

Multiculturalism, Diversity and Gender Issues

A Targeted Analysis of the 2004-05 HERI Faculty Survey

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Executive Summary

With the Diversity Task Force gearing up, full-time undergraduate faculty responses to diversity-related questions on the 2005 Higher Education Research Institute (HERI) Faculty Survey can be used to facilitate discussion. Twenty-two survey questions focused on multicultural, race/ethnicity, or gender issues. Using ANOVAs, T-tests and chi-square tests of independence, these items were analyzed by academic rank, race/ethnicity and gender to examine faculty behavior, experience, perceptions and values related to multiculturalism, diversity and gender issues.

Questions Asked

Values and Beliefs about the Curriculum and Learning

- How important is enhancing knowledge of race/ethnic groups as an undergraduate education goal?
- Should racial/ethnic diversity be more strongly reflected in the curriculum?
- To what extent should Western civilization and culture be the foundation of the undergraduate curriculum?
- To what extent does promoting diversity lead to too many under-prepared students?
- To what extent does a racially/ethnically diverse student body enhance the educational experience for all students?

Curriculum in Practice

- In how many courses does the faculty teach readings on racial/ethnic issues or women's/gender issues?
- Has the faculty taught ethnic or women's studies courses?
- Has the faculty conducted research or writing focused on international/global issues, racial/ethnic minorities, or women's/gender issues?

Views About the University Environment

- Is there a lot of racial conflict here?
- To what extent is there respect for diverse values and beliefs on campus?

Experience on Campus

- Have faculty members been sexually harassed at this campus?
- To what extent has subtle discrimination been a source of stress?

Diversity-Related University Priorities

- How important is recruiting more minority students?
- How important is creating a multicultural environment?
- How important is promoting gender equity among faculty?
- How important is increasing the representation of minorities and women in the faculty and administration?
- How important is promoting racial understanding?

Findings

Across academic ranks, the full-time faculty believes that there is little racial conflict on this campus and subtle discrimination is not much of a source of stress. However, women and faculty of color rate subtle discrimination as a higher stressor than do men and white faculty. Faculty of color say racial conflict on campus is more extensive than white faculty do.

Approximately 25% of full-time faculty members have conducted research or written on global/international issues or racial/ethnic minority issues. This is comparable to other four-year colleges and universities.

Sixteen percent of the faculty has written or conducted research on women's or gender issues, as have a comparable portion of faculty at other colleges and universities.

Twenty-three percent of the full-time faculty has taught racial/ethnic minorities studies, 6.2% has taught women's studies, and 8.4% has taught ethnic studies. These percentages too are comparable to other four-year colleges and universities.

Associate Professors are more likely to conduct research or write about international/global issues than are the other academic ranks.

Faculty of color are more likely than white faculty to have taught ethnic studies courses.

Women are more likely than men to have taught women's studies courses, to have conducted research or writing on women's/gender issues and to have been sexually harassed at this campus.

Women are likely to have included readings on racial/ethnic issues and women's/gender issues in more of their courses than men have.

Assistant Professors have a greater belief than Professors that diversity should be more strongly reflected in the curriculum. Faculty of color believe this to a greater degree than white faculty do.

Professors believe more strongly than Associate and Assistant Professors that Western civilization and culture should be the foundation of the curriculum. Male faculty members are more supportive of this Western culture orientation than are female faculty members.

Faculty of color and women consider enhancing knowledge of racial/ethnic groups to be a more important undergraduate educational goal than white faculty and men do.

The highest rated issue overall is the belief that a diverse student body enhances the educational experience for all students. Faculty of color and women more strongly support this belief than do white faculty and men.

Promoting racial understanding is more personally important to faculty of color and women than to white faculty and men.

Introduction

With the Diversity Task Force gearing up, full-time undergraduate faculty responses to diversity-related questions on the 2005 Higher Education Research Institute (HERI) Faculty Survey can be used to facilitate discussion. Twenty-two survey questions focused on multicultural, race/ethnicity, or gender issues. Using ANOVAs, T-tests and chi-square tests of independence, these items were analyzed by academic rank, race/ethnicity and gender to examine faculty behavior, experience, perceptions and values related to multiculturalism, diversity and gender issues.

