS OF THE OSU CLIMATE FOR DIVERSITY BY STAFF

ITEMS	1 st Unrotated Factor		
	Original	Final	
Rate the climate of the OSU campus on a five-point scale for			
1. Hostile	Friendly	.77	.77
2. Reserved	Communicative	.84	.85
3. Indifferent	Concerned	.84	.85
4. Disrespectful	Respectful	.84	.84
5. Uncooperative	Cooperative	.83	.83
6. Noncompetitive	Competitive	.20	-
7. Worsening	Improving	.46	.46
8. Anti-racist	Racist	.60	.58

Original eigenvalue (3.98).

Alpha coefficient for reliability (.87).

TABLE II

FACTOR ANALYSIS OF STAFF SOLUTIONS FOR INCREASING DIVERSITY AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week).	.72	.72
2. Provide more awareness/ sensitivity workshops or programs to help faculty become more aware of the needs of racial/ethnic minorities.	.77	.77
3. Provide more growth and development opportunities to train more racial/ethnic minorities for staff management positions.	.77	.77
4. Include services that enhance the OSU climate for diversity as one of the criteria for staff and faculty evaluation.	.68	.68
5. Encourage OSU faculty to incorporate research and perspectives on racial/ethnic minorities.	.78	.78

TABLE II

FACTOR ANALYSIS OF STAFF SOLUTIONS FOR INCREASING DIVERSITY AT
OSU (CONTINUED)

ITEMS	1 st Unrotated Factor	
	Original	Final
6. Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding racial/ethnic minorities.	.79	.79
7. Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups.	.78	.78
8. Have more events on campus that bring together members of different racial/ethnic groups.	.70	.70
9. Provide more funding for OSU-affiliated racial/ethnic organizations.	.81	.81
10. Have minority students counseled only by members of their own group.	.23	-
11. Admit applicants to OSU without regard to race or ethnicity.	.00	-
12. Create more special programs or services for racial/ethnic minorities.	.73	.73
13. Conduct "teach-ins" on diversity issues.	.76	.76
14. Involve more OSU students in providing tutoring for minority children in Stillwater.	.54	.54
15. Have more art exhibits or music festivals featuring different racial/ethnic groups.	.63	.63
16. Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars.	.71	.71
17. Dedicate more OSU faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area.	.75	.75
18. Provide more financial incentives to recruit underrepresented groups among faculty.	.80	.80
19. Provide more financial incentives to recruit underrepresented groups among staff.	.79	.79
20. Provide more financial incentives to recruit underrepresented groups among graduate students.	.80	.80
21. Provide more financial incentives to recruit underrepresented groups among undergraduate students.	.81	.81
22. Include more issues of diversity in freshmen orientation.	.81	.81
23. Include more issues of diversity in transfer orientation.	.80	.80
24. Include more issues of diversity in graduate orientation.	.79	.79
25. Include more issues of diversity in staff orientation.	.83	.83
26. Include more issues of diversity in faculty orientation.	.82	.82

Original eigenvalue (23.57).

Alpha coefficient for reliability (.98).

TABLE III

FREQUENCIES OF RESPONSES CONCERNING THE OSU CLIMATE FOR
DIVERSITY BY STAFF

Rate the climate of the OSU campus on a five-point scale for		1	2	3	4	5	Mean
1. Hostile	Friendly	.4	1.9	19.6	50.7	27.3	4.03
2. Reserved	Communicative	1.3	9.3	36.8	41.3	11.4	3.52
3. Indifferent	Concerned	3.4	11.2	35.4	40.1	9.9	3.42
4. Disrespectful	Respectful	1.7	11.0	38.4	39.5	9.5	3.44
5. Uncooperative	Cooperative	2.5	10.3	38.7	37.6	10.9	3.44
6. Noncompetitive	Competitive	17.7	27.5	36.5	18.3	0	2.55
7. Worsening	Improving	1.1	7.2	36.4	40.6	14.7	3.61
8. Anti-racist	Racist	.8	8.7	24.2	46.4	19.9	3.76

Percents do not add up to one hundred percent due to missing data.

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING STAFF SOLUTIONS FOR
INCREASING DIVERSITY AT OSU

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
1. Promote more programs that recognize distinctive cultural heritages.	9.7	12.4	36.5	28.8	12.6	3.22
2. Provide more sensitivity workshops.	4.6	4.4	29.1	47.1	14.8	3.63
3. Train more racial minorities for staff management positions.	4.7	6.9	29.3	42.6	16.6	3.60
4. Include services for staff and faculty evaluation.	11.6	11.4	36.3	28.5	12.2	3.18
5. Encourage faculty to incorporate research on racial minorities.	6.7	6.2	39.2	37.5	10.4	3.39
6. Require all OSU students to one course on racial minorities.	11.4	7.9	24.4	37.4	18.9	3.44
7. Have more meetings with top OSU administrators.	4.0	4.4	34.1	43.1	14.4	3.60
8. Have more events on campus.	3.3	4.4	23.5	47.7	21.1	3.79
9. Provide more funding for racial/ethnic organizations.	14.6	10.2	41.6	23.2	10.4	3.05
10. Have minority students counseled by members of their group.	20.0	26.8	34.4	14.0	4.8	2.57
11. Admit applicants without regard to race.	3.7	4.6	21.4	26.0	44.2	4.02

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING STAFF SOLUTIONS FOR
INCREASING DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
12. Create more special programs or services for racial minorities	13.8	13.2	36.8	27.9	8.3	
13. Conduct "teach-ins" on diversity issues.	7.3	4.0	38.2	37.6	12.9	3.45
14. Involve more OSU students in tutoring minority children.	2.6	2.8	22.1	44.9	27.5	3.92
15. Have more art exhibits featuring different racial groups.	4.3	2.2	26.7	40.7	26.1	3.82
16. Bring more distinguished racial minority educators to campus.	4.1	3.8	21.3	43.2	27.6	3.86
17. Dedicate more OSU faculty and staff to working on problems of racism.	8.6	5.9	29.1	39.4	17.0	3.50
18. Provide more financial incentives to recruit under-represented faculty.	14.7	9.0	32.3	29.5	14.5	3.20
19. Provide more financial incentives to recruit under-represented staff.	14.3	8.8	31.9	30.8	14.1	3.22
20. Provide more financial incentives to recruit under-represented graduate students.	14.5	8.1	32.7	29.2	15.4	3.23
21. Provide more financial incentives to recruit under-represented undergraduate students.	14.3	8.6	32.3	29.5	15.4	3.23
22. Include more issues of diversity in freshmen orientation.	6.6	2.4	22.7	41.9	26.4	3.79
23. Include more issues of diversity in transfer orientation.	6.9	2.4	27.4	42.3	20.9	3.68
24. Include more issues of diversity in graduate orientation.	7.1	3.1	32.1	39.0	18.7	3.59
25. Include more issues of diversity in staff orientation.	6.6	2.4	25.2	42.1	23.7	3.74
26. Include more issues of diversity in faculty orientation.	6.6	2.2	25.4	42.3	23.5	3.74

Percents do not add up to one hundred percent due to missing data.

APPENDIX C

TABLE I

FACTOR ANALYSIS OF THE OSU CLIMATE FOR DIVERSITY BY STUDENTS

ITEMS	1 st Unrotated Factor	
	Original	Final
Rate the climate of the OSU campus on a five-point scale for		
1. Hostile	Friendly	.78
2. Reserved	Communicative	.80
3. Indifferent	Concerned	.77
4. Disrespectful	Respectful	.78
5. Uncooperative	Cooperative	.78
6. Noncompetitive	Competitive	.49
7. Worsening	Improving	.65
8. Anti-racist	Racist	-.36*

Original eigenvalue (3.84).

*Reverse re-coded items.

Alpha coefficient for reliability (.75).

TABLE II

FACTOR ANALYSIS OF STUDENT'S SOLUTIONS FOR INCREASING DIVERSITY AT OSU

ITEMS	1 st Unrotated Factor	
	Original	Final
1. Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week).	.70	.70
2. Provide more awareness/ sensitivity workshops or programs to help faculty become more aware of the needs of racial/ethnic minorities.	.81	.81
3. Provide more growth and development opportunities to train more racial/ethnic minorities for staff management positions.	.79	.79

TABLE II
 FACTOR ANALYSIS OF STUDENT'S SOLUTIONS FOR INCREASING
 DIVERSITY AT OSU (CONTINUED)

ITEMS	1 st Unrotated Factor	
	Original	Final
4. Include services that enhance the OSU climate for diversity as one of the criteria for staff and faculty evaluation.	.78	.78
5. Encourage OSU faculty to incorporate research and perspectives on racial/ethnic minorities.	.81	.81
6. Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding racial/ethnic minorities.	.76	.76
7. Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups.	.74	.74
8. Have more events on campus that bring together members of different racial/ethnic groups.	.76	.76
9. Provide more funding for OSU-affiliated racial/ethnic organizations.	.74	.74
10. Have minority students counseled only by members of their own group.	.11	-
11. Admit applicants to OSU without regard to race or ethnicity.	.00	-
12. Create more special programs or services for racial/ethnic minorities.	.76	.76
13. Conduct "teach-ins" on diversity issues.	.76	.76
14. Involve more OSU students in providing tutoring for minority children in Stillwater.	.56	.56
15. Have more art exhibits or music festivals featuring different racial/ethnic groups.	.70	.70
16. Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars.	.74	.74
17. Dedicate more OSU faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area.	.79	.79
18. Provide more financial incentives to recruit underrepresented groups among faculty.	.66	.66
19. Provide more financial incentives to recruit underrepresented groups among staff.	.66	.66
20. Provide more financial incentives to recruit underrepresented groups among graduate students.	.65	.65
21. Provide more financial incentives to recruit underrepresented groups among undergraduate students.	.65	.65
22. Include more issues of diversity in freshmen orientation.	.77	.77
23. Include more issues of diversity in transfer orientation.	.76	.76
24. Include more issues of diversity in graduate orientation.	.76	.76
25. Include more issues of diversity in staff orientation.	.80	.80
26. Include more issues of diversity in faculty orientation.	.81	.81

Original eigenvalue (22.47).

