LOGIC OF CONFIDENCE; SUBTLE DYNAMICS

OF FACULTY AND MULTICULTURAL

STUDENT CLASSROOM

INTERACTIONS

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"If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him"

James 1:5

The Lord has blessed me again with an opportunity to expand my level of thinking and comprehension. Thank you.

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CHAPTER I

INTRODUCTION

Contemporary American society is characterized by a highly technological and
credential-oriented occupational structure in which higher education plays a central role.
Higher education functions as the principle gatekeeper for entry into the most prestigious
and lucrative careers such as law, medicine, engineering, politics, public service, and
teaching (Astin, 1982).

Currently, America's racial and ethnic minorities are grossly underrepresented in
higher education and in almost all occupational fields that require a college education
(Astin, 1993). More specifically, recent trends suggest that the current shortages of blacks
in the field of science and academia will become more severe in the future (Astin, 1990).
Despite the nation's efforts to remedy its record of racial discrimination prior to the Civil
Rights Movement in the 1950's, minority groups continue to be underrepresented in the
systems that prepare students for positions and status in American society (Astin, Dey,
Korn, & Riggs, 1992). Hacker (1992) contends that minority attrition is a cause for major
concern.

In the past two decades, minority students have gained limited access to many
predominantly white colleges and universities (Anderson, 1988). Anderson (1988)
reasons that because minority students, historically, have come from isolated rural areas

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where educational resources are substandard, most of these students are inadequately prepared to compete favorably at the university level against better educated, more affluent students. Moreover, it is apparent that traditional predictors of academic success, such as Scholastic Aptitude Test and/or American College Test scores, do not provide academicians and administrators with an adequate basis for understanding the academic performance and attrition rates of minority students who attend predominantly white college campuses (Nettles, Thoeny, & Gosman, 1986). In addition, Boyer (1987) posits that success in college does not depend solely upon intellectual ability; rather it includes the students' sense of membership, belongingness, and integration within a colleges' academic and social communities (Boyer, 1987).

The recognition that ability factors are not entirely predictive of the educational attainment of minority students has focused the attention of many educators on the relationship between noncognitive factors and academic success (Kraft, 1991). An understanding of this relationship could provide educators with an explanation for why some minority students attain a sense of membership within a predominantly white academic community, while others do not (Anderson, 1988; Kraft, 1991). For example, the percentage of black students who complete high school has increased steadily since 1970, while the percentage of those who continue on to college has declined since 1980 (Wilson, 1984). Among those who attend college, the retention rates are low and reflect serious problems (Anderson, 1988).

Wilson's (1984) assertion that minority student attrition would continue is supported with data from the Digest of Education Statistics (1996). The gap between the participation rates of white students and minority students in college is still growing, and attrition is still a major problem. Further, the Digest of Education Statistics (1996) shows the number of minority students enrolled in all higher education institutions to be 3,395,861 of the total enrollment of 14,278,790, approximately 24 % percent of the total population.

Increasing minority participation in higher education, according to Green (1989), will require tremendous effort and energy, institutional commitment, and leadership throughout the institution. Therefore, Kutter (1996) contends that if colleges are to continue to be the doors of access to opportunity, minorities must be served in a new and better way.

Institutions of higher education are not neophytes when it comes to adjusting their methods of operation in response to both external and internal pressures. For example, the publication of Mary Wollstone Craft's (1792), *A Vindication of the Rights of Women*, focused public attention on the need to educate women in society (Cremin, 1980). It was nearly 50 years later, however, before Catherine Beecher (1980) established a school, Western Female Institute, and in 1835, published *An Essay on the Publication of Female Teachers*. A significant influence in the establishment of Beecher's institute came from

external pressure to equalize educational opportunities for men and women. Consequently, this external pressure helped to shape the goals and mission of the school (Cremin, 1980).

Kraft (1991) studied the factors that contribute both toward negative and positive experiences of minority students attending predominantly white institutions. Focusing on the negative factors, Kraft reported that students' perceptions of their college experience included a lack of social support; feelings of isolation in the classroom; and the unwillingness of the university as a whole, to relate to them beyond their stereotypes, instead of perceiving them as unique individuals. Furthermore, the students observed unequal responses from faculty members in meeting the needs of students based on their ethnicity. That is, they reported that their professors were more willing to make themselves available to, and assist in the completion of classroom assignments and projects of their white students than of their minority students.

Additionally, Kraft (1991) reported the following comment, which was made by one student but echoed by many others:

> They (the university) could have as many programs as they want. The problem I think is that people are just never going to interact; the majority just don't mix. . . you can't change people; that's the way they are raised. A lot of them [white students] come here very prejudiced (pg.438).

Few issues have aroused more debates in recent years than those surrounding diversity and university admission. In a debate so often framed in terms of the competing interests of different groups, it is all the more important that universities continue to stress

the most fundamental rationale for student diversity in higher education which is its educational value (Rudenstine, 1996). Students benefit in countless ways from the opportunity to live and learn among peers whose perspectives and experiences differ from their own. A diverse educational environment challenges them to explore ideas and arguments at a deeper level, to see issues from various points of view, to rethink their own premises, and to achieve the kind of understanding that comes from testing their own hypotheses against those of people with other views (Rudenstine, 1996). An example of this could be perceptions of respect and how these perceptions are interpreted with a group of African-American students as compared to a group of Native American students. African-American students might make direct eye contact when acknowledging a professor who is speaking directly to them, which might be considered a respectful cultural trait, whereby Native American students may lower their eyes when the professor is speaking directly to them, which too may be considered a cultural trait. Both groups of students could be demonstrating the same degree of respect but in a different manner. Appropriately accommodating variation in these cultural traits across new and changing student clienteles demands that faculty in higher education evaluate their perceptions and if necessary, revise their responses.

Statement of the Problem

While the logic of confidence construct has been investigated with principals, school teachers, and higher education faculty members' serving students in general, little is

known about faculty's implementation of this belief in their interactions with culturally diverse students in higher educational classrooms. More specifically, there is a paucity of data addressing pluralistic ignorance between students, administrators, and faculty members with regard to their logic of confidence as it applies to faculty members' ability to competently serve these diverse students. The shortage of research on the nature of the interaction of faculty members with multicultural students in university classroom settings is the key problem addressed by this study.

Purpose of the Study

The purpose of this study is threefold. First, to determine individual students' perceptions of their confidence in the ability of their professors to self-correct real-life incidents that might occur in their university classrooms. Second, to determine if students report insensitive incidents that might occur in their university classrooms to deans and department heads in the department or school, and third, to determine if insensitive incidents that occur in university classrooms are resolved. More specifically, this study will attempt to determine the relationships between the variables of self, other students, and administrators concerning students' perceptions of their professor's ability to self-correct, using the logic of confidence construct.

Theoretical Framework

The Structure of Educational Organizations by John W. Meyer and Brian Rowan (1978, 1991) provides the theoretical framework for this study. Meyer and Rowan's

institutional model rests on two main principles. First, an institution's organizational

structure reflects environmentally created rules that are relevant to education. Secondly,

these organizational structures within institutions are tied together frequently and loosely.

According to Meyer and Rowan (1978) these loosely connected structures are described

as being "decoupled." Weick (1976) developed the most thorough analysis of the concept

of loose coupling. He refers to loose coupling as "the image that coupled events are

responsible, but that each event also preserves its own identify and some evidence of its

physical or logical separateness" (Weick, 1976, p.5). Moreover, Weick (1995) posits that

despite the public face shown by organizations suggesting that they are rational systems

designed to attain goals, organizations are also loosely coupled systems in which action is

underspecified, inadequately rationalized, and monitored only when deviations are

extreme. Meyer and Rowan (1977, 1978, 1991) expanded the Weick (1976) thesis. They

claim that educators typically "decouple" their organizational structure from instructional

activities and outcomes and resort to a "logic of confidence," a belief that faculty members

are performing their work efficiently and without a need for close supervision.

Furthermore, Meyer, Scott, and Deal (1980) define "decoupling" as the infrequent use of

formal control systems to inspect or coordinate instructional activities in educational

organizations. In other words, a rational and a technologically sound unit within the

organization can give the appearance of being able to effectively solve any problem that

should occur within the unit. However, and in contrast, the structure gives only the

"appearance" that problems and concerns are adequately resolved while in reality there is

no evaluation to ensure that a resolution has actually taken place. The appearance of

efficiency reflects a myth called the logic of confidence. Moreover, the Meyer and Rowan

(1978) model includes the discussion of educational organizations, specifically focusing on

the myth of professionalism, discretion, overlooking, and avoidance. This study will focus

on the logic of confidence, which embodies the myth of professionalism.

In addition, H. Allport's (1924) framework on pluralistic ignorance how the

attitudes and beliefs of significant others can be systematically misperceived. Further, it

provides a rationale to account for the manner by which individuals in a work environment

formulate their perceptions and incorporate those perceptions into their behavior.

Organizations as Institutions

In The Structure of Educational Organizations (1978), a chapter entitled

"Institutionalized Organizations: Formal Structure as Myth and Ceremony", John Meyer

and Brian Rowan wrote,

> Formal organizations are generally understood to be systems of
> coordinated and controlled activities that arise when work is embedded in
> complex networks of technical relations and boundary-spanning exchanges.
> But in modern societies, formal organizational structures arise in highly
> institutionalized contexts. Professions, policies, and programs are created
> along with the products and services that they are understood to produce
> rationally. This process permits many new organizations to spring up and
> forces existing ones to incorporate new practices and procedures. (pg.340)

This paragraph describes the characteristics of all organizations, regardless of the

size. Using this description, one could view the local Parent Teacher Association as a

formal organization, as one could also view the structure of the Defense Department as a formal organizational structure. Both claim to operate on the basis of policies, by-laws, organizational charts, positions, programs, and goals. However, neither the PTA nor the Defense Department exists in isolation. They are meshed with other larger organizational structures, such as school districts and the United States Government, respectively.

Meyer and Rowan (1991), in their focus on the modern organization, offered a theoretical explanation for what brings people together in an orderly way to accomplish particular functions. The authors identify some primary factors that hold organizations together to accomplish specific goals. Higher education institutions, as organizations, are driven to incorporate the practices and procedures defined by prevailing rationalized concepts of organizational work and these activities are institutionalized in society (Meyer & Rowan, 1978). However, people in organizations, including educational organizations, are hard pressed to find actual instances of their rational practices whose outcomes have been as beneficent as predicted, or to find where those rationalized practices explain much of what goes on within the organization (Weick, 1976). Nevertheless, organizations that adhere to these guidelines increase their legitimacy and their survival prospects regardless of the immediate efficacy of the acquired practices and procedures (Meyer & Rowan, 1991). For example, institutional services, techniques, policies, and programs function as powerful myths, and organizations adopt them ceremonially. In other words, these events are attached but each retains some identity and separateness and their attachment may be

circumscribed, infrequent, and weak in its mutual affects (Weick, 1995). These events

may or may not accomplish the goals that they were designed to accomplish, but the myth

is that the goals are met simply because the service, technique, policy, or program is in

place.

Educational institutions share commonalities across departments and colleges.

These institutions are categorized as formal organizations, systems of coordinated and

controlled activities with rationalized and impersonal structures of the elements and goals

that link them (Meyer &Rowan, 1990). Decoupling and loose coupling permit an

educational organization options in the coordination of classroom activities. For example,

the History Department and the English Department in a college may have a formal

structure with guidelines by which they operate; the goal of educating students is common

for both departments, yet the methods used by the professors to reach the goals are

different. This is a provision made by institutions to allow for the professor's academic

freedom in the classroom.

One purportedly common cultural element across types of institutions and

academic fields is academic tenure. According to Finkelstein (1990), academic tenure

gives professors academic freedom and serves as a form of protection for the university.

Tenure governs the fundamental employment relationship between the university and the

faculty (Chait & Ford, 1990). For example, an institution with a high percentage of

tenured faculty members maintains the legitimacy of the institution and assumes a high

level of external support for the institution.

However, troubling signs haunt higher education, as evidenced by increasing calls for accountability by the public and political leaders concerning the efficiency and accessibility of education in America (Hansen & Meyerson, 1990). Astin (1990) and Shapiro (1990) concur that the inability of higher educational institutions to increase their overall enrollment of underrepresented minorities is a major problem and one of the troubling signs. Shapiro (1994) presents another troubling sign in his report on the growing apprehension concerning the procedures used to determine the undergraduate curriculum in higher education; he labels this too as a concern for higher education. Botstein (1991) reinterates the challenge posed by the college curriculum especially when dealing with issues related to the continuing presence of racism in our culture and the calls for diversity and subsequent attacks on the traditional curricular practices. Furthermore, Astin (1990) identifies the low graduation rates of minority students as a concern for higher education and reports that graduation rates of minority students continue to lag compared to white students in higher education institutions (Astin, 1990).

The college experience has the potential for broadening the social and academic world of minority students by exposing them to a wide range of people within their peer groups as well as with faculty members (Fleming, 1981). However, Fleming (1981) holds that membership within exclusive and diverse peer groups such as racial, cultural, religious, and social, can insulate potentially stimulating diversity inside and outside the

classroom. While the educational experience can impact the college or university student's social development and academic success, the interaction and perceptions of the interaction between students and faculty can affect the student's social development and academic success as well. In her book, *Blacks in College,* Fleming (1984) maintains that black students receive a better education altogether (inside and outside the classroom) within a historically black college despite the perceived advantages offered by white colleges. Moreover, she contends that white colleges cannot provide the breadth of role models and mentors that inspire black students to higher levels of achievement.

The importance of student and faculty interactions is noted by Kraft's (1991) assertion that noncognitive factors are important to academic success. Furthermore, students' reports of their experiences in the classroom confirm the effects of subtle influences and negative perceptions. As stated earlier from Kraft (1991) and further supported by Chesler and Malani (1993), minority students commonly reported feeling excluded in classroom interaction and from the curriculum. African American students have reported that they have fewer interactions and informal contacts with faculty members than white students (Fleming, 1981). In addition, the students reported being excluded in classroom interaction omitted from the curriculum in that their history was not discussed (Chelser & Malani, 1993). These studies provide clear evidence of the need to further explore the constructs that are prevalent in higher education classrooms and damaging to the success of minority students in higher education institutions.

Logic of Confidence

The logic of confidence refers to a faith held by system participants that faculty

members are performing their work as expected (Meyer & Rowan, 1990). This faith often

replaces official inspection of the classroom in which faculty members are actually

teaching. It is a faith built on inference or signs of competence rather than on knowledge

based on close inspection of what faculty members actually do on a day to day basis in

their classrooms (O'Keafor, Licata, & Ecker, 1987). For instance, signs of a faculty

member's competence could include self-evaluations or self reports, student ratings,

colleagues' ratings, video taped samples of classroom performance, and/or measures of

student achievement (Centra, 1990).

Individual faculty members demonstrate the logic of confidence concept by

practicing the principles of discretion, avoidance, and overlooking. Such practices

perpetuate the concept of the logic of confidence. Additionally, faculty members' belief

in professionalism further supports this faith in their colleagues' ability to perform their

assigned work without the need for close supervision (Meyer & Rowan, 1990). Faculty

members are protected by the institutional structure when confronted with the

uncertainties and challenges generated by the methods used in their classroom instruction

and goal structures (Goffman, 1963).

Pluralistic ignorance is the theory often cited to explain and describe how attitudes

and beliefs in significant others can be systematically misperceived (Allport, 1924). Whereas, the logic of confidence relies on the faith imbedded in the institutional structure, that faculty members are adequately performing their work, pluralistic ignorance, on the other hand, refers to the misperception of beliefs held by members of a group. Consequently, the logic of confidence could be an unsubstantiated belief based on undocumented and misperceived norms.

Meyer and Rowan (1978) suggest that a lack of close supervision of faculty members' work can be justified by the supervisor's belief in the logic of confidence. However, research findings question this rationalization. In other words, since the faculty member has the necessary credentials that denote competence (e.g. degree), certification in a subject, and publications, supervision is not necessary. For example, Centra (1990) found that most faculty members, who teach, do not view their teaching in the same way that their students, their colleagues, or as their administrators view it. The logic of confidence ideology argues that professionals can be trusted and deserve a high degree of discretionary control over their organizationally defined activities (Meyer & Rowan, 1978). Faculty members, for example, are given autonomy in the development of their syllabus and the manner in which they instruct their classes.

Another application of the logic of confidence is that it assumes a pattern of accountability by faculty members which contributes to the positive social impression of faculty members and of higher education institutions, therefore safeguarding them both by

giving them a positive image and reputation. The logic of confidence concept serves as a substitute for hard evidence that proves that a faculty member is actually performing his/her work as expected (Meyer & Rowan, 1978).