Methodology

The following analysis is based on data collected in the Spring 2005 administration of the HERI faculty survey. The response rate was 29% (N=304). The overall margin of error for the entire sample was 5.7%. The margin of error for the full-time undergraduate faculty subpopulation was 6.7%. The full-time undergraduate faculty (N=213) population is the subject of this study.

As is common, the sample did not adequately match its population (Tables 1A, 1B, 1C). Based on academic rank, gender and race/ethnicity, the full-time undergraduate faculty sample overrepresented full-time Lecturers and women and under-represented Professors. The sample was weighted to match its population.

Descriptive statistics provide the overall picture of full-time faculty on these issues. To determine if there were differences “between” academic ranks on the 16 Likert scale items, One-Way ANOVA was used. The Tukey’s HSD post hoc comparison test distinguished the groups that differed from each other. T-Tests were used on the Likert scale items to analyze differences between genders and racial/ethnic groups. Because the number of respondents in specific racial/ethnic categories of non-white faculty was too small for analysis, the race/ethnicity variable was recoded into “white” and “of color.” To analyze the five binomial variables by race and gender, crosstabulations with Fisher’s exact test and Yate’s corrected chi-square examined independence.

When bivariate tests indicated significant differences by academic rank and gender, or, as was the case with the factor “reflecting diversity in the curriculum,” by academic rank, race and gender, multifactorial ANOVA was used to test for main and interaction effects and to determine the strength of the bivariate relationships when placed in relation to each other in the same model. Only those effects that remain academic rank, gender or race specific, or where interactions exist, are reported as findings.

The following survey items were tested.

Likert Scale items

- Indicate the importance of enhancing knowledge of race/ethnic groups as an undergraduate educational goal.

The scale was 1=Not Important, 2=Somewhat, 3=Very, 4=Essential

Indicate the extent to which you agree or disagree with these statements about your university.

- Racial and ethnic diversity should be more strongly reflected in the curriculum.

- There is a lot of racial conflict here.

The scale for these items is 1=Disagree Strongly, 2=Disagree Somewhat, 3=Agree Somewhat, 4=Agree Strongly

How important do you believe each of these priorities is at your university?

- Recruiting more minority students
- Creating a multicultural environment
- Promoting gender equity among faculty
- Increasing the representation of minorities in the faculty and administration
- Increasing the representation of women in the faculty and administration

The scale for these items is 1=Low Priority, 2=Medium, 3=High, 4=Highest

Indicate your agreement with these statements.

- Western civilization and culture should be the foundation of the undergraduate curriculum.
- Promoting diversity leads to the admission of too many under-prepared students.
- A racially/ethnically diverse student body enhances the educational experience of all students.

The scale for these items is 1=Disagree Strongly, 2=Disagree Somewhat, 3=Agree Somewhat, 4=Agree Strongly

In how many of the courses you teach do you use each of the following?

- Readings on racial/ethnic issues
- Readings on women/gender issues

Scale: 1=None, 2=Some, 3=Most, 4=All

Indicate the importance to you personally of the following.

- Helping to promote racial understanding

Scale: 1=Not Important, 2=Somewhat, 3=Very, 4=Essential

Indicate how well the following describes your university.

- There is respect for the expression of diverse values and beliefs

Scale: 1=Not Descriptive, 2=Somewhat Descriptive, 3=Very Descriptive

To what extent has this been a source of stress during the last two years?

- Subtle Discrimination

Scale: 1=Not at all, 2=Somewhat, 3=Extensive

Binomial Items (Yes/No)

- Have you been sexually harassed at this institution?

During the past two years, have you engaged in any of the following activities?

- Taught an ethnic studies course
- Taught a women's studies course
- Conducted research or writing focused on international/global issues
- Conducted research or writing focused on racial or ethnic minorities

- Conducted research or writing focused on women and gender issues

In this report, numbers in parentheses in the text are mean scores. Where they could be inserted without intrusiveness, they are included for easy reference. Tables at the end of the document provide more statistical detail.