Alpha coefficient for reliability (.98).

TABLE III

FREQUENCIES OF RESPONSES CONCERNING THE OSU CLIMATE FOR
DIVERSITY BY STUDENTS

Rate the climate of the OSU campus on a five-point scale for		1	2	3	4	5	Mean
1. Hostile	Friendly	.6	3.4	21.1	47.7	27.2	3.98
2. Reserved	Communicative	1.9	15.9	37.4	31.2	13.7	3.39
3. Indifferent	Concerned	6.2	21.1	38.4	25.7	8.7	3.10
4. Disrespectful	Respectful	.9	14.2	37.5	35.0	12.1	3.45
5. Uncooperative	Cooperative	2.8	13.6	35.5	35.5	12.3	3.43
6. Noncompetitive	Competitive	1.2	7.1	27.6	44.3	19.8	3.74
7. Worsening	Improving	2.2	9.3	41.7	33.0	13.7	3.47
8. Anti-racist	Racist	5.6	16.7	37.5	29.1	11.1	2.76

Percents do not add up to one hundred percent due to missing data.

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING STUDENT'S SOLUTIONS FOR
INCREASING DIVERSITY AT OSU

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
1. Promote more programs.	14.6	19.1	28.0	28.3	10.0	3.00
2. Provide sensitivity workshops.	5.5	6.7	29.4	41.9	16.5	3.57
3. Train more racial minorities for staff management positions.	6.1	6.1	35.6	35.6	16.6	3.50
4. Include services for staff and faculty evaluation.	6.9	10.6	35.3	33.8	13.4	3.36
5. Encourage faculty to incorporate research on racial minorities.	6.7	10.1	30.9	37.0	15.0	3.45
6. Require all OSU students to one course that focuses on racial minorities.	16.9	12.3	21.5	30.7	18.7	3.22
7. Have more regular meetings with top OSU.	5.2	6.1	32.5	36.5	19.6	3.59
8. Have more events on campus.	5.5	8.0	19.1	42.2	25.2	3.74
9. Provide more funding for racial/ethnic organizations.	12.6	11.7	33.7	29.4	12.6	3.18
10. Have minority students counseled by members of their own group.	17.5	32.0	32.0	13.2	5.2	2.57
11. Admit applicants without regard to race.	4.0	5.6	21.1	27.0	42.2	3.98
12. Create more special programs for racial minorities.	12.1	12.8	33.0	31.5	10.6	3.16

TABLE IV

FREQUENCIES OF RESPONSES CONCERNING STUDENT'S SOLUTIONS FOR
INCREASING DIVERSITY AT OSU (CONTINUED)

ITEMS	1 Worsen Considerably	2 Worsen Somewhat	3 No Change	4 Improve Somewhat	5 Improve Considerably	Mean
13. Conduct "teach-ins" on diversity issues	7.3	6.6	35.4	35.1	15.5	3.45
14. Involve students in tutoring.	2.5	4.0	22.2	52.2	19.1	3.81
15. Have more art exhibits featuring different racial/ethnic groups.	5.0	3.7	29.5	36.3	25.5	3.74
16. Bring more distinguished racial minority educators to campus.	4.9	4.6	27.4	35.5	27.7	3.77
17. Dedicate more OSU faculty and staff to working on problems of racism.	8.7	7.4	29.7	38.4	15.8	3.45
18. Provide more financial incentives to recruit under-represented faculty.	17.1	13.7	33.9	21.7	13.7	3.01
19. Provide more financial incentives to recruit under-represented staff.	17.1	13.4	38.2	20.5	10.9	2.95
20. Provide more financial incentives to recruit under-represented graduate students.	16.1	13.9	33.4	24.1	12.4	3.03
21. Provide more financial incentives to recruit under-represented undergraduate students.	16.1	13.3	32.2	23.2	15.2	3.08
22. Include more issues of diversity in freshmen orientation.	8.6	3.7	26.2	29.0	32.4	3.73
23. Include more issues of diversity in transfer orientation.	8.1	5.3	38.2	26.1	22.4	3.49
24. Include more issues of diversity in graduate orientation.	8.7	5.9	48.8	18.6	18.0	3.31
25. Include more issues of diversity in staff orientation.	8.7	4.3	32.8	31.3	22.9	3.55
26. Include more issues of diversity in faculty orientation.	8.4	3.1	33.4	31.9	23.2	3.59

Percents do not add up to one hundred percent due to missing data.

APPENDIX D

Oklahoma State University

University Assessment
210 Public Information Building
Stillwater, Oklahoma 74078-0146
405-744-6687, FAX 405-744-8203

Dear Student,

The enclosed survey is our reproduction of a diversity study conducted at UCLA in 1991. I would like to ask for your assistance in a very important matter. The Office of Multicultural Affairs and the Office of University Assessment have collaborated to conduct a campus wide survey on the climate for diversity. We feel that this study is a crucial part of understanding how OSU students, faculty, and staff perceive our campus community. It is likely that the campus climate impacts students' academic performance as well as the recruitment and retention of students. We want to understand all aspects of this environment in order to initiate changes where they are necessary and to enhance conditions that are positive. For this reason, we feel this study is worthy of your participation.

I would like to personally assure you that the results will remain strictly confidential. We do not request your name or any other identifying information on the survey and I will assure you that the only interest we have in the data is in aggregate form. There will be absolutely no attempts made to identify individuals. With regard to time, the survey will take approximately 30 - 45 minutes to complete. We need your full cooperation in this lengthy endeavor. I know that this is a substantial piece of your valuable time; however, I feel that your participation will be the key to improving the climate at OSU. It is extremely important that we get good participation from all parts of the campus community. The survey results will be analyzed and disseminated as quickly as possible in an attempt to identify areas in which we can make positive changes. Again, in OSU's effort to create an environment that is conducive to learning and obtaining a degree, this study is critical.

Thank you for your interest in the climate for diversity study.

Sincerely,



Earl D. Mitchell, Jr., Ph.D.
Interim Associate Vice President for Multicultural Affairs
Professor of Biochemistry and Molecular Biology

APPENDIX E

Departmental Climate, Cont...

5 = Agree Strongly 2 = Disagree Strongly
 4 = Agree Somewhat 1 = Not Applicable
 3 = Disagree Somewhat

I have sufficient opportunities to meet with my department chair to discuss my performance, career, and promotions 5 ... 4 ... 3 ... 2 ... 1

I feel that I have less time available for research than do other faculty at my level in my department 5 ... 4 ... 3 ... 2 ... 1

I feel that I devote more time to University service than do other faculty at my level in my department 5 ... 4 ... 3 ... 2 ... 1

My research is reasonably well understood by most of my departmental colleagues 5 ... 4 ... 3 ... 2 ... 1

My approach to teaching is reasonably well understood by most of my departmental colleagues 5 ... 4 ... 3 ... 2 ... 1

The quality of my research is appreciated by most of my colleagues 5 ... 4 ... 3 ... 2 ... 1

Generally speaking, the criteria by which my colleagues judge my research are appropriate 5 ... 4 ... 3 ... 2 ... 1

With respect to my research and teaching, I feel that I have received adequate guidance/mentoring from other members of my department 5 ... 4 ... 3 ... 2 ... 1

I am at least as likely to be counseled on tenure and/or promotional opportunities as other faculty are 5 ... 4 ... 3 ... 2 ... 1

OSU standards for promotion are clearly defined across all levels (e.g., department, College, University) 5 ... 4 ... 3 ... 2 ... 1

Faculty who are openly critical of my department's administration have no cause to fear retribution 5 ... 4 ... 3 ... 2 ... 1

I often feel that I don't fit in very well socially with my colleagues at OSU 5 ... 4 ... 3 ... 2 ... 1

I feel that I have interests in common with my colleagues 5 ... 4 ... 3 ... 2 ... 1

My relationships with other faculty in my department are good 5 ... 4 ... 3 ... 2 ... 1

I feel that my department creates an environment which is conducive to my personal academic advancement 5 ... 4 ... 3 ... 2 ... 1

I am asked to serve on more committees than colleagues within my department 5 ... 4 ... 3 ... 2 ... 1

OSU provides adequate information to orient new faculty members to:
 The campus 5 ... 4 ... 3 ... 2 ... 1
 Policies and procedures 5 ... 4 ... 3 ... 2 ... 1
 Nature of the student body 5 ... 4 ... 3 ... 2 ... 1

General OSU Climate...

15. Rate the climate of the OSU campus in general, based on your own experiences, by circling the appropriate number:

Friendly 5 ... 4 ... 3 ... 2 ... 1	Hostile
Communicative 5 ... 4 ... 3 ... 2 ... 1	Reserved
Concerned 5 ... 4 ... 3 ... 2 ... 1	Indifferent
Respectful 5 ... 4 ... 3 ... 2 ... 1	Disrespectful
Cooperative 5 ... 4 ... 3 ... 2 ... 1	Uncooperative
Competitive 5 ... 4 ... 3 ... 2 ... 1	Noncompetitive
Improving 5 ... 4 ... 3 ... 2 ... 1	Worsening
Accessible to the disabled 5 ... 4 ... 3 ... 2 ... 1	Inaccessible to the disabled
Hospitable to the disabled 5 ... 4 ... 3 ... 2 ... 1	Inhospitable to the disabled
Racist 5 ... 4 ... 3 ... 2 ... 1	Anti-racist
Sexist 5 ... 4 ... 3 ... 2 ... 1	Non-sexist
Homophobic 5 ... 4 ... 3 ... 2 ... 1	Non-homophobic

Joint Research...