The Myth of Professionalism

Meyer and Rowan (1978) refer to the myth of professionalism as the most visible aspect of the logic of confidence in the higher education institutional system. The myth of "professionalism" of faculty members is a credible basis for assuming that a faculty member's work will be performed competently (O'Keafor et. al., 1987). For example, the possession of an advanced degree, publication records, years of appropriate work experience, and recognition by professional colleagues provide evidence of acceptable professional behavior and competent classroom performance of faculty members. These credentials justify the faculty member's autonomy and discretionary power. They give administrators and colleagues the courage to avoid close supervision and overlook inconsistent behaviors among faculty members because of a faith in the self-correcting nature of faculty member's discretion. Meyer and Rowan (1978) argue that the myth of faculty members' professionalism serves to legitimate the confidence the institutional system places in its faculty members and to explain why this confidence is justified.

Pluralistic Ignorance

For the purpose of this study, the investigator will also examine pluralistic ignorance (Allport, 1968) in the context of higher education institutional settings. This

framework explains and describes how attitudes and beliefs of significant others can be systemically misperceived. In other words, the concept of pluralistic ignorance refers to the shared misperception of an attitude, norm, or belief held by members of a group. For example, in general, faculty members might incorrectly believe that their ability to be self-correcting in their work with diverse student groups is higher than the ability of other faculty members. Pluralistic ignorance has been found between and among group members when opportunities for the expression of personal beliefs are limited by strong countervailing or insulated patterns of social interaction (Packard & Willower, 1972).

One common form of pluralistic ignorance occurs when the majority does not share what is generally believed to be the opinion of the majority. Merton (1957) discusses "pluralistic ignorance" as the pattern in which individual members of a group assume that they are virtually alone in holding the social attitudes and expectations that they hold, not knowing that others privately share them. Recently Lino Graglia, a University of Texas Law Professor, made the statement that Blacks and Mexican Americans are not academically competitive with whites in selective institutions (Academically Competitive, 1997). Furthermore, he rationalized his statement by suggesting that other professors probably agree with him but that they are afraid to say it. This incident is an example of what Merton (1968) identifies as "pluralistic ignorance." Graglia's statement exemplifies an unfounded assumption that members' of his own group uniformly shares his attitudes. Further, Merton (1968) identifies the two patterns of

pluralistic ignorance as (1) the unfounded assumption that one's own attitudes and expectations are unshared and (2) the unfounded assumption that they are uniformly shared. In some instances, replacing the concept of pluralistic ignorance by common knowledge serves to call for a re-definition of what can be properly expected of the faculty member.

Definition of Terms

The aim of this section is to provide operational definitions for the major concepts to be used in the study:

Pluralistic ignorance refers to circumstances in which large numbers of people misperceive norms, attitudes, and ideologies of groups different from their own group (Katz & Allport, 1931).1

Formal organizations refers to organizations which have been officially established, with an administrative staff responsible for maintaining the organization and with an ongoing concern for coordinating the activities of their members (Blau & Scott, 1962).

Informal organization refers to interpersonal relations in the organization that affect members work decisions but either are omitted from the formal scheme or are not consistent with that scheme (Simon, 1945).

Face-work refers to actions taken by a person to make whatever he/she is doing consistent with the positive social value he/she effectively claims in his/her statements

(Goffman, 1967).

Faculty members refers to persons whose profession is higher education. Such subgroups as teaching assistants, associates, and full professors are included for the purpose of this study.

Institutional rules or Myths refers to those collective values relevant to the meanings and purposes of an organization (Meyer & Rowan, 1978).

Logic of confidence refers to a belief that educators perform their defined work activities competently without a need to be closely supervised (Meyer & Rowan, 1978).*

Myth of professionalism refers to a belief that educators, in general, are professionals. Loosely, it means a belief that educators are competent, adhere to a code of ethics, have a special expertise in teaching a defined topic or topics to others, have a special calling to the field of education, and make the interests of their students a primary basis for decision-making in their work (Meyer & Rowan, 1991).*

Multicultural Students refers to students from diverse racial, ethnic, and social backgrounds (Baptiste & Boyer, 1995).

Overlooking refers to an act or practice of purposefully missing, downplaying, or forgiving observed deviation from expected behavior in educators (Meyer & Rowan, 1977).

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1 Refer to the Review of the Literature for a more thorough discussion and explanation of this concept.

Significance of the Study

Faculty members must relate to a constantly changing university (Bieber, Lawrence, & Blackburn, 1992). This might suggest that faculty members are knowledgeable of the fact that as leaders in the classroom, one of their key roles is to interact with students from different religions, countries, racial groups, genders, and cultures.

According to Sfeir-Younis (1993), it is important for faculty to know who their students are and where they are in terms of their values, educational careers, socioeconomic status, gender, ethnicity, and age. Consequently, faculty interaction can begin with the realization of the major role faculty members play in the empowering or disempowering of students in the classroom (Sfeir-Younis, 1993).

Hooks (1993) concurs with Sfeir-Younis (1993) concerning the importance of faculty interaction with students, especially with multicultural students, and posits that this interaction may become as much the subject of attention, evaluation, and learning, as the topics (Hooks, 1993). For example, within the context of a dialogue, a student might ask the faculty member a personal question; this interaction allows the faculty member to become a part of the subject matter. Many educators around the country are interested in developing a multicultural approach in their teaching (Hildalgo, 1993). Hooks (1993) labels this focus a contemporary interest in multiculturalism and argues that there is not

enough practical discussion of ways classroom settings can be transformed onto learning situations that are inclusive.

The logic of confidence construct operationalized by O'Keafor (1983) was used as the underlying framework for this study. The UCLA Campus Environment for Diversity Survey developed by Astin (1993) was modified by the author to use with multicultural students and administrators in an effort to determine the theoretical and practical relationships of the logic of confidence of faculty members. Moreover, this study will employ the theoretical framework described by Allport and Katz (1924) as pluralistic ignorance, to further explain the process and practice of this concept in higher education. Results of this study may provide critical information about faculty interaction with multicultural students to those involved in teaching diverse student groups.

Assumptions of the Study

For the purpose of this study the following assumptions were made:

1. The sample of students and administrators who participate in the study is representative of the total population of students and administrators at the research institution.

2. The subjects are very knowledgeable about the behaviors of their professors to the extent that they can provide accurate answers.

3. The interviewees' responses reflect their actual perceptions based on individual experiences in the classroom and reports of insensitive incidents regarding the abilities of faculty members to self-correct.

Limitations of the Study

The focus of this study is to determine the relationships between students' and administrators' perceptions of faculty members' abilities to self-correct sensitive incidents that occur in their university classrooms. Therefore, this study will be limited to students and administrators at a single comprehensive university in the Southwest. Because of the limited nature of the sample, which was drawn from a single comprehensive university it cannot be considered representative of students and administrators in all institutions of higher education.

Organization of Study

This chapter presented the background and the purpose of the study; statement of the problem; definition of terms; significance of the study; assumptions of the study; limitations of the study; and organization of the study. Chapter II will present a review of the literature and the theoretical framework upon which the research questions are based. The following chapters provide the procedures followed, the presentation, and analysis of the data, and the conclusions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this investigation is to determine if there is a relationship between

assumptions regarding instructional competence of faculty members as evidenced by

individual student perceptions compared to reports received by campus administrators.

However, in order to better understand the constructs, this chapter is divided into eight

sections: (1) A review of the organizational theory in which the logic of confidence

construct is found; (2) Higher education's mission; (3) Logic of confidence; (4) Academic

freedom and its influence on a multicultural curriculum; (5) Faculty and student interaction

in the university classroom; (6) Pluralistic ignorance and its subtle impact on faculty

member's perceptions; (7) A summary, and (8) Research questions concludes the chapter.

Organizational Theory

Technical organizations, that is, those that rely on highly specialized experts and

technical apparatus, such as automobile manufacturers, are characterized by clearly

defined technologies. The survival of such organizations is dependent on the management

of relational networks between them and their environments. These organizations are

managed and evaluated by standards of efficiency and their formal structures normally

function to ensure that work activities result in the efficient production of an outcome

(Meyer and Rowan, 1977).

Institutional organizations, on the other hand, are characterized as having uncertain work technologies and outputs that are difficult to evaluate (Meyer & Rowan, 1977). For these organizations, longevity depends more on their match between the specific characteristics and the broader institutional environment than on efficiency criteria. The formal structure of an institutional organization functions essentially to promote institutional rules or unfounded notions that serve to legitimize the organization. Therefore, institutional rules and myths reflect those shared values relevant to the meaning and purpose of an organization (Meyer & Rowan, 1977). Institutions that adhere to these rules increase their legitimacy and adhering to the rules prevents questioning of the organizations' conduct (Meyer & Rowan, 1978).

Meyer and Rowan (1977) identify two key properties of rationalized myths that profoundly affect the formal organizational structure in higher educational organizations. First, myths are rationalized and impersonal formulas that identify social purposes as technical ones and specify the means to pursue these technical purposes. Secondly, rules or myths are highly institutionalized, and in some measure beyond the discretion of any individual faculty member, student, or organization. Because these myths are highly institutionalized they are simply taken for granted as legitimate (Meyer and Rowan, 1977).

Higher educational institutions aptly fit the description of most educational organizations. However, such factors as size (Blau and Scott, 1962) and technology increase the complexity of internal relations, and the division of labor among organizations

increases boundary-spanning problems (Thompson, 1967). Their multiple methodologies of organizations make an objective evaluation of diverse instructors and learners over time very problematic (O'Keafor, 1983).

Meyer and Rowan (1977) argue that higher educational institutions tend to be evaluated more on the basis of their conformity to their respective institutional myths than on efficiency criteria. Hiring properly degreed and certified professionals, classifying students in standard ways, and incorporating particular subject matter into the curriculum per se has given rise to the notion that a higher degree of excellence is warranted, but in fact, that may not be the case. These functions can become institutionalized and consequently create myths.

The aforementioned authors maintain that a particular university establishes itself as "in league" with a larger higher educational system and ultimately the modern "identity market." Meyer and Rowan (1977) suggest that the responsibility of incorporating and maintaining ritual classifications in a particular organization is a function of the formal structure. Therefore, the governing bodies and higher education administrators serve more to assure the organization's conformity with institutional myths than to assure efficiency in the core competency. Incorporating institutionalized rules into the organization's formal structure has the effect of promoting trust and confidence in the output of higher education, which in turn buffers the organization from failure (Meyer & Rowan, 1977, and Thompson, 1967).

Higher educational institutions are formal organizations classified as universities. The university exhibits the characteristics of an institutional organization via its formal structure, which consists of a division of labor and specialization, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation. Institutionalized products, services, techniques, policies, and programs function as powerful myths; these myths are embedded in the institutional environment (Meyer and Rowan, 1977).

Mission of Higher Education

According to Boyer (1987), the mission of higher education is to advance learning. Moreover, the sole purpose of higher education is to develop a sense of unity, to advance learning, and to train and assist men and women in their quest to learn the things they must know in order to manage the temporal affairs of the world (Boyer, 1987). Scott (1990) concurs with Boyer (1987) regarding the objectives of higher educational institutions but contends that the outcome should also be a more knowledgeable individual. The mission statement of higher educational institutions is clear while the process is complex. Kerr (1995) illustrates this complexity in his book, *The Uses of the University*. He chronicles the transformation of the university from a single community of masters and students to a whole series of communities and activities held together by a common name, common governing board, and related purpose. The university no longer solely reflects Newman's

"Idea of a University" nor Flexner's "Idea of a Modern University" but has become a multiversity. Kerr (1995) describes the multiversity as an inconsistent institution. He declares that there is no longer a single vision of the nature and purpose of higher education but rather several competing visions of true purpose causing malaise in university communities today. A challenge for higher education could be to expand its understanding of what is appropriate in the production and transmittal of knowledge (Wilson and Justiz, 1988).

Banks (1991) asserts a democratic society can be unified only when diverse groups are allowed to participate and negotiate in the educational process. During the past few years, a concern with retaining minority students has appeared in the academic literature and at institutions because minority students represent an important resource (Anderson, 1988). Increased retention of minorities in predominantly white universities and colleges would allow institutions to meet federal guidelines, and it would also allow the institutions to fill classrooms left vacant by the disappearance of the baby boom (Anderson, 1988).

Throughout American history, the university has been not only an institution for teaching young people skills and knowledge, but an arena where interest groups fight to preserve their values, or to revise the judgements of history, or to bring about fundamental social change (Ravitch, 1990). Students in America today will live their lives in a racially and culturally diverse nation and their education should prepare them to do so (Ravitch, 1990). Environmental change and environmental support are requisites for successful

recruitment, retention, and graduation of ethnically diverse students (McHolland, Lubin, & Forbes, 1990).

The university faculty is essential to the retention of minority students. The faculty member defines the quality of the institution by delivering services and determining the environment (Persico, 1990). Faculty members have the autonomy to create good classroom relations, establish a peer climate of comfort, and facilitate the academic performance of all students (Katz, 1991). Chesler and Malani (1993) maintain that the inclusive curricular material must be introduced by the instructor to broaden and make inclusive the classroom content and pedagogy.

Wilson (1984) argues that the decline in the number of minority students attending colleges and universities will continue unless there is an increase in the numbers of those attending and an increase in retention. Students learn as much from the classroom process, the hidden curriculum, as they do from the overt content of the course (Schoem, Frankel, Zuniga, & Lewis, 1993).

Boyer (1987) contends that an effective university should have a clear and vital mission statement so that administrators, faculty members, and students all share in the same vision of what the institution seeks to accomplish. The knowledge of differences in worldviews can enhance a student's ability to interact with individuals and groups from diverse cultural backgrounds (Seltzer, Frazier, & Ricks, 1996). Further, according to Boyer's (1987) analysis, faculty members and administrators in higher education must

recognize the existence of cultural assets and variation when relating to non-white student populations in the education process. Many faculty members do not have frames of references similar to their ethnically and culturally diverse students because of residence, generation, gender, social class, experiential background, and education levels (Gay, 1996). Alger (1997) defends the educational value of diversity; he contends that it is the range of similarities and differences within and among racial groups that give diversity in education its value.

Because of inertia, higher education is slow to change. Some gains have been made in its response to the changing demographics, but few changes have been made to the curriculum. According to Banks (1994), students are allowed to enroll into institutions that offer them an education consisting of mostly a Western curriculum without educational content relative to the contributions of ethnic minority groups and women. Bennett (1992) asserts that the mainstream curriculum needs only slight improvement to more efficiently assimilate ethnically and racially diverse minority populations. Banks (1994) believes that issues related to the curriculum canon have been overdrawn and over simplified by both critics and advocates of multicultural education. As the ethnic texture of the nation deepens, problems related to diversity will intensify rather than diminish according to Banks (1991). The faculty as a whole remains the most important missing link in the chain of multicultural curriculum reform (Merelman, 1995).

The goals of higher education are abstract, ambiguous, and conflicting (Cohen,

March, & Olsen, 1972) making the role of faculty members in the facilitation of the educational services critically important (Boyer, 1987). Colleges and universities search for students by adding programs that they think will attract them. Since academic departments control the curriculum, teaching is organized around single courses that are loosely related, making evaluation hard (Banks, 1994).

Demographic data reflects the steady increase in the population of ethnic minorities claim that by the year 2000, more than 25% of the college-age population will be Black or Hispanic (Banks, 1992). This change could pose a problem for faculty members in higher educational institutions when their instructional materials do not address the differences in the make-up of the student population. Persico (1990) contends that a new climate must be created in the curriculum, one that includes the personal experiences, theories, and thinking of all students.

Meyer and Rowan (1977) maintain that the ritual classification system provides an opportunity for institutions of higher education to identify with one another. Since there is no way to measure efficiency in higher education the ceremonial ritual is used. The ceremonial ritual is a function of the formal structure and requires that the organizations incorporate and maintain ritual classifications. Furthermore, governing bodies such as the boards of regents, accreditation teams, and university administrators, serve more to assure the institution's conformity with institutional myths than to assure efficiency (Meyer and Rowan, 1977).

The incorporation of institutional rules into an organization's formal structure has the effect of promoting trust and confidence in the institution's output which in turn protects the organization from failure (Thompson, 1967). One of the prevailing rules in the institutional context is the logic of confidence.