Findings

Among the full-time faculty in general (Table 2A), responses to most of the Likert scale diversity, multicultural, and gender equity questions are centrist. The only items on which responses were near one end of the scale are the extent to which subtle discrimination has been a stressor and the extent to which faculty believe there is racial conflict on the campus. In both cases, scores are at the lower end of the scale indicating that little racial conflict exists and subtle discrimination has not been much of a source of stress.

There are, however, differences between male and female faculty, and white faculty and faculty of color on these issues. Women and faculty of color are likely to rate subtle discrimination as a higher source of stress than do male faculty and white faculty (Table 6A and 5A). Faculty of color rate racial conflict on campus as more extensive than white faculty do (Table 5A).

Approximately 25% of full-time faculty members said they have conducted research or written on global/international issues or racial/ethnic minority issues. Sixteen percent have written or conducted research on women's or gender issues. (Table 2B) These percentages are comparable to full-time faculty at other four-year colleges and universities (Table 3).

Twenty-three percent of the full-time faculty has taught racial/ethnic minorities studies, 6.2% has taught women's studies, and 8.4% has taught ethnic studies (Table 2B). These percentages are comparable to full-time faculty at other four-year colleges and universities (Table 3).

There is no difference by academic rank on teaching ethnic or women's studies, or in conducting research or writing on racial/minorities. However, Associate Professors are more likely to conduct research or write about international/global issues than are the other academic ranks. While 43% of Associate Professors include this topic in their scholarly activity, only 27% of Assistant Professors do, as do 24% of Full Professors and 11% of full-time Lecturers.

As is the case with 13 of the 22 items in this study, there are differences by gender and race/ethnicity. For instance, faculty of color are more likely than white faculty to have taught ethnic studies courses (Table 5B). Women are more likely than men to have taught women's studies courses, to have conducted research or writing on women's/gender issues and to have been sexually harassed at this campus (Table 6B). This is true at other campuses as well (Table 3). Although the percentages in the table show that a higher percentage of female faculty members on this campus say they have been sexually harassed than the percentage at other campuses, given the margin of error of this survey it is unlikely that any difference exists between the extent of harassment on this campus and others. Nationally comparative data by race/ethnicity was not provided by HERI.

In addition to Associate Professors being more likely to write about global/international issues than faculty in the other academic ranks, there are two other areas where faculty members differ by academic rank. Those areas are whether racial and ethnic diversity should be more strongly reflected in the curriculum and whether Western civilization and culture should be the foundation of the undergraduate curriculum (Tables 4A, 4B, and 4C). Assistant Professors have a greater belief than Professors that diversity should be more strongly reflected in the curriculum (2.66 to 2.22). Professors believe more strongly than Associate and Assistant Professors that Western civilization and culture should be the foundation of the curriculum (2.8 to 2.33 to 2.19).

Again, these are issues where differences by race/ethnicity exist. To a greater degree than white faculty, faculty of color (2.3 to 2.68) believe the curriculum should more strongly reflect diversity (Table 5A). Male faculty members believe more strongly than female faculty members (2.73 to 2.28) that Western civilization and culture should underpin the curriculum (Table 6A).

Race/ethnicity and gender differences show up in other areas as well. For instance, women are likely to have included readings on racial/ethnic issues and women's/gender issues in more of their courses than men have (Table 6A). Faculty of color and women consider enhancing knowledge of racial/ethnic groups to be a more important undergraduate educational goal than white faculty and men do (Tables 5A and 6A).

