

MSU College of Agriculture and Natural Resources
Diversity Survey Findings

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Executive Summary

In October 2006, the College of Agriculture and Natural Resources (CANR) at Michigan State University engaged Public Sector Consultants (PSC), a Lansing-based public policy research firm, to conduct a diversity survey to assess the needs and preferences of faculty, staff, and students within CANR. This survey is part of an ongoing research process concerned with diversity and builds upon focus group sessions conducted in 2006. The survey design process began prior to November 2006, when voters in Michigan passed Proposal 2 (the Michigan Civil Rights Initiative); however, the data collection began in April 2007. The public discourse surrounding questions of diversity and inclusion that arose from Proposal 2 no doubt heightened awareness—both positively and negatively—about the issues. The survey was designed to:

- Identify topics and issues concerning diversity that members of CANR would like to know more about
- Identify preferred methods for learning about diversity
- Assess the perceptions of diversity within CANR

METHODOLOGY

The survey was developed in collaboration with representatives from CANR and fielded in April 2007. Using contact information supplied by CANR, all of the college's administrators, faculty, academic staff/specialists, support staff, and graduate students (N=1,604) were invited to participate in the electronic, Web-based survey. Specific "skip patterns" were programmed into the survey to ensure that each group received only questions that were pertinent to their position within CANR. Of this population, 453 responded for an overall response rate of 28 percent (response rates for various subgroups within the college varied and are highlighted in the description of the sample).

Using existing data from CANR and the university Office of Human Resources, PSC was able to link the following additional information to each respondent to allow analysis by demographic characteristics:

- Race/ethnicity
- Gender
- Department
- Title or group within CANR (administrators, faculty, academic staff/specialists, graduate students, support staff)

The following components in the survey were analyzed:

- Understanding and definitions of diversity
- Interest in learning more about specific components of diversity
- Interest in various diversity-oriented professional development topics
- Preference in mode of learning more about diversity
- Perceptions of the climate of diversity within CANR

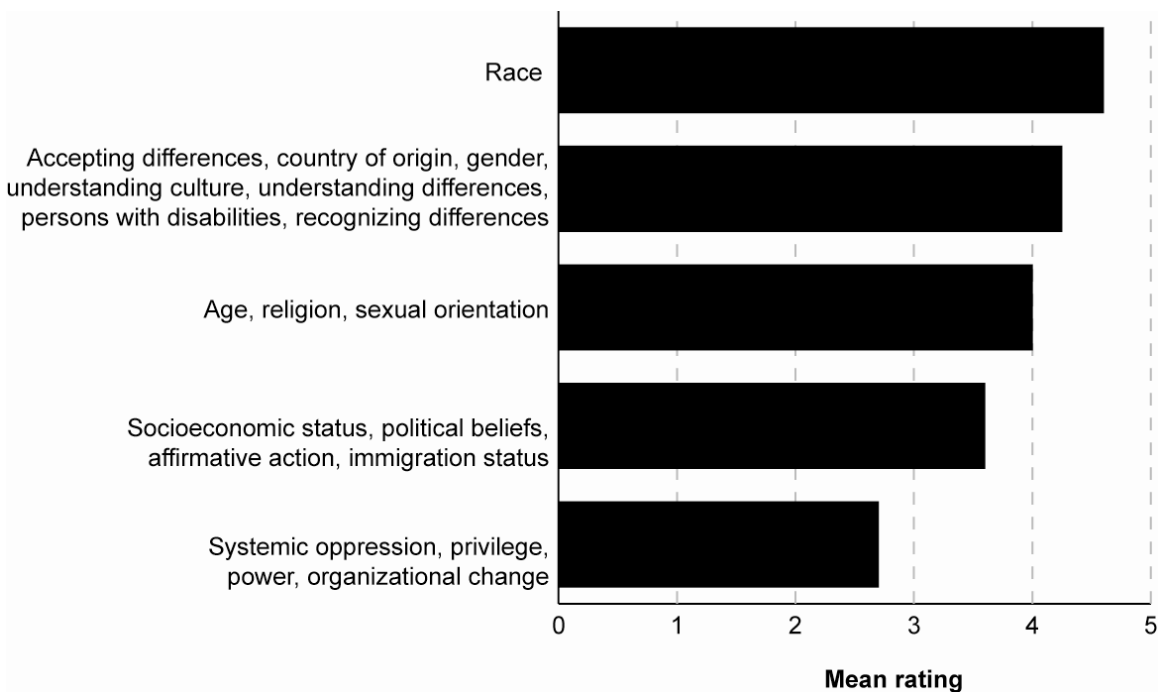
- Perceptions regarding responsibility for the creation and support of a climate of diversity within CANR

MAJOR FINDINGS

Defining Diversity

Participants were presented with a list of concepts that might figure in a definition of diversity. They were asked to indicate the extent to which each of the concepts listed is included in their own view of what constitutes “diversity,” using a scale from 1 to 5 (with 5 indicating agreement with the item and 1 indicating disagreement). The item with the highest rating (4.6) is “race,” while the items with the lowest ratings are “organizational change” (2.3), “power” (2.7), “privilege” (2.8), and “systemic oppression” (2.9). The rankings are clustered in Exhibit 1.

EXHIBIT 1
Components of a Definition of Diversity, Relative Agreement



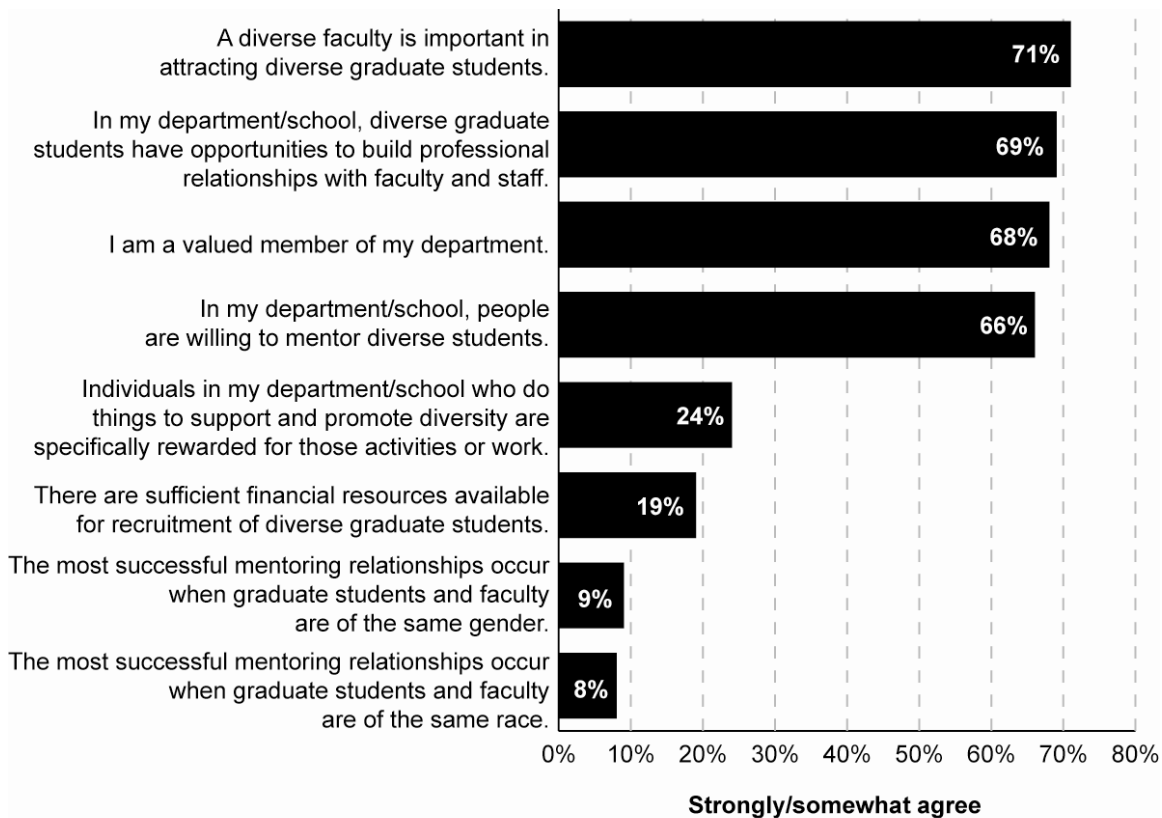
SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

The Climate of Diversity within CANR

Participants were asked to assess the climate of diversity within the college by indicating how much they agree with a series of statements regarding diversity. Response categories for this analysis were collapsed from six categories to four (“strongly/somewhat agree,” “neither agree nor disagree,” “strongly/somewhat disagree,” or “don’t know”) to achieve a more global summary of general agreement or disagreement. Two-thirds or more of

those surveyed feel that they are valued members of their department and agree that a diverse faculty is important in attracting diverse graduate students, that diverse graduate students have opportunities to build professional relationships with faculty and staff, and that people in the department are willing to mentor diverse students. Less than 10 percent of respondents think that the most successful mentoring relationships occur when graduate students and faculty are of the same gender or race (see Exhibit 2; percentages for the entire list of statements are provided in Exhibit 14).