Logic of Confidence

The less conspicuous side of the incorporation of ritual classifications in organizations is referred to as the logic of confidence. In this presentation, the "logic of confidence" means the confidence and good faith that organizations give to their internal participants enabling them to appear useful in spite of the lack of technical validation (Meyer and Rowan, 1977,1978,1991). Meyer and Rowan (1977) claim that educators typically separate their organizational structure from instructional activities and outcomes and resort to a "logic of confidence." Close supervision and rigorous evaluation in higher educational classrooms would violate faculty autonomy and the assumption that faculty members are teaching with competence and good faith, whereas the logic of confidence represents the faith that faculty members can be trusted to perform their defined activities without close supervision (Meyer and Rowan, 1978). This faith often replaces official inspection in the technical activities of faculty members. It is a faith built upon inference or signs of competence rather than on knowledge based on close scrutiny of what faculty members actually do. Standardized curricula and certified faculty members produce standardized types of graduates, that is, graduates who have fulfilled predetermined

curricula. The graduates are then given their appropriate place in the economic and stratification system on the basis of their certified educational backgrounds (Hoy & Miskel, 1991). Administrators assume that by virtue of their degrees, faculty members are competent to teach. However, Banner and Cannon (1997) assert that college professors have not been trained in instructional approaches and techniques. Regardless of what faculty members teach in any given higher educational institution, the logic of confidence suggests a rational social system of faculty members competently performing their work (Meyer & Rowan, 1978). Furthermore, the logic of confidence ideology suggests a correlation between the image faculty members project and their actual performance.

The concepts of discretion, overlooking, and avoidance are borrowed from Goffman (1967) by Meyer and Rowan (1977), to further explain the logic of confidence in a general sense. According to Goffman, the process of maintaining a colleague's face or identity and thus of maintaining the plausibility and legitimacy of the organization itself, is called "facework." Furthermore, facework avoids embarrassing incidents and preserves the organization from the disruption of an implausible performance by any faculty member (Goffman, 1967). The logic of confidence is expressed by individual faculty members in terms of the face-saving techniques of discretion, avoidance, and overlooking and by the face-giving belief in faculty members' professionalism. In other words, the logic of confidence may function as a kind of anodyne.

Meyer and Rowan (1978) emphasize that "facework" and the logic of confidence are

not merely personal orientations but are also institutional in character. This can occur, for example, when a university implements a policy requiring all freshmen orientation classes to include a section on multicultural education. For all practical purposes the fulfillment of this requirement is not inspected nor examined through the institutions' organizational process of evaluation; any evaluation that is done is perfunctory and controlled through the institution's confidence in its faculty member (Hoy & Miskel, 1991). In other words, each instructor is *assumed* to be competent to teach a multicultural section even though the instructor may have little or no experience in this area. Chesler and Malani (1993) claim plausibly, that there is a need for instructional development regarding faculty perceptions and behaviors toward students of color.

According to Meyer and Rowan (1991), there is an apparently insurmountable sequence of confidence along the following line: the state has confidence in the university, the university has confidence in its faculty members, and the faculty member feels confident because an accrediting agency accredited the college. Yet, the accrediting agency does not always inspect the instruction at the college and has no way of assuring that a faculty member has appropriate training to teach, in this context, a multicultural class. Thus, the accrediting agency has confidence in the organization of the college, its administrators, schools, and departments. Therefore, these layered structures of the organization, in turn, place their confidence in the faculty members' professionalism, which qualifies administrators to label certain courses as multicultural education without

examining the content of the course. The chain goes on and on . . . each link is formed by multiple exchanges of confidence (Meyer & Rowan, 1978). As illustrated, the logic of confidence refers to an ideology or belief system, an internal guide to behavior.

Meyer and Rowan (1977) refer to the "myth of professionalism" as the most visible aspect of the logic of confidence in the higher education system. The myth of professionalism is a belief that faculty member's professionalism is a credible basis on which to assume that a faculty member's work will be performed competently. This myth justifies the classroom autonomy and discretionary power of the faculty member. Furthermore, the myth of professionalism permits administrators and colleagues to avoid close supervision and overlook inconsistent patterns of behavior in the self-correcting nature of a faculty member (Meyer & Rowan, 1977).

Meyer and Rowan (1977) maintain that the myth of professionalism justifies the confidence placed in faculty members and legitimizes the uncertainty in the performance of students and faculty members in higher educational institutions. The concept of professionalism becomes an all-inclusive explanation for superficial bureaucratic inspection and the loose bureaucratic control of instruction (Meyer & Rowan, 1978). Indications of a systemic assumption of faculty members' professionalism can be seen in informal communications sponsored by higher education organizations. For example, grade reports in colleges and universities, which usually focusing parental attention on student effort and ability, without question view the competence of faculty members as a given (O'Keafor,

1983). Similarly, transcripts are used to indicate the student's performance and academic ability. This grade report determines whether a student is eligible for retention at the university. The courses listed on the transcript combined with the grade point average are assumed to have some standardized meaning and the competence of the instructor in the academic classroom is assumed. This myth of professionalism is compounded under the privilege of academic freedom.

Academic Freedom

The term "academic freedom" originated in 1915 when the American Association of University Professors (AAUP) published its *Declaration of Principles* on academic freedom and tenure (Stichler, 1997; Fuchs, 1977). According to McClelland (1997),

> The founding of the AAUP constituted a specific response to attacks on the integrity of the American higher education system as well as part of a broader trend for professional groups to assert control over the identities and working conditions by organizing. (p.44)

Hook (1970) defines academic freedom as the freedom of professionally qualified persons to inquire, discover, publish, and teach the truth as they see it in the field of their competence. Finkelstein (1990), further describes academic freedom as the autonomy given to faculty members that allows them the freedom to decide their own work patterns, to actively participate in major academic decision-making, and to be relatively free of bureaucratic regulations and restrictions. The concept "academic freedom" collects different images and associations over a period of time. Dworkin (1996) makes the

interesting observation that, from a political standpoint, conservatives early on were suspicious of the notion of academic freedom even as part of a communist take-over. Since then, that same group now believes that the doctrine of academic freedom is the bulwark of Western civilization (Dworkin, 1996).

Academic freedom may be viewed as a neutral concept. It can be used creatively to support multiculturalism, among other things, or it can be used as an impediment. In the name of academic freedom, some faculty members across the nation are struggling to reshape the content and practice of their classroom teaching to expand the horizons of knowledge for all students in a way that reflects the diversity represented by the students.

Attempts to establish a more inclusive curriculum and teaching environment in the university are viewed by some as pushing against the barriers and limitations of the traditional academic environment and are considered a threat to the historic notions of academic excellence (Schoem, et al., 1993). Other faculty members oppose the idea of an inclusive university and may proclaim that multiculturalism, the inclusion of all groups, is wrong headed, politically driven, and counter to the principles of academic freedom. Yet, Schoem et.al. (1993) contend that the most strongly held and expressed values of the university are academic freedom and freedom of speech.

Schoem et al. (1993) argue that the idea of a multicultural institution of higher learning is threatening to many faculty members because it forces them to acknowledge the limitations of their insight and knowledge. Additionally, academic freedom entitles the

faculty member to freedom in the classroom in discussing his/her subject matter. Banner and Cannon (1997) wrote an interesting article entitled, "The Personal Qualities of Teaching". Although their analysis encompasses much broader issues about first rate teaching, nonetheless, their analysis is germane to issues involving multicultural issues in the classroom. Banner and Cannon (1997) express their opinions in terms of addressing ways to develop and nurture effective teaching. They write,

> It may thus seem that our reflections about the qualities of self that go into teaching amount to little more than idealism, our hopes to little more than naivete', and our prescriptions to nothing more than admonitions that all of us pay more attention to the human dimensions of instruction. While we believe that all faculty members should, in fact, do just that, our minds are not so cloudy that we expect exhortations to hardpressed, productive, and committed academics to win any more assent than polite nods and then a quickened pace toward the library-or the tennis court, (p. 43).

Finklestein (1990) contended that academic freedom frees the faculty members from institutional censorship or discipline while writing or speaking as citizens because of their membership in a learned profession and as officers of an educational institution (Finkelstein, 1990). Colleges and universities have confidence in the kind of performance they demand from their faculty members and see no need to evaluate professor's performance. Therefore, faculty members continue to teach, examine, and certify students within their academic classrooms with no questions asked (Boyer, 1987).

Whereas, close supervision in universities would violate the assumption that faculty members and administrators are performing their work with competence and in good faith, the logic of confidence express the faith that faculty members can be trusted to

perform their defined activities without close supervision (Meyer & Rowan, 1978). Meyer and Rowan (1977) suggest that an ambience of confidence in higher education institutions is encouraged by institution's presenting a standard public image based on rationalized myths and by concealing incongruities through structural elements that are loosely linked to each other and to activities. This decoupling subverts and renders vague the coordination of the evaluation and inspection systems. Furthermore, the logic of confidence ideology is supported by these two structural responses. Confidence in structural elements is maintained through a belief in the professionalism of faculty members and through structural and individual examples of discretion, avoidance, and overlooking (Meyer & Rowan, 1977).

Higher education organizations appear to be characterized by unclear goals, uncertain technology, and conformity to rationalized myths of higher education, loose coupling, and decoupling (Cohen, March, & Olsen, 1972). In these organizations human relations skills become very important in enabling faculty members to solve work-related problems mutually and informally. These human relations skills are connected in meaning to the notion of considerateness which Goffman (1967) indicates is essential to effective "facework" in social interactions. Considerateness, in the context of higher educational organizations, refers to beliefs and behaviors that contribute in a positive manner to the value of a faculty member. In this sense, Meyer and Rowan (1978) consider considerateness as a manifestation of the logic of confidence.

The University Classroom

Multicultural teaching begins with the realization that the instructor has a major role in empowering or disempowering students in the classroom (Sfeir-Younis, 1993). Despite the contemporary focus on multiculturalism in our society, particularly in education, there is not enough practical discussion of ways classroom settings can be transformed so that the learning experience is inclusive (Hooks, 1993). Students spend the majority of their time in a culturally diverse classroom where instructors use diverse methods of instruction and evaluation. It is within this classroom environment that students from different races, gender, classes, and cultures develop positive self-images and more tolerant views and attitudes toward others (Astin, 1982). Within the confines of the academic classroom, minority students have opportunities to broaden their social and academic world. The classroom exposes them to a wide range of people as well as faculty members (Flemings, 1981). Conversely, majority students benefit as well. Bensimon and Soto (1997) contend that this kind of learning cannot happen in a segregated classroom. Furthermore, to succeed academically in any course, all students must be able to express effectively their feelings and ideas. The ability to communicate equips students with the capacity to think critically, draw inferences, and convey through written and oral communication their perceptions (Boyer, 1987). According to Anderson (1988), one of the most critical problems encountered by ethnic minority students is that faculty members are not equipped to identify, interpret, and respond to the variant styles

of communication of the multicultural populations. As a result, the learning of the minority student is misconstrued and branded as deficient. This occurs for example, when the writing and speaking styles of Mexican-Americans, black-Americans, and Puerto Rican-Americans are viewed by non-ethnic minority instructors as being "too flowery," that is, too subjective, involving an excessive use of metaphors, and/or using the wrong tense of verbs (Anderson, 1988).

The absence of minority student engagement in a classroom lecture could be interpreted to indicate that they might not feel safe or accepted. It is the absence of a feeling of safety that often promotes prolonged silence or absence of student engagement (Hooks, 1993). Hooks (1993) posits that making the classroom a democratic setting where everyone feels a responsibility to contribute is a central goal of transformative pedagogy. Moreover, as the classroom becomes more diverse, instructors are faced with the way the politics of domination like racism or sexism often are reproduced in the educational setting (Hooks, 1993). Despite the focus on diversity, and a desire for inclusion, many white professors are still teaching in classrooms that are predominantly white (Hooks, 1993). According to Hooks (1993), these predominantly white classrooms oftentimes host a spirit of tokenism. For example, a book is read in class about Asians, and the white students expect the Asian student to answer all of the questions. This emphasis on identity makes it crucial for "whiteness" to be studied, understood, and discussed by the students, so that everyone learns to affirm multiculturalism, and an

unbiased inclusive perspective should be present whether people of color are present or not (Hooks, 1993).

These changes may call for revamping the curriculum. The transformation of the curriculum will become a necessity as more faculty members realize the need to learn about their students' cultures (Benisom & Soto, 1997). To achieve a successful outcome, students must adapt to their environment and to the individual teaching style used by their professor. This adaptation is a challenge for minority students when the majority of the curriculum content is Western-oriented and omits the important aspects of their cultural heritage, experiences, and identities (Banks, 1994). People of color, women, and other marginalized groups are demanding that their voices, visions, and perspectives be included in the curriculum. According to Botstein (1991) the curriculum is the heart of the university. While the curriculum is designed to equip students with the ability to communicate in a diverse world and to pose essential and critical questions, it is in this area that tension always resides (Persico, 1990). Merelman (1995) asserts that a direct relationship exists between a student protest and successful curricular change.

Wilson and Justiz (1988) encourage campus leaders to actively adopt both an institutional philosophy and a practical plan for the development of new leadership to include minorities or face the possibility of further declines in enrollment and attrition of minority students. The faculty body must reflect the diversity that exists in the culture (Persico, 1990). The inclusion of a multicultural perspective in the classroom is

contingent upon having faculty members who are aptly sensitive to issues of diversity and they may be predisposed to be creative. For example, instructors in disciplines such as geometry or physics may disclose contributions of obscure yet important figures in those disciplines from various nationalities.

Botstein (1991) contends that chief administrators and governing bodies must find a way to address the issues of race in the teaching function of the university without falling prey to the strategies and techniques that provide little more than the appearance of efficacy. Students need to be educated in the fullest sense of the term regardless of the identity politics that they assuredly will bring into the classroom (Persico, 1990). The increasing diversity in the United States poses challenges for faculty members and administrators. According to Banks (1994) the challenge is to transform the problems related to racial and ethnic diversity into opportunities and strengths.

While adapting to the curriculum content and the teaching style of the instructor, students must also learn to communicate and interact with their faculty members to ensure a successful outcome. The ability of faculty members to understand, appreciate, and encourage the diversity of university students depends upon the knowledge they have about the students and their cultures, histories, and beliefs. Each course taught by a faculty member presents him/her with a new challenge to learn from his/her students and it demands that he/she be a good researcher and good listener (Boyer, 1987). The demographic reality makes it likely that white faculty members will instruct classes filled

with multicultural students. Wilson and Justiz (1988) predict that the proportion of minority college-age individuals will rise while the overall college-age population of eighteen to twenty-four year olds will continue to decrease.

Despite the changes in the demographic make-up of students and the contemporary focus on multiculturalism in education, there is limited dialogue of practical ways to transform the academic classroom (Hooks, 1993).

However, any effort to transform institutions so that they reflect a multicultural standpoint must take into consideration the fears accompanying faculty members when it is suggested that they shift their paradigms. Many faculty members find themselves in classrooms with students of varying racial and cultural background and are considering ways to connect their classroom methods to accommodate the many cultures represented by the students (Hidalgo, 1993). The perspective of culture shapes the thinking and actions of students and inherently shapes the expectations that faculty members have regarding multicultural students (Hildago, 1993).

Moreover, faculty members are positioned on the inside of institutions and are invested with enough power to affect the outcome of students in a negative or positive manner. Hilliard (1991) encourages faculty members and students to reach common ground when communicating. Although faculty members and students dialogue using the same words, oftentimes, because of cultural differences, the words have different meanings and thus effective communication is hindered. For example, the definition of

family may vary from one cultural group to another, depending on the importance the group places on family cohesiveness (Hidalgo, 1993).

According to Meyer and Rowan (1978), it appears reasonable to assume that the logic of confidence placed in faculty members of higher educational institutions would assure concerned citizens that the interaction between students and their professors is adequate and conducive to the learning process. However, Katz and Allport (1924) suggest that faculty member's loyalty to the reputation of the university could permit him/her to rationalize his/her own personal prejudices.

The following section addresses the concept of pluralistic ignorance. Pluralistic ignorance denotes a subtle but powerful dynamic in organizational settings. Such is the case, especially with respect to higher education, when there is an absence of free flow information concerning organizational objectives.

Pluralistic Ignorance

The concept of pluralistic ignorance refers to the shared misperception of an attitude, norm, or belief held by members of a group (Allport, 1924). Pluralistic ignorance has been found between and among group members when opportunities for the expression of personal beliefs were limited by a strong countervailing norm and insulated pattern of social interaction (Packard and Willower, 1972). For example, in a recent study, Sniderman and Carmines (1997) shed light on a problem that appears to be tantamount pertaining to a form of pluralistic ignorance. The authors hypothesized and confirmed

empirically that white Americans are reluctant to disclose how they really feel about race

and affirmative action. According to Sniderman and Carmines (1997), whites seem to

take pains to masking their deep feelings and resentments. In *Reaching Beyond Race*, the

writers show that their survey, aimed at eliciting candid responses from interview subjects,

documents that liberal whites oppose affirmative action just as much as conservative

whites. Pluralistic ignorance is applicable insofar as the conservative whites would assume

that the liberal whites are for affirmative action when in fact they generally are not.

