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# University Faculty Views About the Value of Diversity on Campus and in the Classroom

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**M**ost American colleges and universities have held that all students benefit when campuses reflect a broad range of intellectual and social perspectives, and that attracting a diverse student population is an important part of establishing an environment that broadens students' perspectives. Yet certain individuals and groups have challenged the use of admissions practices designed to achieve a diverse student body on the grounds that such practices favor students of color and discriminate against specific white applicants. Even though the college participation rates of students from various ethnic and racial groups have reflected historical patterns of discrimination and disproportionate allocation of resources, courts have ruled that those patterns may not be used to justify diverse student bodies. Courts also have limited the ability of college admissions policies to favor individuals from particular groups in order to remedy those patterns. They have disallowed arguments drawn from past acts or even patterns of discrimination, permitting remedies that may favor subgroups only for practices that disadvantage current students from those subgroups (e.g., Alger, 1998). As a result, much uncertainty surrounds colleges' and universities' efforts to achieve diversity within their student bodies.

This uncertainty highlights a key diversity-related controversy in American higher education: How does a public university decide whom to admit and whom not to admit? Groups that have challenged admissions decisions have used objective information such as standardized test scores and high school class rank to argue that admissions policies are not fair. College admissions decisions, however, are more complex than that; they take into account an array of student background variables, potentially including parents' educational attainment, socioeconomic status, urban/suburban/rural home, region of the state and country, the secondary school's reputation, students' engagement and accomplishment in non-curricular activities, as well as students' cultural, ethnic, and racial background. Finally, and perhaps most important, colleges and universities typically seek to enroll a student body that reflects their core beliefs and values.

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Institutions articulate goals tied to their underlying values and align their admissions policies to attract students who share those values. Those values and aspirations are articulated at the level of the university *and* are expressed in personal interactions as well as classroom and community experiences. Universities have long valued diversity. In fact, diverse views are the backbone of universities, for they stimulate new ideas and creations (see, e.g., Gudeman, in press). The belief that knowledge or understanding flourishes best in a climate of vigorous debate dates back to the Socratic tradition, but it is also a part of current multicultural and post-modern perspectivism (Haskell, 1996; Nussbaum, 1997). For hundreds of years, colleges and universities have operated on the premise that knowledge is best organized within disciplinary communities of experts and that these communities are enriched by debating alternative ideas while engaged in skepticism, scrutiny, and constructive criticism. Over time, as the academy has become more diverse, basic assumptions of the disciplinary model—such as neutrality, objectivity, and common truth—have been subjected to debate and scrutiny. Critical examination of assumptions is more likely in diverse groups where many assumptions are not held in common. Different populations can offer valuable and unique perspectives, both within and across communities. Thus, one goal is to provide students (and faculty members) with opportunities to move

beyond their taken-for-granted or “commonsense” perspectives by exposing them to the experiences and ideas of others.

Recent research provides empirical support for the value of diversity in the academic and social development of college students. A good summary of this literature can be found in Patricia Gurin’s (1999) expert report for the University of Michigan in response to lawsuits deriving from college and law school admissions practices (see also Milem & Hakuta, 2000). Gurin suggests that democracy in the United States has been characterized by homogeneity and common identity, where people of common backgrounds and beliefs come together, rather than by diversity, where heterogeneity of backgrounds, perspectives, and identities predominates. In the latter type of democracy, groups need to forge alliances that respect competing perspectives. Gurin argues that today, leaders need skills that allow them to work effectively in heterogeneous environments. These skills include perspective-taking, acceptance of differences, a willingness and capacity to find commonalities among differences, acceptance of conflict as normal, conflict resolution, participation in democracy, and interest in the wider social world. Students typically come to college without many of those skills. Whether they acquire them in college depends on the opportunities they have to address issues and build skills in heterogeneous groups.

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Gurin (1999) focuses on three types of diversity: *structural diversity*, or the extent to which a campus has a diverse student body; *classroom diversity*, or the extent to which classes address knowledge about diverse groups and issues of diversity as part of the curriculum; and *informal interactional diversity*, or the extent to which the campus provides opportunities for informal interaction across diverse groups. Gurin found that structural diversity makes issues of diversity salient and increases students' participation in diversity workshops, their likelihood of discussing racial and ethnic issues, their socializing across race, and their having close college friends from other racial backgrounds. Drawing from contact theory (e.g., Allport, 1954), she found that structural diversity was necessary but not sufficient to produce benefits. That is, the overall differences in level of intergroup contact occurred because in many instances, the diverse student body was coupled with classroom and informal interaction to produce the benefits. Gurin's analysis of the literature on learning outcomes found that classroom and informal diversity interactions increased active thinking, academic engagement, motivation, and academic and intellectual skills. The results were particularly strong for white students. Paralleling the academic gains were greater involvement in citizenship activities, greater appreciation for differences as compatible with societal unity, and greater cross-racial interaction.

Follow-up studies found that the effects lasted as long as nine years after the students entered college.

Gurin makes a compelling case for the value of diversity in preparing individuals to succeed in the midst of current global realities. To prepare leaders and effective citizens, universities ought to provide an environment where students can acquire these necessary skills, many of which are difficult to teach or learn without diversity. For that very reason, many universities have embraced creation of a diverse campus environment as a core value.

However, two key questions remain: First, to what extent have faculty and staff internalized the diversity values of their universities? And second, do the values go beyond structural diversity to classroom and informal interactional diversity? In other words, (1) do faculty members at the nation's universities embrace values tied to diversity, so they believe that diversity improves their campus environment and their classes, and (2) are they willing to change the content and structure of their classes to provide an environment where students can better prepare themselves better for a heterogeneous world? It is possible that campus diversity exerts its influences passively, but data from Gurin and others argues otherwise. It is more likely that benefits of diversity accrue primarily from teachers' efforts to use it to enrich their classes, from their taking advantage of serendipitous opportunities to capitalize on diversity, and from campus

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interactions that build upon diversity.

If faculty members agree with the values articulated here and structure their classes to benefit from existing diversity, then diversity in the student body is important and should improve the educational experiences of all students. Alternatively, if faculty members view diversity as either unimportant or irrelevant to teaching and learning, they are likely to ignore it in their classes, with the result that students probably will derive little (if any) benefit from diversity. If it is totally ignored, diversity may even have negative effects, with divergent views expressed in class leading to conflicts and intergroup antagonisms that are not addressed—let alone resolved.

Recent data collected by the Higher Education Research Institute (HERI) at UCLA support the view that faculty believe diversity is important but that some feel that underprepared students are admitted in the name of diversity (see, e.g., Milem & Hakuta, 2000). The survey of 55,000 faculty respondents found that more than 90 percent of faculty agreed that “a racially/ethnically diverse student body enhances the educational experience of all students.” Almost 60 percent thought that undergraduate education should “enhance students’ knowledge of and appreciation for other ethnic/ racial groups.” At the same time, however, almost 30 percent agreed that “promoting diversity leads to the admission of too many underprepared students.”

This paper presents results of a faculty survey on diversity issues.

The survey was sent to a representative national sample of college and university faculty in the social sciences, humanities, education, and business at Carnegie Research-I institutions. Faculty were asked in depth about their views on diversity, because it was presumed that class content and class discussions in such fields would include substantive issues related to diversity and that faculty in such fields would be more likely than other faculty members to view diversity topics as pertinent to course content. Research-I institutions were selected because they tend to be among the most selective in student admissions and because elimination of race as a factor in admissions is most likely to affect the diversity of their student bodies (e.g., Bowen & Bok, 1998).<sup>1</sup>

In examining whether faculty members believe that racial and ethnic diversity in the classroom improves the educational environment and enhances student and faculty learning, this study addresses the following specific research questions:

1. Do faculty members believe that their institution values racial and ethnic diversity?
2. If they agree that their institution values diversity, does that value permeate down to the departments and individual faculty members?
3. What do faculty members believe the benefits and costs of diversity are?
4. Do they believe that diversity has lowered the quality of the institution?