EXHIBIT 2
Overall Climate for Diversity in CANR, Most and Least Agreement

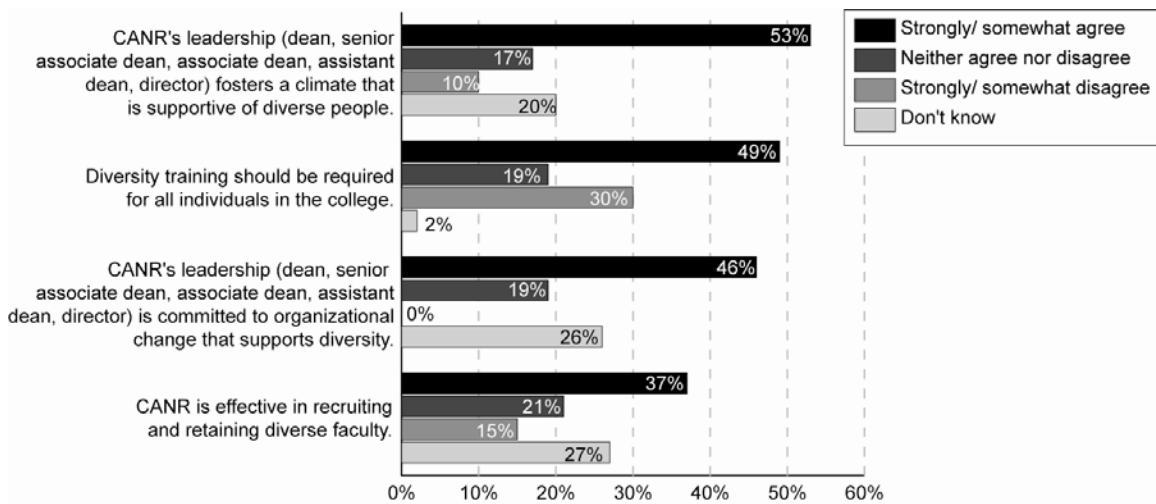


SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

The Role of CANR Leadership

A majority of respondents agree that CANR leadership fosters a climate that is supportive of diverse people, yet slightly less than half agree that the leadership is committed to organizational change that would better support diversity. The leadership of the college scores the lowest marks for recruiting and retaining diverse faculty. While nearly half of respondents agree that diversity training should be required for **all** individuals in the college, this question drew the highest negative response: nearly one in three respondents disagree.

EXHIBIT 3 CANR Leadership's Role in the Diversity Climate

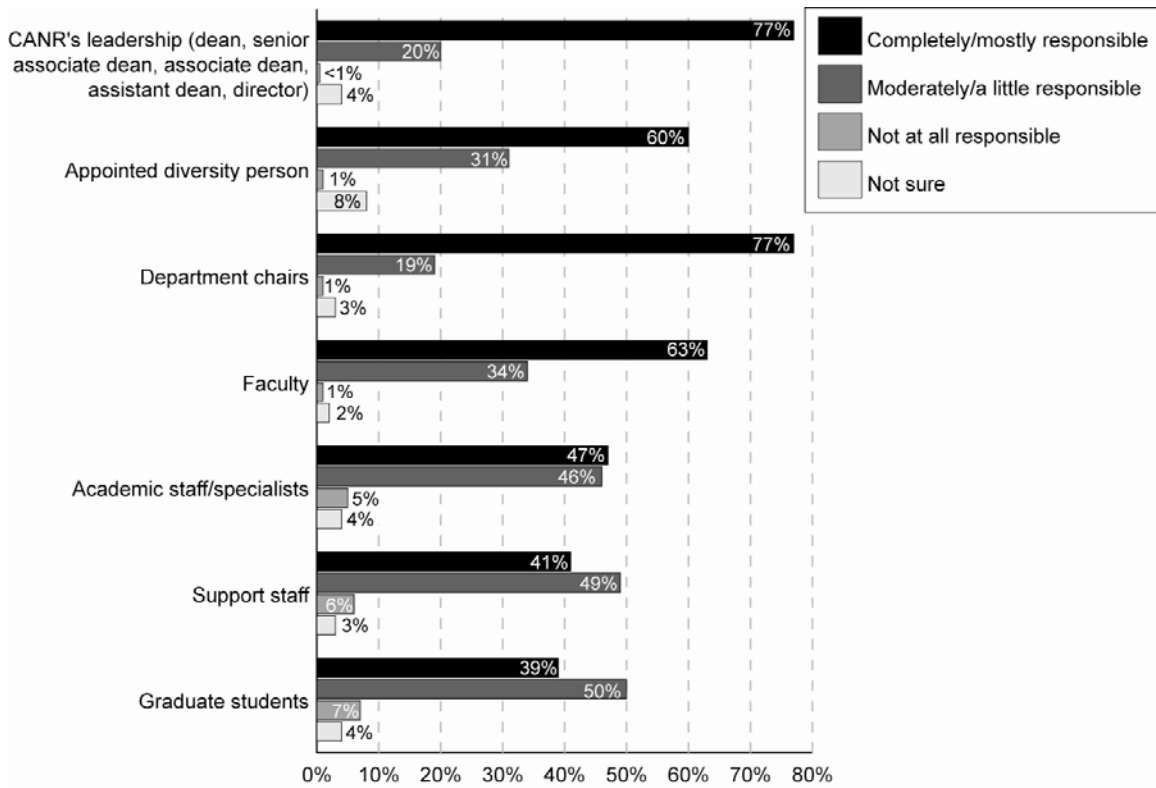


SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Who Is Responsible for Diversity?

Finally, participants were asked to indicate the degree to which groups within CANR were responsible for creating a climate that supports and maintains diversity. The college's leadership and department chairs were considered most responsible (77 percent completely or mostly responsible), followed closely by faculty (63 percent completely or mostly responsible) and an appointed diversity person (60 percent completely or mostly responsible).

EXHIBIT 4
Responsibility for Creating a Climate that Supports Diversity



SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Significant differences emerge when race/ethnicity, gender, and subgroups are examined. The most consistent difference observed in this analysis is the divergence of opinion between people of color and whites within the college. In items where significant differences are observed, in all cases, people of color are less likely to register a positive assessment of the diversity climate. This is also the case where gender differences are statistically significant—women are less likely than men to register a positive assessment of the climate. Where differences by subgroup are observed, the most consistent pattern is that administrators tend to express a more positive view of the diversity climate in CANR than do other groups.

Introduction

In October 2006, the College of Agriculture and Natural Resources (CANR) at Michigan State University engaged Public Sector Consultants (PSC), a Lansing-based public policy research firm, to conduct a diversity survey to assess the needs and preferences of faculty, staff, and students within CANR. This survey is part of an ongoing research process concerned with diversity and builds upon focus group sessions conducted by CANR in 2006. The survey design process began prior to November 2006, when voters in Michigan passed Proposal 2 (the Michigan Civil Rights Initiative); however, the data collection began in April 2007. The public discourse surrounding questions of diversity and inclusion that arose from Proposal 2 no doubt heightened awareness—both positively and negatively—about the issues. The survey was designed to:

- Identify topics and issues concerning diversity that members of CANR would like to know more about
- Identify preferred methods for learning about diversity
- Assess the perceptions of diversity within CANR

METHODOLOGY

The survey (see Appendix) was developed in collaboration with representatives from CANR and fielded in April 2007. In March, prior to fielding, the survey was piloted with a small sample of 30 individuals from across the college. This allowed PSC to ensure that survey protocols ran smoothly and that the questionnaire was clear and understandable to respondents. Using contact information provided by the college, all CANR administrators, faculty, academic staff/specialists, support staff, and graduate students (N=1,604) were invited to participate in the electronic, Web-based survey. Specific “skip patterns” were programmed into the survey to ensure that each group received only questions that were pertinent to their function within CANR. Of this population, 453 responded for an overall response rate of 28 percent (response rates for various subgroups within the college varied and are highlighted below in the description of the sample).

To increase the likelihood of cooperation, CANR sent all of its members two separate e-mail notices—one from the dean of the college and a second from the acting director of the Office of Diversity and Pluralism (ODP)—before the survey mailing to alert them to the survey and ask for their participation. After this, PSC sent the e-mail invitation, which included a direct link to the survey. Participants were sent a minimum of three e-mail reminders (all of which included the direct link to the survey). The acting director of the ODP also sent an e-mail reminder on behalf of CANR, asking people who had not yet responded to do so. In addition, reminder postcards were sent to non-responders in two groups—graduate students and a category of support staff known as “1585s”¹—out of a concern that these groups might not be able to check their MSU e-mail account as

¹ “1585” is a classification for employees in the American Federation of State, County and Municipal Employees (AFSCME) Local 1585. These employees perform work in areas such as grounds maintenance, custodial, and other services.

regularly as other groups and therefore might not receive their e-mail invitations and reminders in a timely manner.

Using existing data from CANR and the Office of Human Resources, PSC was able to link the following additional information to each respondent to allow analysis by demographic characteristics:

- Race/ethnicity
- Gender
- Department
- Title or subgroup within CANR (administrators, faculty, academic staff/specialists, graduate students, support staff)

Information on age was available for all groups except graduate students; therefore it was dropped from the analysis.

Analysis was performed using SPSS 14.0 for Windows. The following components in the survey were analyzed:

- Understanding and definitions of diversity
- Interest in learning more about specific components of diversity
- Interest in various diversity-oriented professional development topics
- Preference in mode of learning more about diversity
- Perceptions of the climate of diversity within CANR
- Perceptions regarding responsibility for the creation and support of a climate of diversity within CANR

To assess understanding of diversity, participants were given a comprehensive list of items that might figure in a definition of diversity and then asked to what degree the item was part of their own definition of diversity. A scale from 1 to 5 was used, with a 1 indicating disagreement that the item is a part of their definition of diversity and a 5 indicating agreement.

To assess interest in learning more about specific diversity-related topics, respondents were next presented with the identical list of items and asked to indicate their interest in learning more about each item. A scale from 1 to 5 was again used, with 1 meaning that the participant was not interested in learning more about the item and 5 meaning that he or she had great interest in learning more about the item. Participants were also asked to indicate interest in potential topics for diversity-oriented professional development opportunities. The list of topics was varied depending upon the group (administrators, faculty, academic staff, graduate students, and support staff) to which the participant belonged, with each group receiving questions most relevant to its function within CANR. Participants were also asked their preferred mode for such professional development opportunities (e.g., brown bag, once per week, a three-day conference, a semester-long course, etc.).