Allport (1924) describes this social mechanism of pluralistic ignorance as a pattern

in which individual members of a group assume that they are virtually alone in holding

certain social attitudes and expectations. Merton (1968) observed this condition frequently

observed within groups that were so organized that mutual observability among members

was slight. Higher educational institutions illustrate this phenomenon in their formal

organizational structure. This structure does not allow faculty members to observe one

another in their classroom setting because of the decoupling and loose coupling of the

organizational structure. This is the kind of perplexity that Banner and Cannon (1997)

attempted to address.

Although there are similarities between Allport (1924) and Merton (1968),

Merton (1968) highlights a subtle but consequential dynamic in an organization,

particularly in higher education. He employs the concept "role-set." A role-set is a

position in which members of a particular occupation or profession do not know that their

expectations of the behavior appropriate for occupants of a particular status are different

from the expectations held by other members of the role-set (Merton, 1976). This sort of

attitude is prevalent in the organizational structure. In the November 17, 1997 issue of

The Chronicle of Higher Education, there is an editorial entitled "*High-Tech Tools and*

the Role of the Professor", several letters were published in response to a previous article,

"*Rethinking the Role of the Professor in an Age of High-Tech Tools*". One of the letters

merits mentioning. The letter by Richard W. Kimball, President of the Teague foundation,

points out the following:

> In this environment, what the professor can do, should do, and increasingly
> will have to do is to help students discipline their search, make critical
> judgments about the process and the product, and structure what otherwise
> would be an overwhelming, amorphous mass of material into a coherent,
> reasoned form. That, of course, is what good teachers have always done.
> It isn't going to be a question of "unbundling" professors' multiple tasks,
> much less doing away with human contact (pg. B3).

Even though Kimball (1997) does not use the concept "role-set", he does call

attention to a significant point about the role of professors, and he disagrees with the

writer of the previous letter. Since they are discussing a future state of affairs, at this

point it is undetermined what the role-set will be for professors. However, the role-set

will probably be different from what either one contemplates and more complex than what

anyone may now envision. There will be on-going expectations of professors; and

precisely what those expectations will be remains problematic. The mechanism is implied

by the structure and patterns of observability prevalent in higher educational institutions.

The logic of confidence erroneously holds a positive state of affairs, whereas pluralistic ignorance is disjunctive, that is, depending on the context, it can assume a positive or a non-positive state of affairs.

According to Merton (1968), there are two patterns of pluralistic ignorance (1) the unfounded assumption that one's own attitudes and expectations are unshared, and, (2) the unfounded assumption that they are uniformly shared. These misperceptions have the potential to create division in the manner in which faculty members perceive the impact of their interactions with multicultural students. Also, this mechanism can cause conflict among faculty members when they are confronted with contradictory demands by colleagues, each of whom assumes that his/her beliefs are legitimate and beyond dispute (Merton, 1968). Additionally, the formal structure of organizations allows for this kind of permeation. Faculty members inside and outside of their respective academic units infrequently visit or inspect the classes of their colleagues. Physical and social barriers common to higher education institutions serve to limit this interaction. For example, organizational structures create rules that are relevant to higher education and perpetuate this procedure.

Pluralistic ignorance together with faculty autonomy could create barriers in the interaction of faculty members with a diverse student population. Autonomy given to faculty members via the formal organizational structure promotes pluralistic ignorance. Pluralistic ignorance manifests itself in the discussions of faculty member's attitudes in

reaching out intellectually and vicariously with students of a diverse background.

Summary

Chapter Two reviews the literature related to the constructs of the logic of confidence and pluralistic ignorance and discusses their application in higher education regarding certain areas. The purpose of the review of the literature is to identify educational factors relevant to a wide range of problems affecting the retention of minority students and women in higher educational institutions. However, in addition to the aforementioned constructs, certain collateral factors create institutional barriers. They are organizational structure; competing vision for higher education; ineffectiveness of universities to consistently recruit and retain minority students; lack of multicultural issues in the curriculum; shifting of ethnic demographics; academic freedom; conflicting educational goals; expectations of role-sets; the lack of practical discussions for improving teaching; and correlation between student protest and curricular change.

Moreover, the study of the institutional culture of an organization is a key factor to developing an understanding of the manner in which this structure creates language, perceptions, and behaviors that appear insensitive to ethnic groups and women. Higher educational institutions adhere to the formal structure of an organization which rationalizes efficiency and legitimizes the "professionalism" of faculty members based solely on advanced educational degrees. Moreover, formal organizations incorporate rigidly enforced values, myths, symbols, and a unique language. On the face of it, one

might contend that higher educational organizations are bureaucratic and operate by those rigid structures leading to a prescribed outcome. According to Meyer and Rowan (1978), institutions of higher education operate in a loosely coupled and evaluated system.

The mission of higher education is to advance learning (Boyer, 1987). Kerr (1995) describes the competing views of historians relevant to what the mission statement of a university should encompass. By attempting to be all things to all people, large-scale universities are alleged to have allowed undergraduate education, their most important business, to be seriously eroded (Willimon & Naylor, 1995). Furthermore, most mission statements exclude statements specific to minority students and women and use inclusive phrases such as "all students." The omission of such a statement seems to ignore the differences in learning styles, perceptions, and worldviews existing in the university population. Banks (1994) projects an increase in ethnic minorities by the year 2000 because of changes in the demographics. This growing diversification of the nation's population will usher in a new social reality which will offer profound challenges to higher education (Colon, 1991). If more minorities and women enter into higher education as projected, it would seem that institutions would rewrite their mission statements to specifically state their objectives to meet the needs of the diverse group represented by the student population. The mere publication of a statement specific to the goals of the university concerning all students could prove vital to the recruitment, retention, and graduation rates of minority students and women. Of equal importance is the message

that such a statement makes about the intentions of the academy regarding all students.

Higher educational institutions employ "professionals" as faculty members to assist in the completion of their goal, which is, ultimately, student graduation. Faculty members are essential to the attrition and retention of minority students. These select individuals provide key services; faculty members serve as mentors, instructors, coaches, facilitators, and guides. Faculty members have the autonomy to determine the environment of their classrooms, making all students feel that they belong and that their comments are welcome. Advanced degrees account for most of the credibility given to faculty members. Administrators assume that, by virtue of their degrees, faculty members are competent to teach. Most faculty members have no training in instructional approaches and techniques (Banner & Cannon, 1997). A spirit of confidence is inherent within the higher educational system; this confidence is called the "logic of confidence." And it further assumes a pattern of accountability by suggesting that faculty members are competent to teach and need no close supervision. Faculty members adhere to this belief by their demonstration of three characteristics: (i) Discretion; (ii) Avoidance; and (iii) Overlooking. Discretion is a protective maneuver and a form of considerateness; it is demonstrated when faculty members avoid visiting their colleague's classrooms without an invitation. Avoidance is an act or practice of keeping a distance from making an observation of a faculty member that may become a source of embarrassment to him or her. Avoidance also allows administrators to avoid situations where they might observe

inappropriate or unexpected behavior. Overlooking suggests that a deviation in expected

faculty behavior has been observed but it will be ignored in order to preserve the

individual's face and the institution's image.

The perceptions that faculty members hold toward a particular group of students

are influential. Pluralistic ignorance examines the shared misperceptions of attitudes,

norms, or beliefs held by members of a group. This construct can have an impact on the

ability and willingness of faculty members to interact with a group of diverse students.

These issues relating to improving the retention of ethnic minorities and women are

intractable and controversial. Nonetheless, to make the study manageable it seems prudent

to establish parameters. But the parameters themselves are interlocking. For example, it

is conceivable that a small liberal arts college may have a long-standing history of

communication among the faculty, students, and administrators concerning institutional

objectives and it may have the infrastructure to support faculty development concerning

teaching. Yet, it may only pay lip service to diversifying the student body, faculty,

administrators, and governing board. This study will not attempt to study the permutation

of all of the factors. The focus will be on those most likely to impede progress. The

following research questions were developed to guide the study.

Research Questions

A couple of decades ago Meyer and Rowan (1978) published their pioneering

work in organizational theory in which they brought to the fore the dynamics pertaining to

how educators view themselves and their respective disciplines and institutions. Even though their pioneering work has been around for a couple of decades, it is applicable now given the increasing complexity of institutions. For example, in the fourth edition of *Educational Administration* by Hoy and Miskel (1991), their work is cited. Moreover, they are cited in *The New Institutionalism in Organizational Analysis* edited by Powell and DiMaggio (1991). In some contexts it could pertain to matters that are neurological, cognitive, or physiological. Here, the primary focus involves the behavioral aspect. The researcher will attempt to record what the respondent purports to believe and what he/she purports to convey linguistically from the survey and interviews of the respondents. Therefore, based on the research of Meyer and Rowan (1977, 1978, 1991), the following are the questions that reflect the focus of this study:

1. According to the student's race/ethnicity, how frequently do students perceive insensitive incidents occurred within the college classroom that referred to the student's race/ethnicity?

2. According to the student's race/ethnicity, how often were these insensitive incidents reported to deans and department heads concerning the incidents that referred to the student's race/ethnicity?

3. According to the student's race/ethnicity, how successfully resolved were the insensitive incidents that occurred in the college classroom and referred to the student's race/ethnicity?

4. According to the student's gender, how frequently do students perceive insensitive occurred within the classroom occurred that referred to the student's gender?

5. According to the student's gender, how often were these insensitive incidents reported to deans and department heads concerning incidents that referred to the student's gender?

6. According to the student's gender, how successful do students perceive insensitive incidents resolved that occurred in the classroom and referred to the student's gender?

Chapter III

METHODOLOGY

Introduction

This chapter presents the procedures and techniques used in this research study to assess student perceptions of their instructor's address of insensitive incidents that occur in university classroom settings. Specifically, this study focuses on the "myth of professionalism" which is embodied by the logic of confidence, a belief held by administrators that faculty members are performing their work as expected (Meyer & Rowan, 1990). Major topics addressed in this chapter include: a description of the population and subjects sampled as well as instrumentation; the research design and procedures utilized to collect and analyze the data.

Population and Sample

Students

Subjects for this study consisted of 148 undergraduate students and 52 administrators from six of seven colleges on the main campus of a comprehensive university in the Mid-western section of the United States. The student sample was selected using a purposive sampling technique. The selection of students were enrolled in Sociology 2123, Sociology 3423, and Sociology 3723. This technique helped to ensure that students had experiences at the university, and were representative of six of the seven colleges within the university. Specifically, the sample included 59 seniors, 63 juniors, and

26 sophomores from six colleges: 1) Arts and Sciences; 2) Agriculture; 3) Business

Administration; 4) Education; 5) Engineering, Architecture and Technology; and 6)

Human Environmental Sciences. The College of Veterinary Medicine was not selected as

a part of the study because the classification of the students in this program did not meet

the criteria appropriate for the sample. Although 153 students volunteered for the study,

responses from 5 of the students were omitted because of their nonrepresentative

characteristics for the intended sample. That is, they were either non-freshman, graduate,

or had special student status. By selecting students with more than one year of classroom

experience the researcher could more clearly test the assumptions that underlie the logic of

confidence construct. Students selected for the study had previous classroom interaction

with faculty members based on their classification, and could better evaluate the

occurrence and resolution of insensitive incidents that took place within the classroom

setting. See Table 1 for a more complete description of the demographic characteristics of

the sample selected for this study.

Administrators

The second group for the study included 52 deans or department heads from the

aforementioned six colleges. This group of administrators was selected to provide a more

detailed account of insensitive incidents that occurred in the classroom and were reported

to deans and administrators. Additionally, the resolution of these incidents from the

administrative perspective was sought. From the sample of 52 administrators, who were

mailed surveys packets, 40 returned completed surveys representing a 77% response rate.

In addition, 12 deans and/or department heads were randomly selected for a personal

interview. Of the 12 selected, 10 agreed to be interviewed. The 1998-1999 College

Catalogue was used to identify all deans and department heads represented by the

school/departments in the colleges and the Campus Directory was used to formulate the

mailing list and verify the rank of each administrator. Moreover, the data from the sample

of deans and department heads across the six colleges allowed the researcher to determine

how often students report insensitive incidents to higher level administrators.

Table 1

Demographic Characteristics of Students in Sample and University Population

	Frequency		Percent	
	Sample	University	Sample	University
Classification (N=148)				
Sophomore	26	2920	17.6	25.2
Junior	63	3833	42.6	33.1
Senior	59	4844	39.8	41.7
Total	148	11597	100.0	100.0
College (N=148)				
Agriculture	1	251	0.7	9.31
Arts and Science	95	872	64.2	32.4

Table 1 (Continued)

	Frequency		Percent	
	Sample	University	Sample	University
Business	12	650	8.1	24.1
Education	13	253	8.8	9.4
Engineering	13	434	8.5	16.1
Human Envir Science	12	235	8.1	8.7
No response	2		1.3	
Total	148		100.0	100.0
Race/Ethnicity (N=148)				
African American	10	304	6.5	2.6
Anglo	115	10074	75.2	86.9
Asian	5	199	3.3	1.7
Hispanic	1	205	.7	1.8
Native American	12	815	7.8	7.0
Other	1		0.7	
No Response	4		5.9	
Total	153	11597	100.0	100.0
Gender (N =153)				
Female	94	5286	61.4	45.6
Male	54	6311	35.3	54.4

Table 1 (Continued)

| | Frequency | | Percent | |
	Sample	University	Sample	University
No response	5		3.3	
Total	153	11597	100.0	100.0

Characteristics of Respondents

Students

The sample included sophomores, juniors, and seniors in each of the six undergraduate colleges—Agriculture, 0.7%; Arts and Sciences, 62.1%; Business, 7.8%; Education, 8.5%; Engineering, Architecture, and Technology, 8.5%; and Human Environmental sciences, 7.8%. Race or ethnicity reported by students were: African-Americans, 6.5%; Anglo, 75.2%; Asian, 3.3%; Hispanic, 0.7%; Native American, 7.8%; Other, 0.7%; and No response, 5.9%. The gender make-up of the student sample were 36.5% male; and 61.4% female (See Table 1).

Administrators

The sample of administrators included 3 Deans, 7.5%; 35 Department Heads, 87.5%; 1 Associate Head, 2.5%; and 1 no response, 2.5%. The gender make-up of the administrative sample were 75% male and 25% female. Racial or ethnic make-up of the administrators were Anglo, 92.5, Native Americans, 2.5%; No response, 5.0. Table 2 provides the demographic characteristics of the administrative sample.

Table 2

Descriptive Characteristics of Administrators (N=40)

Demographic Characteristics	Frequency	Percent
Administrative Position (N=40)		
Dean	3	7.5
Department/School Head	35	87.5
Associate Head	1	2.5
Total	39	2.5
No response	1	2.5
Total	40	100.0
College (N=40)		
Agriculture	5	12.5
Arts and Science	17	42.5
Business	4	10.0
Education	6	15.0
Engineering	7	17.5
Human Environmental Science	1	2.5
Total	40	100.0

Table 2 (Continued)
Descriptive Characteristics of Administrators (N=40)

Demographic Characteristics	Frequency	Percent
Administrative Position (N=40)		
Dean	3	7.5
Department/School Head	35	87.5
Associate Head	1	2.5
Total	39	2.5
No response	1	2.5
Total	40	100.0
College (N=40)		
Agriculture	5	12.5
Arts and Science	17	42.5
Business	4	10.0
Education	6	15.0
Engineering	7	17.5
Human Environmental Science	1	2.5
Total	40	100.0

Table 2 (Continued)

Demographic Characteristics	Frequency	Percent
Race/Ethnicity (N=40)		
Anglo/White	37	92.5
Native American	1	2.5
No Response	2	5.0
Total	40	100.0
Gender (N=40)		
Female	10	25.0
Male	30	75.0
Total	40	100.0

Research Instrument

Two forms of the questionnaire "Faculty and Student Classroom Interaction"

(FSCI) were modified by the author from a research study conducted by Astin (1990) with

the assistance of the researchers' advisor at this study's university and administered to a

student sample and a group of college administrators. According to the theoretical

definition of the myth of professionalism, Astin's (1990) instrument was modified to assess

the extent to which insensitive incidents occurred within a university setting. Students and

administrators were asked about the frequency and resolution of insensitive incidents that

occur in the university classroom toward university students. The FSCI instrument provided the incidents to measure the logic of confidence. Students were asked to assess the frequency of insensitive incidents that occurred within the classroom that referred to a student's race/ethnicity and gender. Additionally, students were asked how often they observed the resolution of insensitive incidents that occurred within the classroom. The logic of confidence was measured using answers from the survey to determine the frequency of these incidents and the resolution to them. A high frequency of insensitive incidents compared to a low percentage of resolution to the incidents would indicate that faculty members were not self-correcting in the classroom. To determine if insensitive incidents that occurred in the classroom needed assistance from higher level administrators in resolving them, deans and department heads were asked to give the frequency of student reports concerning insensitive incidents that occurred in the classroom that referred to race/ethnicity or gender.