16. How often are you involved in joint research?

4 = frequently	2 = seldom
3 = occasionally	1 = never

with minority faculty 4 ... 3 ... 2 ... 1
 with nonminority faculty 4 ... 3 ... 2 ... 1
 with women faculty 4 ... 3 ... 2 ... 1
 with students 4 ... 3 ... 2 ... 1
 with minority students 4 ... 3 ... 2 ... 1

Use Of Time...

17. Please enter the appropriate number:

How many dissertation committees are you currently chairing? _____

On how many other dissertation committees are you currently serving? _____

On how many departmental/school committees are you currently serving? _____

On how many campus-wide committees are you currently serving? _____

Excluding your own classes, how many talks/presentations did you give on campus during the 1993-94 academic year? _____

During the 1993-94 academic year, how many talks/presentations did you give outside OSU? _____

18. In a typical academic year, how many hours per week do you spend in each of the following activities?

- Teaching classes or labs _____
- Preparing for teaching classes or labs _____
- Advising undergraduates _____
- Advising graduate students _____
- Serving on departmental/college committees _____
- Serving on campus-wide committees _____
- Working on your own research and writing _____
- Talking to faculty about issues of diversity _____
- Talking to students about issues of diversity _____

Background Information...

19. What is your religious affiliation? (circle one)

- | | |
|---------------------------|--------------------------------|
| Baptist 01 | Methodist 10 |
| Buddhist 02 | Presbyterian 11 |
| Congregational 03 | Quaker 12 |
| Eastern Orthodox 04 | Roman Catholic 13 |
| Episcopal 05 | Seventh Day Adventist 14 |
| Islamic 07 | Other Protestant 15 |
| Jewish 08 | Other Religion 16 |
| LDS (Mormon) 09 | None 17 |
| Lutheran 09 | |

20. With which racial/ethnic group do you identify?
(If you are of a multi-racial/multi-ethnic background, please circle all that apply)

- White/Caucasian, including Middle Eastern 01
(If you identify with a specific ethnic group, please specify: _____)
- Asian 02
 - Chinese/Chinese American 02
 - Japanese/Japanese American 03
 - Korean/Korean American 04
 - Philippino/Filipino 05
 - Pakistani/East Indian 06
 - Other Asian, excluding Middle Eastern 07
(Please specify: _____)
- Pacific Islander 08
(Please specify: _____)
- American Indian/Alaskan Native/Aleut 09
(Please specify tribe: _____)
- African American/Black 10
- Latino/Hispanic 11
 - Mexican American/Chicano 11
 - Cuban 12
 - Puerto Rican 13
 - Other Latin/Central American 14
(Please specify other: _____)

21. What is your sexual orientation?

- Heterosexual 1
- Gay/Lesbian 2
- Bisexual 3

22. Are you a person with a disability?

(Note: "An individual with a handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." Ref: Section 504 of the 1973 Federal Rehabilitation Act.)

No 1

Yes, (circle the most appropriate category)

- Hearing impaired or deaf 2
- Visually impaired or blind 3
- Mobility impairment 4
- Speech disorder 5
- Learning disability 6
- Other 7
(Please specify: _____)

23. Your age: _____

24. Your sex:

- Female 1
- Male 2

25. What is your marital status?

- Married or marriage-like relationship 1
- Not married (i.e., single, divorced, separated, widowed) 2

26. Citizenship Status: (circle one)

- U.S. Citizen 1
- U.S. Permanent Resident 2
- Foreign (Temporary) 3
- Other 4

27. Please circle the appropriate item:

- English is the only language I speak 1
- English is my primary language, but I speak one or more other languages 2
- English is not my primary language 3

Participation In Cultural Activities...

28. In the past year, have you participated in any organized activity (conference, workshop, etc.) designed to promote sensitivity toward issues of diversity at OSU? (circle one)

- No 1
- Yes, and it was/they were:
 - Mostly beneficial 2
 - Somewhat beneficial 3
 - Not beneficial 4

Attitudes...

29. Indicate the extent to which you agree or disagree with the following statements: (circle one for each item)

5 = Agree Strongly 2 = Disagree Strongly
4 = Agree Somewhat 1 = Don't Know
3 = Disagree Somewhat

Diversity is good for OSU and should be actively promoted by students, staff, faculty and administrators 5 ... 4 3 ... 2 ... 1

Attitudes Cont...

OSU is placing too much emphasis on achieving diversity at the expense of enhancing its prestige as a top research university 5 ... 4 ... 3 ... 2 ... 1

One problem with pursuing the goal of diversity is the admission of too many underprepared students 5 ... 4 ... 3 ... 2 ... 1

Emphasizing diversity leads to campus disunity 5 ... 4 ... 3 ... 2 ... 1

Affirmative action leads to the hiring of less qualified faculty and staff 5 ... 4 ... 3 ... 2 ... 1

The current emphasis on Western Civilization and culture in the curriculum at OSU should not be diluted by adding other perspectives 5 ... 4 ... 3 ... 2 ... 1

The OSU top administration *should be* genuinely committed to promoting respect for and understanding of group differences at OSU 5 ... 4 ... 3 ... 2 ... 1

The OSU top administration *is* genuinely committed to promoting respect for and understanding of group differences at OSU 5 ... 4 ... 3 ... 2 ... 1

The percentage of minority faculty should at least reflect the percentage of minority students at OSU 5 ... 4 ... 3 ... 2 ... 1

In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress) 5 ... 4 ... 3 ... 2 ... 1

The OSU student body adequately reflects the cultural diversity of Stillwater 5 ... 4 ... 3 ... 2 ... 1

OSU has achieved a positive climate for diversity 5 ... 4 ... 3 ... 2 ... 1

Increasing Diversity...

30. To what extent do you feel that each of the following is an obstacle to increasing diversity in *your department*?

3 = A Major Obstacle 1 = Not an Obstacle
2 = A Minor Obstacle

Scarcity of qualified:

Racial/Ethnic Minorities	.....3	...	2	...	1
Women	.....3	...	2	...	1
People with Disabilities	.....3	...	2	...	1
Gays and Lesbians	.....3	...	2	...	1
Other	.....	.....	.....	.....	.....

Insufficient interest in my department finding/recruiting:

Racial/Ethnic Minorities	.....3	...	2	...	1
Women	.....3	...	2	...	1
People with Disabilities	.....3	...	2	...	1
Gays and Lesbians	.....3	...	2	...	1
Other	.....	.....	.....	.....	.....

31. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:

5 = Agree Strongly 2 = Disagree Strongly
4 = Agree Somewhat 1 = Not Applicable
3 = Disagree Somewhat

In searching for new faculty in the last 5 years or so, my department has made an honest effort to find qualified:

Racial/Ethnic Minorities	.....5	...	4	...	3	...	2	...	1
Women	.....5	...	4	...	3	...	2	...	1
People with Disabilities	.....5	...	4	...	3	...	2	...	1
Gays and Lesbians	.....5	...	4	...	3	...	2	...	1

For future faculty searches, my department plans to make an effort to find qualified:

Racial/Ethnic Minorities	.....5	...	4	...	3	...	2	...	1
Women	.....5	...	4	...	3	...	2	...	1
People with Disabilities	.....5	...	4	...	3	...	2	...	1
Gays and Lesbians	.....5	...	4	...	3	...	2	...	1

The dean and associate deans of my school should take a more active role than they do now in furthering the recruitment, hiring, and retention of:

Racial/Ethnic Minorities	.....5	...	4	...	3	...	2	...	1
Women	.....5	...	4	...	3	...	2	...	1
People with Disabilities	.....5	...	4	...	3	...	2	...	1
Gays and Lesbians	.....5	...	4	...	3	...	2	...	1

32. Please indicate how much you feel is being done by OSU to provide the following: (circle one for each item)

4 = Too Much 2 = Not Enough
3 = About the Right Amount 1 = Can't Judge

Special funds/efforts for the recruitment of:

Racial/Ethnic Minority Faculty	.....4	...	3	...	2	...	1
Women Faculty	.....4	...	3	...	2	...	1
Faculty with Disabilities	.....4	...	3	...	2	...	1
Gay and Lesbian Faculty	.....4	...	3	...	2	...	1

Competitive compensation packages for minority faculty who are in demand

.....4	...	3	...	2	...	1
--------	-----	---	-----	---	-----	---

Mentorship opportunities between:

Junior faculty and senior faculty	.....4	...	3	...	2	...	1
Junior <i>minority</i> faculty and senior faculty	.....4	...	3	...	2	...	1
Junior <i>women</i> faculty and senior faculty	.....4	...	3	...	2	...	1
Junior <i>gay/lesbian</i> faculty and senior faculty	.....4	...	3	...	2	...	1
Junior <i>faculty with disabilities</i> and senior faculty	.....4	...	3	...	2	...	1

Increasing Diversity Cont...

Faculty development funds and activities for the retention of:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Special funds or release time to enhance participation of the following groups in research or professional development:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Encouragement of minority faculty participation in <i>mainstream</i> professional activities, both within and outside the institution				
	4	3	2	1
Encouragement of minority faculty participation in <i>minority-specific</i> professional activities, both within and outside the institution				
	4	3	2	1

Experiences At OSU...

