

St. Cloud State University

CULTURAL AUDIT

FINAL REPORT

October 2002

NICHOLS and ASSOCIATES, INC.
WASHINGTON, D.C.

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EXECUTIVE SUMMARY

Introduction

Nichols and Associates, Inc., a behavioral science firm specializing in the areas of cultural diversity and organizational development, was recruited and contracted by St. Cloud State University (SCSU) to conduct a cultural audit or cultural assessment. Phase I included qualitative data collection including conducting focus groups and individual interviews. Phase II included survey development, survey administration, data analysis, and final report compilation.

Purpose

The ultimate goals in conducting the cultural audit were to identify barriers--both real and perceived--to achieving career successes at SCSU. In addition, *Nichols and Associates, Inc.* provides recommendations to break down and dissolve the identified barriers. We had five specific objectives:

- To understand the attitudes of administrators, faculty, and staff at SCSU.
- To identify barriers to individual success at SCSU.
- To give direction to SCSU Administration enabling faculty, staff, and students to reach their full potential.
- To establish benchmarks and baseline measures for future surveys.
- To measure SCSU's progress in meeting three basic strategic goals-

Goal 1: Provide leadership and a working environment that enables all employees to reach their full potential.

Goal 2: Position diversity initiatives at center stage in SCSU.

Goal 3: Establish a continuous learning environment to adapt to change strategically.

Methodology

The cultural audit consisted of the following methodological steps: (a) Focus Groups and Individual Interviews, (b) Instrument Development, (c) Pilot testing of the Survey Instrument, (d) Administration of the Survey Instrument, (e) Data Analysis and (f) Final Report compilation including recommendations.

Two survey instruments were developed from the Phase I data collection. The instrument administered to students consisted of 118 items (including demographic items) and eight topical areas: student perceptions, cultural values, student experiences, student opinions and attitudes, satisfaction with student life, students' interpersonal relationships, anti-Semitic attitudes, and anti-African American attitudes. The instrument administered to faculty, staff, and administration consisted of 133 items (including demographic items) and nine topical areas: experiences in the workplace, job

experiences, staff opinions and attitudes, communications, coworker and mentoring relationships, job satisfaction, and staff interpersonal relationships, anti-Semitic attitudes, and anti-African American attitudes.

A total of 401 respondents submitted web-based surveys. Additionally, our process included on-the-spot interviews with SCSU personnel, scheduled interviews with SCSU management, SCSU staff, and administrative staff as well as observations.

Findings

Administrators, faculty and staff noted more major job satisfiers than dissatisfiers; likewise, students indicated more positive perceptions than negative perceptions. Some of the faculty and staff satisfiers included co-worker and mentoring relationships, opportunities for training and career development, supportive and non-defensive communication climate, effectiveness of their Union, level of professional trust and interpersonal relationships with various groups. Some of the students' positive perceptions included involvement in many social activities on campus, excellent faculty, SCSU support of cultural activities and interpersonal relationships with various groups.

Results across survey scales indicated several general areas of concern and/or dissatisfaction: attitudes of racism, sexism, anti-Semitism and homophobia, taunting and/or harassment on and off campus, quality of relationships between minority and white students, experiences of discrimination, promotion processes and job security, formal job performance feedback, resistance to diversity, inadequate services/equipment for students with disabilities and the prospect of having higher numbers of Jewish and African-American faculty and staff on campus. Each of these areas is reflected in the Recommendations section below.

Recommendations

- **Leadership**. Strong, unequivocal, proactive leadership is vital to manage and cultivate the evolving/dynamic racial and gender (i.e., diversity) changes at SCSU.
- **Communications**. Data revealed that although communications are “fair to good,” there should be greater transparency to improve communications across all SCSU levels.
- **Diversity**. Future action plans must include current information in brochures, newsletters, calendars, posters, and pamphlets to update employees on the university’s diversity initiatives and future actions. For some respondents diversity is still auxiliary to the function of the SCSU. Workstations throughout the SCSU where one may obtain information on job openings, promotions, diversity materials, awards, and suggestions, as well as a chat room site, should also be established by university Information Technology (IT) department. Diversity performance and equal opportunity practices should be linked to performance evaluation and compensation.
- **Establish an Office of Minority Affairs or an Office of Diversity Affairs**. Establish and empower an office to ensure recruitment and retention of students and staff of color as well as promote cultural diversity. These areas have been cited in the

literature as critical issues in the area of minority/multicultural student affairs. In general, the literature points to the three most important qualifications for a director of multicultural affairs: sensitivity toward minority students, an understanding of under-represented populations, and an ability to deal with conflict and problems. The staffing of the proposed office should include SCSU staff.