The climate of diversity was assessed with the following items:

- A series of 18 questions (items 8a–8r) designed to assess the climate for diversity within CANR. These items have a high degree of reliability when tested for internal consistency using Cronbach’s alpha (.873).
- Three subscales, created from the larger series of items assessing the diversity climate, were also analyzed for reliability—overall climate, recruiting and retaining, and student climate. All three of the subscales are highly reliable with values for Cronbach’s alpha ranging from .75 to .80.
 - The subscale for overall climate includes items 8a, 8b, 8e, 8g, and 8m, and has a Cronbach’s alpha of .784.
 - The recruiting and retaining subscale includes items 8c, 8d, 8f, 8n, and 8o, and has a Cronbach’s alpha of .795.
 - The student climate subscale includes items 8h, 8i, 8j, 8k, 8l, 8p, 8q, and 8r, and has a Cronbach’s alpha of .747.
- A series of four questions (items 9a–9d) that assessed more specifically the role of leadership within CANR related to the climate of diversity. These questions were reliable when tested for internal consistency using Cronbach’s alpha (.631).
- A series of seven questions (items 10a-g) that asked respondents to assess the levels to which various groups are responsible for creating and maintaining a climate within CANR that is supportive of diversity. These questions are highly reliable when tested for internal consistency using Cronbach’s alpha (.904).

Finally, through a series of open-ended questions participants were asked about barriers to recruiting and retaining diverse individuals, and for any additional suggestions they might have for creating a more welcoming climate in the college. These responses are presented separately from this report.

Description of the Sample

Exhibit 5 presents the demographics of the sample of respondents and provides a comparison to CANR as a whole. Compared to the overall college population, the sample proportionately

- includes slightly more males than females;
- has more Caucasians, African Americans, and Hispanic respondents;
- is fairly representative of the overall distributions of departments within CANR;
- has slightly higher proportions of administrators, faculty, and support staff; and
- has a lower proportion of graduate students.²

EXHIBIT 5
Demographics of the Sample and CANR

	Sample N=453		Universe N=1,604	
	Percentage	Number	Percentage	Number
Gender				
Male	54%	245	48%	762
Female	46	208	52	841
Race/ethnicity				
White/Caucasian	74%	337	68%	1095
African American/black	6	26	4	60
Hispanic	4	16	3	45
American Indian/Alaska Native	1	4	1	10
Asian/Pacific Islander	6	25	10	154
Other/unknown/not asked	10	45	15	239
Departments				
Administration	6%	25	5%	83
Agricultural Economics	9	40	11	166
Animal Science	8	36	8	130
Community, Agriculture, Recreation and Resource Studies	11	49	9	143
Biosystems Engineering	2	10	3	41
Construction Management	5	23	4	72
Crop and Soil Science	9	39	9	145
MSU Extension*	9	39	5	85
Entomology	6	29	7	109
Fisheries and Wildlife	9	39	10	157
Food Science	6	26	6	87
Forestry	3	15	4	66
Horticulture	9	41	7	111
Packaging	4	19	7	110
Plant Pathology	4	16	4	64

² Percentages in presentation of findings may not = 100% due to rounding.

Group	Sample N=453		Universe N=1,604	
	Percentage	Number	Percentage	Number
Administrators	4%	17	2%	34
Faculty	27	120	19	302
Academic Staff	14	63	14	223
Graduate Students	27	124	38	604
Support Staff	29	129	24	379

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* MSU Extension for this survey includes only those individuals who are on campus and/or in CANR.

Overall Results

DEFINING DIVERSITY

The concept of diversity can be very complex, involving a multitude of identities and issues. For the purposes of this survey, the following definition was used:

Diversity involves understanding, respecting, and accepting individual, racial, ethnic, gender, sexual, and cultural differences and the promoting of an environment that nurtures the development of all members. Often diversity focuses on the differences of race, gender, ability, class, and sexual orientation.

Participants were asked initially, without benefit of this definition, to indicate the extent to which they agree that each of the concepts listed figure in their own view of what constitutes “diversity.” Exhibit 6 presents the overall results in rank order from highest to lowest level of agreement. The ranking scale used is from 1 to 5, with 5 indicating agreement with the item and 1 indicating disagreement with the item as part of a definition of diversity. The item with the highest rating is “race,” while the items with the lowest ratings are “organizational change,” “power,” “privilege,” and “systemic oppression.”

EXHIBIT 6
Components of a Definition of Diversity

Item	Mean rating	Median rating	Standard deviation
Race	4.6	5.0	0.78
Accepting differences	4.3	5.0	1.0
Country of origin	4.3	5.0	1.1
Gender	4.3	5.0	1.0
Understanding culture	4.3	5.0	1.1
Understanding differences	4.3	5.0	1.1
Persons with disabilities	4.2	5.0	1.1
Recognizing differences	4.2	5.0	1.0
Age	4.1	5.0	1.2
Religion	4.1	5.0	1.2
Sexual orientation	4.0	5.0	1.3
Socioeconomic status	3.8	4.0	1.4
Political beliefs	3.5	4.0	1.5
Affirmative action	3.3	3.0	1.4
Immigration status	3.3	4.0	1.5
Systemic oppression	2.9	3.0	2.2
Privilege	2.8	3.0	1.5
Power	2.7	3.0	1.5
Organizational change	2.3	3.0	1.4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

INTEREST IN LEARNING MORE

The follow-up question asked participants about their interest in learning more about any of the items presented as a part of defining diversity. A scale of 1 to 5 was used, with 5 indicating great interest and 1 indicating no interest. Results for this question are summarized in Exhibit 7. Although the level of interest in learning more about any aspect of diversity can be characterized as lukewarm, items with a higher level of interest overall include accepting, recognizing, and understanding difference, as well as understanding culture.

EXHIBIT 7

Level of Interest in Learning about Components of Diversity

Item	Mean rating	Median rating	Standard deviation
Understanding culture	3.6	4.0	1.3
Understanding differences	3.5	4.0	1.4
Recognizing differences	3.3	3.0	1.4
Accepting differences	3.2	3.0	1.3
Country of origin	3.0	3.0	1.3
Race	3.0	3.0	1.4
Persons with disabilities	2.9	3.0	1.3
Systemic oppression	2.9	3.0	1.4
Affirmative action	2.8	3.0	1.4
Gender	2.8	3.0	1.3
Organizational change	2.8	3.0	1.4
Religion	2.8	3.0	1.4
Socioeconomic status	2.8	3.0	1.4
Immigration status	2.7	3.0	1.4
Age	2.6	3.0	1.2
Sexual orientation	2.6	3.0	1.4
Political beliefs	2.5	2.5	1.3
Power	2.4	2.0	1.4
Privilege	2.4	2.0	1.4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Survey participants were then asked to indicate their interest, using the same 5-point scale, in specific diversity-oriented professional development opportunities. The topics were tailored to each of the five groups within CANR (faculty, academic staff, support staff, graduate students, and administrators) so that members of each group would be asked about topics most relevant to their function. These results are presented in Exhibits 8–12.

EXHIBIT 8
Faculty Interest in Diversity-oriented Professional Development

Item	Mean rating	Median rating	Standard deviation
Best practices for teaching diverse students	3.6	4.0	1.4
Cross-cultural communications	3.6	4.0	1.2
Successful strategies for recruiting/ retaining diverse students	3.6	4.0	1.4
Developing and sustaining a supportive and inclusive classroom climate	3.5	4.0	1.4
Best practices for recruiting and retaining diverse faculty	3.4	4.0	1.3
Developing relationships across differences	3.4	4.0	1.3
Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)	3.4	4.0	1.4
Mentoring diverse students for teaching/ research careers	3.4	4.0	1.4
Developing and sustaining diverse professional networks	3.3	4.0	1.4
Mentoring diverse faculty and staff	3.1	3.0	1.3
Understanding the impact of power and privilege across differences	3.0	3.0	1.3

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

EXHIBIT 9
Academic Staff Interest in Diversity-oriented Professional Development

Item	Mean rating	Median rating	Standard deviation
Mentoring diverse students for teaching/ research careers	4.2	5.0	0.89
Developing and sustaining a supportive and inclusive classroom climate	4.1	5.0	1.3
Successful strategies for recruiting/ retaining diverse students	3.9	4.0	1.2
Mentoring diverse faculty and staff	3.4	3.0	1.4
Cross-cultural communications	3.8	4.0	1.2
Developing and sustaining diverse professional networks	3.8	4.0	1.3
Best practices for teaching diverse students	3.7	4.0	1.4
Developing relationships across differences	3.7	4.0	1.3
Best practices for recruiting and retaining diverse faculty	3.6	4.0	1.4
Understanding the impact of power and privilege across differences	3.6	4.0	1.3
Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)	3.2	4.0	1.5

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

EXHIBIT 10
Support Staff Interest in Diversity-oriented Professional Development

Item	Mean rating	Median rating	Standard deviation
Cross-cultural communications	3.9	4.0	1.1
Developing relationships across differences	3.7	4.0	1.0
Interacting with/assisting diverse faculty or staff	3.7	4.0	1.1
Interacting with/assisting diverse students	3.6	4.0	1.2
Developing and contributing to an inclusive and supportive office climate	3.5	4.0	1.1
Providing inclusive and quality services to diverse clients	3.4	4.0	1.2
Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)	3.3	3.0	1.3
Mentoring staff across differences	3.2	3.0	1.6
Best practices for recruiting and retaining diverse staff	3.1	3.0	1.3

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

EXHIBIT 11
Graduate Student Interest in Diversity-oriented Professional Development

Item	Mean rating	Median rating	Standard deviation
Cross-cultural communications	4.0	4.0	1.2
Interacting with my faculty adviser	4.0	4.0	1.3
Building diverse relationships	3.9	4.0	1.3
Collaborating with diverse graduate students	3.9	4.0	1.3
Being mentored by diverse faculty	3.8	4.0	1.4
Creating an inclusive graduate student organization	3.8	4.0	1.3
Mentoring students across differences	3.7	4.0	1.3
Creating study or research groups with diverse graduate students	3.7	4.0	1.3
Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)	3.7	4.0	1.4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

EXHIBIT 12
Administrator Interest in Diversity-oriented Professional Development

Item	Mean rating	Median rating	Standard deviation
Developing and sustaining supportive and inclusive climates	4.3	5.0	0.97
Best practices for recruiting diverse faculty and administrators	4.0	4.5	1.3
Developing and sustaining a culturally diverse leadership team for CANR	4.1	5.0	1.2
Cross-cultural communications	3.9	4.0	1.3
Enhancing the leadership potential of diverse administrators/faculty	3.8	4.0	1.2
Providing professional development opportunities for diverse administrators/faculty	3.7	4.0	1.3
Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)	3.6	4.0	1.3
Including diversity metrics in the faculty tenure, promotion, and raise processes	3.2	3.0	1.4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

In addition to being asked about the topics that they preferred to learn more about, respondents were also asked *how* they would like to participate in professional development opportunities. Participants were presented with a list of 11 different modes for offering professional development and were asked to indicate their interest. The most popular mode is clearly a weekly reading group or book circle, although respondents do not appear to be enthusiastic about any delivery mode (see Exhibit 13).