33. Indicate how frequently each of the following statements apply to your experiences at OSU:

4 = Frequently 2 = Seldom
3 = Occasionally 1 = Never

Been treated rudely by OSU:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Have been discriminated against because of my:				
Race/Ethnicity	4	3	2	1
Gender	4	3	2	1
Sexual Orientation	4	3	2	1
Disability	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1
Have felt pressure <i>not</i> to do research on:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Have felt pressure from members of my own racial/ethnic group not to socialize with members of other racial/ethnic groups				
	4	3	2	1
Have felt ostracized by my own ethnic/racial group because I chose not to participate in activities related to my own group				
	4	3	2	1

Have been harassed because of my:				
Race/Ethnicity	4	3	2	1
Gender	4	3	2	1
Disability	4	3	2	1
Sexual Orientation	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1

Heard insensitive or disparaging comments about racial/ethnic minorities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Heard insensitive or disparaging comments about women by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Heard insensitive or disparaging comments about people with disabilities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Heard insensitive or disparaging comments about gays and lesbians by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Been present at OSU-affiliated events where the following groups were portrayed in a <i>positive</i> manner:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Been present at OSU-affiliated events where the following groups were portrayed in a <i>derogatory</i> manner:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in student publications which is offensive to:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in student publications which increased my understanding of:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Experiences At OSU Cont...

Seen racist, anti-gay/lesbian, or sexist graffiti in OSU facilities (i.e., bathroom walls, buildings) 4 ... 3 ... 2 1

Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a :
 Negative manner 4 ... 3 ... 2 1
 Positive manner 4 ... 3 ... 2 1
 No effect 4 ... 3 ... 2 1

Had a discussion about sexism with a person of the opposite gender which affected me in a :
 Negative manner 4 ... 3 ... 2 1
 Positive manner 4 ... 3 ... 2 1
 No effect 4 ... 3 ... 2 1

Behaviors...

34. Indicate the extent to which you engage in the following behaviors:
 4 = Frequently 2 = Seldom
 3 = Occasionally 1 = Never

I interact with colleagues from racial/ethnic backgrounds different from my own 4 ... 3 ... 2 1

I interact with colleagues of the opposite sex 4 ... 3 ... 2 1

When filling vacant faculty positions, I insist on finding minority candidates to consider 4 ... 3 ... 2 1

35. Please circle the appropriate response for the following items:
 3 = Don't know 2 = Yes 1 = No

I sense/have experienced a sincere desire among my colleagues to enhance diversity in my department 3 2 1

I support the presence of different perspectives on ethnic and gender related issues in my department 3 2 1

I have changed the content of my course(s) to incorporate ethnic and gender issues 3 2 1

I would be interested in attending a faculty workshop on issues pertaining to:

- Racial/Ethnic Minorities 3 2 1
- Women 3 2 1
- People with Disabilities 3 2 1
- Gays and Lesbians 3 2 1

36. Indicate the extent to which you agree or disagree with the following statements:
 4 = Agree Strongly 2 = Disagree Somewhat
 3 = Agree Somewhat 1 = Disagree Strongly

I prefer to advise students from a racial/ethnic background similar to my own 4 ... 3 ... 2 1

I prefer to advise students of my own gender 4 ... 3 ... 2 1

If applicable to the subject matter, I am willing to change my course content in order to include minority or non-Western ideas 4 ... 3 ... 2 1

I feel that I have a good understanding of OSU's affirmative action guidelines 4 ... 3 ... 2 1

Beliefs...

37. Indicate the extent to which you agree or disagree with the following statements: (circle one for each item)

- 5 = Agree Strongly 2 = Disagree Strongly
- 4 = Agree Somewhat 1 = No Opinion
- 3 = Disagree Somewhat

Most students do not want to change the status quo in regard to issues of diversity 5 ... 4 ... 3 ... 2 1

Minority faculty are adequately represented on important academic committees 5 ... 4 ... 3 ... 2 1

Compared to men, women faculty experience greater tension between the demands of the university and family 5 ... 4 ... 3 ... 2 1

Gay and Lesbian faculty at OSU are accepted and respected 5 ... 4 ... 3 ... 2 1

Faculty from the following groups are not given the same opportunities for administrative positions as other faculty members are:

- Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
- Women 5 ... 4 ... 3 ... 2 1
- People with Disabilities 5 ... 4 ... 3 ... 2 1
- Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Women faculty get less peer support from male colleagues than men 5 ... 4 ... 3 ... 2 1

Because of their overall smaller numbers at OSU, the following groups are called upon more often than others to undertake University committee responsibilities:

- Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
- Women 5 ... 4 ... 3 ... 2 1
- People with Disabilities 5 ... 4 ... 3 ... 2 1
- Gays and Lesbians 5 ... 4 ... 3 ... 2 1

In general, students respect:

- Minority faculty less than nonminority faculty 5 ... 4 ... 3 ... 2 1
- Women faculty less than men faculty 5 ... 4 ... 3 ... 2 1
- Faculty with Disabilities less than faculty without disabilities 5 ... 4 ... 3 ... 2 1
- Gay/Lesbian faculty less than heterosexual faculty 5 ... 4 ... 3 ... 2 1

38. Please circle the appropriate response for the following:
 2 = Yes 1 = No

There is more ethnic diversity in my department than there was three years ago 2 1

My department is receptive to the incorporation of gender and ethnic studies materials in curriculum 2 1

Possible Solutions...

39. In your opinion, how would each of the following affect the climate for diversity at OSU?

5 = Improve Considerably 2 = Worsen Somewhat
 4 = Improve Somewhat 1 = Worsen Considerably
 3 = No Change

Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week) 5 ... 4 ... 3 ... 2 1

Provide more awareness/sensitivity workshops or programs to help faculty become more aware of the needs of:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

To diversify the faculty, recruit and hire OSU's own:
 Minority graduates 5 ... 4 ... 3 ... 2 1
 Women graduates 5 ... 4 ... 3 ... 2 1
 Gay and Lesbian graduates 5 ... 4 ... 3 ... 2 1
 Graduates with disabilities 5 ... 4 ... 3 ... 2 1

Include service that enhances the OSU climate for diversity as one of the criteria for staff and faculty evaluation 5 ... 4 ... 3 ... 2 1

Provide more growth and development opportunities to train more members of the following groups for staff management positions:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Encourage OSU faculty to incorporate research and perspectives on:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups 5 ... 4 ... 3 ... 2 1

Have minority students counseled only by members of their own group 5 ... 4 ... 3 ... 2 1

Have more events on campus that bring together members of:
 Different racial/ethnic groups 5 ... 4 ... 3 ... 2 1
 Different sexual orientations 5 ... 4 ... 3 ... 2 1
 Disabled and non-disabled people 5 ... 4 ... 3 ... 2 1

Hire more of the following groups for top administrative posts:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Assign Residence Hall roommates of the same racial/ethnic groups together 5 ... 4 ... 3 ... 2 1

Assign Residence Hall roommates of different racial/ethnic groups together 5 ... 4 ... 3 ... 2 1

Reserve special sections of the Residence Halls for particular racial/ethnic groups 5 ... 4 ... 3 ... 2 1

Reserve special sections of the Residence Halls for particular religious groups 5 ... 4 ... 3 ... 2 1

Have more regular meetings between heads of OSU-affiliated Greek and racial/ethnic minority organizations 5 ... 4 ... 3 ... 2 1

Provide more funding for OSU-affiliated:
 Racial/Ethnic minority organizations 5 ... 4 ... 3 ... 2 1
 Women's organizations 5 ... 4 ... 3 ... 2 1
 Disability organizations 5 ... 4 ... 3 ... 2 1
 Gay/Lesbian organizations 5 ... 4 ... 3 ... 2 1

Admit applicants to OSU without regard to race or ethnicity 5 ... 4 ... 3 ... 2 1

Create more special programs or services for:
 Racial/Ethnic Minorities 5 ... 4 ... 3 ... 2 1
 Women 5 ... 4 ... 3 ... 2 1
 People with Disabilities 5 ... 4 ... 3 ... 2 1
 Gays and Lesbians 5 ... 4 ... 3 ... 2 1

Conduct "teach-ins" on diversity issues 5 ... 4 ... 3 ... 2 1

Involve more OSU students in providing tutoring for minority children in Stillwater 5 ... 4 ... 3 ... 2 1

Have more art exhibits or music festivals featuring different racial/ethnic groups 5 ... 4 ... 3 ... 2 1

Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars 5 ... 4 ... 3 ... 2 1

Dedicate more of OSU's faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area 5 ... 4 ... 3 ... 2 1

Possible Solutions Cont...

Provide more financial incentives to recruit underrepresented:

Faculty	5	...	4	...	3	...	2	...	1
Staff	5	...	4	...	3	...	2	...	1
Graduate Students	5	...	4	...	3	...	2	...	1
Undergraduate Students	5	...	4	...	3	...	2	...	1

Include more issues of diversity in:

Freshmen Orientation	5	...	4	...	3	...	2	...	1
Transfer Orientation	5	...	4	...	3	...	2	...	1
Graduate Orientation	5	...	4	...	3	...	2	...	1
Staff Orientation	5	...	4	...	3	...	2	...	1
Faculty Orientation	5	...	4	...	3	...	2	...	1

Open-Ended Questions...

40. What do you think can be done at OSU to strengthen and improve the climate for diversity?

41. Do you have any other views or ideas about the issue of diversity that you would like to share with us?

Thank You!!!

APPENDIX F

Climate Cont...