- Review and emphasize university diversity efforts. Develop and implement a strategic diversity plan in congruence with other university policies governing recruitment of minority students, hiring of minority faculty and staff and the support of those groups. Input to this effort should come from a cross-section of all university personnel.
- Promote Racial Harmony. If the differences in perception and attitudes toward racial and ethnic discrimination are to be reduced, it appears that some intensive effort will need to be applied. The combined attention by the student government, university administration, and faculty, and the community could bring about the needed changes.
- Benchmarking. When organizations want to improve their performance, they use the activity of benchmarking. They compare and measure their policies, practices, philosophies and performance against high-performing organizations (or universities). The process of benchmarking is used to identify useful business practices; innovative ideas, effective operating procedures and winning strategies that can be adopted by an organization to accelerate its own progress by ensuring quality, productivity and overall improvements. In this case, benchmarking involves investigating how programs/processes are performed at other similar universities to ascertain whether a SCSU could adapt the processes of another organization to improve their own processes. True benchmarking includes searching for, studying and implementing the best practices of world-class companies outside the education industry.
- Human Resources. In order to improve upon the effective SCSU communication climate, HR functions should enhance its focus on workgroup effectiveness particularly across departments and offices as well as across various racial, ethnic, and special interests groups.
- Standardize hiring practices. There is a perception among the SCSU employees that hiring practices are biased and non-standardized. Standardizing the information and memberships of search committees and selection criteria would enhance the university's climate. The personnel who have served on search committees reported that these committees vary in operations. Faculty and staff members recommend standardizing all search committee processes and procedures. Establish criteria (and diversity) for committee membership, committee precepts, formal guidelines and reporting procedures, stated candidate qualifications and background, candidate application management, etc. Transcending these perceptions requires greater transparency in hiring practices.
- Organizational Study Follow-up. Follow-up on studies designed to assess or diagnosis the university climate. Many participants are aware of at least four

assessments or organizational studies, but have not received any feedback or recommendations on rectifying organizational challenges.

- Cultural Audit Survey. Within 12 months after the implementation of an action plan, to ascertain progress, an assessment and re-evaluation should be considered.

INTRODUCTION

Nichols and Associates, Inc., a behavioral science firm, specializing in the areas of cultural diversity and organizational development was recruited and contracted by SCSU, St. Cloud, MN, to conduct a cultural audit or cultural assessment. Phase I included qualitative data collection including conducting focus groups and individual interviews. Phase II included survey development, administration, analysis, and compilation of the final report.

A *cultural audit* is a survey of the university employees that identifies the organization's values, beliefs, perceptions and behaviors. It defines what issues the university considers important. If a strategic plan defines where the university wants to go, organizational culture determines the methods and avenues used to get there. Every university has a culture simply because it is made up of people. Unfortunately, few administrators are aware of the culture, thus its evolution is an unplanned process. A cultural audit establishes a baseline of information concerning the beliefs, values, and perceptions employees have about the university, its policies, and their leaders. Cultural audits are critical elements when developing a strategic plan, a quality initiative or a diversity plan.

Moreover, a cultural audit (or organizational assessment) is an assessment of the work climate of the university providing a current "snapshot" of the environment. The sociological and psychological literature define organizational climate as a set of measurable properties of the work environment, perceived directly or indirectly by people who live and work in this environment and assumed to influence their motivation and behavior.¹ Traditionally, organizational cultural assessment aims to capture a snapshot of an organization at one point in time. The literature also suggests that organizational climate is comprised of multi-dimensions such as structure, responsibility, reward, risk, warmth, support, standards, conflict, identity, and other factors.