EXHIBIT 13
Preferred Mode of Learning about Diversity (N=166³)

Item	Mean rating	Median rating	Standard deviation
Book/reading circle—1 hour/week	3.2	3.0	1.3
University programs	2.5	3.0	1.3
Semester-long course—1 hour/week	2.2	2.0	1.3
Programs outside MSU	2.1	2.0	1.3
Online training course—1 hour/week	2.1	1.0	1.3
Discussion groups—1 hour/week	2.0	1.0	1.3
Brown bag lunches—1 hour/week	1.9	1.0	1.2
Diversity reading /discussion groups—1 hour/week	1.9	1.0	1.2
Lecture series—1 hour/month	1.9	1.0	1.2
Two-day workshop	1.6	1.0	1.0
Annual conference—3 days	1.3	1.7	1.0

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

³ Due to an error in the programming of the survey, not all participants were initially given the opportunity to respond to this question. The error was corrected and all those who had already responded to the survey but had not received this question were contacted again to gather this information. Despite this follow-up however, the number of responses on this question is lower than for all other questions.

PERCEPTIONS OF DIVERSITY

Participants were asked to assess the climate of diversity within CANR by indicating their level of agreement with a series of statements regarding diversity. For statistical purposes, response categories for this analysis were collapsed from six categories to four (“strongly/somewhat agree,” “neither agree nor disagree,” “strongly/somewhat disagree,” or “don’t know”) to increase the number of responses within each cell in the table. Exhibit 14 presents the results for the overall assessment of the climate by survey participants.

EXHIBIT 14

Overall Assessment of the Climate for Diversity in CANR

Statement	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
A diverse faculty is important in attracting diverse graduate students.	71%	16%	8%	5%
In my department/school, diverse graduate students have opportunities to build professional relationships with faculty and staff.	69	12	6	13
I am a valued member of my department.	68	16	8	8
In my department/school, people are willing to mentor diverse students.	66	11	8	15
The leadership in my department/school is committed to issues of diversity.	64	16	11	9
Faculty mentoring is important to the success of diverse graduate students in my department/school.	63	16	4	17
Diverse students are informed about professional development opportunities in my department/school.	56	16	7	21
My department/school is effective in attracting diverse candidates as finalists for open positions.	55	18	17	10
In my department/school, I am comfortable raising issues concerning diversity.	53	24	20	3
Individual efforts to support and promote diversity are recognized and appreciated by my department/school.	51	23	14	12
My department/school has effective strategies to recruit a diverse student population.	36	24	23	17
In my department/school, diversity is an important consideration in recruitment of students.	34	21	21	24
There are sufficient financial resources available for recruitment of diverse faculty.	26	20	25	30
Students from under-represented groups (e.g., race/ethnicity or gender) need extra help to succeed academically.	25	32	33	10

Statement	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Individuals in my department/school who do things to support and promote diversity are specifically rewarded for those activities or work.	24	24	22	30
There are sufficient financial resources available for recruitment of diverse graduate students.	19	16	35	30
The most successful mentoring relationships occur when graduate students and faculty are of the same gender.	9	20	59	12
The most successful mentoring relationships occur when graduate students and faculty are of the same race.	8	20	60	13

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Participants then assessed the role of college leadership in the perceived climate for diversity. A majority of respondents agree that CANR leadership fosters a climate that is supportive of diverse people, yet slightly less than half agree that the leadership is committed to organizational change that would better support diversity. The leadership of the college scores the lowest marks for recruiting and retaining diverse faculty. The strongest opinions are expressed regarding making diversity training a requirement for all individuals in the college—while almost half agree that such training should be required nearly one respondent in three disagrees. Exhibit 15 summarizes these results.

EXHIBIT 15 CANR Leadership's Role in the Diversity Climate

Statement	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director) fosters a climate that is supportive of diverse people.	53%	17%	10%	20%
Diversity training should be required for all individuals in the college.	49	19	30	2
CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director) is committed to organizational change that supports diversity.	46	19	0	26
CANR is effective in recruiting and retaining diverse faculty.	37	21	15	27

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Finally, participants were asked to indicate the degree to which groups within CANR are responsible for creating a climate that supports and maintains diversity. These results are presented in Exhibit 16. CANR's leadership and department chairs are considered most responsible (77 percent completely or mostly responsible), followed closely by faculty

(63 percent completely or mostly responsible) and an appointed diversity person (60 percent completely or mostly responsible).

EXHIBIT 16
Responsibility for Creating a Climate that Supports Diversity

Group	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director)	35%	42%	17%	3%	0.5%	3.5%
Appointed diversity person	32	28	23	8	1	8
Department chairs	31	46	18	1	1	3
Faculty	23	40	29	5	1	2
Academic staff/ specialists	19	28	32	14	5	4
Support staff	18	23	30	19	6	3
Graduate students	18	21	36	14	7	4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Differences within CANR

After responses were analyzed for CANR overall, differences by demographic groups within the college were examined. The focus of this analysis was on identification of statistically significant differences by demographic groups—gender, race/ethnicity, and subgroup. Differences by department were also examined but those results are excluded from this report because multiple cells in the cross-tabulations have fewer than 50 cases. For interval-level data (questions 1–7), analysis includes ANOVA analysis to test for statistically significant differences in mean responses by demographic group. For categorical (nominal- and ordinal-level) data (questions 8–10), Chi-square analysis was performed to assess the relationship between the demographic variable and the item. Only statistically significant differences ($p < .05$) are reported.

DIFFERENCES BY GENDER

Analysis of how respondents define diversity reveals statistically significant differences by gender on most items presented in the survey. Overall, women tend to be in greater agreement than men that the terms listed on the survey are part of a definition of diversity (see Exhibit 17).

EXHIBIT 17
Difference in Definitions of Diversity, by Gender

Item	Number	Mean	Standard deviation	F	Probability
Accepting differences				5.769	0.017
Female	239	4.5	0.93		
Male	206	4.2	1.1		
Age				19.215	0.000
Female	242	4.3	1.1		
Male	202	3.8	1.3		
Country of origin				11.497	0.001
Female	241	4.5	0.88		
Male	203	4.2	1.2		
Gender				7.352	0.007
Female	241	4.5	0.88		
Male	204	4.2	1.1		
Organizational change				12.255	0.001
Female	224	2.9	1.3		
Male	194	2.5	1.3		
Persons with disabilities				15.095	0.000
Female	242	4.4	0.98		
Male	202	4.0	1.3		
Power				5.480	0.020
Female	237	3.7	1.4		
Male	200	3.3	1.5		

Item	Number	Mean	Standard deviation	F	Probability
Recognizing differences				9.302	0.002
Female	238	4.4	0.92		
Male	204	4.1	1.2		
Religion				5.924	0.015
Female	241	4.3	1.1		
Male	203	4.0	1.3		
Sexual orientation				7.173	0.008
Female	238	4.2	1.2		
Male	203	3.8	1.4		
Socioeconomic status				4.155	0.042
Female	237	4.0	1.3		
Male	203	3.7	1.4		
Understanding culture				8.207	0.004
Female	236	4.4	0.95		
Male	206	4.1	1.2		
Understanding differences				12.671	0.000
Female	237	4.5	0.92		
Male	206	4.1	1.2		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Analysis of gender differences regarding interest in learning more about the specific items reveals a similar pattern by gender—overall, women tend to be more interested than men in learning more about particular topics. Items with statistically significant differences are presented in Exhibit 18.

EXHIBIT 18

Interest in Learning More about Diversity Items, by Gender

Item	Number	Mean	Standard deviation	F	Probability
Accepting differences				4.250	0.040
Female	237	3.3	1.3		
Male	206	3.1	1.4		
Age				6.894	0.009
Female	218	2.7	1.2		
Male	197	2.3	1.3		
Country of origin				5.409	0.021
Female	214	3.1	1.3		
Male	197	2.8	1.4		
Gender				6.344	0.012
Female	218	3.0	1.3		
Male	198	2.6	1.4		
Organizational change				8.637	0.003
Female	220	3.0	1.4		
Male	193	2.6	1.4		

Item	Number	Mean	Standard deviation	F	Probability
Political beliefs				5.714	0.017
Female	219	2.6	1.2		
Male	197	2.3	1.4		
Power				4.796	0.029
Female	221	2.5	1.4		
Male	198	2.3	1.3		
Recognizing differences				5.669	0.018
Female	220	3.5	1.3		
Male	199	3.2	1.3		
Sexual orientation				4.238	0.040
Female	219	2.7	1.3		
Male	197	2.4	1.4		
Understanding culture				3.860	0.050
Female	221	3.8	1.3		
Male	197	3.5	1.4		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

The preferred mode for learning more about diversity-oriented topics, by gender, is presented in Exhibit 19. Consistent with the previous exhibits, women express a stronger interest than men in three types of opportunities—reading/discussion groups, book/reading circles, and university programs.