5. Who do faculty members believe benefits from diversity?

6. Do faculty members' beliefs about the value of diversity affect their classroom behavior?

The analyses also examine how individual faculty members' differences in background and experiences are reflected in their responses.

### **SURVEY RESULTS ADDRESSING THE SIX RESEARCH QUESTIONS**

- Faculty members believe that their institutions value racial and ethnic diversity.

There is substantial agreement among respondents that diversity is valued at their institutions (Table I.1). For each question, respondents supported diversity, with more than half of the sample indicating “strongly agree/extremely important” or the next highest response option (viz., 5 or 4 on the 1 to 5 scale); fewer than 13 percent indicated “strongly disagree/not important” or the next lowest response (viz., 1 or 2).<sup>2</sup> Survey respondents were less positive about the educational importance of having diverse teaching assistants for their own courses, with only 37.9 percent of respondents indicating “4” or “5” and a mean response of 2.95.

- Faculty members say that although their departments value diversity less strongly than their institutions as a whole, their departments are as committed to improving the environment for all students as their institutions.

Table I.1  
**Institutional Values about Diversity**

Institutional Value	N	Mean	Percent “1” or “2”	Percent “4” or “5”
Diverse campus environment is a high priority.	533	3.68	12.8	58.7
Committed to enhancing climate for all students.	541	3.86	13.1	69.8
Extracurricular activities that promote cultural awareness.	507	3.94	9.7	75.2
Importance of having a diverse student body.	543	3.88	9.9	68.9
Importance of faculty diversity.	543	3.73	12.2	62.2

All responses are on a scale of 1 to 5. For the first three items, the anchors are 1, “Strongly disagree,” and 5, “Strongly agree,” while for the final two items, the anchors are 1, “Not important/irrelevant,” and 5, “Extremely important.”

Table I.2  
**Departmental Values about Diversity**

Departmental Value	N	Mean	Percent “1” or “2”	Percent “4” or “5”
Diverse campus environment is a high priority.	533	3.31	27.2	47.5
Committed to enhancing climate for all students.	544	3.87	13.1	69.3

All responses are on a scale of 1 to 5. The anchors are 1, “Strongly disagree,” and 5, “Strongly agree.”

Although faculty members in general agree that creating a diverse campus community is articulated as an institutional value, results at the departmental and individual faculty level might vary more from department to department, depending in part on the relative presence or absence of students of color. Prior research is consistent with such a view. For example, Mingle (1978) found that faculty perceptions of the impact of increased African-American enrollment tended to be more localized. That is, faculty members were more

Table I.3

**Effects of Diversity on Classrooms**

Effects on Classrooms	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Raises new issues and perspectives.	521	2.73	43.8	30.4
Broadens variety of experiences shared.	504	3.77	25.2	51.4
Confronts stereotypes on social and political issues.	408	3.09	29.4	43.4
Confronts stereotypes on racial and ethnic issues.	408	3.13	29.2	45.1
Confronts stereotypes on substantive issues.	412	2.92	36.2	35.7
Confronts stereotypes tied to personal experiences.	397	3.13	28.5	44.9
Interactions expose students to different perspectives.	461	3.01	33.6	36.4
Allows broader variety of experiences to be shared.	478	3.45	20.5	54.1
Raises new issues and perspectives (specific to a particular diverse class).	476	3.01	34.9	40.3

All responses were on a scale of 1 to 5, with 1 being "Never" and 5, "All the time." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample. The first two items ask about all classes, the next four about diverse as compared to homogeneous classes, and the final three about the class that has the most student interaction.

aware of the impact of African-American enrollment within their departments than on the institution as a whole. Our data reinforce this conclusion. As Table I.2 shows, faculty members say that their departments' values about the importance of a diverse campus environment are held less strongly than institutional values. To the extent that a department has few if any students of color, it should be difficult for faculty to agree that diversity is a high priority. At the same time, as long as they attend to the needs of the few students of color, they can say that their departments are strongly committed to enhancing the climate for all students.

• The vast majority of faculty members indicate that neither the quality of student discussion nor the intellectual substance of class discussion suffers from diversity, and from one-third to one-half of faculty members cited positive benefits of diversity in the classroom.

Table I.3 provides information about the classroom effects of diversity. (The sample sizes differ across items because the referents vary.) Although responses varied appreciably, as Table I.3 shows, a substantial number of respondents agreed that classroom diversity broadened the range of perspectives shared in classes, exposed students to different perspectives, and encouraged students to confront a range of stereotypes, including racial, ethnic, social, political, and personal experience. The most affirmative responses were to questions about broadening perspectives shared, while the least agreement was found in response to questions about raising new issues and confronting substantive stereotypes. Only about one-third of respondents agreed that racial and ethnic diversity increased confrontation of substantive issues—a level of agreement much lower than for the other issues. Finally, comparison of the first and last items in Table I.3 shows that, by a small margin, faculty believed that the more diverse the class, the more frequently students raised new issues and perspectives.

Two additional items asked faculty members to compare the amount of substantive discussion of race and ethnicity in their most and least diverse classes and the likelihood of students incorporating relevant

racial and ethnic issues in their assignments. Responses were similar to those that appear in Table I.3, with means of 2.79 and 2.97, respectively, and with 35.0 percent and 38.5 percent, respectively, of respondents selecting categories “4” or “5.”<sup>3</sup>

Table I.4 shows data on possible negative effects of increasing diversity on campus. Evidence is largely anecdotal, but various authors over the past decade have asserted that the quality of institutions has been diluted by racial and ethnic diversity and that academic communities have created a “zone of silence” in which discussions are suppressed by a climate of “political correctness” (e.g., Wilson, 1995). As Table I.4 shows, faculty members indicated little agreement with any of the statements. Even the item that generated the most agreement—that having to do with the quality of the student body—gained concurrence from less than 10 percent of faculty respondents. Clearly, faculty members do not believe that diversity impedes substantive discussions, creates tension and arguments, or compromises institutional quality.

• Faculty members believe that diversity helps all students achieve the essential goals of a college education and that white students suffer no adverse effects from classroom diversity.