- 5 = Agree Strongly 2 = Disagree Strongly
 4 = Agree Somewhat 1 = Not Applicable
 3 = Disagree Somewhat

- There are sufficient opportunities for advancement within OSU 5 ... 4 ... 3 ... 2 ... 1
- Gay and Lesbian staff in my department are accepted and respected 5 ... 4 ... 3 ... 2 ... 1
- My work contributions to my department are appreciated by my supervisor/manager 5 ... 4 ... 3 ... 2 ... 1
- I have sufficient opportunities to meet with my supervisor to discuss my performance, career, etc. 5 ... 4 ... 3 ... 2 ... 1
- Generally speaking, the criteria by which my supervisor judges my work are appropriate 5 ... 4 ... 3 ... 2 ... 1
- I feel that I have received sufficient guidance/mentoring from other members of my department . 5 ... 4 ... 3 ... 2 ... 1
- I understand the basic qualifications that I would need in order to transfer to a higher level position . 5 ... 4 ... 3 ... 2 ... 1
- I feel that I don't fit in very well socially with my co-workers 5 ... 4 ... 3 ... 2 ... 1
- I feel that I have interests in common with my co-workers 5 ... 4 ... 3 ... 2 ... 1
- My department is sincerely interested in hiring more minorities 5 ... 4 ... 3 ... 2 ... 1

12. Rate the climate of your immediate work environment by circling the appropriate number on each line:

- | | |
|--|------------------------------|
| Friendly 5 ... 4 ... 3 ... 2 ... 1 | Hostile |
| Communicative 5 ... 4 ... 3 ... 2 ... 1 | Reserved |
| Concerned 5 ... 4 ... 3 ... 2 ... 1 | Indifferent |
| Respectful 5 ... 4 ... 3 ... 2 ... 1 | Disrespectful |
| Cooperative 5 ... 4 ... 3 ... 2 ... 1 | Uncooperative |
| Competitive 5 ... 4 ... 3 ... 2 ... 1 | Noncompetitive |
| Improving 5 ... 4 ... 3 ... 2 ... 1 | Worsening |
| Accessible to the disabled 5 ... 4 ... 3 ... 2 ... 1 | Inaccessible to the disabled |
| Hospitable to the disabled 5 ... 4 ... 3 ... 2 ... 1 | Inhospitable to the disabled |
| Racist 5 ... 4 ... 3 ... 2 ... 1 | Anti-racist |
| Sexist 5 ... 4 ... 3 ... 2 ... 1 | Non-sexist |
| Homophobic 5 ... 4 ... 3 ... 2 ... 1 | Non-homophobic |

Work Environment...

- 13. Are there people with disabilities in your immediate work unit?**
 Yes 2
 No 1

- 14. Please estimate the percent of your total working time that involves dealing directly with other people: _____ %.**

15. I would describe the racial/ethnic composition of my immediate work unit as:

- Predominantly white 1
 Predominantly Racial/Ethnic Minorities 2
 Racially/Ethnically balanced 3

16. I would describe the gender composition of my immediate work unit as:

- Predominantly white 1
 Predominantly Racial/Ethnic Minorities 2
 Racially/Ethnically balanced 3

17. In your immediate work area, are there people who are openly gays or lesbians?

- Yes 2
 No 1

Background Information...

18. Your sex?

- Female 1
 Male 2

19. What is your religious affiliation? (circle one)

- | | |
|---------------------------|--------------------------------|
| Baptist 01 | Methodist 10 |
| Buddhist 02 | Presbyterian 11 |
| Congregational 03 | Quaker 12 |
| Eastern Orthodox 04 | Roman Catholic 13 |
| Episcopal 05 | Seventh Day Adventist 14 |
| Islamic 07 | Other Protestant 15 |
| Jewish 08 | Other Religion 16 |
| LDS (Mormon) 09 | None 17 |
| Lutheran 09 | |

20. What is your sexual orientation?

- Heterosexual 1
 Gay/Lesbian 2
 Bisexual 3

21. What is your marital status?

- Married or marriage-like relationship 1
 Not married or in a marriage-like relationship 2

22. Are you a person with a disability?

(Note: "An individual with a handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working."
 Ref: Section 504 of the 1973 Federal Rehabilitation Act.)

- No 1
 Yes, (circle the most appropriate category)
 Hearing impaired or deaf 2
 Visually impaired or blind 3
 Mobility impairment 4
 Speech disorder 5
 Learning disability 6
 Other 7
 (Please specify: _____)

Background Information Cont...

23. Your age: _____

24. My immediate supervisor is a:

- Woman 1
- Man 2

25. With which racial/ethnic group do you identify?

(If you are of a multi-racial/multi-ethnic background, please circle all that apply)

- White/Caucasian, including Middle Eastern 01
(If you identify with a specific ethnic group, please specify: _____)
- Asian 02
 - Chinese/Chinese American 02
 - Japanese/Japanese American 03
 - Korean/Korean American 04
 - Philipino/Filipino 05
 - Pakistani/East Indian 06
 - Other Asian, excluding Middle Eastern 07
(Please specify: _____)
- Pacific Islander 08
(Please specify: _____)
- American Indian/Alaskan Native/Aleut 09
(Please specify tribe: _____)
- African American/Black 10
- Latino/Hispanic 11
 - Mexican American/Chicano 11
 - Cuban 12
 - Puerto Rican 13
 - Other Latin/Central American 14
(Please specify other: _____)

26. Please indicate the race/ethnicity of your *immediate supervisor*.

- White/Caucasian, including Middle Eastern 01
- Asian 02
 - Chinese/Chinese American 02
 - Japanese/Japanese American 03
 - Korean/Korean American 04
 - Philipino/Filipino 05
 - Pakistani/East Indian 06
 - Other Asian, excluding Middle Eastern 07
- Pacific Islander 08
- American Indian/Alaskan Native/Aleut 09
- African American/Black 10
- Latino/Hispanic 11
 - Mexican American/Chicano 11
 - Cuban 12
 - Puerto Rican 13
 - Other Latin/Central American 14

27. Are you currently a registered student at OSU?

- Yes 1
- No 2

28. Are you a graduate of OSU?

- Yes 1
- No 2

29. Citizenship Status: (circle one)

- U.S. Citizen 1
- U.S. Permanent Resident 2
- Foreign (Temporary) 3
- Other 4

30. What is your highest level of formal education?

- Did not complete high school 1
- High school diploma or GED 2
- Some College 3
- 2-year college degree 4
- 4-year college degree 5
- Some graduate work 6
- Master's degree 7
- Doctorate 8
- Other professional degree or license 9
(Please specify: _____)

31. Please circle the appropriate item:

- English is the only language I speak 1
- English is my primary language, but I speak one or more other languages 2
- English is not my primary language 3

Attitudes...

32. Indicate the extent to which you agree or disagree with the following statements: (circle one for each item)

- 4 = Agree Strongly 2 = Disagree Somewhat
- 3 = Agree Somewhat 1 = Disagree Strongly

- Diversity is good for OSU and should be actively promoted by students, staff, faculty and administrators 4 3 2 1
- OSU is placing too much emphasis on achieving diversity 4 3 2 1
- One problem with pursuing the goal of diversity is the admission of too many underprepared students 4 3 2 1
- The OSU top administration *should be* genuinely committed to promoting respect for and understanding of group differences at OSU 4 3 2 1
- Emphasizing diversity leads to campus disunity 4 3 2 1
- Affirmative action leads to the hiring of less qualified faculty and staff 4 3 2 1
- The OSU top administration *is* genuinely committed to promoting respect for and understanding of group differences at OSU 4 3 2 1
- The percentage of minority faculty should reflect the percentage of minority students at OSU 4 3 2 1
- In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress) 4 3 2 1

Attitudes...

4 = Agree Strongly 2 = Disagree Somewhat
3 = Agree Somewhat 1 = Disagree Strongly

The OSU student body adequately reflects
the cultural diversity of Oklahoma 4 3 2 1

OSU has achieved a positive climate for diversity 4 3 2 1

General OSU Climate...

33. Rate the climate of the OSU campus in general by circling the appropriate number on each line:

Friendly	5	4	3	2	1	Hostile
Communicative	5	4	3	2	1	Reserved
Concerned	5	4	3	2	1	Indifferent
Respectful	5	4	3	2	1	Disrespectful
Cooperative	5	4	3	2	1	Uncooperative
Competitive	5	4	3	2	1	Noncompetitive
Improving	5	4	3	2	1	Worsening
Accessible to the disabled	5	4	3	2	1	Inaccessible to the disabled
Hospitable to the disabled	5	4	3	2	1	Inhospitable to the disabled
Racist	5	4	3	2	1	Anti-racist
Sexist	5	4	3	2	1	Non-sexist
Homophobic	5	4	3	2	1	Non-homophobic

Increasing Diversity...

34. To what extent do you feel that each of the following is an obstacle to increasing diversity in your department?

3 = A Major Obstacle 1 = Not an Obstacle
2 = A Minor Obstacle

Scarcity of qualified:

Racial/Ethnic Minorities	3	2	1
Women	3	2	1
People with Disabilities	3	2	1
Gays and Lesbians	3	2	1

Insufficient interest in my department finding/recruiting:

Racial/Ethnic Minorities	3	2	1
Women	3	2	1
People with Disabilities	3	2	1
Gays and Lesbians	3	2	1

35. Please indicate how much you feel is being done by OSU to provide the following: (circle one for each item)

4 = Too Much 2 = Not Enough
3 = About the Right Amount 1 = Can't Judge

Special funds/efforts for the recruitment of:

Racial/Ethnic Minority Staff	4	3	2	1
Women Staff	4	3	2	1
Staff with Disabilities	4	3	2	1
Gay and Lesbian Staff	4	3	2	1

Competitive compensation packages for
minority staff who are in demand 4 3 2 1

Staff development funds and activities for the retention of:

Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1

Mentorship opportunities between:

Junior staff and senior staff	4	3	2	1
Junior minority staff and senior staff	4	3	2	1
Junior women staff and senior staff	4	3	2	1
Junior gay/lesbian staff and senior staff	4	3	2	1
Junior staff with disabilities and senior staff	4	3	2	1

Beliefs...