EXHIBIT 19 Preferred Mode of Learning, by Gender (N=166)

Item	Number	Mean	Standard deviation	F	Probability
Diversity reading/discussion groups—1 hour/week				6.427	.012
Female	85	2.2	1.3		
Male	75	1.7	1.0		
Book/reading circle—1 hour/week				5.802	.017
Female	88	2.2	1.4		
Male	77	1.7	1.0		
University programs				5.062	.026
Female	87	2.7	1.2		
Male	75	2.2	1.3		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

DIFFERENCES BY RACE

Analysis by race/ethnicity reveals no statistically significant differences in the way that each group defines or perceives diversity. However, statistically significant differences do emerge in the analysis of items about which respondents wish to learn more. In all cases, people of color express a greater interest than their white counterparts in learning

more about the specific items presented in the survey. These results are shown in Exhibit 20.

EXHIBIT 20
Difference in Interest in Learning More, by Race

Item	Number	Mean	Standard deviation	F	Probability
Accepting differences				27.790	0.000
People of color	65	3.9	1.1		
Whites	310	2.9	1.3		
Affirmative action				43.102	0.000
People of color	68	3.6	1.4		
Whites	310	2.5	1.3		
Age				14.853	0.000
People of color	63	3.1	1.3		
Whites	309	2.4	1.2		
Country of origin				11.198	0.001
People of color	62	3.4	1.5		
Whites	306	2.8	1.3		
Gender				21.971	0.000
People of color	64	3.4	1.3		
Whites	310	2.6	1.3		
Immigration status				6.131	0.014
People of color	64	3.0	1.5		
Whites	311	2.5	1.3		
Persons with disabilities				13.281	0.000
People of color	63	3.4	1.3		
Whites	312	2.8	1.2		
Political beliefs				11.840	0.001
People of Color	63	2.9	1.4		
Whites	311	2.3	1.2		
Power				14.359	0.000
People of Color	66	2.9	1.5		
Whites	311	2.3	1.3		
Privilege				22.428	0.000
People of color	65	3.1	1.5		
Whites	310	2.2	1.3		
Race				32.281	0.000
People of color	60	3.8	1.4		
Whites	307	2.7	1.3		
Recognizing differences				17.308	0.000
People of color	65	3.9	1.3		
Whites	311	3.1	1.3		
Religion				16.786	0.000
People of color	63	3.4	1.3		
Whites	311	2.7	1.3		

Item	Number	Mean	Standard deviation	F	Probability
Sexual orientation				8.508	0.004
People of color	64	2.9	1.6		
Whites	310	2.4	1.3		
Socioeconomic status				16.082	0.000
People of color	61	3.3	1.3		
Whites	308	2.6	1.3		
Systemic oppression				24.107	0.000
People of color	65	3.6	1.4		
Whites	310	2.7	1.4		
Understanding culture				15.958	0.000
People of color	64	4.2	1.1		
Whites	312	3.5	1.3		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Although there are many differences in the specific components of diversity about which people of color and whites wish to learn more, there are no statistically significant differences in the preferred *mode* for learning more about diversity-oriented topics.

DIFFERENCES BY GROUP

Differences in how groups within CANR perceive or define diversity and their level of interest in learning more about specific topics are presented in Exhibits 21 and 22. An examination of the differences among groups in the way each views diversity (Exhibit 21) shows that while statistically significant differences exist, no consistent pattern emerges in the data. No group consistently expresses a stronger level of agreement with the items than any of the others.

EXHIBIT 21 Difference in Definitions of Diversity, by Group

Item	Number	Mean	Standard deviation	F	Probability
Affirmative action				2.609	0.035
Administrators	17	4.3	1.2		
Faculty	117	3.2	1.3		
Academic staff	61	3.3	1.5		
Graduate students	121	3.2	1.3		
Support staff	124	3.3	1.4		
Organizational change				4.442	0.002
Administrators	16	2.7	1.6		
Faculty	114	2.4	1.4		
Academic staff	62	3.0	1.5		
Graduate students	119	3.0	1.4		
Support staff	124	2.6	1.6		

Item	Number	Mean	Standard deviation	F	Probability
Political beliefs				2.422	0.048
Administrators	16	3.7	1.6		
Faculty	114	3.7	1.4		
Academic staff	62	3.8	1.5		
Graduate students	119	3.6	1.4		
Support staff	124	3.2	1.6		
Power				2.903	0.022
Administrators	16	2.6	1.0		
Faculty	113	2.8	1.3		
Academic staff	59	3.1	1.5		
Graduate students	118	2.7	1.3		
Support staff	123	2.4	1.4		
Privilege				3.888	0.004
Administrators	17	2.6	1.7		
Faculty	113	2.9	1.5		
Academic staff	60	3.2	1.7		
Graduate students	120	3.0	1.4		
Support staff	124	2.4	1.5		
Sexual orientation				2.464	0.045
Administrators	17	4.4	1.0		
Faculty	117	4.1	1.3		
Academic staff	62	4.3	1.1		
Graduate students	120	3.8	1.4		
Support staff	123	4.0	1.4		
Organizational change				2.479	0.044
Administrators	17	2.9	1.4		
Faculty	112	2.9	1.5		
Academic staff	58	3.4	1.6		
Graduate students	118	3.1	1.4		
Support staff	118	2.7	1.5		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

The level of interest in learning more about specific topics is lukewarm, but statistically significant differences by group emerge from the data. Generally, academic staff and graduate students express a higher level of interest in learning more about specific topics than do faculty and support staff. The level of interest among administrators is variable. The results are summarized in Exhibit 22.

EXHIBIT 22**Interest in Learning More about Specific Topics, by Group**

Item	Number	Mean	Standard deviation	F	Probability
Affirmative action				11.750	0.000
Administrators	16	2.3	0.86		
Faculty	112	2.4	1.2		
Academic staff	57	3.1	1.5		
Graduate students	114	3.3	1.4		
Support staff	120	2.4	1.2		
Age				3.298	0.011
Administrators	17	2.4	0.86		
Faculty	108	2.3	1.2		
Academic staff	57	3.0	1.3		
Graduate students	112	2.6	1.3		
Support staff	119	2.5	1.2		
Country of origin				6.901	0.000
Administrators	16	2.6	0.89		
Faculty	107	2.5	1.3		
Academic staff	55	3.4	1.4		
Graduate students	112	3.3	1.4		
Support staff	119	2.9	1.2		
Gender				4.7773	0.001
Administrators	17	2.6	0.94		
Faculty	57	2.6	1.3		
Academic staff	111	3.2	1.4		
Graduate students	121	3.1	1.5		
Support staff	121	2.5	1.1		
Immigration status				8.375	0.000
Administrators	17	2.5	1.0		
Faculty	108	2.3	1.3		
Academic staff	57	3.1	1.5		
Graduate students	112	3.0	1.4		
Support staff	121	2.6	1.2		
Organizational change				2.428	0.047
Administrators	17	3.0	1.1		
Faculty	105	2.2	1.1		
Academic staff	59	3.3	1.6		
Graduate students	112	3.2	1.5		
Support staff	118	2.7	1.3		
Persons with disabilities				3.850	0.004
Administrators	17	2.5	0.92		
Faculty	109	2.8	1.3		
Academic staff	57	3.3	1.5		
Graduate students	111	3.0	1.4		
Support staff	121	2.8	1.1		

Item	Number	Mean	Standard deviation	F	Probability
Power				6.226	0.000
Administrators	17	2.4	1.1		
Faculty	108	2.2	1.3		
Academic staff	59	2.9	1.6		
Graduate students	113	2.7	1.4		
Support staff	120	2.0	1.2		
Privilege				5.091	0.001
Administrators	17	2.3	1.0		
Faculty	110	2.3	1.4		
Academic staff	57	2.9	1.6		
Graduate students	111	2.7	1.4		
Support staff	120	2.1	1.2		
Sexual orientation				3.762	0.005
Administrators	17	2.5	0.87		
Faculty	109	2.4	1.4		
Academic staff	57	3.1	1.5		
Graduate students	111	2.8	1.4		
Support staff	120	2.3	1.2		
Socioeconomic status				5.314	0.000
Administrators	17	2.5	1.1		
Faculty	107	2.5	1.3		
Academic staff	57	3.2	1.5		
Graduate students	110	3.1	1.4		
Support staff	118	2.5	1.3		
Systemic oppression				5.966	0.000
Administrators	17	2.6	1.2		
Faculty	111	2.7	1.3		
Academic staff	55	3.4	1.5		
Graduate Students	112	3.2	1.5		
Support Staff	120	2.5	1.2		
Understanding culture				2.951	0.020
Administrators	17	3.7	1.2		
Faculty	112	3.4	1.3		
Academic staff	56	4.0	1.3		
Graduate students	111	3.8	1.3		
Support staff	120	3.6	1.3		

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

Overall Assessments of Climate

To assess the extent to which the climate of CANR is perceived to support and foster diversity, survey participants were asked to indicate their level of agreement with a series of statements developed to assess various aspects of the climate of the college. Each item was analyzed by demographic group using a Chi-square analysis.

In assessing the perception of college leadership’s commitment to diversity within respondents’ departments/schools (Exhibit 23), clear differences emerge by race/ethnicity—people of color are less likely than whites to agree with the statements.

EXHIBIT 23

The leadership in my department/school is committed to issue of diversity.

	Strongly/somewhat agree	Neither agree nor disagree	Strongly/somewhat disagree	Don't know
Race*				
People of color	52%	13%	26%	9%
Whites	68	16	9	8

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 17.262; degrees of freedom = 3; significance = 0.001.

When asked if they feel that individual efforts at promoting diversity are recognized and appreciated (Exhibit 24), people of color are again less likely than their white counterparts to agree that such appreciation and recognition exist. Moreover, significant differences emerge for this item by groups within CANR. Administrators are the most likely to agree with the statement that individual efforts are recognized and appreciated, while graduate students are the least likely to agree with this assessment.

EXHIBIT 24

Individual efforts to support and promote diversity are recognized and appreciated by my department/school.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	39%	22%	32%	8%
Whites	55	24	11	11
Group**				
Administrators	65%	24%	6%	6%
Faculty	54	23	18	5
Academic staff	56	21	16	7
Graduate students	38	23	16	22
Support staff	55	25	9	12

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 21.072; degrees of freedom = 3; significance = 0.000.