Student Form

Students were asked to answer items by circling the number indicating their (myself) response to the statement. On the same form, respondents were asked to respond based on their observations (other students). The instrument was designed to assess: (1) the occurrence of insensitive incidents in the college classroom, and (2) to determine if these incidents were resolved. All responses were perceptual estimates of the participant's individual experiences and observations. Using a time period of the last five years, the

questionnaire had three referent group categories: First, respondents were asked to indicate the frequency with which he/she, individually, had experienced insensitive behavior in the classroom by a professor. Secondly, respondents were asked to indicate the frequency with which he/she has observed insensitive behavior in the classroom by the professor toward another student. Thirdly, respondents were asked to indicate the frequency with which he/she had observed the professor's ability to resolve the incident.

The instrument used the following four- point Likert-type scale: (1) Never; [0 times per semester;] (2) Seldom; [on average, 1 to 5 times per semester;] (3) Occasionally; [on average, 6 to 9 times per semester;] and (4) Frequently; [on average 10 or more times per semester.] Demographic data asked for information such as gender, college affiliation, race/ethnicity, and classification.

Administrator Form

Administrative respondents were asked to answer questions by circling a number on the instrument. The purpose of this instrument was to determine how often students reported the occurrence of insensitive incidents to deans and department heads within the last five years. Additionally, the survey sought to determine the success of deans and department heads in resolving insensitive incidents that occurred in the multicultural classroom. The Higher Education FSCI questionnaire was aligned according to a Likert scale, with four available responses: (1) Never; [0 times per semester;] (2) Seldom; [on average, 1 to 2 times per semester;] (3) Occasionally; [on average 3 to 4 times per

semester;] and (4) Frequently; [on average, 5 or more times per semester.] Four

additional responses were available to address the success of deans and department heads

in resolving the classroom incidents: (1) Very Unsuccessful, (2) Somewhat Unsuccessful,

(3) Somewhat Successful, and (4) Very Successful. Additionally, the instruments

solicited demographic data, such as gender, administrative position, college affiliation, and

race/ethnicity.

<u>Interviews</u>

The data collection strategies included interviews with deans and department

heads. Twelve deans and department heads were randomly selected from a total of 52.

Ten of the 12 administrators actually participated in the study. Interviews were conducted

at the convenience of the participants in their offices. Respondents were given an over

view of the study and assured of confidentially in that their name would not be identified

with their responses. For protocol, the Faculty and Staff Classroom Interaction Survey,

administrators' form was used. Respondents were requested to discuss their answers and

give incidents of insensitive incidents to the researcher for recording. Each interview was

less than thirty minutes. The information shared during the interviews was recorded by

hand.

<div align="center">Validity</div>

Validity is determined by the extent to which an instrument "measures what it is

intended to measure" (Gay, 1987,p.553). In accordance with the instrument developed by

Astin (1990) and using the myth of professionalism as theorized by O'Keafor (1983), the

FSCI is a ten item Likert instrument designed to measure the logic of confidence construct.

Internal validity was ascertained based on the study conducted by Astin (1993).

Content validity was obtained by faculty members within the researchers academic

department at the study's institution. Modifications to the survey were based upon faculty

responses.

Reliability

Gay (1987) defines reliability as the degree to which a test consistently measures

whatever it measures. The reliability of the Faculty and Student Classroom Interaction

(FSCI) was determined through a campus wide study conducted by Astin (1990) concerning

diversity issues, and analyzed for its internal consistency according to Cronbach Alpha. Using

data obtained from this current study, the coefficients were .87 for items related to race

and.83 for items that related to gender.

Procedure

Students

The proposal for this study was submitted to the Institutional Review Board (IRB)

at Oklahoma State University for review and approval. Data collection began immediately

following IRB approval of the study.

During the fall 1998 semester, surveys, one-page cover letters, and self-addressed

envelopes (see Appendixes A, B, & C) were delivered to students at an institution in the

Midwest. Student data were collected in the classroom by the researcher. Instructions to the subjects included a brief explanation of the instrument and the approximate time it would take to complete the instruments in the form of a cover letter/handout. In addition, participants were able to request written feedback of the final results of the study by placing their name and address on an index card and sealing it in a small envelope and mailing it to the researcher.

To collect the on site data, and once seated in the classroom, students were given packets consisting of a cover letter, consent form, a small white envelope with a 3x5 card enclosed, and the Faculty and Student Interaction Questionnaire. The three instruments were paper clipped together. Appendix B contains a complete set of the instruments. Subjects were informed that they were selected because of their enrollment in an upper division class. In addition, they were instructed to complete all items, to the best of their ability. Responses were made on the instrument and students were asked not to write their names on the instrument.

Because no names were included on the instruments or packets, responses were kept anonymous. Subjects were reminded orally of this condition. After completing the instruments, students returned them to the researcher along with the sealed postcards to request results from the study.

Each questionnaire was coded to allow for the removal of participant's names from the follow-up mailing list once their response was received.

Administrators

During the Spring 1999 semester, surveys, one-page cover letters, and self-addressed envelopes (AppendixesD, E, & F) were mailed to deans and department heads at an institution in the Midwest. The cover letter gave an explanation of the research and the approximate time it would take to complete the survey. Deans and department heads were asked to return their completed survey within 2 weeks from the date of mailing. At the end of the second week, post cards were used as a follow up for participants who did not respond to the first mailing (see Appendix D). After four weeks, data collection ceased for this group.

Analysis of Data

This study consisted of 6 research questions to assess student perceptions of their professor's ability to resolve by self-correcting insensitive incidents that occurred in their classes involving multicultural students. Descriptive statistics were obtained using the Statistical Package for the Social Sciences (SPSS) for Windows version 8.0 for data analysis. Frequencies and percentages were reported for analysis of research questions one through five. Responses to each of the questions were from students and administrators. These analyses were conducted to examine student perceptions regarding the occurrence of insensitive incidents in college classrooms and the ability of their professor in resolving the incidents. Additionally, information from interviews were used to augment the questions by noting specific insensitive incidents reported to deans and department heads that referred to a students' ethnicity or gender.

Chapter IV

RESULTS

Introduction

This study consisted of 6 research questions designed to assess the frequency, report and successful resolution of insensitive incidents occurring in a university classroom. The impetus behind these questions was to determine the extent to which faculty member's self-correct insensitive responses to students in their classroom. The following responses from both students and administrators are presented by category: race/ethnicity and gender; and address the three areas of concern: frequency of incident, report of unresolved incident, successful resolution according to both the perceptions of students and department heads within the last five years, and a summary to include findings will conclude the chapter.

One caution is suggested when comparing student and administrator responses. While the time frames are the same, the frequencies are not. For example, 4 "frequently" on the student's form of the FSCI refers to 10 or more times, while 4(frequently) on the administrators scale refers to 5 or more times. Because students spend a majority of their time in the classroom, it is assumed that they will observe more frequently insensitive incidents than are reported to deans and department heads. Therefore, the scale for the frequency scale differs.

Research Questions

Race

<u>**Research Question 1:**</u>

According to the students' race/ethnicity, how frequently do student's

perceive insensitive incidents occurred within the college classroom that referred to

the students' race/ethnicity?

<u>**Student Report**</u>

Items 2,8,10a, 10e, and 11a answer this Research question. Table 3

reports data regarding students' response to the following survey questions. One caution

is recommended when comparing student frequencies and resolutions. A student may

have responded to the first part of a question by stating that the insensitive incidents

"never" occurred. However, when asked if the situation was resolved, the same student

could have indicated that the incident was "frequently" resolved. This answer contradicts

with the earlier response that the insensitive incident never occurred; an answer is given

for an incident that never occurred. This type of response could account for some of the

high percentages in the occurrences and resolutions of insensitive incidents.

Students were *asked if they had been discriminated against in any of their*

classes because of race/ethnicity (item 2)? Fifteen percent of minority students compared

to 14 % Caucasian students perceived they were "frequently to occasionally"

discriminated against in class by the faculty member based on race/ethnicity. In contrast,

48 % minority students versus 88 % of Caucasian students perceived they were "seldom to never" discriminated against in class based on race/ethnicity.

Students were *asked if they had heard insensitive or disparaging comments about ethnic minorities made in the classroom by a faculty member* (item 8)? Responses to item 8 suggest that 39 % of minority students compared to 13 % of Caucasian students frequently to occasionally heard insensitive or disparaging comments about ethnic minorities made in the classroom by a faculty member. However, 61 % of minority students compared to 87 % Caucasian students seldom to never heard insensitive or disparaging comments about ethnic minorities made in the classroom (Table 3, item 8).

Students were *asked if they had been present in a classroom lecture where racial/ethnic minorities were portrayed in a positive manner by the instructor* (item 10a)? Seventy-one percent of minority students compared to 76 % Caucasian students perceived they were frequently to occasionally present in a classroom lecture where the instructor portrayed ethnic minorities in a positive manner. In contrast, 29 % of minority students compared to 24 % Caucasian students perceived they were seldom to never present in a classroom lecture where ethnic minorities were portrayed in a positive manner by the instructor (See Table 3, item 10a).

Students were *asked if they have been present in a classroom lecture where Caucasian students were portrayed in a positive manner* (item 10e)? Responses to item 10e suggest that 52 % of minority students compared to 61 % of Caucasian students

perceived they were frequently to occasionally present in a classroom lecture where

Caucasian student were portrayed in a positive manner by the instructor. However, 48 %

of minority students compared to 39 % of Caucasian students perceived they were seldom

to never present in a classroom lecture where Caucasian students were portrayed in a

positive manner by the instructor (See Table 3, item 10e).

Students were *asked if they had read assignments given in class by a faculty*

member that were offensive to racial /ethnic minorities? Fifty- percent of minority

students compared to 21 % Caucasian students had frequently to occasionally read class

assignments that were offensive to ethnic minorities. However, 50 % of minority students

compared to 79 % Caucasian students seldom to never read assignments that were given

in class by the faculty member that were offensive to ethnic minorities (Table 3, item 11a).

Table 3

Student Response to Classroom Insensitive Incidents Referencing Race (N=148)

Rating	Frequently/Occasionally		Seldom/ Never		Total	
	M	A	M	A	M	A
Item 3: Discrimination based on race/ethnicity						
F	15	14	14	101	29	115
%	16.9	12.5	48.3	87.9	100	100
Resolution	12	17	18	60	30	77
%	40.0	22.1	60.0	77.9	100	100
Item 7a: Had a personal conversation with instructor						
F	19	63	9	52	28	115
%	60.0	54.8	40.9	45.3	100	100

Table 3 (Continued)

Student Response to Classroom Insensitive Incidents Referencing Race (N=148)

Rating	Frequently/Occasionally		Seldom/ Never		Total	
	M	A	M	A	M	A
Item 8a: Hears insensitive or disparaging comments about ethnic minorities						
Resolution	7	12	18	64	53	25
%	28.0	15.8	72.0	84.2	100	100
Item 10a: Positive portrayal of ethnic minorities						
F	20	89	8	27	28	115
%	71.4	76.3	28.6	23.7	100	100
Item 10e: Positive portrayal of whites/Caucasians						
F	15	68	14	44	29	112
%	51.7	60.8	48.2	39.3	100	100
Item 11a: Read assignment offensive to ethnic minorities						
F	14	24	14	89	28	113
%	50.0	21.2	50.0	78.9	100	100
Resolution	9	17	13	74	22	91
%	40.9	18.7	59.1	81.3	100	100

Note: M= minority students; A= Anglo/White
Frequently (on average, 10 or more times per semester)
Occasionally (on average, 6 to 9 times per semester)
Seldom (on average, 1 to 5 times per semester)
Never (0 times per semester)

Research Question 2:

According to the students' race/ethnicity, how often were these insensitive incidents reported to department heads and deans concerning the incidents that referred to the students' race/ethnicity?

Administrator Report

To answer Research Question 2, items 2,7, 9a, and 10a were used from the

administrator form of the FSCI survey. Deans and department heads *were asked how*

frequently students reported incidents of professors discriminating against them in the

classroom because of race or ethnicity (See Table 5)?

Ninety percent of deans and department heads " seldom to never" received reports

from students concerning professors discriminating against them in the classroom because

of race or ethnicity. However, 7.5 % of deans and department heads reported that they

occasionally received reports from students concerning discrimination by professors in the

classroom (item 2).

Explanation from Interviews

Notes from the interviews revealed that deans and department heads reported they

never to seldom received reports from students concerning professors discriminating

against them in the classroom because of race or ethnicity (See summary of interviews,

Appendix F). One administrator from the group of 10 interviewed recalled an incident

that occurred two years ago; An African American female reported her disagreement with

her advisor. The academic advisor recommended that the student major in Home

Environmental Science instead of the student's desire to major in Engineering. According

to the department head, the problem was very successfully resolved after the department

head discussed the situation with the academic advisor. As a result, the student was permitted to enroll in Engineering as her major (item 2).

Administrator Report

Deans and department heads were asked *how often students reported incidents concerning professors making insensitive or disparaging comments about ethnic minorities in the classroom* (item 7).

Responses to item 7 suggest that five percent of deans and department heads reported they occasionally received reports from students concerning professors making insensitive or disparaging comments about ethnic minorities in the classroom. In contrast, 95 % of deans and department heads reported they seldom to never received reports from students concerning insensitive or disparaging comments about ethnic minorities made in the classroom by the professors (See APPENDIX E).

Explanation from Interviews

One hundred percent of deans and department heads reported they had received no reports from students concerning insensitive or disparaging comments about ethnic minorities that were made in the classroom by the faculty member (see APPENDIX F).

Administrator Report

Deans and department heads were asked *how often students reported incidents of being present in a classroom lecture where the instructor portrayed racial/ ethnic minorities in a negative manner* (item 9a). Three percent of deans and department heads

reported they occasionally received reports from students of being present in a classroom lecture where the instructor portrayed racial/ethnic minorities in a negative manner by the professor. In contrast, 95 % of deans and department heads reported that they seldom to never received reports from students concerning a classroom lecture where ethnic minorities were portrayed in a negative manner by the instructor (item 9a).

Explanation from Interviews

One hundred percent of deans and department heads received no reports from students concerning classroom lectures where racial/ethnic minorities were portrayed in a negative manner (See APPENDIX F).

Administrator Report

Deans and administrators were asked *how frequently do students report incidents of being given a reading assignment in the classroom by a professor that was offensive to racial/racial minorities* (item 10a). Responses to item 10a suggest that three percent of deans and department heads occasionally received reports from students of being given a reading assignment in the classroom that was offensive to racial/ethnic minorities. In contrast, 95 % of deans and department heads reported that they seldom to never received incidents from students of being given a reading assignment by a professor that was offensive to racial/ethnic minorities. This could be related to the fact that 60 % of minority students compared to 77% of Anglo students seldom to never had a personal conversation with their instructor. There was no interaction between faculty and students.

Explanation from Interviews

One hundred percent of deans and department heads gave no reports of incidents from students of being given a reading assignment by a professor that was offensive to racial/ethnic minorities (APPENDIX F).

Administrator Report

Deans and department heads were asked *how often do students report incidents of being given a reading assignment in the classroom by a professor that was offensive to Whites/Caucasians* (item 10e). Ninety- five percent of deans and department heads reported they seldom to never received reports from students of being given a reading assignment by a professor that was offensive to Whites/Caucasians.

Explanation from Interviews

Deans and department heads reported no incidents from students of being given a reading assignment by a professor that was offensive to Whites/Caucasians (APPENDIX F).

Research Question 3:

According to the students' race/ethnicity, how successful do students' perceive the insensitive incidents resolved that occurred in the college classroom and referred to the students' race/ethnicity?

Student Resolution

Students were asked *how frequently they observed a faculty member apologizing or changing his/her behavior toward a student who was discriminated against in class because of race or ethnicity* (item 2). Responses to item 2 suggest that 40 % of minority students compared to 22 % of Caucasian students perceived they frequently to occasionally experienced the resolution to an incident involving the discrimination of a student by a faculty member. However, 60 % of minority students compared to 78% of Caucasian students perceived the discrimination practices were seldom to never resolved (See Table3, item 2).

Administrator Resolution

Ten percent of deans and department heads reported that they were "very unsuccessful" in resolving reports of discrimination occurred in class that referred to the students race/ethnicity. Forty-three percent of these administrators reported they were "very successful to somewhat successful" in resolving incidents of discrimination based on the students race/ethnicity (item 2).

Students were asked *how frequently they had observed a faculty member apologizing for making an insensitive or disparaging comment about ethnic minorities in class?* Thirty-nine percent of minority students compared to 13 % Caucasian students frequently to occasionally perceived that insensitive and disparaging comments made about ethnic minorities in class were resolved. In contrast, 61 % of minority students

versus 87 % majority students seldom to never perceived that insensitive incidents of faculty members making negative comments about minorities were resolved (item 8).