36. Indicate the extent to which you agree or disagree with the following statements: (circle one for each item)

5 = Agree Strongly 2 = Disagree Strongly
4 = Agree Somewhat 1 = Not Applicable
3 = Disagree Somewhat

I feel that I have a good understanding of
OSU's affirmative action guidelines 5 4 3 2 1

My relationship with other staff in my
department is good 5 4 3 2 1

The following groups are adequately represented on important governance committees:

Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1

Minority staff are given fewer opportunities for executive/supervisory/management positions than other staff members are 5 4 3 2 1

Because of their overall smaller numbers at OSU, the following groups are called upon more often than others to undertake University committee responsibilities:

Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1

Women staff are given fewer opportunities for executive/supervisory/management positions than other staff members are 5 4 3 2 1

Gay and Lesbian staff at OSU are accepted and respected 5 4 3 2 1

In general, students respect:

Minority staff less than nonminority staff	5	4	3	2	1
Women staff less than men staff	5	4	3	2	1
Staff with disabilities less than staff without disabilities	5	4	3	2	1
Gay/Lesbian staff less than heterosexual staff	5	4	3	2	1

Orientation...

37. Did you attend a staff orientation by the *Personnel Department* when you began your job at OSU?

- No 1
- Yes, and it was:
 - Very helpful 2
 - Somewhat helpful 3
 - Not very helpful 4

38. Did you attend a staff orientation by *your department or college* when you began your job at OSU?

- No 1
- Yes, and it was:
 - Very helpful 2
 - Somewhat helpful 3
 - Not very helpful 4

39. Did *your department or college* orientation address issues of diversity in the orientation?

- Definitely yes 1
- Somewhat 2
- Definitely no 3

Participation In Cultural Activities...

40. In the past year, have you participated in any organized activity (conference, workshop, etc.) designed to promote sensitivity toward issues of diversity at OSU? (circle one)

- No 1
- Yes, and it was/they were:
 - Mostly beneficial 2
 - Somewhat beneficial 3
 - Not beneficial 4

41. Are you aware of OSU services available to staff which address issues of discrimination in the workplace?

- No 1
- Yes, and it was/they were:
 - Mostly beneficial 2
 - Somewhat beneficial 3
 - Not beneficial 4

42. Please circle the appropriate response for the following items:

Yes = 2 No = 1

- I would be interested in attending a workshop on issues pertaining to:
 - Racial/Ethnic Minorities 2 1
 - Women 2 1
 - People with Disabilities 2 1
 - Gays and Lesbians 2 1

43. Indicate how frequently each of the following statements apply to your experiences at OSU:

4 = Frequently 2 = Seldom
3 = Occasionally 1 = Never

Been treated rudely by OSU:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Have been discriminated against by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1
- My supervisor 4 ... 3 ... 2 1

Seen racist, anti-gay/lesbian, or sexist graffiti in OSU facilities (i.e., bathroom walls, buildings) 4 ... 3 ... 2 1

Have been asked to do extra work at OSU because of my:

- Race/Ethnicity 4 ... 3 ... 2 1
- Gender 4 ... 3 ... 2 1
- Sexual Orientation 4 ... 3 ... 2 1
- Disability 4 ... 3 ... 2 1
- Religion 4 ... 3 ... 2 1
- Age 4 ... 3 ... 2 1

Have been discriminated against because of my:

- Race/Ethnicity 4 ... 3 ... 2 1
- Gender 4 ... 3 ... 2 1
- Sexual Orientation 4 ... 3 ... 2 1
- Disability 4 ... 3 ... 2 1
- Religion 4 ... 3 ... 2 1
- Age 4 ... 3 ... 2 1

Have felt pressure from members of my own racial/ethnic group not to socialize with members of other racial/ethnic groups 4 ... 3 ... 2 1

Have felt ostracized by my own ethnic/racial group because I chose not to participate in campus activities related to my own group 4 ... 3 ... 2 1

Have been harassed because of my:

- Race/Ethnicity 4 ... 3 ... 2 1
- Gender 4 ... 3 ... 2 1
- Disability 4 ... 3 ... 2 1
- Sexual Orientation 4 ... 3 ... 2 1
- Religion 4 ... 3 ... 2 1
- Age 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about racial/ethnic minorities by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about women by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about people with disabilities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Heard insensitive or disparaging comments about gays and lesbians by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1

Been present at OSU-affiliated events where the following groups were portrayed in a <i>positive</i> manner:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Been present at OSU-affiliated events where the following groups were portrayed in a <i>derogatory</i> manner:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in <i>student</i> publications which is offensive to:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in <i>staff</i> publications which is offensive to:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in <i>staff</i> publications which increased my understanding of:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Have seen/read material in <i>student</i> publications which increased my understanding of:				
Racial/Ethnic Minorities	4	3	2	1
Women	4	3	2	1
People with Disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a :				
Negative manner	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1

Had a discussion about sexism with a person of the opposite gender which affected me in a :				
Negative manner	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1

Possible Solutions...

44. In your opinion, how would each of the following affect the climate for diversity at OSU?

- 5 = Improve Considerably 2 = Worsen Somewhat
- 4 = Improve Somewhat 1 = Worsen Considerably
- 3 = No Change

To diversify the faculty, recruit and hire OSU's own:				
Minority graduates	5	4	3	2
Women graduates	5	4	3	2
Gay and Lesbian graduates	5	4	3	2
Graduates with disabilities	5	4	3	2

Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week)				
	5	4	3	2

Provide more awareness/sensitivity workshops or programs to help faculty become more aware of the needs of:				
Racial/Ethnic Minorities	5	4	3	2
Women	5	4	3	2
People with Disabilities	5	4	3	2
Gays and Lesbians	5	4	3	2

Provide more growth and development opportunities to train more members of the following groups for staff management positions:				
Racial/Ethnic Minorities	5	4	3	2
Women	5	4	3	2
People with Disabilities	5	4	3	2
Gays and Lesbians	5	4	3	2

Include service that enhances the OSU climate for diversity as one of the criteria for staff and faculty evaluation				
	5	4	3	2

Encourage OSU faculty to incorporate research and perspectives on:				
Racial/Ethnic Minorities	5	4	3	2
Women	5	4	3	2
People with Disabilities	5	4	3	2
Gays and Lesbians	5	4	3	2

Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding:				
Racial/Ethnic Minorities	5	4	3	2
Women	5	4	3	2
People with Disabilities	5	4	3	2
Gays and Lesbians	5	4	3	2

Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups				
	5	4	3	2

Possible Solutions Cont...

Have more events on campus that bring together members of:					
Different racial/ethnic groups	5	4	3	2	1
Different sexual orientations	5	4	3	2	1
Disabled and non-disabled people	5	4	3	2	1
Hire more of the following groups for top administrative posts:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Provide more funding for OSU-affiliated:					
Racial/Ethnic minority organizations	5	4	3	2	1
Women's organizations	5	4	3	2	1
Disability organizations	5	4	3	2	1
Gay/Lesbian organizations	5	4	3	2	1
Have minority students counseled only by members of their own group					
	5	4	3	2	1
Admit applicants to OSU without regard to race or ethnicity					
	5	4	3	2	1
Create more special programs or services for:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Conduct "teach-ins" on diversity issues					
	5	4	3	2	1
Involve more OSU students in providing tutoring for minority children in Stillwater					
	5	4	3	2	1
Have more art exhibits or music festivals featuring different racial/ethnic groups					
	5	4	3	2	1
Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars					
	5	4	3	2	1
Dedicate more of OSU's faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area					
	5	4	3	2	1
Provide more financial incentives to recruit underrepresented:					
Faculty	5	4	3	2	1
Staff	5	4	3	2	1
Graduate Students	5	4	3	2	1
Undergraduate Students	5	4	3	2	1
Include more issues of diversity in:					
Freshmen Orientation	5	4	3	2	1
Transfer Orientation	5	4	3	2	1
Graduate Orientation	5	4	3	2	1
Staff Orientation	5	4	3	2	1
Faculty Orientation	5	4	3	2	1

Open-Ended Questions...

45. What do you think can be done at OSU to strengthen and improve the climate for diversity?

46. Do you have any other views or ideas about the issue of diversity that you would like to share with us?

Thank You!!!

OSU Survey, page 8

APPENDIX G

Oklahoma State University Student Multicultural Diversity Survey

Please answer each item by circling the number or writing in the requested answer.

Background Information...

What is your current class standing?

- Freshman 1
- Sophomore 2
- Junior 3
- Senior 4
- Graduate 5
- Professional 6

2. How many credit hours of coursework have you completed at OSU?

3. What is your major? _____

4. Your sex?

- Female 1
- Male 2

5. Did you enter OSU as a freshman?

- Yes 1
- No, I transferred from a:
 - Community/Jr. College 2
 - 4-year College or University 3
 - Other Postsecondary (e.g., technical, vocational, business) 4
 - Not applicable 5

6. What are your degree aspirations?

	Currently Working On	Highest Aspired To
Bachelor's	1	1
Master's	2	2
Doctorate	3	3
Professional Degree (D.O., etc.)	4	4
Other (Specify: _____)	5	5

7. Please list all OSU-affiliated organizations in which you are an active member:

8. Where are you currently living?

- With parents or relatives 1
- Other private home, apartment, or room 2
- OSU residence hall 3
- Fraternity/sorority house 4
- Other OSU student housing 5
- Other 6

9. What is your sexual orientation?

- Heterosexual 1
- Gay/Lesbian 2
- Bisexual 3

10. What is your religious affiliation? (circle one)

- | | |
|---------------------------|--------------------------------|
| Baptist 01 | Methodist 10 |
| Buddhist 02 | Presbyterian 11 |
| Congregational 03 | Quaker 12 |
| Eastern Orthodox 04 | Roman Catholic 13 |
| Episcopal 05 | Seventh Day Adventist 14 |
| Islamic 07 | Other Protestant 15 |
| Jewish 08 | Other Religion 16 |
| LDS (Mormon) 09 | None 17 |
| Lutheran 09 | |

11. Are you a person with a disability?

(Note: "An individual with a handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working."
Ref: Section 504 of the 1973 Federal Rehabilitation Act.)