** Chi square = 26.030; degrees of freedom = 12; significance = 0.011.

The perception that individual efforts for supporting and promoting diversity are rewarded is significantly different by subgroup (Exhibit 25). Administrators are the most likely to agree that individual efforts are rewarded, while graduate students are the least likely to agree. It is interesting to note that nearly half of graduate students (46 percent) responded “Don’t know” to this particular statement.

EXHIBIT 25

Individuals in my department/school who do things to support and promote diversity are specifically rewarded for those activities or work.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Group*				
Administrators	31%	31%	25%	13%
Faculty	27	26	30	17
Academic staff	29	17	24	29
Graduate students	17	23	15	46
Support staff	24	25	20	30

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 30.466; degrees of freedom = 12; significance = 0.002.

Exhibit 26 shows that in assessing how comfortable respondents feel raising issues regarding diversity in their department, people of color are less likely to agree (43 percent) than are their white counterparts (56 percent).

EXHIBIT 26

In my department/school, I am comfortable raising issues concerning diversity.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	43%	20%	34%	3%
Whites	56	24	17	3

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 10.316; degrees of freedom = 3; significance = 0.016.

When it comes to feeling like “a valued member” of their department (Exhibit 27), respondents differ significantly by both race/ethnicity and subgroup. People of color are less likely than their white counterparts to agree with the statement. Similarly, just over half of graduate students feel they are valued, compared to most administrators.

EXHIBIT 27

I am a valued member of my department.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	57%	17%	10%	16%
Whites	72	14	8	6
Group*				
Administrators	93	0	7	0
Faculty	73	17	8	3
Academic staff	67	12	5	16
Graduate students	55	24	8	14
Support staff	73	11	11	5

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 10.066; degrees of freedom = 3; significance = 0.018.

** Chi square = 32.056; degrees of freedom = 12; significance = 0.001.

Climate for Recruitment and Retention of Diverse People

When asked about the effectiveness of their department/school in attracting diverse candidates for open positions (Exhibit 28), both people of color and women are less likely to respond positively, compared to whites and men.

EXHIBIT 28

My department/school is effective in attracting
diverse candidates as finalists for open positions.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	33%	20%	39%	7%
Whites	59	17	13	11
Gender**				
Female	48%	21%	21%	10%
Male	62	15	13	10

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 30.496; degrees of freedom = 3; significance = 0.000.

** Chi square = 9.674; degrees of freedom = 3; significance = 0.022.

Regarding recruitment of students, people of color are less likely to agree that their department/school has effective strategies for recruiting a diverse student population. By group, administrators are most likely to agree with this statement, followed by graduate students, support staff, and faculty. Academic staff are the least likely to agree with this statement (see Exhibit 29).

EXHIBIT 29

My department/school has effective strategies to recruit a diverse student population.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	25%	25%	39%	12%
Whites	37	23	21	19
Group**				
Administrators	50	19	25	6
Faculty	34	29	27	9
Academic Staff	25	23	37	16
Graduate Students	41	17	22	19
Support Staff	36	26	14	25

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 12.499; degrees of freedom = 3; significance = 0.006.

** Chi square = 26.775; degrees of freedom = 12; significance = 0.008.

In assessing the importance of diversity in the recruiting of students (Exhibit 30), administrators are once again more likely to agree with this assessment, while academic staff are the least likely to agree.

EXHIBIT 30

In my department/school, diversity is an important consideration in the recruitment of students.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Group*				
Administrators	50%	6%	31%	13%
Faculty	43	17	30	9
Academic staff	17	29	26	28
Graduate students	31	21	14	34
Support staff	35	25	14	27

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 41.957; degrees of freedom = 12; significance = 0.000.

Assessment of the financial resources for recruiting diverse graduate students and faculty reveals significant differences by group (Exhibits 31 and 32). Nearly three-fourths of administrators think that financial resources for recruiting graduate students are not sufficient, and nearly half (47 percent) disagree with the statement that there are sufficient financial resources for recruiting diverse faculty. Significant differences by race/ethnicity and gender emerge in the assessment of financial resources for recruiting diverse faculty—people of color and women are significantly less likely than white and

male respondents to agree that sufficient financial resources are available to recruit diverse faculty.

EXHIBIT 31

There are sufficient financial resources available for recruitment of diverse graduate students.

Group*	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Administrators	7%	7%	73%	13%
Faculty	20	16	47	17
Academic staff	12	19	24	45
Graduate students	26	14	30	29
Support staff	16	18	27	39

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 38.547; degrees of freedom = 12; significance = 0.000.

EXHIBIT 32

There are sufficient financial resources available for the recruitment of diverse faculty.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	12%	23%	29%	36%
Whites	29	19	23	29
Gender**				
Female	21	17	27	35
Male	31	23	22	24
Group***				
Administrators	40	07	47	07
Faculty	31	24	28	17
Academic staff	14	24	19	43
Graduate students	29	17	22	33
Support staff	23	18	23	36

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 8.763; degrees of freedom = 3; significance = 0.033.

** Chi square = 10.559; degrees of freedom = 3; significance = 0.014.

*** Chi square = 29.458; degrees of freedom = 12; significance = 0.003.

Diversity Climate for Students

The next five statements (Exhibits 33–37) deal with perceptions of the diversity climate for students within CANR. Where differences by race/ethnicity emerge (Exhibits 33, 34, 35, and 36), people of color are significantly less likely to agree with the statements than are whites. Significant differences by subgroup emerge for all five of the statements,

although the proportion of each group in agreement varies by item, making generalizations by subgroup difficult. Significant differences by gender emerge for two items related to the climate for students (opportunities for building professional relationships for diverse students and the importance of mentoring to the success of diverse students). Women are less likely to agree with each of these statements than are their male counterparts.

EXHIBIT 33

In my department/school, people are willing to mentor diverse students.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	58%	10%	15%	16%
Whites	69	11	6	15
Group**				
Administrators	87	0	13	0
Faculty	75	11	06	8
Academic staff	65	14	05	16
Graduate students	68	9	11	13
Support staff	55	13	08	24

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 7.815; degrees of freedom = 3; significance = 0.05.

** Chi square = 23.949; degrees of freedom = 12; significance = 0.021.

EXHIBIT 34

In my department/school, diverse graduate students have opportunities to build professional relationships with faculty and staff.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly somewhat disagree	Don't know
Race*				
People of color	58%	9%	19%	15%
Whites	72	11	3	14
Gender**				
Female	61	13	7	19
Male	78	10	6	6
Group***				
Administrators	93	7	0	0
Faculty	81	10	3	7
Academic staff	55	9	12	24
Graduate students	69	14	9	9
Support staff	61	13	6	20

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 28.736; degrees of freedom = 3; significance = 0.000.

** Chi square = 18.224; degrees of freedom = 3; significance = 0.000.

*** Chi square = 31.884; degrees of freedom = 12; significance = 0.001.

EXHIBIT 35

Diverse students are informed about professional development opportunities in my department/school.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	45%	16%	20%	19%
Whites	58	15	4	23
Group**				
Administrators	53	27	7	13
Faculty	65	18	4	13
Academic staff	44	14	14	16
Graduate students	64	12	9	15
Support staff	45	18	6	31

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

** Chi square = 24.215; degrees of freedom = 3; significance = 0.000.

* Chi square = 28.342; degrees of freedom = 12; significance = 0.005.

EXHIBIT 36

Faculty mentoring is important to the success of diverse graduate students in my department/school.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Gender*				
Female	58%	15%	3%	23%
Male	69	18	5	9
Group**				
Administrators	73	27	0	0
Faculty	82	11	3	5
Academic staff	53	18	5	25
Graduate students	70	13	5	12
Support staff	43	23	4	31

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 14.386; degrees of freedom = 3; significance = 0.002.

** Chi square = 54.549; degrees of freedom = 12; significance = 0.000.

EXHIBIT 37

Students from underrepresented groups (e.g., race/ethnicity or gender) need extra help to succeed academically.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	39%	23%	32%	6%
Whites	19	36	33	12
Group**				
Administrators	20	53	20	7
Faculty	34	30	28	8
Academic staff	24	38	22	16
Graduate students	24	23	48	5
Support staff	19	36	31	14

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 14.181; degrees of freedom = 3; significance = 0.003.

** Chi square = 31.01; degrees of freedom = 12; significance = 0.002.

The final two items that emerge as statistically significant by demographic group involve statements about mentoring relationships. Respondents were asked to indicate their agreement with statements suggesting that mentoring relationships are most successful when both people in the mentoring relationship are similar either in race/ethnicity or gender (Exhibits 38 and 39). While overwhelming majorities of respondents disagree that faculty and graduate students should be of similar race/ethnicity and/or gender in order for the mentoring relationship to be successful, there are statistically significant differences in responses by both gender and group.

EXHIBIT 38

The most successful mentoring relationships occur when graduate students and faculty are of the same race.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Gender*				
Female	6%	20%	58%	17%
Male	10	19	63	8
Group**				
Administrators	20	27	53	0
Faculty	7	13	71	9
Academic staff	5	26	45	24
Graduate students	8	23	62	8
Support staff	8	18	58	17

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 10.098; degrees of freedom = 3; significance = 0.018.

** Chi square = 26.066; degrees of freedom = 12; significance = 0.011.

EXHIBIT 39

The most successful mentoring relationships occur when graduate students and faculty are of the same gender.

Group*	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Administrators	27%	13%	60%	0%
Faculty	7	13	71	8
Academic staff	7	25	44	25
Graduate students	10	24	58	7
Support staff	7	22	54	18

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 32.944; degrees of freedom = 12; significance = 0.001.

In addition to asking respondents to assess the climate of their department/school, a series of statements were crafted to assess their perception of how well the college is doing overall at creating and supporting a climate of diversity.

Less than half of people of color, academic staff, and graduate students feel that the leadership of CANR fosters a climate that is supportive of diverse people (Exhibit 40). Most telling is that nearly one in three people of color (29 percent), compared to just 6 percent of whites, do **not** agree that the leadership fosters a supportive climate.