The purposes of the audit are to describe the overall working environment and identify the unwritten "norms" and rules governing employee interactions and workplace practices. It determines possible barriers to effective work practices and communication, and it makes recommendations to address identified problems. Racial, gender, and organization position issues are also examined. The findings presented in an audit report reflect the perceptions and experiences of SCSU administrators, faculty, staff and students. Facilitated group discussions (i.e., focus groups) build on the results of the audit to develop possible strategies for problem resolution. The objectives of an audit are to:

- Determine an organization's "climate"
- Establish how the current status of the organization aligns with its vision

¹ Davis, K. & Newstrom, J. (1985). *Human behavior at work: Organizational behavior*. New York: McGraw-Hill

- Provide a planning tool
- Provide a baseline for future comparative surveys

The question may be asked, “*Why conduct an audit?*” In response, the ultimate goals in conducting a cultural audit are to identify barriers--both real and perceived--to achieving career success at SCSU and then to break down identified barriers. There were five specific objectives:

- To understand the attitudes of SCSU.
- To identify and remove barriers to individual success in SCSU.
- To help all members of SCSU reach their full potential.
- To establish benchmarks and baseline measures for future surveys.
- To measure SCSU's progress in meeting three basic management goals:
 - Goal 1: Provide leadership and a working environment that enable all our people to reach their full potential.
 - Goal 2: Place diversity in SCSU at center stage.
 - Goal 3: Establish a continuous learning environment to adapt to change strategically.

The focus of this audit was to examine the perceptions of SCSU staff and students on domains of student experiences, racial, ethnic and gender climate, communications, job satisfaction, diversity and equal opportunity perceptions, workplace experiences, cultural values, and interpersonal relationships.

Background:

Nichols and Associates, Inc. used the medical model in its approach to organizational assessment. The first step before treatment involves a diagnosis of the problem. The cultural audit is the diagnostic tool used by Nichols and Associates, Inc. to assess the organizational structure, climate, function and processes.

The cultural audit consists of the following methodological steps: (a) Focus Groups and Individual Interviews, (b) Instrument Development, (c) Pilot testing of the Survey Instrument, (d) Administration of the Survey Instrument, (e) Data Analysis and (f) Final Report compilation including recommendations.

SURVEY DEVELOPMENT

Scale Development. The survey instrument was developed using the following methodology:

1. The survey development process began by identifying relevant content areas derived from 27 focus groups of SCSU personnel. Additional information was gathered by reviewing process, procedures, reports, records and observations to ascertain cultural climate.
2. *Nichols and Associates, Inc.* developed an initial set of content domains summarizing the core issues related to personnel and management. These content domains represented broad areas of concern and served as the underlying dimensions to be assessed by the survey instrument.
3. Individual items were then derived to fit into the domains of the conceptual framework
 - A. Items were selected based on the following criteria:
 - i. Comprehensiveness.
 - ii. Avoiding obvious redundancy.
 - iii. Balance of domains represented. Once a sizeable pool of items was accumulated, the items were categorized as representing one or more domains. The initial item selection aimed to be as comprehensive as possible. Subject matter experts then reduced the pool of items through a series of reviews. When two items were deemed essentially redundant, one item was selected and the other excluded. Every effort was made to derive multiple items for each of the selected domains. To balance the survey, items were eliminated so that no one particular domain would predominate.
 - B. The working group used simple, commonly accepted rules for the construction and evaluation of items. These rules included selecting items that present a single issue, use everyday language, and are brief enough to administer orally. The result of this process was a pool of 135 survey items distributed across 15 scales.
4. The initial testing of this instrument included a pilot test. Pilot testing was completed with faculty, staff, and students at SCSU. Corrections and/or edits to the survey instrument were based on input from faculty, staff, administration, and students.
5. The survey instrument was then uploaded to an Internet website where faculty, staff and students could complete and submit the survey to *Nichols and Associates, Inc.* for analysis. The website and password was advertised to SCSU

staff and students prior to and during the course of the active survey via flyers and the SCSU website.

Reliability. Reliability refers to a measure's consistency (i.e., “*If I repeatedly measure the same thing, under similar conditions and with no true change in the level of the measured attribute, will I obtain the same results?*”). There are a number of methods for assessing the reliability of a survey instrument. Perhaps the most commonly used is Cronbach’s alpha coefficient, a statistic that examines the consistency of scales used in a survey. Alphas are calculated separately for each scale and it may range from 0 to 1. Higher values indicate greater reliability. While there are no independent standards for judging an acceptable level of reliability, many behavioral research scientists use a “rule of thumb” value of .7 as a reasonably high alpha for most research efforts.