Student Resolution

Students were asked *how frequently did you observe the faculty member apologizing or changing his/her behavior toward giving a reading assignment in the classroom that was offensive to racial/ethnic minorities?* Fifty-one percent of minority students compared to 21 % Caucasian students perceived that the offensive racial/ethnic reading assignments given in class by the professor were frequently to occasionally resolved. In contrast, 50% of minority students compared to 79 % of Caucasian students seldom to never perceived that offensive racial/ethnic reading assignment given in class by the professor were resolved (Table 3, item 11a).

Administrator Resolution

From the deans and department heads who responded to this question, 8 % perceived that they were very unsuccessful to somewhat unsuccessful compared to 8 % who reported they were somewhat successful in resolving incidents of professors giving reading assignments that were offensive to racial/ethnic minorities.

Gender

Research Question 4:

According to the students' gender, how frequently do students perceive

insensitive incidents occurred within the college classroom that referred to the student's gender?

Items 3, 9, 10b, and 11b from the Faculty and Student Classroom Interaction Survey will answer these questions. Table 4 provides the data.

Student Report

Students were asked *if they had been discriminated against in any of their classes because of gender.* Twenty-one percent of female students compared to 20 % of male students perceived they were frequently to occasionally discriminated against in the classroom because of gender. However, 79 % female students compared to 80 % male students perceived they were seldom to never discriminated against students in class based gender (item 3).

Students were asked *how frequently have you heard insensitive or disparaging comments about women in any of your classes by a faculty member?* Twenty-three percent of female students compared to 26 % male students frequently to occasionally heard insensitive or disparaging comments about women in class made by a faculty member. In contrast, 77 % of female students compared to 74 % of male students seldom to never heard insensitive or disparaging comments about women made in class by a faculty member (item 9).

Students were asked *if they had been present in a classroom lecture where women were portrayed in a positive manner?* Responses to item 10a suggest that 77 % of female

students compared to 74 % of male students were frequently to occasionally in a

classroom lecture where women were portrayed in a positive manner. However, 24 % of

female students compared to 26 % of male students were seldom to never present in a

classroom lecture where women were portrayed in a positive manner.

Students were asked *if they had read assignments given in class by a professor*

that were offensive to women? Thirty-one percent of female students compared to 28 %of

male students had frequently to occasionally read assignments given in class that were

offensive to women. In contrast, 68 % of female student versus 64 % male students

seldom to never read assignment given in class that were offensive to women.

Table 4

Student Response to Classroom Insensitive Incidents Referencing Gender (N=148)

Rating	Frequently/Occasionally		Seldom/ Never		Total	
	Male	Female	Male	Female	Male	Female
Item 3: Discrimination based on Gender						
F	11	20	43	74	54	94
%	20.4	21.2	79.7	78.7	100	100
Resolution	7	19	47	74	54	93
Item 7: Had personal conversation with instructor						
F	35	51	19	43	54	94
%	64.8	54.3	35.2	45.7	100	100
Item 9: Heard insensitive or disparaging comments about women						
F	14	21	39	72	53	93
%	26.4	22.6	73.6	77.4	100	100
Resolution	10	13	29	60	39	73
Item 10b: Positive portrayal of women						
F	40	71	14	12	54	85
%	74.1	76.4	25.9	23.7	100	100

Table 4 (Continued)

Student Response to Classroom Insensitive Incidents Referencing Gender (N=148)

Rating	Frequently/Occasionally		Seldom/ Never		Total	
	Male	Female	Male	Female	Male	Female
Item 11b: Read assignment offensive to women						
F	19	30	34	63	53	93
%	5.9	13.1	15.0	43.1	100	100

Frequently (on average, 10 or more times per semester)
Occasionally (on average, 6 to 9 times per semester)
Seldom (on average, 1 to 5 times per semester)
Never (0 times per semester)

Table 5

Administrator Response to Classroom Incidents (N=40)

Incident	Frequency	Percentage
Item 2: Discrimination based on race/ethnicity		
Never	18	45.0
Seldom	18	45.0
Occasionally	3	7.5
Total	39	97.5
No Response	1	2.5
Item 2a: Success in resolving race/ethnicity incident		
Very Unsuccessful	2	5.0
Somewhat Unsuccessful	2	5.0
Somewhat Successful	13	32.5
Very Successful	4	10.0
No response	19	52.5
Total	40	100.0
Item 7: Disparaging comment about ethnic minorities		
Never	27	67.5
Seldom	11	27.5
Occasionally	2	5.0
Total	40	100.0

Table 5 (Continued)

Incident	Frequency	Percentage
Item 7a: Success in resolving disparaging comments about ethnic minorities		
Very unsuccessful	1	2.5
Somewhat unsuccessful	3	7.5
Somewhat successful	5	12.5
Very successful	5	12.5
Total	14	35.0
No response	26	65.0
Total	40	100.0
Item 9: Negative Portrayal of ethnic of minorities		
Never	31	77.7
Seldom	7	17.5
Occasionally	1	2.5
Total	39	2.5
Item 9a: Successful Resolution to negative portrayal of ethnic minorities		
Very Unsuccessful	2	5.0
Somewhat Unsuccessful	2	5.0
Somewhat successful	5	12.5
Very successful	1	2.5
Total	10	25.0
No Response	30	75.0
Total	40	100.0
Item 10: Offensive Reading assignment to ethnic minority		
Never	34	85.0
Seldom 4	4	10.0
Occasionally	1	2.5
Total	39	97.5
No response	1	2.5
Total	40	100.0

Research Question 5:

According to the students' gender, how often were these insensitive incidents reported to the department heads and deans concerning insensitive incidents that referred to the students' gender?

<u>**Administrator Report**</u>

Items 3, 9, 10b, 11b will answer this question. To collect data for these questions, the Faculty and Student Interaction Survey was utilized. See Table 6.

Deans and department heads were asked *how frequently do students report incidents of a professor discriminating against them in class because of gender (item3)?* Twenty three percent of deans and department heads reported that they occasionally received reports from students concerning incidents of professors discriminating against them in class because of gender. In contrast, 75% of deans and department heads seldom to never received reports from students of faculty members discriminating against them because of gender.

Deans and department heads were asked *how frequently do students report incidents of professors making insensitive or disparaging comments about women in the classroom (item 8)?* Responses to item 8 suggests that 10 % of deans and department heads occasionally receive reports from students of professors making insensitive or disparaging comments about women in the classroom. However, 88 % of deans and

department heads seldom to never receive reports from students of professors making

insensitive or disparaging comments about women in the classroom (item 8).

Explanation from Interviews

One hundred percent of deans and department heads recalled no incidents where

students reported that a professor had made insensitive or disparaging comments about

women in the classroom (Table 6).

Deans and department heads were asked *how frequently students reported being*

given a reading assignment in the classroom by a professor that was offensive to women

(item 10b)? Ninety-eight percent of deans and department heads seldom to never received

reports from students of professors giving reading assignments in the classroom that were

offensive to women.

Explanation from Interviews

According to Appendix F, one hundred percent of deans and department heads

addressed no incidents of reports from students concerning professors making insensitive

or disparaging comments about women in the classroom (Table 6).

Table 6

Administrator Responses to Classroom Insensitive Incidents Referencing Gender (N=40)

Incident Report	Frequency	Percentage
3. Discrimination based on gender		
Never	26	65.0
Seldom	4	10.0
Occasionally	9	22.5
Total	39	97.5

Table 6 (Continued)

Incident Report	Frequency	Percentage
No Response	1	2.5
Total	40	100.0

Success in resolving gender incident

	Frequency	Percentage
Very unsuccessful	2	5.0
Somewhat unsuccessful	2	5.0
Somewhat successful	8	20.0
Very Successful	2	5.0
Total	14	35.0
No response	26	65.0
Total	40	100.0

Item 9: **Offensive Reading Assignment to Women**

	Frequency	Percentage
Never	35	87.5
Seldom	4	10.0
Total	39	97.5
No response	1	2.5
Total	40	100.0

Item 10b: **Successful Resolution to Negative Portrayal of Women**

	Frequency	Percentage
Very Successful	5	12.5
Somewhat unsuccessful	4	10.0
Somewhat successful	4	10.0
Very successful	1	2.5
Total	14	35.0
No response	26	65.0
Total	40	100.0

11b. **Offensive Reading Assignment to Women**

	Frequency	Percentage
Never	35	87.5
Seldom	4	10.0
Total	39	97.5
No response	1	2.5
Total	40	100.0

Successful to Women Reading Assignment

	Frequency	Percentage
Very Successful	5	12.5
Somewhat unsuccessful	4	10.0

Table 6 (Continued)

Incident Report	Frequency	Percentage
Somewhat Successful	4	10.0
Very Successful	1	2.5
Total	14	35.0
No response	26	65.0
Total	40	100.0

Research Question 6:

According to the students' gender, how successful do students perceive insensitive incidents were resolved that occurred in the classroom and referred to the students' gender?

Items 3, 9, 10b, and 11b will answer these questions. Table 4 provides supportive data.

Student Resolution

Students were asked *how frequently have you observed a faculty member apologizing or changing his/her behavior regarding an incident in the classroom where a student was discriminated against based on gender* (item 3)? Twenty-one percent of female students compared to 14 % of male students frequently to occasionally observed a faculty member changing his/her behavior toward a student who was discriminated against in the classroom based on gender. In contrast, 82 % of female students versus 86 % of

male students seldom to never observed a faculty member changing his/her behavior toward a student who was discriminated against in the classroom based on gender.

Administrator Resolution

Twenty-five percent of deans and department heads report they are very successful to somewhat successful in resolving incidents that occurred within the classroom and referred to the students' gender. However, 10 % of deans and administrators perceived that they were somewhat unsuccessful to very unsuccessful in resolving insensitive incidents resolved that occurred within the classroom and referred to the students' gender.

Student Resolution

Students were asked how frequently have you observed faculty members' apologizing or changing their behavior toward making insensitive or disparaging comments about women in class (item 9)? Responses to item 9 suggest that 27% female students compared to 16 % male students frequently to occasionally observed faculty members' changing their behavior toward making insensitive or disparaging comments about women in class. However, 67 % female students compared to 84 % male students seldom to never observed a faculty member changing his/her behavior toward making insensitive or disparaging comments in class about women.

Administrator Resolution

Responses to item 9 suggest that 89 % of deans and department heads perceive that they are very successful to somewhat successful in resolving insensitive incidents

concerning insensitive or disparaging comments about women that are made in class by the faculty member. However, 10 % of deans and department heads perceive they are somewhat unsuccessful to very unsuccessful in resolving insensitive incidents regarding insensitive comments about women that are made in class.

Explanation from Interview

According to the summary of interviews (Appendix F), one hundred percent of deans and department heads made no reference to insensitive incidents reported by students of their professors making insensitive or disparaging comments about women in the classroom (item 8). **Student Resolution**

Students were asked *how frequently they observed faculty members apologizing or changing their behavior toward reading assignments given in class that are offensive to women?* Forty-one percent of ethnic minority students compared to 18 % female students frequently to occasionally perceived incidents resolved concerning reading assignments given in class that were offensive to women. In contrast, 59 % of female students versus 71 % male students seldom to never perceived incidents resolved concerning reading assignments given in class that were offensive to women.

<div align="center">Summary</div>

Student

According to race/ethnicity, student's responses to the FSCI instrument find that the perceptions of ethnic minority students compared to the perceptions of their

Anglo/Caucasian counterparts concerning the occurrence and resolution of insensitive incidents are quite different. For most of the questions, ethnic minority students perceived that their race/ethnicity was a factor in the response of the faculty members to the incident. Ethnic minority sudents perceived that they were discriminated against more often, they heard more negative or disparaging comments, and they read assignments given in class that were offensive to them than Anglo/Caucasian students. Interactions of students with their faculty members show that Anglo students had more personal conversations with faculty members than ethnic minorities.

According to gender, student responses to the FSCI instrument show that female perceptions of insensitive incident based on gender are similar to male perceptions. There was no consistent pattern of higher frequencies to determine that women perceived insensitive incidents more frequently than men. This finding is contrary to questions related to race/ethnicity where the pattern is noticeable and consistent in showing that ethnic minorities perceived discrimination based on race more often within the classroom than Anglo/Caucasian or women.

Administrators

Deans and department heads seldom to never received reports from students concerning the occurrence of insensitive incidents that occurred within the classroom. This finding is incongruent with the student perceptions, especially those of ethnic minority students who frequently perceived insensitive incidents in the classroom based on

race/ethnicity. There is seemingly a need to examine the currently accepted practices and standards of behavior and performance of faculty members and students with the classroom. This process of evaluation could be done in an effort to strengthen and transform, in a positive mode, the interaction between faculty members and all students within a university setting. The findings of this study were in support of the logic of confidence as it related to the literature.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the frequency to which student

perceive insensitive incidents that occur in the college classroom and the ability of the

professor to correct the incident. Additionally, the study sought to determine how often

student's report the occurrence of insensitive incidents that occur in their university

classroom to deans and department heads. The study also sought to determine the

success of deans and department heads in the resolution of insensitive incidents that are

reported. Using a four-point likert-type scale (1.00 = Never, 4.00 = Frequently), students

were asked to indicate self-perceptions of the frequency of insensitive incidents that

occurred within the classroom. Additionally, students were asked to give the number of

times faculty members self-corrected these incidents that occurred in the classroom.

Deans and department heads were given a form of the same survey on which to

indicate how often they received reports from students concerning insensitive incidents

that occurred in the university classroom and their perceptions of how successful these

incidents were resolved. Both instruments had a section for written comments.

Research questions were concerned with three areas: frequency of incident, report

of unresolved incident, and successful resolution according to both the perceptions of

students and department heads within the last five years. Previous research does exist that

addresses professors' interaction in the classroom with students. However, the existing

research has focused on either multiculturalism, in general, or professors in the college

classroom. This study attempted to combine the two issues in an effort to determine the

effect of professors' interaction with multicultural students in a college classroom. The

addition of the group of deans and department heads as a group was intended to compare

the perceptions of students and administrators. The majority of the respondents gave

socially accepted answers. Therefore, the desired information was lack. It was hoped that

by conducting personal interviews with deans and department heads that various

insensitive incidents would be shared along with creative methods to resolve them.

Unfortunately, this did not occur. Limited information apart from the questions on the

survey was rendered. Discussions of discrimination based on race and gender is more

substantial in the real world when measured using an instrument. It is the responsibility of

deans and department heads to maintain a learning environment free from harassment for

all students. Specifically, it is understood that as the spokesperson for a particular

school/department that students may ask them to assist in resolving an insensitive incident

that occurred within the classroom. According to Meyer and Rowan (1978)

administrators are reluctant to visit a professor's classroom without an invitation, they are

in a unique position to assist in the resolving of incidents that might occur within the

classroom in their school/department.

It is hoped that the information generated by this study will be utilized by

institutions in planning seminars and workshops designed to equip faculty, staff, and administrators in making significant changes in their attitudes and behaviors about diversity.

The research process for this study includes a survey which was delivered to 153 students. Completed surveys for the student group was 148. Respondents included 59 seniors, 63 juniors, and 26 sophomores. The survey instrument included demographic information (i.e., gender, college affiliation, race/ethnicity, and classification) and 11 Likert-type questions. Additionally, 52 deans and department heads were mailed a survey and 12 deans and department heads were randomly selected for an interview. The survey for administrator's consisted of 10 questions. Completed surveys for the administrators' were 40. Respondents included 3 deans, 35 department heads, and 1 associate head. Participants for the interview included 10. Surveys had a section for comments. The following 15 research question were tested using descriptive statistics. A brief discussion of the results follows each question.

Research Questions

Race

Research Question 1:

According to the students' race/ethnicity, how frequency do students' perceive insensitive incidents within the college classroom that referred to the students' race/ethnicity?

Student Report

To respond to the first research question, an analysis of the faculty and student

classroom interaction survey was conducted to identify frequencies and percentages for

the items. According to the results, 15 % of ethnic minority students compared to 14 %

of Caucasian students "frequently to occasionally" perceived insensitive incidents occurred

in the college classroom that referred to a student's race. In contrast, 48 % ethnic

minority students versus 88 % Caucasian students perceived that insensitive incidents

"seldom to never" occurred within the classroom that referred to the students'

race/ethnicity. Ethnic minority students and Caucasian students agree that insensitive

incidents occur within the classroom but they disagree in the frequency to which these

incidents occur. Additionally, minority students disagree among themselves about the

frequency to which these incidents occur. According to Kraft (1991), the difference in

minority student perceptions could be tied to their lack of understanding of the

relationship between noncognitive factors and academic success. Minority students who

perceive that insensitive incidents seldom to never occur could have a higher focus on the

academic focus of the class and overlook the noncongnitive incidents that occur. Kraft

(1991) contends that an understanding of these factors could explain why some minority

students attain a sense of membership within a predominantly white academic community

while others do not (Anderson, 1988; Kraft, 1991). The large percent of Caucasian

students who seldom to never perceived the occurrence of insensitive incidents in the

classroom was alarming. Noted, there is a difference in the perceptions of minority students and Caucasian students based on differing frames of reference because of residence, social class, and experiential background, it was still puzzling that Caucasian students perceptions disagree to the extent in which they did compared to ethnic minority student perceptions.