As Table I.5 indicates, more than two-thirds of faculty respondents indicated that students benefit from learning in a racially and ethnically diverse environment, both with respect to exposure to new perspectives and in terms of willingness to examine their own personal perspec-

Table I.4  
**Negative Effects of Diversity**

Negative Effects	N	Mean	Percent “1” or “2”	Percent “4” or “5”
Has lowered the quality of the institution.	534	1.70	84.7	6.0
Has lowered the quality of the students.	530	1.81	81.7	8.9
Impedes discussion of substantive issues.	517	1.40	90.9	2.3
Creates tension and arguments.	519	1.59	85.4	2.3

All responses are on a scale of 1 to 5. For the first two items, 1 was “Strongly disagree” and 5, “Strongly agree,” while for the last two items, 1 was “Never” and 5, “All the time.” “Percent” is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

Table I.5  
**General Campus-wide Student Benefits**

Student Benefits	N	Mean	Percent “1” or “2”	Percent “4” or “5”
<b>General importance for all students of intergroup interactions:</b>				
Important for developing critical thinking.	491	3.03	38.5	42.2
Important for developing student leadership.	455	3.27	29.0	46.8
Important for developing willingness to examine own perspectives.	483	3.83	16.8	69.8
Important for exposing students to new perspectives.	494	3.84	16.4	70.7
<b>Effects of diversity on white students:</b>				
On the issues they consider.	423	3.67	3.1	57.9
On the issues they research in class.	408	3.41	2.5	37.2
On how they collaborate on group projects.	372	3.48	4.3	43.5
On how they read course materials.	410	3.50	2.0	42.9

All items are on a scale of 1 to 5. For the first four items, 1 was “Strongly disagree” and 5, “Strongly agree,” while for the last four items, 1 was “Very negatively” and 5, “Very positively.” “Percent” is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

Table I.6

**Effects of Diversity on Research**

Effects on Research	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse classes affect research.	469	1.88	73.8	15.2
Diverse faculty affect research.	465	1.74	77.6	10.8
Diverse research team increases my own learning.	362	3.24	29.3	51.9
Views affected by class diversity.	499	3.79	3.8	58.7
Diversity leads students to work on different research topics.	364	2.93	41.5	40.1

Responses to the first two items range from 1, "Not at all" to 5, "Extensively"; for the third and fifth items, responses range from 1, "Strongly disagree" to 5, "Strongly agree" and for the fourth item, responses range from 1, "Very negatively" to 5, "Very positively." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

tives. Substantial numbers of faculty members also said that diversity provides interactions important for developing critical thinking and leadership skills. One way to think about examining perspectives, building leadership skills, and developing critical thinking abilities is to view them as reflecting learning outcomes—the very goals of higher education and, more specifically, of liberal arts education. So it is fair to conclude that faculty respondents believe diversity helps achieve many of the key objectives of a college education.

The remaining four items in Table I.5 focus on the effects of diversity on white students. For the most part, faculty members believe that diversity reshapes the issues white students consider, how they read class material, what they choose to do research and class projects on, and how they collaborate in class. What Table I.5 also shows that fewer than 5 percent of faculty respondents indicated that racial and ethnic diversity in classes adversely affects white students.

• Faculty members report that diversity in classes and research teams affects their views and increases their learning.

Table I.6 summarizes faculty members' attitudes toward the effects of student and faculty diversity on the research that they and their students conduct. More than half of the faculty respondents agreed that their views about diversity were affected by having diverse classrooms and that diversity in research teams increased their learning. A substantial proportion of faculty members also agreed that students in diverse classes choose different topics for research. However, only a small proportion of respondents said that diverse classes affected their own research, and only about one in ten agreed that diversity among the faculty affected their research.

• Faculty members report that student and faculty diversity has not led them to make many changes in their classroom practices.

As Table I.7 shows, faculty respondents said that they did not change their classroom practices much in response to student diversity, and they changed them even less in response to faculty diversity. A little more than one-third of faculty members said that a more racially and ethnically diverse class leads students to raise issues related to diversity, and slightly less than one-third said that the presence of diverse students led them to adjust their course syllabus. Approximately one-quarter agreed that they changed their teaching methods to encourage discussion in their classes, and about one in five

reported developing new courses. Finally, 18 percent reported that they reexamined the criteria they used to evaluate students. Faculty diversity is less likely than student diversity to affect faculty behaviors. The percentage of faculty respondents that agreed with the statements about faculty diversity ranged from 26 percent for “raising issues in class” to 11 percent for “reexamining criteria for evaluating students.”

Compared to some other findings, the impact of student diversity on faculty respondents’ teaching was modest. Nevertheless, the responses may well be viewed as positive insofar as they suggest that faculty members do not lower their standards or change their grading patterns in the face of a more diverse student population. These findings do not differ much from those reported by Mingle (1978) in his study of the impact of African-American enrollment at 12 colleges and universities in the early 1970s. Mingle reported that seven out of ten faculty members felt that “Black minority issues, pressures, or considerations had altered their role as faculty members ... ‘very little’” (p. 270). Only one in four faculty members reported that “black content” in courses and class discussions of racial issues had increased. Eight and nine in ten faculty members reported that their evaluation of student effort and class participation “remained the same,” respectively.

At the same time, one-fifth of faculty respondents in the present study report developing new courses. In general, university curricula are stable, despite continuous changes

Table I.7  
Effects of Diversity on Teaching

Effects on Teaching	N	Mean	Percent “1” or “2”	Percent “4” or “5”
<b>Over the years, the presence of racially/ethnically diverse students in your classrooms has been a factor in prompting you to:</b>				
Raise racial/ethnic issues in your classes.	474	2.83	45.8	38.4
Adjust a course syllabus to include racial/ethnic issues.	463	2.46	58.3	28.7
Develop new course offerings.	443	2.15	71.1	18.5
Reexamine criteria for evaluation of students.	468	2.13	68.8	18.4
Change pedagogy to encourage discussion among students.	456	2.52	53.3	26.7
<b>Over the years, the presence of racially/ethnically diverse faculty at your current institution has been a factor in prompting you to:</b>				
Raise racial/ethnic issues in your classes.	443	2.46	59.4	26.2
Adjust a course syllabus to include racial/ethnic issues.	439	2.29	64.7	21.0
Develop new course offerings.	426	2.11	71.4	16.5
Reexamine criteria for evaluation of students.	447	1.98	74.5	11.4
Change pedagogy to encourage discussion among students.	437	2.23	66.1	17.4
All responses are on a scale of 1 to 5, where 1 was “Strongly disagree” and 5, “Strongly agree.”				

in content as new findings become available. However, one-fifth of faculty developing new courses constitutes substantial if not “massive” change for universities.

- Faculty report being well-prepared to teach and comfortable in teaching diverse classes, yet only about one-third of them actually raise issues of diversity and create diverse work groups.

Table I.8 provides information about how prepared for and comfortable with diversity faculty members feel and to what extent they initiate discussions of race and have students work in diverse groups. Faculty

Table I.8

**Readiness for Diverse Environment**

Readiness	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Prepared to teach/work.	547	3.99	8.8	71.1
Comfortable teaching/working.	545	4.39	1.8	86.2
Initiate discussion of race in classes.	543	2.82	42.4	36.4
Students work in diverse groups.	513	2.73	44.6	33.5

Responses for the first two items range from 1, "Not prepared (Not comfortable)," to 5, "Very prepared (Very comfortable)," and for the last two items from 1, "Never," to 5, "Very often."

members reported feeling prepared for and very comfortable in teaching and working in a racially and ethnically diverse environment. This may account for their responses to the questions summarized in Table I.7: If faculty members feel that they address diversity and are comfortable doing so, they are likely to feel little need to change. At the same time, because one-fifth of faculty report already developing new courses, much preparation may already have occurred. Approximately one-third of faculty respondents said they initiate discussions of race and assign students to diverse groups.

#### **HOW BACKGROUND CHARACTERISTICS OF RESPONDENTS ARE RELATED TO THEIR ATTITUDES TOWARD DIVERSITY**

These analyses looked at the relationships of a range of background characteristics to faculty attitudes toward diversity. Rather than presenting results for each measure, summary scores were constructed for items from Tables 1 to 8. (A detailed description of the analyses used to generate summary scores appears in

Appendix I.B, and a detailed description of the analyses relating background characteristics to faculty attitudes appears in Appendix I.C.)