Limitations. The current survey is not without its limitations and critics. Sometimes respondents may be uncomfortable responding to the survey, because sensitive areas are presented. *Nichols and Associates, Inc.* recognizes the concern, but believe we do not get the “hard” answers unless we ask the “hard” questions. Some leaders believed some of the concerns were not adequately addressed. Without unduly lengthening the survey (thereby decreasing the response rate and increasing resistance to the process), we could not cover every potential culture/climate issue. Based on our research, we focused on the key climate concerns, which generates an accurate and comprehensive picture of how SCSU members view/perceive/interpret the university’s cultural climate.

We also received some complaints/concerns from white males who believed the survey issues assumed they are responsible for all climate, EEO or diversity difficulties. Regarding this issue, *Nichols and Associates, Inc.*, reiterates the discussion above on survey length and adds the following: *Nichols and Associates, Inc.*, in developing and designing the instrument conducted numerous focus groups and assessed the organizational climate involving approximately 300 faculty, staff, and students [See Appendix A -*Focus Group Report*].

Using these methods, university leadership can obtain a valid indication of whether discrimination is a major issue in the university. If so, the university can gather additional information (using techniques other than a survey) to determine where the concerns are. SCSU may use other techniques including:

- **Individual interviews** – Consider conducting semi-structured interviews to maintain consistency through all interviews. This approach and structure will assist in validating survey findings.
- **Focus groups** – A trained facilitator should conduct focus groups. Recorders should be able to summarize the general themes (e.g., *recurring viewpoints*) of focus group discussions.

- Record/documentation review – Reviewing archived records will assist in determining possible trends and the total number of reports, complaints or cases as well as validate alleged cases or reports (e.g., discrimination).
- Direct observations – While directly observing interpersonal behaviors provides qualitative information, one cannot observe all situations all the time. Keeping findings in context is a cardinal principle of observational analysis.

The Culture Survey, within its design methodology, is a sound instrument offering accurate information to SCSU management and leadership as well as student organizations.

SURVEY ANALYSIS

Keys to Interpretation. All questionnaire items were measured on a five- or seven-point Likert-type scales (i.e., “strongly agree,” “agree,” “uncertain,” “disagree,” and “strongly disagree”; “very satisfied,” “satisfied,” “uncertain,” “dissatisfied,” and “very dissatisfied”; “very characteristic,” “characteristic,” “moderately characteristic,” “slightly characteristic,” and “not characteristic”; “excellent” to “poor”).

Demographic findings indicated majority staff respondents outnumbered minority staff respondents by a ratio of nearly four to one; males and females were equally represented. Therefore, the overall responses are significantly heavily weighed to the majority perspective.

Moreover, disparity in subgroup perceptions indicated potential for organizational conflict. Some comparisons were found to be statistically significant. Percentages may not total 100% due to rounding procedures. For the purposes of the analysis, calculated percentages of .5 or higher were rounded up to the next whole number.

Demographic and Level I analysis is driven by a frequency distribution (i.e., percentages, descriptive statistics) for each survey item across students and administrators, faculty and staff respondents.² Level II analysis includes t-tests and univariate analyses. Responses to the open-ended item will be included in section entitled *Qualitative Analysis*.

Due to incomplete surveys, missing value analysis was conducted using regression residuals for all scale items except those assessing demographic characteristics. Using SPSS, values for missing data were imputed.

Scale scores were calculated by adding all response item scores and resulted in a composite score. Survey items that were negatively worded were reversed scored. Thus, the lower the scale score, the better the score or the more favorable the perception. The total scale score and the range of responses were contingent on number of scale items and type of response scale (i.e., five- or seven-point Likert-type scales).

Qualitative data (i.e., focus group data and written comments) were collected and analyzed in an effort to enhance and validate survey findings and to understand SCSU

² **Note:** The mean understates (overstates) the true value of the central tendency if there is a minimum (or maximum) value outlier. Despite this only flaw, the sample mean (\bar{X} or x-bar) has some particular properties that make it the most reliable/popular estimator for making inferences about the population mean μ or central tendency. These properties include:

1. Unbiasedness - Its expected value is equal to the true value of the parameter μ (which is always unknown)
2. Relative Efficiency - Is variance is the smallest when compared with the variances of the competing summary measures (e.g., the median) of central tendency or μ
3. Consistency - Its value approaches the true value of μ (which is always unknown) as the sample size 'n' increases.
4. Sufficiency - It must use all of the information contained in a sample of data that is used in the computation of its value.

members' perspectives *and perceptions*. It also increased the contextual perspective of the **Nichols and Associates, Inc.**, team in reporting accurate findings and submitting appropriate recommendations. A thematic content analysis was conducted and used in the cultural assessment to:

- Identify the intentions, focus or communication trends of individuals, groups or the organization (SCSU).
- Determine attitudinal and behavioral responses to organizational communications, policies and procedures.
- Determine psychological/emotional state and opinions of persons or groups. (See section entitled *Qualitative Analysis*).