No 1

Yes, (circle the most appropriate category)

- Hearing impaired or deaf 2
 - Visually impaired or blind 3
 - Mobility impairment 4
 - Speech disorder 5
 - Learning disability 6
 - Other 7
- (Please specify: _____)

12. With which racial/ethnic group do you identify?

(If you are of a multi-racial/multi-ethnic background, please circle all that apply)

- White/Caucasian, including Middle Eastern 01
- (If you identify with a specific ethnic group, please specify: _____)
- Asian
 - Chinese/Chinese American 02
 - Japanese/Japanese American 03
 - Korean/Korean American 04
 - Philippino/Filipino 05
 - Pakistani/East Indian 06
 - Other Asian, excluding Middle Eastern 07
 - (Please specify: _____)
- Pacific Islander 08
- (Please specify: _____)
- American Indian/Alaskan Native/Aleut 09
- (Please specify tribe: _____)
- African American/Black 10
- Latino/Hispanic
 - Mexican American/Chicano 11
 - Cuban 12
 - Puerto Rican 13
 - Other Latin/Central American 14
 - (Please specify other: _____)

13. Your age: _____

14. In how many credit hours are you currently enrolled?

15. Citizenship Status: (circle one)

- U.S. Citizen 1
- U.S. Permanent Resident 2
- Foreign (Temporary) 3
- Other 4

16. Please circle the appropriate item:

- English is the only language I speak 1
- English is my primary language, but I speak one or more other languages 2
- English is not my primary language 3

17. What is your usual living arrangement while attending OSU?

- I live in married student housing alone 1
- I live in married student housing with a room mate 2
- I live in one of the dormitories alone 3
- I live in one of the dormitories with a room mate 4
- I live off campus alone 5
- I live off campus with a room mate 6

18. How far do you travel one-way to attend classes at OSU?

- I live on campus 1
- I live in the city of Stillwater 2
- I travel more than ten miles to OSU 3
- I travel more than twenty miles to OSU 4
- I travel more than thirty miles to OSU 5
- I travel more than forty miles to OSU 6
- I travel more than fifty miles to OSU 7

19. Are you a student athlete?

- I am presently a student athlete 1
- I have been but am not presently a student athlete 2
- I have never been a student athlete 3

(If you answered #2 or #3 to this question, skip to question #20.)

19a. With which program do you spend the majority of your time?

- Baseball 1
- Basketball 2
- Football 3
- Golf 4
- Tennis 5
- Softball 6
- Track 7

19b. Are you receiving an athletic scholarship?

- Yes 1
- No 2

19c. Including this year, how many years have you participated the athletic program identified in 19a?

- One year 1
- Two years 2
- Three years 3
- Four years 4
- Five years 5

20. How many times since coming to OSU have you experienced the following?

- 4 = Frequently
- 3 = Occasionally
- 2 = Seldom
- 1 = Never

Been treated rudely by OSU:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Been discriminated against by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1
- My supervisor 4 ... 3 ... 2 1

Have been discriminated against because of my:

- Race/Ethnicity 4 ... 3 ... 2 1
- Gender 4 ... 3 ... 2 1
- Sexual Orientation 4 ... 3 ... 2 1
- Disability 4 ... 3 ... 2 1
- Religion 4 ... 3 ... 2 1
- Age 4 ... 3 ... 2 1

Have been harassed because of my:

- Race/Ethnicity 4 ... 3 ... 2 1
- Gender 4 ... 3 ... 2 1
- Sexual Orientation 4 ... 3 ... 2 1
- Disability 4 ... 3 ... 2 1
- Religion 4 ... 3 ... 2 1
- Age 4 ... 3 ... 2 1

Had difficulty scheduling an appointment with a

- faculty member 4 ... 3 ... 2 1

Had a personal conversation with a faculty member

- 4 ... 3 ... 2 1

Received advice from a faculty member about my

- major or career 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about racial/ethnic minorities by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about women by:

- Faculty 4 ... 3 ... 2 1
- Staff 4 ... 3 ... 2 1
- Administrators 4 ... 3 ... 2 1
- Students 4 ... 3 ... 2 1

Seen racist, anti-gay/lesbian, or sexist graffiti in OSU facilities (i.e., bathroom walls, buildings) 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about people with disabilities by:

Faculty 4 ... 3 ... 2 1

Staff 4 ... 3 ... 2 1

Administrators 4 ... 3 ... 2 1

Students 4 ... 3 ... 2 1

Heard insensitive or disparaging comments about gays and lesbians by:

Faculty 4 ... 3 ... 2 1

Staff 4 ... 3 ... 2 1

Administrators 4 ... 3 ... 2 1

Students 4 ... 3 ... 2 1

Been present at OSU-affiliated events where the following groups were portrayed in a *positive* manner:

Racial/Ethnic Minorities 4 ... 3 ... 2 1

Women 4 ... 3 ... 2 1

People with Disabilities 4 ... 3 ... 2 1

Gays and Lesbians 4 ... 3 ... 2 1

Whites/Caucasians 4 ... 3 ... 2 1

Been present at OSU-affiliated events where the following groups were portrayed in a *derogatory* manner:

Racial/Ethnic Minorities 4 ... 3 ... 2 1

Women 4 ... 3 ... 2 1

People with Disabilities 4 ... 3 ... 2 1

Gays and Lesbians 4 ... 3 ... 2 1

Whites/Caucasians 4 ... 3 ... 2 1

Have studied with students of racial/ethnic backgrounds different from my own 4 ... 3 ... 2 1

Been a guest in a faculty member's home 4 ... 3 ... 2 1

Have seen/read material in *student* publications which is offensive to:

Racial/Ethnic Minorities 4 ... 3 ... 2 1

Women 4 ... 3 ... 2 1

People with Disabilities 4 ... 3 ... 2 1

Gays and Lesbians 4 ... 3 ... 2 1

Whites/Caucasians 4 ... 3 ... 2 1

Have seen/read material in *student* publications which increased my understanding of:

Racial/Ethnic Minorities 4 ... 3 ... 2 1

Women 4 ... 3 ... 2 1

People with Disabilities 4 ... 3 ... 2 1

Gays and Lesbians 4 ... 3 ... 2 1

Whites/Caucasians 4 ... 3 ... 2 1

Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a:

Negative manner 4 ... 3 ... 2 1

Positive manner 4 ... 3 ... 2 1

No effect 4 ... 3 ... 2 1

Had a discussion about sexism with a person of the opposite gender which affected me in a:

Negative manner 4 ... 3 ... 2 1

Positive manner 4 ... 3 ... 2 1

No effect 4 ... 3 ... 2 1

Experiences At OSU...

21. Rate the climate of the OSU campus in general by circling the appropriate number on each line:

Friendly	5	4	3	2	1	Hostile
Communicative	5	4	3	2	1	Reserved
Concerned	5	4	3	2	1	Indifferent
Respectful	5	4	3	2	1	Disrespectful
Cooperative	5	4	3	2	1	Uncooperative
Competitive	5	4	3	2	1	Noncompetitive
Improving	5	4	3	2	1	Worsening
Accessible to the disabled	5	4	3	2	1	Inaccessible to the disabled
Hospitable to the disabled	5	4	3	2	1	Inhospitable to the disabled
Racist	5	4	3	2	1	Anti-racist
Sexist	5	4	3	2	1	Non-sexist
Homophobic	5	4	3	2	1	Non-homophobic

Perceptions Of Faculty...

22. How many of the faculty whose courses you have taken at OSU would you describe as:

5 = All	2 = A Few
4 = Most	1 = None
3 = Some	

Approachable outside of the classroom 5 ... 4 ... 3 ... 2 ... 1

Sensitive to issues and concerns of:

Ethnic/Racial minority students 5 ... 4 ... 3 ... 2 ... 1

Women students 5 ... 4 ... 3 ... 2 ... 1

Students with disabilities 5 ... 4 ... 3 ... 2 ... 1

Gay and Lesbian students 5 ... 4 ... 3 ... 2 ... 1

Student needs in general 5 ... 4 ... 3 ... 2 ... 1

23. Have you taken courses taught by faculty members from the following groups?

Yes = 2	No = 1
American Indians/Alaskan Native/Aleuts	2 1
Asians/Pacific Islanders	2 1
African Americans/Blacks	2 1
Chicanos/Latinos	2 1
Women	2 1
Openly Gay or Lesbian	2 1
Disabled	2 1

24. How many ethnic/gender studies courses have you taken? _____

25. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:

5 = Agree Strongly	2 = Disagree Strongly
4 = Agree Somewhat	1 = No Opinion
3 = Disagree Somewhat	

I prefer to take classes from faculty of racial/ethnic backgrounds different from my own 5 ... 4 ... 3 ... 2 ... 1

- I get more personal attention from faculty who are racially/ethnically similar to me 5 ... 4 ... 3 ... 2 ... 1
- Faculty who are racially/ethnically similar to me, address issues of greater relevance to me 5 ... 4 ... 3 ... 2 ... 1
- On an individual basis, minority faculty tend to be more helpful to me than other faculty 5 ... 4 ... 3 ... 2 ... 1
- On an individual basis, women faculty tend to be more helpful to me than men faculty 5 ... 4 ... 3 ... 2 ... 1

Role Models And Mentoring...

26. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:
 4 = Agree Strongly 2 = Disagree Somewhat
 3 = Agree Somewhat 1 = Disagree Strongly

- I have role models within the faculty at OSU 4 ... 3 ... 2 ... 1
- Academic counselors in my college are sensitive to my needs and concerns 4 ... 3 ... 2 ... 1
- I have role models within the staff at OSU 4 ... 3 ... 2 ... 1
- I am provided with adequate mentoring at OSU 4 ... 3 ... 2 ... 1

Student Interaction...