The only consistent pattern that emerged for variables which *a priori* were not predicted to be related to diversity is that more senior faculty members (in terms of years of experience and rank) were found to be somewhat less positive about the value of diversity and less likely to address issues of diversity.<sup>4</sup> For individual characteristics (such as racial background, gender, and political views) and individual difference variables tied to experiences, the expectation was that experience would change faculty responses and/or that faculty members with different values and backgrounds would seek different settings. If so, individual characteristics would be expected to be related to attitudes toward diversity issues.<sup>5</sup>

As Table I.9 shows, faculty of color view the climate for diversity as less positive; see the benefits of diversity on classrooms, students, teaching, and research as more positive; feel better prepared to deal with diversity; and say they are more likely to address issues of diversity.

Gender difference results were similar to ethnic and racial background results. As Table I.10 (page 20) shows, women faculty members rated the institutional climate less favorably; saw fewer negative effects of diversity; indicated a more positive attitude about the effects of diversity on classrooms, students, and research; and addressed issues of diversity more often in their classes.

Respondents tended to hold liberal political views. Ten percent described themselves as far left, 53 percent as liberal, 30 percent as moderate, 7 percent as conservative, and less than 1 percent as far right. Political views were consistently related to the factor scores. More liberal faculty saw less positive institutional values; identified fewer negative effects of diversity; gave greater importance to diversity; were more positive in their views about the effects of diversity on classes, teaching, and students; and reported addressing diversity more often in their teaching.<sup>6</sup>

Faculty experiences with diversity at their institutions were assessed

through questions such as the largest percentage of students of color in a class they had ever taught. Responses tended to be related positively with institutional values about diversity, importance of having a diverse population, departmental values about diversity, positive effects on classrooms, effects on research and teaching, and preparation for and addressing issues of diversity in one's teaching. (See Appendix I.C for more detailed analysis.)

In addition to questions about experience in teaching in a diverse environment, the survey asked faculty members what proportion of students of color, in their opinion,

Table I.9  
Responses of White and Non-white Faculty

Factor	Group	N	Mean	Standard Deviation	Standard Error	t-value (significance)
Institutional values about diversity	white	415	3.86	0.80	0.04	2.41 (p < .05)
	non-white	71	3.61	0.91	0.11	
Importance of diverse population	white	464	3.78	1.00	0.05	n.s.
	non-white	78	3.96	1.08	0.12	
Departmental values about diversity	white	451	3.61	0.99	0.05	n.s.
	non-white	77	3.47	0.97	0.11	
Effects of diversity on classrooms	white	289	3.18	0.98	0.06	-2.52 (p < .05)
	non-white	57	3.54	1.01	0.13	
Negative effects of diversity	white	447	1.76	0.93	0.04	n.s.
	non-white	75	1.61	0.95	0.11	
Diversity benefits for all students	white	362	3.46	1.15	0.06	-3.52 (p < .01)
	non-white	71	3.98	1.07	0.13	
Diversity benefits for white students	white	289	3.43	0.54	0.03	-3.34 (p < .01)
	non-white	58	3.72	0.81	0.11	
Effects of diversity on research	white	218	2.73	0.84	0.06	-3.11 (p < .01)
	non-white	44	3.17	0.95	0.14	
Impacts of diversity on teaching	white	314	2.23	0.97	0.05	n.s.
	non-white	54	2.45	1.11	0.15	
Prepared to teach in diverse class	white	467	4.11	0.84	0.04	-5.43 (p < .01)
	non-white	78	4.69	0.52	0.06	
Address diversity in teaching	white	435	2.67	1.25	0.06	-4.11 (p < .01)
	non-white	77	3.32	1.39	0.16	

Table I.10

**Comparison of Male and Female Responses**

Factor	Gender	N	Mean	Standard Deviation	Standard Error	t-value (significance)
Institutional values about diversity	Male	300	3.89	0.77	0.04	2.28 (p<.05)
	Female	183	3.72	0.88	0.07	
Importance of diverse population	Male	340	3.79	1.00	0.05	n.s.
	Female	200	3.84	1.05	0.07	
Departmental values about diversity	Male	332	3.63	0.91	0.05	n.s.
	Female	192	3.52	1.11	0.08	
Effects of diversity on classrooms	Male	208	3.05	1.03	0.07	-4.41 (p<.01)
	Female	137	3.52	0.88	0.07	
Negative effects of diversity	Male	323	1.88	0.97	0.05	4.73 (p<.01)
	Female	196	1.50	0.77	0.05	
Diversity benefits for all students	Male	259	3.36	1.18	0.07	-4.21 (p<.01)
	Female	172	3.83	1.05	0.08	
Diversity benefits for white students	Male	217	3.37	0.55	0.04	-4.26 (p<.01)
	Female	130	3.65	0.65	0.06	
Effects of diversity on research	Male	163	2.72	0.85	0.07	-2.30 (p<.05)
	Female	98	2.97	0.89	0.09	
Impacts of diversity on teaching	Male	239	2.19	0.94	0.06	n.s.
	Female	128	2.38	1.07	0.09	
Prepared to teach in diverse class	Male	342	4.18	0.84	0.05	n.s.
	Female	200	4.21	0.79	0.06	
Address diversity in teaching	Male	323	2.49	1.22	0.07	-6.68 (p<.01)
	Female	186	3.25	1.27	0.09	

would constitute a diverse class. Thirty percent of respondents chose the 16 percent to 25 percent category, while another 30 percent selected larger proportions and 40 percent chose a smaller percentage. The larger the proportion of students of color believed to define a diverse class, the more positive the attitudes toward diversity effects on classrooms, diversity benefits for all students, diversity effects on teaching, and reported preparedness to address issues of diversity.

Responses to questions about faculty participation in diversity-related activities ranged from “no participation in last 5 years” to “attended workshop or similar,” “taught or sim-

ilar on gender issues,”<sup>7</sup> and “taught or similar on race/ethnicity issues.”<sup>8</sup>

Analyses of faculty attitudes comparing the involvement of faculty members with different levels of experience in diversity-related activities found differences between groups on most dimensions. The only dimensions where significant differences were not found were importance of a diverse population and departmental values about diversity. Faculty members more involved in diversity issues viewed institutional values as less positive (although still positive); saw fewer negative effects of diversity; perceived effects of diversity on classes, students (all and white), research,

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and teaching as more positive; felt more prepared to teach in diverse classes; and reported addressing racial and ethnic issues more.

The analyses reported in this section (and in Appendix I.C) cover a range of background and experience variables, most of which show patterns of findings consistent with expectations. In sum, women faculty members, more liberal faculty members, and faculty members of color have more positive views of diversity, while full professors and faculty members with more years of teaching experience are less likely to address issues of diversity in their teaching. Faculty members more favorably disposed toward diversity issues tend to see their institutions as valuing diversity less strongly. Faculty members who have taught more diverse classes are more positively disposed toward issues of diversity, as are faculty members who have had more experience with issues of diversity.

### **HOW CLASS STRUCTURE IS RELATED TO ATTITUDES TOWARD DIVERSITY**

According to both contact theory (e.g., Allport, 1954) and the predictions of Gurin (1999) based on the importance of classroom and informal interaction, classes that involve more student interaction should produce more benefits of diversity. If Allport's and Gurin's views are correct, lecture-centered or other teacher-centered methods offer much less opportunity for the benefits of diversity to be realized. We

would expect faculty members using these techniques to hold less favorable views about diversity. Such views could exist for many reasons (some more likely than others). For example, if individual faculty members believe that classroom interactions are not central to learning, they likely would not be proponents of diversity because they do not see its value generally, let alone with respect to ethnic and racial diversity. If individual faculty members do not give themselves an opportunity to see the benefits of student interactions because of their need to "control" the classroom environment, they may not give themselves the opportunity to see benefits of student diversity. Or, if they simply feel uncomfortable in such a setting, they may simply avoid it altogether.