Data from Table 3 show that ethnic minority students perceived insensitive incidents that referred to race/ethnicity occurred more often than Anglo students.

Research Question 2:

According to the students' race/ethnicity, how often were these insensitive incidents reported to department heads and deans concerning the incidents that referred to the students' race/ethnicity?

<u>Administrator Report</u>

Results relating to Research Question 2 indicated that 90.0 percent of deans and department heads revealed that students "seldom to never" reported insensitive incidents that occurred within the classroom and referred to the students' race/ethnicity. Eight percent of administrators reported that students "occasionally" reported insensitive incidents that occurred. The perceptions of students regarding the number of times insensitive incidents occurred within the classroom that referred to the students' race/ethnicity are incongruent with the reports received from deans and department heads. The incongruence of student perceptions could be related to their lack of individual

interaction in the classroom with the faculty member. It seems that students are out of touch with their professors and therefore afraid to report any discomfort in the classroom relative to problems of race/ethnicity. If these assumptions are true, the lack of student interaction with their faculty members poses several questions: Are students intimidated and afraid to report insensitive incidents to administrators for fear that the report could affect their grades? Another question might be, are students uninformed about where to go to report the occurrence of insensitive incidents? Or, Is it the perceptions of students that administrators won't do anything to assist in the situation and they just resort to ignoring the incident without a making an official report? These questions need answers to further understand student perceptions in their interactions with their professors.

This finding could be attributed to the lack of safety in the classroom that promotes prolonged silence or absence of student engagement (Hook, 1993). Safety, in this context, is not the fear of physical harm but rather the fear of being singled out by their peers and the professor and labeled as being overly sensitive to issues related to race/ethnicity and gender. Additionally, students are apprehensive about doing anything that could cause them to fail the class. Ethnic minority learn early that ability factors are not the sole predictor of their educational attainment (Kraft, 1991). This finding supports the myth of professionalism in that faculty members' are self-correcting. According to Sfeir-Younis (1993), students must be empowered in the classroom and know that their reporting of insensitive incidents that occur in the classroom will not have a detrimental

effect on their grades. Student perceptions of the frequency of insensitive incidents occurred in the college classroom were higher than the insensitive incidents reported to deans and department heads.

Research Question 3:

According to the students' race/ethnicity, how successful do students' perceive the insensitive incidents resolved that occurred in the college classroom and referred to the student's race/ethnicity?

Student Resolution

In response to question 3, 40 % of ethnic minority students compared to 22 % of Anglo students perceived that insensitive incidents occurred in the classroom that referred to the students' race were frequently to occasionally resolved. However, 60 % of ethnic minority students versus 78 % of Anglo students perceived that insensitive incidents occurred within the classroom were seldom to never resolved. That is on average 1 to 5 times per semester students' perceived that insensitive incidents were successfully resolved. This finding is incongruent with reported insensitive incidents to deans and department heads. Thus, the low frequency of insensitive incidents referring to a students' race/ethnicity reported to deans and department heads could be due to the inability of the student to convey through oral communications their perceptions (Boyer, 1987).

Twenty-two percent of Anglo students perceived insensitive incidents occurred within the classroom were frequently to occasionally resolved. However, 60 % of ethnic

minority students perceived that insensitive incidents were seldom to never resolved. This finding shows a large gap in the perceptions of Anglo students compared to those of ethnic minority students in the resolution of resolved insensitive incidents that occur within the classroom. Ethnic minority students seem to be more exposed to issues concerning race and gender and are therefore better able to identify concerns and resolutions. Anglo students perceive that insensitive incidents were resolved. The views of ethnic minority students compared to Anglo students differed greatly. Insensitive incidents have the potential to affect all students in one way or another. Issues that occur within the classroom and take the focus of students off of the learning experience should be a major concern for faculty members.

<div align="center">Gender</div>

Research Question 4:

According to the students' gender, how frequently do students perceive insensitive incidents occurred within the college classroom that referred to the student's gender?

Student Report

According to the results, 21% female students' compared to 20 % male students perceived that insensitive incidents that occurred within the college classroom that referred to the students' gender were frequently to occasionally resolved. However, 79 % female students compared to 80 % male students perceived insensitive incidents seldom to never

occurred within the classroom that referred to the students' gender. This finding shows that female perceptions of insensitive incidents related to gender are similar to male perceptions.

Research Question 5:

According to the students' gender, how often were these insensitive incidents reported to the department head and deans concerning insensitive incidents that referred to the students' gender?

<u>Administrator Report</u>

Results from item 3 of the Faculty and Student Interaction Classroom Survey show that 75 % of deans and department heads reported that they seldom to never received reports concerning insensitive incidents occurred in the classroom that referred to the students' gender. Seldom to never translates to a frequency of 1 to 5 times a semester. This finding is congruent to the frequency which students' perceived that insensitive incidents occurred. Insensitive incidents that refer to a students gender are either resolved when reported or students do not report these concerns to the degree that they occur. With such a big emphasis on gender bias in the academic environment, it was surprising that student perceptions of insensitive incidents in the classroom that related to gender were so low.

Research Question 6:

According to the students' gender, how successful do students' perceive insensitive incidents were resolved that occurred in the classroom and referred to the students' gender?

<u>Student Report</u>

Using data from item 3 of the Faculty and Student Classroom Interaction Survey show that 21 % female students perceived that insensitive incidents occurred within the classroom that referred to the students' gender were frequently to occasionally resolved. Thirteen- percent male students perceived that insensitive incidents were frequently to occasionally resolved. Eighty percent of female students versus 87 % of male students perceived that insensitive incidents occurred within the classroom that referred to the students gender were seldom to never resolved. The perceptions of male students compared to those of female students regarding the resolution of insensitive incidents related to gender that occur within the classroom are closely rated. Findings show that students perceive that most insensitive incidents that referred to the student's gender were seldom to never resolved.

Summary

Although this study does not provide strong evidence that faculty members are self-correcting of insensitive incidents that occur within the classroom, it does show some

support of the myth of professionalism as it relates to the logic of confidence concept. It is hoped that this study will encourage administrators, faculty members, and those who work with multicultural students in a university environment to think about ways to provide classroom experiences and interactions that facilitate learning for all students regardless of their race/ethnicity or gender. If universities are serious in their efforts to attract and retain ethnic minority students, than measures must be taken to create an atmosphere where students from diverse backgrounds feel welcome and perceive that they are part of the university community. To accomplish this, workshops on diversity can be implemented on campuses to include students, faculty members, and administrators. Also, diversity issues must be discussed within the classroom among students and faculty members.

Conclusions

Many important lessons have been derived from the investigation as well as substantive knowledge in studying the dynamics of faculty members' interaction with multicultural students. In this study there was evidence found in support of the logic of confidence construct. This finding was inconsistent with the research literature. The literature on the logic of confidence suggests that faculty members are self-correcting in their work with no need for close supervision. Perhaps the congruent relationships between student's perceptions and administrators' reports would have been more apparent if data collection had occurred the same semester. The findings reveal that many students

are quite unhappy with their instructor's insensitivity in class. The proportions of unhappy students vary by race/ethnicity and gender, but overall the data reports that all students perceived the occurrence of insensitive incidents in the classroom. The fact that students were unhappy with their faculty member's insensitivity within the classroom, yet very few complained to their dean or department heads was a major cause for alarm to the researcher.

Recommendations

Although many findings were noted within this study, there are still many areas within these parameters that would allow for further study. The following suggestions for future research related to this specific study or to this area of study are proposed:

1. Shorten time frame from 5 years to within 1-2 years, this would better control for the participants' reliance on delayed recall;

2. Align frequency of incidents on both student and administrator form of the instrument.

3. Determine if faculty members' perceptions toward working with multicultural students have a negative impact on the success of these students. Such a study could easily lend itself to a naturalistic inquiry.

4. Determine if these same results would be obtained across other states. Such study would not only indicate if these results are of national concern, but might also indicate the level of training required by various states.

5.   Recommend that students report insensitive incidents to the Office of Student

Affairs for assistance.

6.   Recommend training for faculty members and students to overcome and speak

against racism in the classroom.

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APPENDIX A

(Letter to Students)

Dear Student:

Thank you for agreeing to participate in this research project. Your participation is greatly appreciated. In order for your results to be utilized in this study it is important that you answer all of the items on the survey instrument.

Please remember that your participation is anonymous. You should not place your name on the survey instrument nor on the answer sheet. If you are interested in receiving results from the study, you should place your name and address on the index card in the small, white envelope. Seal the envelope and turn it in separate from your completed instrument packet.

Completion of the survey instrument should take no more than 15 minutes. Please mark the consent form on the front of the survey first. Thanks again for helping this researcher complete requirement for her Ed.D. Degree in Higher Education Administration and for contributing to the body of knowledge in multicultural education.

Sincerely,

Teresa Newson
Principal Researcher
(405) 744-5481

Dr. Katye Perry
Dissertation Advisor

APPENDIX B
(Letter to Administrators)

Dear School/Department Head:

My name is Teresa Newson; I am a doctoral student at Oklahoma State University in the School of Educational Studies. With Dr. Katye Perry, my dissertation advisor, I am conducting a study to examine the effect of faculty members' logic of confidence in their interaction with multicultural students. Specifically, this study will attempt to measure student perceptions of faculty members' ability to correct incidents that may happen in the classroom. There is little research on this subject. Therefore, your help is of vital importance to the completion of this study.

The survey instrument should require no more than 15 minutes of your time to complete. Please fill out the enclosed survey to the best of your knowledge. After you have completed the survey, please return it in the enclosed self addressed envelope provided by January 29, 1999. To assure anonymity the postcard is coded to account for the number of surveys returned. Confidentiality will be further protected by destroying the postcard upon receipt prior to reading the responses.

If you have any questions regarding this study and/or would like a summary of our findings, please don't hesitate to contact us. Additionally, you can contact the Oklahoma State University Institutional Review Board (Office of university Research Services, 305 Whitehurst, [(405) 744-5700)]. Again, thanks so much for your time and valuable input.

Sincerely,

Teresa Newson   Dr. Katye Perry
Doctoral Student   Associate Professor
Oklahoma State University   School of Educational Studies
(405) 744-5481

APPENDIX C

Faculty and Student Classroom Interaction
Student Survey Form
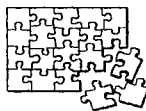
Faculty and Student Interaction Questionnaire

Student Survey

This questionnaire is designed to measure the effect of professor's interaction with a population of multicultural students. Please answer the following questions by circling the appropriate number.

☐ **I do not wish to participate in this study.**

Demographics

Gender: 1 Female 2 Male

College Affiliation: 1 Agriculture 2 Arts and Sciences 3 Business 4 Education
5 Engineering 6 Home Economics 7 Veterinary Medicine

Race or Ethnicity: 1 African- American/Black 2 Anglo/White 3 Asian/Asian American
4 Hispanic/Latino 5 Native American/American Indian
6 Other _____
(specify)

Classification: 1 Freshman 2 Sophomore 3 Junior 4 Senior 5 Graduate
6 Special

Directions: Please use the following scale to answer the questions below :
4 Frequently (on average, 5 or more times per semester)
3 Occasionally (on average 3 to4 times per semester)
2 Seldom (on average, 1 to 2 times per semester)
1 Never (0 times per semester)

Since coming to OSU, how frequently have you experienced or observed students in any of your classes experiencing the following:

1. Been treated rudely by OSU faculty?	Frequently	Occasionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member(s) treating you or other students rudely in any of your classes, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

2 Been discriminated against by an OSU faculty member in any of your classes, you or your classmates, because of race/ethnicity?	Frequently	Occassionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member discriminating against you or other students in any of your classes because of race/ethnicity, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

3. Been discriminated against by an OSU faculty member in any of your classes, you or your classmate(s), because of gender?	Frequently	Occassionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member discriminating against you or other students in any of your classes because of gender, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

4. Been discriminated against by an OSU faculty member in any of your classes, you or your classmate(s), because of sexual orientation?	Frequently	Occassionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member discriminating against you or other students in any of your classes because of sexual orientation, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

5. Been discriminated against by an OSU faculty member in any of your classes, you or your classmate(s), because of a physical disability?	Frequently	Occassionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member discriminating against you or other students in any of your classes because of a physical disability, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

6. Been discriminated against by an OSU faculty member in any of your classes, you or your classmate(s), because of a religious affiliation?	Frequently	Occassionally	Seldom	Never
Myself	4	3	2	1
Other students	4	3	2	1
If you have experienced a faculty member discriminating against you or other students in any of your classes because of a religious affiliation, how frequently did you observe the faculty member apologizing and/or changing his/her behavior towards you or your classmate(s) (e.g., behaving more sensitively/being more polite)?	4	3	2	1
Comments:				

7. Had a personal conversation in the classroom with your instructor?	4	3	2	1
Comments:				

8. Heard insensitive or disparaging comments about ethnic minorities made in the classroom by an OSU faculty member?	4	3	2	1
If you have experienced a faculty member making insensitive or disparaging comments about ethnic minorities in any of your classes, how often did you observe the instructor apologizing for and/or changing his/her statement?	4	3	2	1

Comments:

9.	Heard insensitive or disparaging comments about women made in any of your classes by an OSU faculty member?	4	3	2	1
	If you have experienced a faculty member making insensitive or disparaging comments about women in your classroom, how often did you observe the instructor apologizing for and/or changing his-her statement?	4	3	2	1
	Comments:				

10.	Been present in an OSU classroom lecture where one or more of the following groups were portrayed in a positive manner by the instructor?	Frequently	Occassionally	Seldom	Never
	Racial/Ethnic minorities	4	3	2	1
	Women	4	3	2	1
	People with physical disabilities	4	3	2	1
	Gays and lesbians	4	3	2	1
	Whites/Caucasians	4	3	2	1
	Comments:				

11.	Have read assignments given in one of your classes by an OSU faculty member that was offensive to one or more of the following groups?	4	3	2	1
	Racial/Ethnic minorities	4	3	2	1
	Women	4	3	2	1
	People with physical disabilities	4	3	2	1
	If you have experienced a reading assignment given in one of your classes by an OSU faculty member that was offensive to you or another student in any of your classes, how frequently did you observe the faculty member apologizing and/or changing his/her behavior toward the reading assignment?	4	3	2	1
	Comments:				

APPENDIX D
(Higher Education Faculty and Student Interaction Survey)

☐   **I do not wish to participate in this study.** _____

Your contribution to this study is greatly appreciated. If you would like a summary of the results, please print your name and address on the back of the return envelope (not on this questionnaire). Thank you for your participation in this study.

FACULTY AND STUDENT CLASSROOM INTERACTION
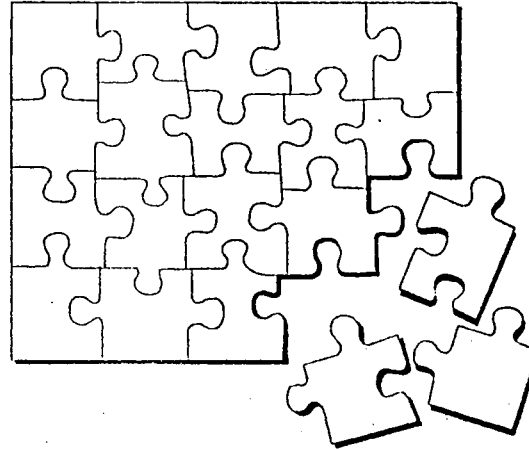
This survey is being conducted to better understand student's perceptions of their interaction with faculty members. Please answer all of the questions in this booklet. Use the comment section if you would like to elaborate. Thank you for your help.

Mail this questionnaire to:

Dr. Katye Perry/Teresa Newson
School of Educational Studies
433 Willard
Stillwater, Oklahoma 74078

HIGHER EDUCATION - FSCI SCALE

Please answer the following questions by circling the appropriate number.

Gender:
1 Female
2 Male

Administrative Position:
1 Dean
2 Department/School Head
3 Associate Head

College affiliation:
1 Agriculture
2 Arts and Sciences
3 Business
4 Education
5 Engineering
6 Home Economics
7 Veterinary Medicine

Race or ethnicity:
1 African American/Black
2 Anglo/White
3 Asian/Asian American
4 Hispanic
5 Native American/American Indian
6 Other _____

DIRECTIONS: Please answer the following questions based on the reports you have received from students in your school or department within the last five years at OSU. Use the following scale and circle your answer:
4 Frequently (on average, 5 or more times per semester)
3 Occasionally (on average, 3 to 4 times per semester)
2 Seldom (on average, 1 to 2 times per semester)
1 (Never).