27. How often do you interact with people of diverse groups on campus?

- Often 1
 Sometimes 2
 Almost never 3
 Never 4
 Not sure 5

28. What ways do you interact with people of diverse groups on campus?

- I have a friend of a different race on campus 1
 I would never have a friend of a different race 2
 I have dated a person of a different race 3
 I would never date a person of a different race 4
 I have been married to a person of a different race 5
 I would never marry a person of a different race 6

29. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:

4 = Agree Strongly 2 = Disagree Somewhat
 3 = Agree Somewhat 1 = Disagree Strongly

- Special interest groups among students promote separatism 4 ... 3 ... 2 ... 1
- Special interest groups at OSU provide needed support for specific constituencies 4 ... 3 ... 2 ... 1
- Minority students from underrepresented groups in my classes are as well prepared as other students 4 ... 3 ... 2 ... 1

- I would like to have more personal interaction with students of racial ethnic groups different from my own 4 ... 3 ... 2 ... 1

30. How much of the following is taking place at OSU?

3 = Too Much 1 = Not Enough
 2 = About the Right Amount

- The amount of interaction at OSU between individual students of different racial/ethnic groups 3 ... 2 ... 1
- The amount of interaction between racial/ethnic organizations at OSU 3 ... 2 ... 1
- The amount of interactions between all types of special interest groups at OSU 3 ... 2 ... 1

Departmental Climate...

31. Indicate the extent to which you agree or disagree with the following statements:

5 = Agree Strongly 2 = Disagree Strongly
 4 = Agree Somewhat 1 = Not Able to Judge
 3 = Disagree Somewhat

- My major department emphasizes the importance of diversity in our field 5 ... 4 ... 3 ... 2 ... 1
- There is a need for more diversity in my department 5 ... 4 ... 3 ... 2 ... 1
- My department is receptive to integrating ethnic/gender issues into courses 5 ... 4 ... 3 ... 2 ... 1
- Academic counselors in my major are sensitive to my needs and concerns 5 ... 4 ... 3 ... 2 ... 1
- I feel that there are role models for me in my department 5 ... 4 ... 3 ... 2 ... 1
- My department actively recruits faculty from underrepresented groups 5 ... 4 ... 3 ... 2 ... 1
- The top administration in my department *should be* genuinely committed to promoting respect for and understanding of group differences at OSU 5 ... 4 ... 3 ... 2 ... 1
- My department actively recruits students from underrepresented groups 5 ... 4 ... 3 ... 2 ... 1

Participation In Cultural Activities...

32. In the past year, have you participated in any organized activity (conference, workshop, etc.) designed to promote sensitivity toward issues of diversity at OSU? (circle one)

- No 1
 Yes, and it was/they were:
 Mostly beneficial 2
 Somewhat beneficial 3
 Not beneficial 4

Attitudes...

33. Indicate the extent to which you agree or disagree with the following statements: (circle one for each item)

4 = Agree Strongly 2 = Disagree Somewhat
3 = Agree Somewhat 1 = Disagree Strongly

Diversity is good for OSU and should be actively promoted by students, staff, faculty and administrators	4	3	2	1
OSU is placing too much emphasis on achieving diversity	4	3	2	1
One problem with pursuing the goal of diversity is the admission of too many underprepared students	4	3	2	1
The OSU top administration <i>should be</i> genuinely committed to promoting respect for and understanding of group differences at OSU	4	3	2	1
Emphasizing diversity leads to campus disunity	4	3	2	1
Affirmative action leads to the hiring of less qualified faculty and staff	4	3	2	1
Elected student leaders at OSU represent my point of view	4	3	2	1
Racial/Ethnic student organizations at OSU generally represent my views	4	3	2	1
Gay and Lesbian students at OSU are accepted and respected	4	3	2	1
The OSU top administration <i>should be</i> genuinely committed to promoting respect for and understanding of group differences at OSU	4	3	2	1
The OSU top administration <i>is</i> genuinely committed to promoting respect for and understanding of group differences at OSU	4	3	2	1
The percentage of minority faculty should reflect the percentage of minority students at OSU	4	3	2	1
In order to "fit in" at OSU, I often feel I need to change some of my personal characteristics (e.g., language, dress)	4	3	2	1
The OSU student body adequately reflects the cultural diversity of Stillwater	4	3	2	1
OSU has achieved a positive climate for diversity	4	3	2	1
The current emphasis on Western Civilization and culture in the curriculum at OSU should not be diluted by adding other perspectives	4	3	2	1

Possible Solutions...

34. In your opinion, how would each of the following affect the climate for diversity at OSU?

5 = Improve Considerably 2 = Worsen Somewhat
4 = Improve Somewhat 1 = Worsen Considerably
3 = No Change

Promote more programs that recognize distinctive cultural heritages or diverse heritages or diverse lifestyles (e.g., Black History Month, Gay/Lesbian Awareness Week)	5	4	3	2	1
Provide more awareness/sensitivity workshops or programs to help faculty become more aware of the needs of:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Provide more growth and development opportunities to train more members of the following groups for staff management positions:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Include service that enhances the OSU climate for diversity as one of the criteria for staff and faculty evaluation	5	4	3	2	1
Encourage OSU faculty to incorporate research and perspectives on:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Require all OSU students to take at least one general education course that focuses on issues, research, and perspectives regarding:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Have more regular meetings between top OSU administrators and representatives of student racial/ethnic groups	5	4	3	2	1
Have more events on campus that bring together members of:					
Different racial/ethnic groups	5	4	3	2	1
Different sexual orientations	5	4	3	2	1
Disabled and non-disabled people	5	4	3	2	1
Assign Residence Hall roommates of the <i>same</i> racial/ethnic groups together	5	4	3	2	1
Assign Residence Hall roommates of <i>different</i> racial/ethnic groups together	5	4	3	2	1
Reserve special sections of the Residence Halls for particular ethnic/racial groups	5	4	3	2	1

Reserve special sections of the Residence Halls for particular religious groups	5	4	3	2	1
Have more regular meetings between heads of OSU-affiliated Greek and ethnic/racial minority organizations	5	4	3	2	1
Provide more funding for OSU-affiliated:					
Racial/Ethnic minority organizations	5	4	3	2	1
Women's organizations	5	4	3	2	1
Disability organizations	5	4	3	2	1
Gay/Lesbian organizations	5	4	3	2	1
Have minority students counseled only by members of their own group	5	4	3	2	1
Admit applicants to OSU without regard to race or ethnicity	5	4	3	2	1
Create more special programs or services for:					
Racial/Ethnic Minorities	5	4	3	2	1
Women	5	4	3	2	1
People with Disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Conduct "teach-ins" on diversity issues	5	4	3	2	1
Involve more OSU students in providing tutoring for minority children in Stillwater	5	4	3	2	1
Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars	5	4	3	2	1
Have more art exhibits or music festivals featuring different racial/ethnic groups	5	4	3	2	1
Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars	5	4	3	2	1
Dedicate more OSU faculty and staff talent to working on problems of racism/discrimination at OSU and throughout the Stillwater area	5	4	3	2	1
Provide more financial incentives to recruit underrepresented:					
Faculty	5	4	3	2	1
Staff	5	4	3	2	1
Graduate Students	5	4	3	2	1
Undergraduate Students	5	4	3	2	1
Include more issues of diversity in:					
Freshmen Orientation	5	4	3	2	1
Transfer Orientation	5	4	3	2	1
Graduate Orientation	5	4	3	2	1
Staff Orientation	5	4	3	2	1
Faculty Orientation	5	4	3	2	1

Open-Ended Questions...

35. What do you think can be done at OSU to strengthen and improve the climate for diversity?

36. Do you have any other views or ideas about the issue of diversity that you would like to share with us?

Thank You!!!

APPENDIX H

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 07-08-96

IRB#: AS-96-075

Proposal Title: AN ANALYSIS OF THE UNIVERSITY ENVIRONMENT: A NEO-
INSTITUTIONAL APPROACH TO THE STUDY OF DIVERSITY IN HIGHER
EDUCATION

Principal Investigator(s): Patricia A. Bell, David L. Monk

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature:


Chair of Institutional Review Board

Date: July 8, 1996

VITA

David L. Monk

Candidate for the Degree of

Doctor of Philosophy

Thesis: APPLYING THE NEO-INSTITUTIONAL ANALYSIS
TO THE STUDY OF DIVERSITY: A CASE STUDY OF
GOAL DISPLACEMENT IN HIGHER EDUCATION

Major Field: Sociology

Biographical:

Personal Data: Born in Detroit, Michigan, December 5, 1959.

Education: Attended McNeil High School, McNeil, Arkansas, 1974-1978; graduated from McNeil High School in May 1978; received Associate of Arts Degree from Connors State College, Warner, Oklahoma in May 1989; received Bachelor of Arts Degree in Sociology from Southeastern Oklahoma State University, Durant, Oklahoma in May 1991; received the Master of Science Degree in Sociology at Oklahoma State University, Stillwater, Oklahoma in May 1994; completed the requirements for the Doctor of Philosophy Degree in Sociology at Oklahoma State University in May 1999.

Professional Experience: Taught Introduction to Sociology and Social Problems in the Department of Sociology, Oklahoma State University, Stillwater, Oklahoma, from May 1992 to May 1998. Taught Classical and Contemporary Theory in the Department of Sociology and Criminal Justice, Turlock, California, from September 1998 to May 1999.

Professional Memberships: American Sociological Association, Southwestern Sociological Association, Mid-West Sociological Society, Alpha Kappa Delta International Sociology Honor Society.