According to the survey, there is substantial variability in how faculty respondents structure their classes. Faculty members reported spending about half of their time on lecture, one-third on student-centered or teacher-student shared whole class activities, one-fifth on small group activities, one-tenth on individual student work, and one-fifth more on other activities.<sup>9</sup> Faculty members who reported spending more time lecturing reported more negative effects of diversity and were less positive in their views about the benefits of diversity on classrooms, students (all students and white students alike), research, and teaching. Faculty members who spent more class time on activities in which teachers and students shared respon-

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**Beliefs about ethnic and racial diversity are related to more general beliefs about the importance of colleges being places where diverse perspectives are brought together.**

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sibility and student-centered, whole class activities saw fewer negative effects of diversity and responded more favorably regarding positive effects of diversity on classes, students (all and white), and research. Their ratings of teaching also were somewhat more positive.

**VIEWS ABOUT ETHNIC AND RACIAL DIVERSITY AND OTHER TYPES OF DIVERSITY**

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Finally, faculty members were asked how important they thought various types of diversity were “in contributing to the quality of learning in your classrooms.” The types of diversity included gender, U.S. races and ethnicities, international, work experiences, age, academic majors, career goals, religion, socio-economic status, and region of the country. On a scale of 1 (“not important”) to 5 (“very important”), average responses were 3.54 for diverse work experiences, 2.58 for religious diversity, 3.36 for ethnic and racial diversity, and 3.29 for gender diversity. Analyses of the relationship of ethnic and racial diversity to other types of diversity found faculty views about ethnic and racial diversity strongly tied to views about other types of diversity. That is, beliefs about ethnic and racial diversity are related to more general beliefs about the importance of colleges being places where diverse perspectives are brought together (see Appendix I.D).

**USING FACULTY MEMBER BACKGROUNDS TO PREDICT ATTITUDES TOWARD DIVERSITY**

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Even though the analyses reported above show that a number of background characteristics are related to faculty members’ attitudes toward diversity, they do not address the question of which relationships seem most important or of whether different analyses simply report the same findings for different variables. The 12 background variables that were related most consistently to the attitude measures were looked at simultaneously. These background variables were strongly related to the extent to which faculty address issues of diversity in their teaching, to the effects of diversity on classes, and to positive effects of diversity, but less strongly to institutional and departmental values about diversity, to negative effects of diversity, and to perceived importance of diverse populations (see Appendix I.E for details).

**SUMMARY AND IMPLICATIONS**

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Overall, the survey results support the view that faculty members at Research-I universities value diversity and that many faculty members adjust their classes to take advantage of diversity to enhance the learning process.<sup>10</sup> Substantial numbers of faculty members seem to be making use of student diversity to enrich their

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classes; campus diversity is seen widely as desirable and as beneficial to all students and teachers; and virtually no faculty members believed that diversity had negative effects on their institutions or classes. That faculty respondents said that white students benefit from diversity is a particularly interesting and important finding.

It is notable that even when a number of background characteristics of faculty members are used as predictors, only about 10 percent of the variance in faculty perceptions about diversity as an institutional value is explained. This suggests that the general acknowledgment of institutional values about diversity is not strongly tied either to political attitudes or to faculty demographics. At the same time, the modestly higher ratings from faculty of color and women suggest that as the academy becomes more diverse, support for diversity will grow.

Finally, although faculty respondents viewed ethnic and racial diversity as relatively important (based on the mean response) compared to other types of diversity, they did not greatly differentiate ethnic and racial diversity from the other types (based on its correlation with other types of diversity). These results suggest that

faculty members believe that a number of types of diversity are important and that their views about ethnic and racial diversity reflect a broader commitment to creating a diverse campus environment. In such an environment, students are challenged to reflect upon their beliefs; to interact with others holding diverse perspectives, understandings, and expectations; and to work effectively with dissimilar others (e.g., Gurin, 1999). Insofar as research evidence argues for the benefits of diversity to student development, universities will want to make those benefits available to their students. Thus, a major challenge for institutions that believe that attracting students who hold diverse perspectives enriches their communities is to determine how to articulate their admissions criteria so they can admit students who will contribute to the growth of their institutions, students, and communities.

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**Insofar as research evidence argues for the benefits of diversity to student development, universities will want to make those benefits available to their students.**

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### **National Sample of Faculty**

The study sample consisted of 1,500 randomly selected full-time faculty in five areas—education, humanities, social sciences, business, and interdisciplinary programs—at Carnegie Classified Research-I institutions. The sample was drawn from a database of CMG Direct Corporation, a national vendor of mailing lists used by many academic surveys. The database contains complete contact information on approximately 600,000 college and university faculty members. Once the sample of 1,500 was drawn, the list was reviewed to ensure that only faculty in the five predetermined academic areas were included. The final sample included 140 business faculty members, 119 education faculty members, 228 humanities faculty members, 635 interdisciplinary faculty members, and 378 social science faculty members, for a total sample of 1,500 full-time faculty members.<sup>11</sup>

Research-I universities were targeted for three primary reasons: (1) over the past five years, legal and policy challenges to affirmative action in admissions have focused on Research-I institutions (University of California, University of Florida, University of Michigan, University of Texas, and the University of Washington); (2) Research-I institutions tend to be among the most selective institutions in terms of student admissions and, as a result, are more likely to be affected by the abolition of affirmative action; and (3) faculty at these institutions are responsible for both teaching and research and tend as a group to have experienced similar training during their graduate programs.

The Faculty Classroom Diversity Questionnaire, developed by a team of researchers under the leadership of the American Council on Education and the American Association of University Professors, was used to collect data. The draft questionnaire was reviewed and subjected to focus group and conventional pretesting by survey research methodologists at the University of Maryland's Survey Research Center. In accordance with recommendations from the Survey Research Center, the questionnaire was pretested with

135 faculty members at a midwestern liberal arts college. Final revisions were then made.

The first mailing included the instrument and a letter describing the purpose and intended use of the survey. Confidentiality of participants would be guaranteed, and a summary of the results was offered to interested participants upon request. Participants received the first mailing at the beginning of the spring 1999 semester. Two weeks after the packet was sent, postcards were mailed to remind participants to complete and return the survey. A final mailing, about four weeks after the first, consisted of another reminder as well as a second copy of the survey. Postage-paid return envelopes were included in each survey mailing. The mailing response rate was 30 percent, with 369 surveys completed and returned.

In order to increase the response rate, telephone follow-ups for non-respondents were conducted by trained interviewers at the Office of Survey Research at the University of Texas, Austin, beginning in April 1999. Telephone follow-ups resulted in the completion of 203 telephone surveys. As a result of the mailing and telephone follow-ups, 290 faculty members were deemed ineligible because of incorrect information (they were retired, not employed full time, etc.). Thus, our final sample size was 1,210 faculty members. Taking into account the mailing and telephone follow-ups, our final survey response rate was 47 percent.