The highest rated issue overall is the belief that a diverse student body enhances the educational experience for all students (Table 2A). Faculty rated this 3.39 on a 4-point scale. Faculty of color and women rated it even higher (3.56 and 3.52, respectively), higher than white faculty and men did (3.33 and 3.31, respectively). (Tables 5A and 6A)

Given the many factors in this study on which differences exist by gender and race/ethnicity, it may be no surprise to find that promoting racial understanding is more "personally" important to faculty of color and women (3.02 and 2.95, respectively) than it is to white faculty and men (2.68 and 2.65, respectively). (Tables 5A and 6A)

Table 1A
Comparison of Faculty Population and HERI Survey Sample by Academic Rank

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
2004-05								
LECTURER	577	51.70	109	36.1	115	19.0	60	28.2
ASSIS PROF	135	12.10	57	18.9	134	22.1	50	23.5
ASSOC PROF	91	8.15	45	14.9	88	14.5	41	19.2
PROFESSOR	313	28.05	91	30.1	269	44.4	62	29.1
2004 Total	1116	100.0	302	100	606	100	213	100

Table 1B
Comparison of Faculty Population and HERI Survey Sample by Gender

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
2004-05								
Female	501	42.2	152	50.2	252	38.7	102	48.1
Male	687	57.8	151	50.2	400	61.3	110	51.9
2004 Total	1188	100	303	100	652	100	212	100

Table 1C
Comparison of Faculty Population and HERI Survey Sample by Race/Ethnicity

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
2004-05								
Am Ind	8	0.7%	10	3.3%	3	0.5%	7	3.2%
Asian	102	8.8%	24	7.9%	70	10.7%	19	8.6%
Af. Am.	37	3.2%	6	2.0%	26	4.0%	5	2.3%
Hispanic	110	9.5%	23	7.5%	54	8.3%	15	6.8%
Non-White	35	3.0%	0	0.0%	15	2.3%	0	0.0%
White	860	73.9%	227	74.4%	483	74.1%	167	75.9%
Other	6	0.5%	10	3.3%	1	0.2%	7	3.2%
Unknown	6	0.5%	5	1.6%	0	0.0%	0	0.0%
TOTAL*	1164	100%	305	100%	652	100%	220	100%

Table 2A					
Diversity, Multiculturalism and Gender					
Full-Time Faculty Values, Perspectives and Behavior					
	N	Min.	Max.	Mean	Std. Dev.
<i>Indicate the Importance to You of This Undergraduate Educational Goal</i>					
Enhance Knowledge of Race/Eth Groups	208	1	4	2.90	0.937
Scale: 1=Not Important, 2=Somewhat, 3=Very, 4=Essential					
<i>Indicate the Extent to Which You Agree or Disagree with These Statements About Your University</i>					
Reflect Diversity More Strongly in Curriculum	202	1	4	2.40	0.917
A Lot of Racial Conflict Here	207	1	4	1.47	0.703
Scale: 1=Disagree Strongly, 2=Disagree Somewhat, 3=Agree Somewhat, 4=Agree Strongly					
<i>How Important Do You Believe Each of These Priorities Is at Your University?</i>					
Recruit More Minority Students	206	1	4	2.49	0.882
Create Multicultural Environment	204	1	4	2.73	0.885
Promote Gender Equity Among Faculty	205	1	4	2.52	0.924
Increase Minorities in Faculty/Admin	203	1	4	2.48	0.853
Increase Women in Faculty/Admin	203	1	4	2.45	0.848
Scale: 1=Low Priority, 2=Medium, 3=High, 4=Highest					
<i>Indicate Your Agreement With These Statements</i>					
Western Civ and Culture Should be the Foundation of Undergrad Curriculum	204	1	4	2.55	0.899
Diversity Leads to Underprepared Students	206	1	4	2.12	0.968
Diverse Student Body Enhances Education for All	208	1	4	3.39	0.675
Scale: 1=Disagree Strongly, 2=Disagree Somewhat, 3=Agree Somewhat, 4=Agree Strongly					
<i>In How Many of Your Courses Do You Use These?</i>					
Readings on Racial/Ethnic Issues	208	1	4	1.90	1.024
Readings on Women/Gender Issues	208	1	4	1.78	0.991
Scale: 1=None, 2=Some, 3=Most, 4=All					
<i>How Important is This to You Personally?</i>					
Help to Promote Racial Understanding	209	1	4	2.77	0.898
Scale: 1=Not Important, 2=Somewhat, 3=Very, 4=Essential					
<i>How Well Does This Describe Your University?</i>					
Respect for Diverse Values & Beliefs	208	1	3	2.24	0.590
Scale: 1=Not Descriptive, 3=Very Descriptive					
<i>To What Extent Has This Been a Source of Stress During the Last Two Years?</i>					
Subtle Discrimination	205	1	3	1.31	0.613
Scale: 1=Not at all, 3=Extensive					