In the last five years at OSU, how frequently have students reported the following incidents within your school/department:

1. Report incidents of professors treating them or one of their classmates rudely in the classroom?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

2. Report incidents of an OSU professor(s) discriminating against them or one of their classmates, in the classroom, because of race or ethnicity?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

3. Report incidents of an OSU professor(s) discriminating against them or one of their classmates, in the classroom, because of their gender?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

4. Report incidents of an OSU professor(s) discriminating against them or one of their classmates, in the classroom, because of their sexual orientation?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

5. Report incidents of an OSU professor(s) discriminating against them or one of their classmates, in the classroom, because of a physical disability?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

6. Report incidents of an OSU professor(s) discriminating against them or one of their classmates, in the classroom, because of religious affiliation?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

7. Report incidents of hearing an OSU professor make insensitive or disparaging comments about ethnic minorities in the classroom?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

8. Report incidents of hearing an OSU professor make insensitive or disparaging comments about women in the classroom ?	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Comments:

9. Report incidents of being present in an OSU classroom lecture where one or more of the following groups were portrayed in a negative manner by the instructor?

Racial/ethnic minorities	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

Women	Frequently	Occasionally	Seldom	Never
	4	3	2	1
	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
If incidents were reported, how successful were you in resolving them?	4	3	2	1

People with physical disabilities	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Gays and lesbians	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Whites/Caucasians	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Comments:

10. Report incidents of being giving a reading assignment(s) in the classroom by an OSU professor that was offensive to one or more of the following groups?

Racial/ethnic minorities	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Women	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

People with physical disabilities	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Gays and lesbians	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Whites/Caucasians	Frequently	Occasionally	Seldom	Never
	4	3	2	1

If incidents were reported, how successful were you in resolving them?	Very Successful	Somewhat Successful	Somewhat Unsuccessful	Very Unsuccessful
	4	3	2	1

Comments:

APPENDIX E

(Administrators Response to Faculty and Student Classroom Interaction Survey)

Appendix E

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
1. Professor rudeness		
Never	15	37.5
Seldom	21	52.5
Occasionally	4	10.0
Total	40	100.0
a. Success in resolving rudeness		
Very unsuccessful	3	7.5
Somewhat unsuccessful	3	7.5
Somewhat successful	13	32.5
Very Successful	6	15.0
Total	25	62.5
No Response	15	37.5
Total	40	100.0
2. Discrimination based on Race/ethnicity		
Never	18	45.0
Seldom	18	45.0
Occasionally	3	7.5
Total	39	97.5
No Response	1	2.5
Total	40	100.0
a. Success in resolving race/ethnicity incident		
Very Unsuccessful	2	5.0
Somewhat Unsuccessful	2	5.0
Somewhat Successful	13	32.5
Very successful	4	10.0
No response	19	52.5
Total	40	100.0
3. Discrimination based on gender		
Never	26	65.0
Seldom	4	10.0
Occasionally	9	22.5

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
3. Discrimination based on gender (Continued)		
Total	39	97.5
No Response	1	2.5
Total	40	100.0
a. Success in resolving gender incident		
Very unsuccessful	2	5.0
Somewhat unsuccessful	2	5.0
Somewhat successful	8	20.0
Very Successful	2	5.0
Total	14	35.0
No response	26	65.0
Total	40	100.0
4. Discrimination based on Sexual Orientation		
Never	34	85.0
Seldom	3	7.5
Occasionally	2	5.0
Total	39	97.5
No response	1	2.5
Total	40	100.0
a Success in resolving Sexual Orientation Incident		
Very Unsuccessful	1	2.5
Somewhat unsuccessful	1	2.5
Somewhat successful	2	5.0
Very Successful	2	5.0
Total	6	15.0
No response	34	85.0
Total	40	100.0
5. Discrimination based on Physical Disability		
Never	34	85.0
Seldom	6	15.0
Total	40	100.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
a. <u>Success in resolving Physical Disability Incident</u>		
Very Unsuccessful	1	2.5
Somewhat unsuccessful	3	7.5
Total	3	7.5
No response	33	17.5
Total	40	100.0
6. <u>Discrimination based on Religious Affiliation</u>		
Never	29	72.5
Seldom	11	27.5
Total	40	100.0
a. <u>Success in resolving Religious Affiliation Incident</u>		
Very Unsuccessful	1	2.5
Somewhat Unsuccessful	2	5.0
Very successful	6	15.0
Total	9	22.5
No response	31	77.5
Total	40	100.0
7. <u>Disparaging Comments about Ethnic Minorities</u>		
Never	27	67.5
Seldom	11	27.5
Occasionally	2	5.0
Total	40	100.0
a. <u>Success in resolving Ethnic Minority Incidents</u>		
Very Unsuccessful	1	2.5
Somewhat Unsuccessful	3	7.5
Somewhat Successful	5	12.5
Very successful	5	12.5
Total	14	35.0
No response	26	65.0
Total	40	100.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
8. Disparaging Comments about Women		
Never	20	50.0
Seldom	15	37.5
Occasionally	4	10.0
Total	39	97.5
No response (9.00)	1	2.5
Total	40	100.0
a. Success in Resolving Disparaging Comments about Women		
Very unsuccessful	2	5.0
Somewhat unsuccessful	3	7.5
Somewhat Successful	10	25.0
Very Successful	7	17.5
Total	22	55.0
No response	18	45.0
Total	40	100.0
9. Negative Portrayal of Ethnic Minorities		
Never	31	77.5
Seldom	7	17.5
Occasionally	1	2.5
Total	39	2.5
No response	1	.5
Total	40	100.0
a. Successful Resolution to Negative Portrayal of Ethnic Minorities		
Very Unsuccessful	2	5.0
Somewhat Unsuccessful	2	5.0
Somewhat successful	5	12.5
Very Successful	1	2.5
Total	10	25.0
No response	30	75.0
Total	40	100.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
b. Negative Portrayal of Women		
Never	28	70.0
Seldom	8	20.0
Occasionally	1	2.5
Total	37	92.5
No response	3	7.5
Total	40	100.0
c. Successful Resolution to Negative Portrayal of Women		
Very Successful	5	12.5
Somewhat unsuccessful	4	10.0
Somewhat successful	4	10.0
Very successful	1	2.5
Total	14	35.0
No response	26	65.0
Total	40	100.0
d. Negative Portrayal of Physically Challenged		
Never	30	75.0
Seldom	4	10.0
Occasionally	1	2.5
Total	35	87.5
No response	5	12.0
Total	40	100.0
e. Negative Portrayal of Gays and Lesbians		
Never	34	85.0
Seldom	3	7.5
Total	37	92.5
No response	3	7.5
Total	40	100.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
f. Successful Resolution to Gays and Lesbians		
Very unsuccessful	5	12.5
Somewhat unsuccessful	1	2.5
Somewhat successful	2	5.0
Total	8	20.0
No response	32	100.0
g. Negative Portrayal of whites/Caucasians		
Never	34	85.0
Seldom	4	10.0
Total	38	95.0
No response	2	5.0
Total	40	100.0
h. Successful Resolution to Whites/Caucasians		
Very Unsuccessful	3	7.5
Somewhat unsuccessful	2	5.0
Somewhat successful	2	5.0
Total	7	17.5
No response	33	82.5
Total	40	100.0
9. Offensive Reading Assignment to Ethnic Minority		
Never	34	85.0
Seldom	4	10.0
Occasionally	1	2.5
Total	39	97.5
No response	1	2.5
Total	40	100.0
a. Successful Resolution to Racial/Ethnic Minority Reading Assignment		
Very Unsuccessful	2	5.0
Somewhat Unsuccessful	1	2.5
Somewhat Unsuccessful	3	7.5
Total	6	15.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
a. Successful Resolution to Racial/Ethnic Minority Reading Assignment (Continued)		
No response	34	85.0
Total	40	100.0
b. Offensive Reading Assignment to Women		
Never	35	87.5
Seldom	4	10.0
Total	39	97.5
No response	1	2.5
Total	40	100.0
c. Successful to Women Reading Assignment		
Very Successful	5	12.5
Somewhat unsuccessful	4	10.0
Somewhat Successful	4	10.0
Very Successful	1	2.5
Total	14	35.0
No response	26	65.0
Total	40	100.0
d. Offensive Reading Assignment to Physically Disabled		
Never	30	75.0
Seldom	4	10.0
Occasionally	1	2.5
Total	35	87.5
No response	5	12.5
Total	40	100.0

Appendix E (Continued)

Response of Administrators to Faculty and Staff Classroom Interaction Survey

Incident Report	Frequency	Percentage
e. Successful Resolution to Physically Disabled		
Very Unsuccessful	6	15.0
Somewhat Unsuccessful	2	5.0
Somewhat Successful	2	5.0
Very Successful	2	5.0
Total	12	30.0
No response	28	70.0
Total	40	100.0
f. Reading Assignment Offensive to Gays and Lesbians		
Never	34	85.0
Seldom	3	7.5
Total	37	92.5
No response	3	7.5
Total	40	100.0
g. Successful Resolution to Gays and Lesbians		
Very Unsuccessful	5	12.5
Somewhat Unsuccessful	1	2.5
Somewhat successful	2	5.0
Total	8	20.0
No Response	32	80.0
Total	40	100.0
h. Reading Assignment Offensive to Whites/Caucasians		
Never	34	85.0
Seldom	4	10.0
Total	38	95.0 No
Response	2	5.0
Total	40	100.0

Note: Frequently (on average, 5 or more times per semester)
    Occasionally (on average, 3 to 4 times per semester)
    Seldom (on average, 1 to 2 times per semester)
    Never (Never)

APPENDIX F

(Summary of Interviews)

Summary of Interviews

This summary explains the interview process used with deans and department heads to augment the research on faculty interaction with multicultural students. Because of the global nature of the student experience, a variety of methods must be utilized to measure this experience. To this end, a group of administrators were identified as part of the study to determine the frequency of reported insensitive incidents that occurred within the multicultural college classroom. Additionally, the interview sought to determine how successfully resolved were the insensitive incidents reported to deans and department heads.

In the Spring of 1999, interviews were scheduled with 12 randomly selected deans and department heads across six of seven colleges of a comprehensive university in the Midwest. Participants in the interviews totaled 10. Interviews were scheduled for fifteen-minute periods of time using the faculty student classroom interaction survey as a framework for the dialogue. Respondents were assured of anonymity. Results of interviews showed that there is a vast difference in what students perceive and what administrators report. The perception of the university is that once an administrator is promoted to dean or department/school head then that individual can be trusted to act in good faith on behalf of the institution, faculty and students.

Findings from this study supported the logic of confidence construct. The logic of confidence refer to a faith held by system participants in higher education organizations

that faculty members are performing their work as expected (Meyer & Rowan, 1990).

Deans and department heads were consistent in their answers to the survey questions. They consisted reported "seldom to never" receiving reports concerning insensitive incidents that occurred in the college classroom that referred to a students' race, or gender. One participant recalled an incident perceived by the student as racial. This incident was reported as one that was successfully resolved.

The majority of the respondents gave socially accepted answers. Therefore, the desired information was lack. It was hoped that by conducting personal interviews with deans and department heads that various insensitive incidents would be shared along with creative methods used to resolve them. Unfortunately, this did not occur. Limited information apart from the questions on the survey was rendered. Discussions of discrimination based on race and gender is more substantial in the real world when measured using an instrument.

APPENDIX G

(Consent Form)

☐ <u>I do not wish to participate in this study.</u>

Your contribution to this study is greatly appreciated. If you would like a summary of
the results, please print your name and address on the back of the return envelope (not
on this questionnaire). Thank you for your participation in this study.

APPENDIX H

(Institutional Review Board Approval)

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-26-98   **IRB #: ED-98-100**

Proposal Title: LOGIC OF CONFIDENCE AND PLURALISTIC IGNORANCE: SUBTLE
DYNAMICS OF FACULTY INTERACTION WITH MULTICULTURAL STUDENTS

Principal Investigator(s): Katye Perry, Teresa W. Newson

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, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD 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.
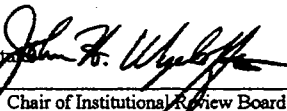
Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature _____   Date: March 27, 1998
Chair of Institutional Review Board
cc: Teresa W. Newson

APPENDIX G

(Student Responses to Classroom Insensitive Incidents)

Appendix I

Table 3

Student Responses to Classroom Insensitive Incidents (N=148)

Rating	Frequently	Occasionally	Seldom	Never
Item 1: Been treated rudely by faculty				
F	9	39	52	48
%	5.9	25.5	34.0	31.4
Resolution	8	27	44	54
%	5.2	17.6	28.8	35.3
Item 2: Discrimination because of race/ethnicity				
%	8	23	10	107
P	5.2	15.0	6.5	69.9
Resolution	6	19	18	61
%	3.9	12.4	11.8	39.9
Item 3: Discriminated because of gender				
N	16	15	23	94
%	10.5	9.8	15.0	61.4
Resolution	2	16	23	94
%	1.3	10.5	17.0	43.8

Table 3 (Continued)

Rating	Frequency	Occasionally	Seldom	Never
Item 4: Discriminated because of sexual orientation				
F	14	9	3	122
%	9.2	5.9	2.0	79.7
Resolution (N-95)	3	11	19	62
%	1.3	10.5	17.0	43.8
Item 5: Discriminated because of physical disability (N=148)				
F	9	10	8	121
%	5.9	6.5	5.2	79.1
Resolution	3	11	18	66
%	7.2	7.2	11.8	43.1
Item 6: Been discriminated because of religious affiliation				
F	16	10	15	106
%	10.5	6.5	9.8	69.3
Resolution	4	14	23	62
%	2.6	9.2	15.0	40.5
Item 7: Had a personal conversational with instructor				
F	35	51	34	28
%	22.9	33.3	22.2	18.3

Table 3 (Continued)

Rating	Frequency	Occasionally	Seldom	Never
Item 8: Heard insensitive or disparaging comment about ethnic minorities (N=148)				
N	10	18	25	94
P	6.5	11.8	16.3	61.4
Resolution	4	14	20	62
%	2.6	9.2	13.1	40.5
Item 9: Heard insensitive or disparaging comments about women				
F	12	23	34	77
%	7.8	15.0	22.2	50.3
Resolution	2.6	12.4	19.0	39.2
Item 10: Positive portray of ethnic minorities				
Racial/ethnic minorities				
F	53	58	20	15
%	34.6	37.9	13.1	9.8
Women				
F	43	68	21	15
%	28.1	44.4	13.7	9.8

Table 3 (Continued)

Rating	Frequency	Occasionally	Seldom	Never
People with physical disabilities				
F	18	48	47	33
%	11.8	31.4	30.7	1.6
Rating	Frequency	Occasionally	Seldom	Never
Gays and lesbians				
F	20	44	38	44
%	13.1	28.8	24.8	28.8
Whites/Caucasians				
F	43	41	33	28
%	28.1	26.8	21.6	18.3
11. Read assignments offensive to				
Racial minorities				
F	12	29	34	70
%	7.8	19.0	22.2	45.8
Women				
F	11	38	27	70
%	7.2	24.8	17.6	45.8

Table 3 (Continued)

Rating	Frequency	Occasionally	Seldom	Never
People with physical disabilities				
F	6	17	24	97
%	3.9	11.1	15.7	63.4
Resolution to all reading assignments				
F	9	20	23	66
%	5.9	13.1	15.0	43.1

Note. F is for frequency. All responses are self-responses from students

VITA

Teresa W. Newson

Candidate for Degree of

Doctor of Education

Thesis: LOGIC OF CONFIDENCE AND PLURALISTIC IGNORANCE: SUBTLE
DYNAMICS OF FACULTY INTERACTION WITH MULTICULTURAL
STUDENTS

Major Field: Higher Education

Biographical:

Education: Received Bachelor of Science degree in Health and Physical Education
from East Central University, Ada, Oklahoma, in December 1976; received
Master of Science degree from SouthEastern University in Durant,
Oklahoma, in July 1983. Completed the Requirements for the Doctor of
Education in Higher Education at Oklahoma State University in May 1999.

Experience: Coordinator, Multicultural Development and Assessment Center,
Oklahoma State University, Stillwater, Oklahoma, Fall 1998 to present;
Third grade Teacher, Wilmer Elementary School, Dallas, Texas, 1987 to
1988; Fundraising Director, Institutional Financial Services, Benicia,
California, 1986 to 1987; Head Girls Basketball Coach and Health
Instructor, Denison, Texas, 1983 to 1986; Physical Education Teacher and
Ninth Grade Girls Coach, McDaniel Junior High School, Denison, Texas,
1976 to 1983.

Professional Memberships: National Association of Student Personnel
Administrators