### **Demographics of the sample**

Eighty-five percent of respondents were white, and 94 percent worked full time. With respect to race/ethnicity, the remaining faculty included 26 (5 percent) African Americans, 19 (4 percent) Latinos, 31 (6 percent) Asian Americans, and three (less than 1 percent) American Indians, with 25 (5 percent) not responding or self-identifying as "other." (Because of the relatively small numbers of respondents from individual ethnic and racial groups, all analyses of such differences compare only white faculty members' responses with the aggregate responses of faculty of color.) Twenty percent of respondents were born abroad, 17

percent received baccalaureate degrees from outside the United States, and 2 percent received their graduate degrees from institutions outside this country. With respect to gender, 346 (63 percent) were male, and 205 (37 percent) were female; four respondents did not indicate their gender. With respect to current titles, respondents included 228 (42 percent) professors, 159 (29 percent) associate professors, 91 (17 percent) assistant professors, 52 (10 percent) lecturers/instructors, and 18 (3 percent) individuals with other titles. Of the respondents, 365 (66 percent) described their primary job as teaching, while 99 (19 percent) viewed themselves primarily as researchers and 53 (10 percent) primarily as administrators. Finally, with respect to political orientation, 51 (10 percent) described themselves as “far left,” 280 (53 percent) as “liberal,” 158 (30 percent) as “moderate,” 37 (7 percent) as “conservative,” and one as “far right”; 28 respondents did not provide information about their political beliefs.

### **Analyses**

For all items, responses ranged from 1 to 5, with anchor labels on 1 (e.g., Lowest priority, Strongly disagree, or Never) and 5 (e.g., Highest priority, Strongly agree, or All the time). Respondents could also indicate “Don’t know” or “Not applicable.” For the text tables, these latter responses are excluded from both the counts and the percentage of respondents agreeing or disagreeing. In addition, some items solicit responses only from faculty who do certain things as part of their jobs (e.g., research), so sample sizes vary across questions. Results in the text are organized so as to be consistent with the research questions to be addressed.

Before we looked at relationships between faculty attitudes and demographic variables, we used principal factors factor analysis techniques to examine dimensionality of the data. The underlying purpose of these analyses was to reduce the number of dependent variables for analyses pertaining to the relation of demographic variables to the measures from Tables 1 through 8. The sets of questions in Tables 1 through 8 were factor analyzed separately to see if they were unidimensional. In most instances, the items defined a single dimension, but in others, two dimensions were found. Factor scores were created by taking unweighted averages of items defining each factor. Two items (9c and 10a) did not load appreciably with others and were left out of the factors. (A summary of the results appears in Table I.11.)

Before we looked at the relations of factors to demographic variables, we examined their interrela-

tionships. Table I.12 provides a correlation matrix interrelating the different factors. The correlation matrix shows that six of the factor scores are strongly related. They are “Effects of diversity on classrooms,” “Diversity benefits for all students,” “Diversity benefits for white students,” “Effects of diversity on research,” “Impacts of diversity on teaching,” and “Address diversity in teaching.” “Negative effects of diversity” was found to be moderately negatively related to other factors, while “Importance of a diverse population” was moderately related to other factors. “Institutional values about diversity,” “Departmental values about diversity,” and “Prepared to teach in diverse classroom” were modestly and somewhat inconsistently related to other factors. Given the pattern of correlations, six strongly correlated factors would likely show consistent relations with other variables.

Table I.11

**Descriptive and Technical Information about Factors**

	N	Items	Range of factor loadings/eigenvalue	Factor Mean	Standard Deviation
Institutional values about diversity	486	4a, 5a, 6c	.54-.83 / (2.24, 1.61)	3.83	0.82
Importance of diverse population	542	50, 51	.97-.99 / (2.24, 1.61)	3.80	1.02
Departmental values about diversity	528	4b, 5b	0.73 / 1.53	3.59	0.99
Effects of diversity on classrooms	346	9a, 9b, 17a, 17b, 17c, 17d, 21a, 21b, 21c, 21d	.75-.87 / 6.05	3.23	1.00
Negative effects of diversity	522	7, 8 (9c, 10a)	.86-.95 / 1.92	1.74	0.93
Diversity benefits for all students	433	11a, 11b, 11c, 11d	.74-.90 / (4.38, 1.92)	3.55	1.15
Diversity benefits for white students	347	27a, 27b, 27c, 27d	.76-.79 / (4.38, 1.92)	3.48	0.60
Effects of diversity on research	262	22, 23, 24, 25, 26	.54-.81 / 2.78	2.81	0.87
Impacts of diversity on teaching	368	18a, 18b, 18c, 18d, 18e, 19a, 19b, 19c, 19d, 19e	.60-.89 / 6.45	2.26	0.99
Prepared to teach in diverse class	545	48, 49	.83 (1.96, 1.30)	4.19	0.82
Address diversity in teaching	512	52, 53	.74 (1.96, 1.30)	2.77	1.29

Note: In cases where two eigenvalues appear in parentheses, the items that were factor analyzed together yielded two factors. All eigenvalues are unrotated values. Factor scores are unweighted sums of the items listed.

Table I.12

**Correlations of Factor Score Dimensions**

Correlations of Factor Scores	1	2	3	4	5	6	7	8	9	10	11
1. Institutional values about diversity	1										
2. Importance of diverse population	0.36	1									
3. Department values diversity	0.58	0.36	1								
4. Effects of diversity on classrooms	-0.14	0.34	0.12	1							
5. Negative effects of diversity	0.09	-0.20	-0.09	-0.36	1						
6. Diversity benefits for all students	-0.03	0.27	0.15	0.69	-0.26	1					
7. Diversity benefits for white students	-0.03	0.26	0.20	0.63	-0.29	0.46	1				
8. Effects of diversity on research	-0.13	0.26	0.10	0.69	-0.28	0.60	0.65	1			
9. Impacts of diversity on teaching	-0.12	0.27	0.10	0.62	-0.20	0.56	0.51	0.69	1		
10. Prepared to teach in diverse class	0.10	0.12	0.17	0.06	0.01	0.16	0.06	0.03	0.00	1	
11. Address diversity in teaching	-0.06	0.19	0.09	0.65	-0.25	0.46	0.50	0.48	0.49	0.20	1

Initially, we looked at demographic and background variables that might be expected to be “irrelevant” to attitudes toward diversity—that is, those for which there were no strong predictions about relations to diversity attitudes and values. One way to establish the responses’ validity was to show that the dimensions displayed anticipated patterns for relevant variables but no consistent patterns for other variables that would not be expected to be related to diversity. The variables examined were: average number of students in undergraduate classes, average number in graduate classes, whether the faculty are U.S. citizens, whether they were born in the United States, their primary duties (teaching versus research), their rank, their years of experience teaching, whether they were full-time employees, and their teaching load. For many of these variables, no relations with the factor scores were found. Exceptions were found for being a citizen (non-citizens thought their departments valued diversity more strongly), for teaching load (faculty with heavier teaching loads reported addressing diversity more in their classes and were less positive about their departments’ values toward diversity), years of experience (faculty with more years of experience thought the climate was more favorable, were less positive about the effects of diversity on classes and research, saw more negative effects of diversity, and were less likely to address diversity issues in their classes), and rank (assistant professors perceived institutional and departmental commitment as being lower than others did, professors perceived lesser effects of diversity upon research and teaching than assistant professors, and professors addressed issues of diversity in their classes less than other faculty).