Analyzing the data in this manner provides an additional perspective of SCSU issues and assists in developing an approach to resolve issues.

CONCEPTUAL SUMMARY OF SURVEY SCALES: DEFINITION AND CONTENT

STUDENT SCALES

STUDENT PERCEPTIONS: This scale considered students' opinions and attitudes toward the university. The scale included items relevant to campus life, student life services, perceptions of various interest groups or clubs, student government, degree of racism, sexism, anti-Semitism and homophobia, procedures for complaints and grievances, and faculty sensitivity to all students. The last item deals with the recommendation of the university to other potential students.

The scale included 16 items and produced a Cronbach alpha coefficient (α) of .6460. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree, and Strong Disagree*).

CULTURAL VALUES: This scale examined students' perceptions of the cultural values of the SCSU. At the organizational level, values are viewed as a major component of organizational culture, and are often described as principles responsible for the successful management of a number of companies. Values have also been characterized as "*the most distinctive property or defining characteristic of a social institution.*"

The current scale focuses on processes related to values as desirable modes of behavior. Specifically, the scale topics included valuing diversity, treatment of ethnic and religious groups, innovative and shared problem-solving, treatment of students regardless of background, integrity in dealing with faculty and students, ethical and moral disposition of SCSU, fair and equitable treatment for all employees, and students' completion of their degree in a timely manner.

The scale included 10 items and produced an α of .7025. Responses to each item were measured on a five-point Likert-type scale (i.e., *Not Characteristic, Slightly Characteristic, Moderately Characteristic, Characteristic, and Very Characteristic*).

STUDENT EXPERIENCES: This scale was developed to reflect students' inclusive experiences on and off campus. It includes items dealing with choosing to attend SCSU, career guidance, adjustment to campus life, equal treatment from the city of St. Cloud police, overall academic experience, academic support and encouragement from faculty and students, feeling of isolation, harassment on and off campus, inclusion of special interest student groups, campus activities, university action on complaints of discrimination, quality of faculty instruction, and university policies.

The scale included 25 items and produced an α of .7699. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree*).

STUDENTS' OPINIONS AND ATTITUDES: This scale is designed to assess students' perceptions relative to negative publicity, gender disparate treatment, responses

of administration to discrimination, resistance to diversity, fear of retaliation, complaints of discrimination,³ gender favoritism, disparate treatment directed at international students, racial and gender minorities, racist and sexist behaviors, cultural competence/awareness training, safety of minority groups, university support of various groups, fraternities and sororities, and training relative to student services.

The scale included 27 items and produced an α of .7950. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Disagree, Moderately Disagree, Slightly Disagree, Slightly Agree, Moderately Agree*, and *Strongly Agree*).

SATISFACTION WITH STUDENT LIFE: This scale assessed a variety of elements of student life. Specifically, the scale referred to resident halls, physical conditions of classrooms and resident halls, quality of laboratory equipment, level of library technology, availability of tutoring and faculty support, relationships between minority and majority students, number and variety of student groups and clubs, policy and procedures for student complaints, support of administration, sensitivity to the disabled, availability, number and variety of recreational and sports activities.

The scale included 18 items and produced an α of .8919. Responses to each item were measured on a five-point Likert-type scale (i.e., *Very Satisfied, Satisfied, Uncertain, Dissatisfied*, and *Very Dissatisfied*).

INTERPERSONAL RELATIONSHIPS: This scale considered racial, ethnic and gender relationships and perceptions within the SCSU student body. In general, the racial and gender climate refers to the relatively enduring qualities of SCSU's internal environment, which influences activities and the occurrence of certain types of behavior. Specifically, the scale referred to academic, professional and social interaction with various minority and gender groups.

The scale included 11 items and produced an α of .8804. Responses to each item were measured on a seven-point Likert-type scale (i.e., from *Excellent* to *Poor*).