EXHIBIT 40

CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director) fosters a climate that is supportive of diverse people.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	47%	13%	29%	10%
Whites	55	17	6	21
Group**				
Administrators	75	13	13	0
Faculty	66	14	10	10
Academic staff	38	26	12	24
Graduate students	40	19	10	31
Support staff	54	16	8	22

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 33.066; degrees of freedom = 3; significance = 0.000.

** Chi square = 32.122; degrees of freedom = 12; significance = 0.001.

Commitment to organizational change on the part of CANR leadership (Exhibit 41) was also assessed by survey respondents. While statistically significant differences emerge by race/ethnicity and subgroup, what is most interesting is that in **no** instance, except for

administrators, do a majority of respondents agree that CANR leadership is committed to organizational change that supports diversity.

EXHIBIT 41

CANR's leadership is committed to organizational change that supports diversity.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	43%	16%	24%	18%
Whites	48	20	6	26
Group**				
Administrators	88	0	6	6
Faculty	49	24	10	18
Academic staff	41	17	10	31
Graduate students	34	17	11	37
Support staff	50	19	08	24

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 19.596; degrees of freedom = 3; significance = 0.000.

** Chi square = 27.934; degrees of freedom = 12; significance = 0.006.

When asked whether they feel diversity training should be required for everyone in the college (Exhibit 42), the only statistically significant differences to emerge are by race/ethnicity. People of color are more likely than whites to agree that such training should be required.

EXHIBIT 42

Diversity training should be required for all individuals in the college.

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	69%	12%	15%	4%
Whites	43	20	36	1

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 22.151; degrees of freedom = 3; significance = 0.000.

In assessing how well CANR does in recruiting and retaining diverse faculty (Exhibit 43), significant differences again emerge by race/ethnicity and subgroup within CANR. People of color are less likely than whites to agree that CANR is effective in this area. Furthermore, administrators are more likely than other groups to feel that CANR is effective.

EXHIBIT 43**CANR is effective in recruiting and retaining diverse faculty.**

	Strongly/ somewhat agree	Neither agree nor disagree	Strongly/ somewhat disagree	Don't know
Race*				
People of color	28%	15%	32%	25%
Whites	40	21	12	27
Group**				
Administrators	47	18	24	12
Faculty	41	24	20	15
Academic staff	33	17	19	31
Graduate students	33	20	15	33
Support staff	39	21	8	33

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 17.241; degrees of freedom = 3; significance = 0.001.

** Chi square = 21.802; degrees of freedom = 12; significance = 0.040.

Level of Responsibility for Creating a Climate that Welcomes Diversity

A final set of questions asked respondents about the level of responsibility they feel various groups have in creating a climate that is welcoming of diversity within CANR (Exhibits 44–49). It is clear that while significant differences exist by race and group, in general, respondents think that everyone is responsible to varying degrees for the diversity climate within CANR.

People of color express a stronger opinion than do their white counterparts that an appointed diversity person is either completely or mostly responsible for the diversity climate within CANR (88 percent to 74 percent). People of color are slightly more likely than whites to believe that CANR leadership and academic staff are completely or mostly responsible for the climate.

Significant differences also emerge in perceptions about which group is responsible for the diversity climate. While overall, slightly more than three-fourths of respondents believe that CANR leadership and department chairs are either completely or mostly responsible (see Exhibit 16) for the climate, faculty emerge in the group-level analysis as being perceived to have a great deal of responsibility—approximately half of administrators, and nearly two-thirds each of academic staff, graduate students view faculty as being completely/mostly responsible (Exhibit 46). Faculty, however, are less likely among the groups surveyed to see themselves as being completely/mostly responsible. Faculty are also less likely compared to other groups to view academic staff, graduate students, and support staff as completely/mostly responsible (see Exhibits 47–49)

In contrast, academic staff are more likely than the other groups to see themselves as being responsible (Exhibit 47) for the diversity climate within CANR. Academic staff are also more likely than the other groups to view graduate students and support staff as having responsibility for the climate (Exhibits 48 and 49).

Forty-five percent of support staff view themselves as completely/mostly responsible for the climate (Exhibit 48), which is relatively equivalent to the proportion of graduate students and administrators who view support staff as completely/mostly responsible. Fifty-one percent of academic staff see support staff as responsible for the climate, while just over one-fourth (26 percent) of faculty hold this view.

Finally, exactly half of graduate students view themselves as being completely/mostly responsible (Exhibit 49), comparable to the proportion (51 percent) of academic staff who also perceive graduate students as completely/mostly responsible. Forty-two percent of administrators, 39 percent of support staff, and 23 percent of faculty believe that graduate students are completely/mostly responsible for the climate.

EXHIBIT 44

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—CANR Leadership

Race*	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
People of color	46%	34%	9%	4%	2%	6%
Whites	31	44	20	3	<1	2

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 14.963; degrees of freedom = 3; significance = 0.011.

EXHIBIT 45

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—Appointed Diversity Person

Race*	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
People of color	44%	44%	6%	0%	3%	3%
Whites	28	46	23	2	1	2

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 17.728; degrees of freedom = 5; significance = 0.003.

EXHIBIT 46

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—Faculty

Group*	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
Administrators	29%	24%	24%	24%	0%	0%
Faculty	15	31	25	14	4	11
Academic staff	40	26	30	4	0	0
Graduate students	40	28	21	4	0	7
Support staff	36	28	20	4	12	

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 52.448; degrees of freedom = 20; significance = 0.000.

EXHIBIT 47

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—Academic Staff/Specialists

	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
Race*						
People of color	19%	30%	21%	15%	12%	3%
Whites	19	26	35	14	3	3
Group**						
Administrators	12	35	41	6	0	6
Faculty	8	21	45	18	6	2
Academic staff	30	32	28	7	2	2
Graduate students	20	33	21	16	5	5
Support staff	23	26	29	12	5	5

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 12.744; degrees of freedom =5; significance = 0.026.

** Chi square = 38.007; degrees of freedom = 20; significance = 0.009.

EXHIBIT 48

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—Support Staff

Group*	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
Administrators	12%	35%	35%	12%	0%	6%
Faculty	8	18	41	24	8	1
Academic staff	28	23	32	12	2	4
Graduate students	21	24	22	20	9	4
support Staff	20	25	26	19	6	4

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 31.926; degrees of freedom = 20; significance = 0.044.

EXHIBIT 49

Responsibility for Creating a Climate that is Welcoming of Diversity within CANR—Graduate Students

Group*	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
Administrators	18%	24%	35%	18%	6%	0%
Faculty	8	15	50	17	9	2
Academic staff	26	25	30	12	4	4
Graduate students	23	27	29	12	7	3
Support staff	19	20	30	15	7	8

SOURCE: Public Sector Consultants Inc., CANR Diversity Survey, 2007.

* Chi square = 34.448; degrees of freedom = 20; significance = 0.023.

Conclusion

This study has examined the ways that members of MSU’s College of Agriculture and Natural Resources perceive diversity, their desire for learning more about specific diversity-oriented topics, and the extent to which they perceive that the college has a climate that is inclusive and supportive of diverse people.

Overall, members of the college perceive that the term “diversity” includes race, gender, and country of origin, as well as components regarding understanding and recognition of differences and understanding culture. Concepts that were less likely to be identified by survey participants as related to diversity are items such as organizational change, power, privilege, and systemic oppression. When respondents were asked to identify topics about which they wished to learn more, the more highly rated items include understanding culture and understanding and recognizing difference.

In assessing the diversity climate of CANR, overall majorities of respondents agree that:

- Their department leadership is committed to diversity
- Individual efforts to support diversity are recognized and rewarded
- Their department is effective in attracting diverse candidates for open positions
- They are comfortable raising issues concerning diversity within their departments
- There are people willing to mentor diverse students
- Diverse graduate students have opportunities for building professional relationships with faculty
- Diverse students are informed about professional development opportunities
- Faculty mentoring is important to the success of diverse students
- They are a valued member of their department
- Having a diverse faculty is important to attracting diverse graduate students

Nevertheless, despite the fact that many items were assessed positively by members of CANR overall, significant differences emerge when race/ethnicity, gender, and subgroups are examined. The most consistent difference observed in this analysis is the divergence of opinion between people of color and whites within the college. In items where significant differences are observed, in all cases, people of color are less likely to register a positive assessment of the diversity climate. This is also the case where gender differences are statistically significant—women are less likely than men to register a positive assessment of the climate. Where differences by subgroup are observed, the most consistent pattern is that administrators tend to express a more positive view of the climate in CANR than do other groups such as faculty, academic staff, etc.

In assessing the role played by CANR leadership at the college level (as opposed to the department level), a clear majority of respondents agree on just one item—that CANR leadership fosters a climate that is supportive of diverse people. Again, significant differences emerge by race and subgroup in the assessment of the college. Interestingly, while a majority of all respondents feel that CANR leadership fosters a climate that supports diversity, this pattern does not hold for people of color. For this item, a majority

of white respondents agree that CANR leadership fosters a positive climate, while the proportion of people of color who agree with this statement falls well below a majority. Another interesting difference emerges for the idea of requiring diversity training—people of color are more likely than whites to support such a requirement.

Overall, approximately three-fourths of respondents believe that administrators and department chairs (77 percent each) are completely/mostly responsible for the climate of diversity within CANR. When these overall results are broken down by subgroup within the college and by race/ethnicity, however, the perception of who is responsible for creating a climate that is welcoming of diversity is more dispersed among groups. In other words, while administration is viewed as a primary force in creating and maintaining diversity, to varying degrees it is viewed as the responsibility of all.

This survey indicates that there are areas of strength and areas for improvement in the climate of diversity in CANR. The most consistent differences of opinion about diversity occur among people of differing race/ethnicity and gender.