After looking at general variables, we turned to those which *a priori* could be expected to be related to the faculty perception variables. For the most part, those analyses appear in the text. One exception is findings related to the student diversity of institutions attended by faculty; although these are interesting, they are not integral to the central issues. To determine whether faculty members’ experiences during

their postsecondary school years and while employed at colleges and universities were related to their attitudes, the survey asked about the proportion of undergraduate and graduate students who were students of color at the institutions the faculty attended. Analyses were done as correlations, because the results were expected to be linearly related to the proportion of students of color. (No consistent non-linear patterns, which might suggest the presence of “critical mass” effects, were found.) Diversity of undergraduate institution was related to diversity of graduate institution attended ( $r = .37$ ); faculty who had attended more diverse undergraduate institutions were more likely to have attended more diverse graduate institutions. Undergraduate diversity was modestly but significantly related to addressing diversity in one’s teaching and to more positive effects of diversity on research, and it was related negatively to perceptions of departmental values on diversity. Diversity in graduate programs was related to feeling prepared to teach in a diverse class, but it was negatively related to importance of having a diverse population of students and faculty on campus.

Second, greater detail is provided here for variables that reflected faculty experiences with diversity at their institutions. These variables included the largest percentage of students of color in a class a faculty member had ever taught, the largest percentage of students of color in a class a faculty member had taught within the past five years, and the smallest percentage of students of color in a class a faculty member had taught within the past five years. The two questions about the largest percentage of students of color in a class correlated .85, so they were not considered independently. Responses to the largest percentage were correlated positively with institutional values about diversity, importance of having a diverse population, departmental values about diversity, positive effects on classrooms, effects on research and teaching, and preparation for and addressing issues of diversity in one’s teaching. These correlations were fairly modest (ranging from .11 to .22), but still significant. The

smallest proportion of minority students in a class was moderately correlated with largest proportion over the last five years and ever (for both,  $r = .55$ ), but its relation to diversity measures was weaker. It was positively correlated with institutional and departmental values and to being prepared to teach in a diverse class. In part, the weaker relations likely were due to the fact that almost three-quarters (73 percent) of respondents selected the “5 percent or less” category.

Third, faculty members generally agreed that students of color were more likely to participate in class discussions if peers from the same ethnic or racial group were present (mean response, 3.13, with 46 percent of responses being “4” or “5”). (See “College Missions, Faculty Teaching, and Student Outcomes” in this volume for more on presence of similar peers in classes.) Responses to the question of whether a critical mass of students was necessary for participation were more variable, with a mean of 2.66 with (25.6 percent “4” or “5”) in terms of classes generally and a mean of 2.76 (with 29.4 percent “4” or “5”) in terms of the faculty member’s class with the most student interaction. The three items correlated strongly with one another (ranging between .60 and .70), were related to all the factors in Table I.11, and were substantially related to the six factors that were inter-correlated—namely, effects of diversity on classrooms, students (all and white), teaching, research, and addressing diversity. Further, faculty members who felt that a critical mass was important had more negative views of their institutions’ values, thought having a diverse population was more important, and perceived fewer negative effects of diversity.

**APPENDIX I.D Relations of Attitudes about Ethnic/Racial Diversity to Attitudes toward Other Types of Diversity**

The text summarizes analyses comparing attitudes about different types of diversity. Responses to questions about ten different types of diversity were factor analyzed using principal factors to see how many different dimensions emerged. In fact, 62 percent of the variance was accounted for by a general factor (eigenvalue, 6.16). A second factor met criteria for being kept and examined (eigenvalue, 1.01). Factor loadings on the first factor ranged from .69 to .85. Rotation of two factors did not produce a clean, simple structure; the lowest loading on either factor was .27. The two

items that had the highest loadings on the second factor were academic majors and career goals. Ethnic/racial diversity had the strongest loading on the first factor (.88) and was strongly linked to gender, international, and socioeconomic diversity. In other words, as noted in the text, responses about ethnic and racial diversity were strongly related to responses about other types of diversity, suggesting that respondents viewed ethnic/racial diversity as an important component of broader diversity.

**Table I.13  
Regression Results for Factor Scores**

Predictor	1	2	3	4	5	6	7	8	9	10	11	12	R SQ	N
<b>Dependent Variable:</b>														
Institutional values about diversity	<b>0.20</b>					-0.12	<b>0.16</b>					-0.13	0.11	291
Importance of diverse population													n.s.	308
Departmental values about diversity	<b>0.24</b>							<b>-0.15</b>					0.07	303
Effects of diversity on classrooms			<b>0.29</b>	-0.17	0.14						<b>0.35</b>	-0.11	0.41	226
Negative effects of diversity				0.14		<b>-0.27</b>							0.09	299
Diversity benefits for all students		0.11	<b>0.37</b>		<b>0.14</b>					0.16	<b>0.21</b>		0.30	272
Diversity benefits for white students			<b>0.17</b>		0.14						<b>0.29</b>		0.21	212
Effects of diversity on research		<b>0.19</b>	<b>0.25</b>								<b>0.37</b>		0.27	167
Impacts of diversity on teaching		0.14	<b>0.28</b>								<b>0.36</b>		0.28	229
Prepared to teach in diverse class	<b>0.24</b>									<b>0.28</b>	0.11		0.15	308
Address diversity in teaching			0.14	<b>-0.23</b>	0.15					0.12	<b>0.39</b>	-0.10	0.42	296

All coefficients are significant at 0.05. Bold coefficients are significant at the 0.01 level.

**Predictor variables**

- |                                                     |                                                      |                                                    |
|-----------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| 1. Largest percentage of minority students          | 5. Gender                                            | 9. Percentage of minorities at graduate alma mater |
| 2. What percentage would constitute a diverse class | 6. Political views                                   | 10. White or not                                   |
| 3. Critical mass is important                       | 7. Years teaching                                    | 11. Involvement with ethnic/racial issues          |
| 4. Time spent on lecture                            | 8. Percentage of minorities at bachelor's alma mater | 12. Full professor or not                          |

Multivariate analyses were used to examine relations of demographic and background variables simultaneously with the attitude measures. For these analyses, the best predictors from the previous analyses were brought together to determine which had the best predictive value and how much variability could be accounted for. Because many of the possible predictors seemed likely to be interrelated, it was important to pay attention to possible effects of interdependence among them, called collinearity. Initially, analyses examined interrelationships among the variables that previous analyses had found to be related to various factor scores. Those analyses found that collinearity was not a problem; none of the “variance inflation factors” exceeded 1.5 (see, e.g., Maruyama, 1998).

A summary of the regression analyses appears in Table I.13. The 12 predictor variables that were used for these analyses are listed at the bottom of the table.

Because many of the questions provided for responses only from subsets of respondents, the sample sizes varied. The amount of variability accounted for fluctuated markedly from measure to measure. The predictors accounted for more than 40 percent of the variance of the extent to which faculty members address issues of diversity in their teaching and the effects of diversity on classes but less than 10 percent of the variance in department values about diversity and negative effects of diversity; they accounted for a non-significant part of the variance in perceived importance of diverse populations.

The predictors accounted for only 11 percent of the variability in ratings of institutional values, though four predictors had significant effects. Faculty respondents who had taught more diverse classes and who had more years of experience rated their institutions as

holding more positive values, while faculty respondents who were more liberal and who had more involvement with ethnic and racial issues rated their institutions’ values less positively.

For the six faculty attitude factors that were moderately intercorrelated, the amount of variability accounted for ranged from 21 percent to 41 percent. Faculty members involved with ethnic and racial issues consistently rated the effects of diversity as stronger, as did faculty members who believed that classes benefited from having a “critical mass” of students of color. Less consistent patterns viewing diversity more favorably were found for women faculty members, non-white faculty members, and faculty members who thought relatively high proportions of students of color were required to constitute a diverse class. Negative predictors of attitudes were spending more time in lecture and being a full professor.