ANTI-SEMITIC ATTITUDES: This scale assessed the attitudes directed at faculty, staff and student members who practice Judaism and included the topics of hiring, equal opportunity, assimilation, secular values, inconspicuous professions, control of university policies, and disparate treatment. It was also used to determine the "readiness" and acceptance of diversity efforts and religious tolerance within the surveyed sample. The scale, originally developed and used at the University of Michigan, was adapted for use within the current cultural audit/assessment.

³ Discrimination refers to behavioral responses that are unfavorable to minority and ethnic members. Therefore, racial discrimination is defined as "unjustified, negative, or harmful conduct, verbal or physical, that is directed at an individual because of one's race, color, national origin, or ethnicity" (Ancis, J., Mohr, J. & Sedlacek, W. (2000). Student perceptions of campus cultural climate by race. *Journal of Counseling and Development*, 78, 180-185).

The scale included six items and produced an α of .7648. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree*).

ANTI-AFRICAN AMERICAN ATTITUDES: This scale assessed the attitudes directed at faculty, staff and student members of African-American decent and included the topics of hiring, university standards, use of the “race card,” assimilation and disparate treatment. It was also used to determine the “readiness” and acceptance of racial diversity efforts and tolerance within the surveyed sample. The scale was adapted from the anti-Semitic scale for the purpose of the current cultural audit/assessment.

The scale included four items and produced an α of .6290. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree*).

ADMINISTRATOR, FACULTY AND STAFF SCALES

EXPERIENCES IN THE WORKPLACE: This scale assessed the work experiences and perceptions of SCSU’s workforce. It included a variety of topics including feelings about work, professional relationships with co-workers, personal comfort of employees, work outcomes, co-worker cooperation, and overall work satisfaction.

The scale included 12 items and produced an α of .8199. Responses to each item were measured on a five-point Likert-type scale (i.e., *Very Like Me, Often Like me, Like Me, Seldom Like Me and Very Unlike Me*).

CAREER ADVANCEMENT & JOB EXPERIENCES: This scale assessed job performance and feedback, mentoring opportunities, training opportunities, problem resolution, approach of supervisors, and use of employee talent. These survey items relate to respondents’ job experiences as well as activities and opportunities contributing to their career advancement.

The scale included eight items and produced an α of .7585. Responses to each item were measured on a five-point Likert-type scale (i.e., *Excellent, Good, Fair, Poor and Non-existent*).

OPINIONS AND ATTITUDES: This scale is designed to assess employees’ perspectives relative to resistance to diversity, complaints of discrimination, employee development, gender favoritism, racist and sexist behaviors, cultural competence/awareness training, safety of minority groups, career advancement, university support of various groups, demands of university special interest groups, and job-related training relative to student services.

The scale included 38 items and produced an α of .7365. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Disagree, Moderately Disagree, Slightly Disagree, Slightly Agree, Moderately Agree* and *Strongly Agree*).

COMMUNICATIONS: In its basic form, communication involves the exchange of information between two or more members in a prescribed manner and by using proper terminology. The purpose of communication is to clarify or acknowledge the receipt of information. This scale was designed to evaluate university-wide communications.

Specifically, it examines the extent to which information flows freely and accurately in all directions (i.e., upward, downward, and laterally) through the university. The scale includes items relative to the use of e-mail, flow of communications, innovative ways to communicate, quality and clarity of communications, communication and cooperation in work groups, barriers to effective communication, informal communications channels, organizational structure, and overall communications climate.

The scale included 23 items and produced an α of .7087. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Disagree, Moderately Disagree, Slightly Disagree, Slightly Agree, Moderately Agree* and *Strongly Agree*).

CO-WORKER AND MENTORING RELATIONSHIPS: This scale assessed co-worker relationships and rapport. Scale items included statements that assessed the frequency in which a coworker(s) inform them of negative situations, assists in maximizing networks, insults them and makes them appear less competent, minimizes their opinions, explains the political implications of their position and behavior, trusts, listens, uses their knowledge, skills and abilities, values them, allows cross training, informs them of written and unwritten office rules, and assists them with research or grant writing.

The underlying theme of this scale is the importance of mentoring. A mentor advises, counsels, and otherwise enhances the personal development of a less senior, or less experienced employee. Thus, mentoring is strongly associated with a protégé's career success. Previous researchers have argued that those who have a mentor (i.e., an influential coach, or role model) may also have greater access to important organizational resources.

The scale included 16 items and produced an α of .7780. Responses to each item were measured on a five-point Likert-type scale (i.e., *Almost Always, Often, Occasionally, Seldom, and Never*).