Table 2B			
Diversity, Multiculturalism and Gender			
Full-Time Faculty Values, Perspectives and Behavior			
Taught an Ethnic Studies Course		N	Percent
	No	164	91.3
	Yes	16	8.7
	Total	180	100.0
Taught a Women's Studies Course		N	Percent
	No	167	94.3
	Yes	10	5.7
	Total	177	100.0
Research/Writing on Int'l/Global Issues		N	Percent
	No	136	75.4
	Yes	44	24.6
	Total	181	100.0
Research/Writing on Women/Gender Issues		N	Percent
	No	150	83.3
	Yes	30	16.7
	Total	181	100.0
Research/Writing on Racial/Ethnic Minorities		N	Percent
	No	138	76.8
	Yes	42	23.2
	Total	179	100
Sexually Harrassed at this Institution		N	Percent
	No	189	91.4
	Yes	18	8.6
	Total	207	100

Table 3										
Comparison of Cal State-Fresno Full-time Faculty to Other Four-Year Colleges and Universities										
(Includes percent that answered "yes" to the questions.)										
	CSU-F	Your Institution			Public 4-year Colls			All 4-year Insts		
	N	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the past two years, have you engaged in any of the following activities?										
Taught an ethnic studies course	189	9.2	12.1	10.6	7.9	11.4	9.3	8.3	12.8	9.9
Taught a women's studies course	186	0.0	15.6	7.5	2.4	14.3	7.2	2.5	16.7	7.8
Conducted research or writing focused on:										
International/global issues	189	21.2	28.9	24.9	26.5	23.5	25.3	28.9	26.7	28.1
Racial or ethnic minorities	189	18.4	30.8	24.3	15.5	24.3	19.0	16.7	25.9	20.1
Women and gender issues	190	6.3	30.9	18.4	10.6	29.2	18.2	11.8	32.4	19.5
Have you been sexually harassed at this institution?	217	3.5	14.4	8.8	2.8	9.6	5.5	2.3	9.7	5.0

Note: Ns in this table are higher than in Table 2B because comparative results sent by HERI include "instructors" and "other" but this Fresno State study excludes those categories to facilitate analysis by academic rank.

		N	Mean	Std. Deviation	95% Confidence	
					Lower Bound	Upper Bound
Reflect Diversity More Strongly in Curric	Professor	80	2.22	0.974	2.00	2.43
	Associate Prof	31	2.57	0.854	2.26	2.88
	Assistant Prof	46	2.66	0.910	2.39	2.93
	Lecturer	44	2.36	0.800	2.12	2.60
	Total	202	2.40	0.917	2.28	2.53
Western Civ Foundation of Undergrad Curr	Professor	81	2.80	0.861	2.61	2.99
	Associate Prof	32	2.33	0.922	1.99	2.66
	Assistant Prof	47	2.19	0.843	1.95	2.44
	Lecturer	44	2.65	0.872	2.38	2.92
	Total	204	2.55	0.899	2.43	2.68

		Sum of Squares	df	Mean Square	F	Sig.
Reflect Diversity More Strongly in Curriculum	Between Groups	6.630	3	2.210	2.689	0.048
	Within Groups	161.931	197	0.822		
	Total	168.561	200			
Western Civ Foundation of Undergrad Curr	Between Groups	12.930	3	4.310	5.699	0.001
	Within Groups	151.247	200	0.756		
	Total	164.177	203			