The regression analyses corroborate the array of demographic findings reported in the text, for the significant effects are not due to highly redundant predictors. The complex pattern of differences due to demographics and experiences cannot be reduced to a single set of strongly related background variables. The analyses point out some consistencies for particular predictors but do not account for much of the variability in some of the factor scores. For example, there is a consistent pattern of differences for faculty members involved with diversity issues on perceived benefits of diversity on classes, students, teaching, and research. Otherwise, however, there are no strong patterns of differences. For example, only about 10 percent of the variance in faculty perceptions about diversity as an institutional value is explained.

The results reported here demonstrate clearly that faculty respondents believe their institutions articulate having a diverse campus environment as an important institutional value. Approximately two-thirds of the respondents agreed that having a diverse campus environment is a high priority at their institutions, while somewhat fewer respondents said that their department viewed diversity as a high priority. There was also substantial agreement among respondents that diversity in classes changes the dynamics of classrooms and increases the extent to which they focus on issues of diversity. This finding was stronger for faculty members who had taught diverse classes and who were more involved in diversity issues. Faculty members responding to the survey saw virtually no negative impacts of diversity on their institutions, strongly disagreeing with the propositions that diversity lowered the quality of their institution or their students, that having diverse classes impeded discussion of substantive issues, and that diversity created tensions or arguments in the classroom. Faculty respondents generally felt that they were well-prepared for and comfortable in teaching diverse classes. Finally, faculty members believed that in diverse classes, students are able to develop useful academic skills, such as willingness to examine one's own perspective, exposure to a broader range of perspectives, leadership capacity, and critical thinking.

Respondents' attitudes toward classroom interactions were more mixed. Still, there was substantial

agreement that a broader variety of experiences was shared in diverse classes, students were more likely to examine their own personal beliefs, and racial and ethnic stereotypes as well as personal stereotypes were more likely to be addressed. Faculty respondents overwhelmingly agreed that white students are positively affected in terms of the issues they consider, the way they read course material, and how they work together on course projects.

When faculty responses were analyzed by subgroups, a number of predicted patterns of results emerged. Responses of faculty members of color differed from those of white faculty members; responses of females differed from those of males; and the responses of liberal faculty members differed from those of their conservative colleagues. Faculty members who had attended more diverse institutions as students viewed diversity more favorably, as did faculty members with more experience teaching diverse classes and those with more experience addressing issues of diversity. Faculty members who viewed relatively large percentages of students of color as necessary to constitute a diverse class also responded more positively, as did faculty members who expressed the belief that classes need a "critical mass" of students of color. On the other hand, more experienced faculty members and those who spent more class time lecturing held less favorable views about diversity.

It is important to consider the combining of data from two different response formats. The initial sample of respondents replied by completing a survey, while later respondents were contacted by phone. Because the latter group had also received the survey, it seemed reasonable to assume that they differed from the initial respondent sample (after all, they did not respond to the survey); however, it was difficult to determine *a priori* what the “direction” of differences might be. In fact, phone respondents differed from survey respondents on a number of background characteristics. Consider the characteristics used for the regression analyses: Phone respondents reported having larger percentages of students of color in their classes, using more lecture in their teaching, being less involved in ethnic/racial issues, and having more diverse peers while in graduate school; were more likely to be male; defined diverse classes as having more students of color; and agreed less that having a “critical mass” of students of color was important for their participation in class. Comparison of the regression analyses (replicating them within the two different groups) revealed substantial similarity across the groups, particularly in terms of variability accounted for. Some instability across the sample should be expected given sampling variability of correlations (e.g., Maruyama, 1998); this would affect the significance of particular coefficients more than overall prediction. The general pattern was that the smaller sample (phone respondents) had fewer significant coefficients in the regressions (certainly not a surprising finding) and that the significant coefficients for the survey respondents tended to be those significant for the phone respondents plus others. In other words, even though analyses of the two subpopulations did not allow us conclude that the two groups were equivalent, the results for each group looked

much like the overall results, supporting the conclusions drawn. Further, the magnitude of differences was fairly small and did not detract from the conclusions drawn from Tables 1 through 8.

Second, it is important to consider the present results in the context of prior research. Although strong, the results from this survey, seem less positive than those found by Orfield and Whitley (1999) in their study of law students and those found by the UCLA Higher Education Research Institute (see, e.g., Milem & Hakuta, 2000) in its study of faculty. Perhaps the survey and phone format, coupled with the focus on diversity issues, attracted a more polarized set of respondents than that which responded to broader surveys, or perhaps the singular focus on diversity issues led respondents to think more deeply about the issues, thereby eliciting a less socially desirable response. Of course, the preceding explanations are mere speculation; the reasons for differences from prior work remain unclear. Regardless, the data are consistent insofar as they support the view that faculty value institutional diversity.

Finally, given the richness of the data that were collected, many additional questions could be addressed, and additional analyses could yet be conducted. As further questions are raised, it will be important to reexamine this data set. At the same time, it is important to recognize that data in general and faculty perceptions in particular are only part of the issue. Increasingly, data that demonstrate positive educational impacts of campus diversity on students and society (e.g., Bowen & Bok, 1998; Milem & Hakuta, 2000) will become available. To the extent that institutions of higher education believe in the importance of attracting students who hold diverse perspectives, they need to determine how to weigh different factors as they articulate their admissions criteria.

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## **ENDNOTES**

- <sup>1</sup> For a full discussion of the survey methodology and respondent characteristics, as well as more detailed statistical analysis, see Appendix I.A.
- <sup>2</sup> Faculty responded using scales ranging from 1 to 5 for each question. Only the scale's end points were given verbal labels. For example, responses could range from "1" (strongly disagree) to "5" (strongly agree).
- <sup>3</sup> To maintain consistency with previously reported results, these items were left out of Table I.3 and from a factor score made up of items from Table I.3.
- <sup>4</sup> Because those differences may reflect other demographic differences in a changing academy, these two variables are discussed later, along with other predictors in a multi-variate context.
- <sup>5</sup> With respect to racial and ethnic background, because of the small numbers of faculty of color in the sample, we looked only at white versus non-white as a variable.
- <sup>6</sup> Correlations ranged from .12 to .29.
- <sup>7</sup> Although this variable is used in this analysis primarily as a categorical variable, the assumption underlying this ordering is that faculty involved in gender issues will develop a stronger understanding of other diversity issues as well. The differences between the responses of men and women faculty members are consistent with such an assumption.
- <sup>8</sup> The categories described represent a collapsing of nine different categories into four clusters based upon the relationships among the nine categories.
- <sup>9</sup> Fractions do not add to a whole number, or 100 percent, because faculty responses were not consistent with the instructions, which were to total to 100 percent. Some may not have viewed the categories as mutually exclusive.
- <sup>10</sup> Appendix I.F provides a more detailed listing of findings. Appendix I.G discusses limitations and compares the findings to other research.
- <sup>11</sup> We reviewed the interdisciplinary faculty carefully because of the large number in the sample drawn. A substantial number of faculty from the "hard sciences" (e.g., physical chemistry, nuclear engineering, environmental biology, etc.) were included in the sample as interdisciplinary. A total of 391 faculty on the list were identified as being in a science-based discipline. After long deliberations as to whether to exclude these faculty from the study, we decided to send the questionnaire to all 1,500 faculty and to keep an eye on response rates and responses by faculty in science-based disciplines in particular. Part of our consideration was based on our interest in determining whether diversity influences discussions/interactions in classrooms. The research team concluded that because of the way in which the survey was designed, it was most appropriate for faculty teaching in disciplines where social context may be most relevant in the curriculum and in classroom discussions/interactions.

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