Appendix: Survey Instrument

MSU College of Agriculture and Natural Resources Diversity Survey

2007

[NOTES TO PROGRAMMERS IN BRACKETS AND CAPS]

The College of Agriculture and Natural Resources (CANR) is partnering with Public Sector Consultants (PSC), a Lansing-based public policy research firm, to conduct a diversity survey to assess needs and preferences of faculty, staff, and students within CANR. This survey is part of an ongoing research process concerned with diversity and builds upon focus group sessions conducted in 2006. The survey is designed to:

- identify topics and issues concerning diversity that you would like to know more about,
- identify your preferred methods for learning about diversity, and
- assess the perceptions of diversity within CANR.

As you know, the citizens of Michigan passed Proposal 2 on November 7, 2006. While Michigan State University will comply with all laws, the university remains committed to achieving and maintaining diversity among students, staff, faculty, and administrators. CANR shares that commitment and wants to cultivate discussion, dialogue, and growth among all members of the CANR community as MSU promotes diversity, excellence, and world-grant status. The College requests that you complete the online survey to assist in these efforts and extends its sincere appreciation for your help.

The survey is being sent to all on-campus CANR administrators, faculty, academic staff/specialists, support staff, and graduate students. Your participation is important for CANR to identify ways to support working across differences, and to better understand the diversity needs of administrators, faculty, academic staff/specialists, support staff, and graduate students.

It is your choice to respond to this survey. It will take about 30 minutes to complete. Your responses are confidential. They are sent directly to PSC and only aggregated data will be reported to CANR.

If you have questions or comments about the survey, please contact Melissa Riba at Public Sector Consultants. She can be reached by phone, (517) 484-4954, or by e-mail, mriba@pscinc.com.

1. The term “diversity” is defined in different ways by different people. Below is a list of characteristics that some people use when defining what is included in diversity. Please indicate on the scale provided your agreement that an item is part of diversity.

	Disagree				Agree
	1	2	3	4	5
a. Accepting differences					
b. Affirmative action					
c. Age					

	Disagree				Agree
	1	2	3	4	5
d. Country of origin					
e. Gender					
f. Immigration status					
g. Organizational change					
h. Persons with disabilities					
i. Political beliefs					
j. Power					
k. Privilege					
l. Race					
m. Recognizing differences					
n. Religion					
o. Sexual orientation					
p. Socioeconomic status					
q. Systemic oppression					
r. Understanding culture					
s. Understanding differences					
t. Other (please specify):					

2. Indicate on the scale provided your interest in learning more about the following list of topics.

	No Interest				Great Interest
	1	2	3	4	5
a. Accepting differences					
b. Affirmative action					
c. Age					
d. Country of origin					
e. Gender					
f. Immigration status					
g. Organizational change					
h. Persons with disabilities					
i. Political beliefs					
j. Power					
k. Privilege					
l. Race					
m. Recognizing differences					
n. Religion					
o. Sexual orientation					
p. Socioeconomic status					
q. Systemic oppression					
r. Understanding culture					
s. Understanding differences					
t. Other (please specify):					

[NOTE: QUESTIONS 3–5 GO TO SPECIFIC GROUPS ONLY AS NOTED]

FACULTY/ACADEMIC STAFF/SPECIALISTS [ONLY]

3. The following items represent possible topics for professional development opportunities regarding diversity that are often associated with a university environment. Please indicate all that you are interested in learning more about by checking the appropriate box for each.

	No Interest				Great Interest
	1	2	3	4	5
a. Mentoring diverse faculty and staff					
b. Best practices for teaching diverse students					
c. Successful strategies for recruiting/retaining diverse students					
d. Best practices for recruiting and retaining diverse faculty					
e. Understanding the impact of power and privilege across differences					
f. Developing relationships across differences					
g. Developing and sustaining a supportive and inclusive classroom climate					
h. Developing and sustaining diverse professional networks					
i. Cross-cultural communications					
j. Mentoring diverse students for teaching/research careers					
k. Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)					
l. Other (please specify):					

SUPPORT STAFF [ONLY]

4. The following items represent possible topics for professional development opportunities regarding diversity that are often associated with a university environment. Please indicate all that you are interested in learning more about by checking the appropriate box for each.

	No Interest				Great Interest
	1	2	3	4	5
a. Developing and contributing to an inclusive and supportive office climate.					
b. Providing inclusive and quality services to diverse clients					
c. Developing relationships across differences					
d. Interacting with/assisting diverse students					

	No Interest				Great Interest
	1	2	3	4	5
e. Interacting with/assisting diverse faculty or staff					
f. Best practices for recruiting and retaining diverse staff					
g. Cross-cultural communications					
h. Mentoring staff across differences					
i. Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)					
j. Other (please specify):					

GRADUATE STUDENTS [ONLY]

5. The following items represent possible topics for professional development opportunities regarding diversity that are often associated with a university environment. Please indicate all that you are interested in learning more about by checking the appropriate box for each on the scale provided.

	No Interest				Great Interest
	1	2	3	4	5
a. Being mentored by diverse faculty					
b. Interacting with my faculty adviser					
c. Creating an inclusive graduate student organization					
d. Mentoring students across differences					
e. Building diverse relationships					
f. Creating study or research groups with diverse graduate students					
g. Collaborating with diverse graduate students					
h. Cross-cultural communications					
i. Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)					
j. Other (please specify):					

DEANS, DIRECTORS, AND CHAIRS [ONLY]

6. The following items represent possible topics for professional development opportunities regarding diversity that are often associated with a university environment. Please indicate all that you are interested in learning more about by checking the appropriate box for each on the scale provided.

	No Interest				Great Interest
	1	2	3	4	5
a. Developing and sustaining supportive and inclusive climates					
b. Best practices for recruiting diverse faculty and administrators					
c. Developing and sustaining a culturally diverse leadership team					

	No Interest				Great Interest
	1	2	3	4	5
for CANR					
d. Including diversity metrics in the faculty tenure, promotion, and raise processes					
e. Providing professional development opportunities for diverse administrators/faculty					
f. Enhancing the leadership potential of diverse administrators/faculty					
g. Cross-cultural communications					
h. Effects of Michigan's Proposal 2 (2006 Michigan Civil Rights Initiative)					
i. Other (please specify):					

7. Below are several different ways of structuring professional development opportunities about diversity. Thinking within the time frame of one semester and within your work time, indicate your preferred method of learning for each item on the scale provided.

	No Interest				Great Interest
	1	2	3	4	5
a. Brown bag lunches – 1 hour/week					
b. Diversity reading/discussion groups – 1 hour/week					
c. Book/reading circle – 1 hour/week					
d. Lecture series – 1 hour/month					
e. Two-day workshop					
f. Semester-long course – 1 hour/week					
g. On-line training course – 1 hour/week					
h. Discussion groups – 1 hour/week					
i. Annual conference – 3 days					
j. Programs outside MSU					
k. University programs					
l. I am not interested in further learning or training about diversity at this time					
m. Other (please specify):					

[ALL RESPONDENTS]

Diversity, as used in this survey, involves understanding, respecting, and accepting individual, racial, ethnic, gender, sexual, and cultural differences and the promoting of an environment that nurtures the development of all members. Often diversity focuses on the differences of race, gender, ability, class and sexual orientation. [TEXT TO APPEAR AT TOP OF EACH PAGE THROUGHOUT REMAINDER OF THE SURVEY]

Please refer to this definition of diversity in responding to the next section.

8. The following items refer to your department or school. Please indicate the extent to which you agree with each statement by checking the appropriate box.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
a. The leadership in my department/school is committed to issues of diversity.						
b. Individual efforts to support and promote diversity are recognized and appreciated by my department/school.						
c. My department/school is effective in attracting diverse candidates as finalists for open positions.						
d. My department/school has effective strategies to recruit a diverse student population.						
e. Individuals in my department/school who do things to support and promote diversity are specifically rewarded for those activities or work.						
f. In my department/school, diversity is an important consideration in recruitment of students.						
g. In my department/school, I am comfortable raising issues concerning diversity.						
h. In my department/school, people are willing to mentor diverse students.						
i. In my department/school, diverse graduate students have opportunities to build professional relationships with faculty and staff.						
j. Diverse students are informed about professional development opportunities in my department/school.						
k. Faculty mentoring is important to the success of diverse graduate students in my department/school.						
l. Students from under-represented groups (e.g., race/ethnicity or gender) need extra help to succeed academically.						
m. I am a valued member of my department.						

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
n. There are sufficient financial resources available for recruitment of diverse graduate students.						
o. There are sufficient financial resources available for recruitment of diverse faculty.						
p. A diverse faculty is important in attracting diverse graduate students.						
q. The most successful mentoring relationships occur when graduate students and faculty are of the same race.						
r. The most successful mentoring relationships occur when graduate students and faculty are of the same gender.						

9. The following items refer to CANR and the college leadership. Please indicate the extent to which you agree with each statement by checking the appropriate box.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
a. CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director) fosters a climate that is supportive of diverse people.						
b. CANR's leadership (dean, senior associate dean, associate dean, assistant dean) is committed to organizational change that supports diversity.						
c. Diversity training should be required for all individuals in the college.						
d. CANR is effective in recruiting and retaining diverse faculty.						

10. Below is a list of groups that have different roles within CANR. Please indicate by checking the appropriate box the extent to which you feel each has responsibility for creating a climate that is welcoming of diversity within CANR.

	Completely responsible	Mostly responsible	Moderately responsible	A little responsible	Not at all responsible	Not sure
a. CANR's leadership (dean, senior associate dean, associate dean, assistant dean, director)						
b. Department Chairs						
c. Appointed Diversity Person						
d. Faculty						
e. Academic Staff/specialists						
f. Support Staff						
g. Graduate Students						

11. A. What are the barriers to recruiting diverse faculty, academic staff/specialists, support staff and students in your department/school?

B. What ideas do you have to overcome these barriers?

12. A. What are the barriers to retaining diverse faculty, academic staff/specialists, support staff, and students in your department/school?

B. What ideas do you have to overcome these barriers?

13. What ideas do you have to create a more welcoming climate for all in your department/school?