Table 4C				
Multiple Comparison Test Results				
Differences Between Academic Ranks				
Dependent Variable	Rank 1	Rank 2	Mean Diff.	Sig.
Reflect Diversity More Strongly in Curric	Professor	Associate Prof	-0.348	0.265
		Assistant Prof	-.439(*)	0.047
		Lecturer	-0.14	0.842
	Associate Prof	Professor	0.348	0.265
		Assistant Prof	-0.091	0.973
		Lecturer	0.208	0.758
	Assistant Prof	Professor	.439(*)	0.047
		Associate Prof	0.091	0.973
		Lecturer	0.299	0.399
	Lecturer	Professor	0.14	0.842
		Associate Prof	-0.208	0.758
		Assistant Prof	-0.299	0.399
Western Civ Foundation of Undergrad Curr	Professor	Associate Prof	.470(*)	0.05
		Assistant Prof	.602(*)	0.001
		Lecturer	0.146	0.807
	Associate Prof	Professor	-.470(*)	0.05
		Assistant Prof	0.132	0.911
		Lecturer	-0.324	0.379
	Assistant Prof	Professor	-.602(*)	0.001
		Associate Prof	-0.132	0.911
		Lecturer	-0.456	0.063
	Lecturer	Professor	-0.146	0.807
		Associate Prof	0.324	0.379
		Assistant Prof	0.456	0.063
* indicates a difference between Rank1 and Rank2				

Table 5A				
Multicultural, Diversity, Gender Differences by Race/Ethnicity				
	Race/ Ethnicity	N	Mean	Std. Deviation
Enhance Knowledge of Race/Eth Groups	White	153	*2.80	0.951
	Of Color	56	3.15	0.852
Reflect Diversity More Strongly in Curric	White	148	**2.30	0.898
	Of Color	53	2.68	0.920
A Lot of Racial Conflict Here	White	151	*1.41	0.674
	Of Color	56	1.66	0.750
Diverse Student Body Enhances Education	White	152	*3.33	0.673
	Of Color	56	3.56	0.660
Subtle Discrimination	White	150	**1.24	0.555
	Of Color	55	1.53	0.713
Help to Promote Racial Understanding	White	153	*2.68	0.865
	Of Color	56	3.02	0.942
*p<.05, **p<.01, ***p<.001				

Table 5B					
Taught Ethnic Studies Course					
by Race/Ethnicity					
Taught an Ethnic Studies Course					
	No		Yes		
	N	%	N	%	Total
White	127	94.8	7	5.2	134
Of Color	37	82.2	8	17.8	45
Total	164	91.6	15	0.1	179
chi sq=5.377, p=.02					

Table 6A				
Multicultural, Diversity, Gender Differences by Gender				
	Gender	N	Mean	Std. Deviation
Enhance Knowledge of Race/Eth Groups	Male	124	***2.71	0.926
	Female	84	3.17	0.888
Reflect Diversity More Strongly in Curric	Male	120	**2.26	0.906
	Female	82	2.62	0.894
Western Civ Foundation of Undergrad Curr	Male	123	***2.73	0.902
	Female	81	2.28	0.829
Diverse Student Body Enhances Education	Male	124	*3.31	0.701
	Female	83	3.52	0.617
Subtle Discrimination	Male	120	**1.21	0.525
	Female	85	1.46	0.698
Readings on Racial/Ethnic Issues	Male	123	***1.62	0.811
	Female	85	2.29	1.167
Readings on Women/Gender Issues	Male	123	***1.52	0.761
	Female	85	2.15	1.159
Help to Promote Racial Understanding	Male	124	*2.65	0.913
	Female	85	2.95	0.847

*p<.05, **p<.01, ***p<.001

Table 6B					
Difference in Gender-Related Scholarly Activity and Campus Experience by Gender					
Taught a Women's Studies Course					
	No		Yes		
	N	%	N	%	Total N
Male	106	100	0	0.0	106
Female	62	86.1	10	13.9	72
Total	168	94.4	10	5.6	178
chi sq=13.089, p<.000					
Conducted Research/Writing on Women/Gender Issues					
	No		Yes		
	N	%	N	%	Total N
Male	98	93.3	7	6.7	105
Female	52	69.3	23	30.7	75
Total	150	83.3	30	16.7	180
chi sq=16.457, p<.000					
Been Sexually Harrassed at This Institution					
	No		Yes		
	N	%	N	%	Total N
Male	118	95.9	5	4.1	123
Female	71	84.5	13	15.5	84
Total	189	91.3	18	8.7	207
chi sq=6.812, p<.01					