SCSU WORKING CONDITIONS (JOB SATISFACTION): This scale assessed employees' satisfaction with various aspects of their jobs. Scale items included working conditions, physical environment, satisfaction with supervision, recognition and reward, advancement and promotion opportunities, career obstacles, addressing disputes/complaints, suggesting improvements, quality of working relationships across various groups and offices.

The scale included 15 items and produced an α of .9010. Responses to each item were measured on a five-point Likert-type scale (i.e., *Very Satisfied, Satisfied, Uncertain, Dissatisfied*, and *Very Dissatisfied*).

INTERPERSONAL RELATIONSHIPS: This scale considered racial, ethnic and gender relationships and perceptions within the SCSU workforce. In general, the racial and gender climate refers to the relatively enduring qualities of SCSU's internal environment, which influences activities and the occurrence of certain types of behavior. Specifically, the scale referred to professional and social interaction with various minority and gender groups.

The scale included 11 items and produced an α of .9110. Responses to each item were measured on a seven-point Likert-type scale (i.e., from *Excellent* to *Poor*).

ANTI-SEMITIC ATTITUDES: This scale assessed the attitudes directed at faculty, staff and student members who practice Judaism and included the topics of hiring, equal opportunity, assimilation, secular values, inconspicuous professions and activities, control of university policies, and disparate treatment. It was also used to determine the "readiness" and acceptance of diversity efforts and religious tolerance within the surveyed sample. The scale, originally developed and used at the University of Michigan, was adapted for use within the current cultural audit/assessment.

The scale included seven items and produced an α of .7653. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree*, and *Strongly Disagree*).

ANTI-AFRICAN AMERICAN ATTITUDES: This scale assessed the attitudes directed at faculty, staff and student members of African-American decent and included the topics of hiring, university standards, use of the "race card," assimilation and disparate treatment. It was also used to determine the "readiness" and acceptance of racial diversity efforts and tolerance within the surveyed sample. The scale was adapted from the anti-Semitic scale for the purpose of the current cultural audit/assessment.

The scale included five items and produced an α of .5304. Responses to each item were measured on a five-point Likert-type scale (i.e., *Strongly Agree, Agree, Uncertain, Disagree*, and *Strongly Disagree*).

Students

Level I: Frequency Analysis of Item Responses

STUDENT DEMOGRAPHICS

The total sample included 164 respondents. A breakdown of student sample demographics is presented below.

Race:

- White/Caucasian 54.9%
- Asian American/Pacific Islander 20.7%
- Other Racial/Ethnic Group 12.8%
- Black/African American 7.5%
- Native American/Alaska Native 1.8%
- Arab-American/Middle Eastern 1.2%
- Biracial <1%

There was one missing case. (See Figure 1).

Hispanic/Latino/Chicano origin or decent:

- Non-Hispanic 97.0%
- Hispanic 1.8%

There were two missing cases.

Gender:

- Male 48.8%
- Female 50.6%

There was one missing case. (See Figure 2).

Age:

- 17-20 43.9%
- 21-25 42.1%
- 26-30 9.1%
- 31-35 3.7%
- 36-40 <1%
- 41-45 0%
- 46-50 <1%
- 51+ 0%

(See Figure 3).

Spiritual/Religious Affiliation:

- Christianity 57.9%
- No religious affiliation 15.2%
- Other religious affiliation 6.7%
- Islam 6.1%
- Buddhism 5.5%

- Hinduism 4.9%
- Wicca 2.4%
- Judaism <1%
- Baha'i <1%

(See Figure 4).

Student Status:

- Freshman 23.8%
- Sophomore 29.3%
- Junior 21.3%
- Senior 15.9%
- Graduate 9.8%

(See Figure 5).

International Student:

- Yes 38.4%
- No 61.6%

(See Figure 6).

International Student Native Country:

Countries most represented were:

- Malaysia
- India
- Nepal
- Pakistan
- Tanzania
- Korea
- Bangladesh

Length of Study at St. Cloud State University:

- 1 year or less 38.4%
- 2 years 34.8%
- 3 years 14.0%
- 4 years 8.5%
- 5 years 1.2%
- More than 5 years 2.4%

There was one missing case. (See Figure7).

Full- or Part-time Student:

- Full-time 95.7%
- Part-time 4.3%

Figure 1
Respondents by Race

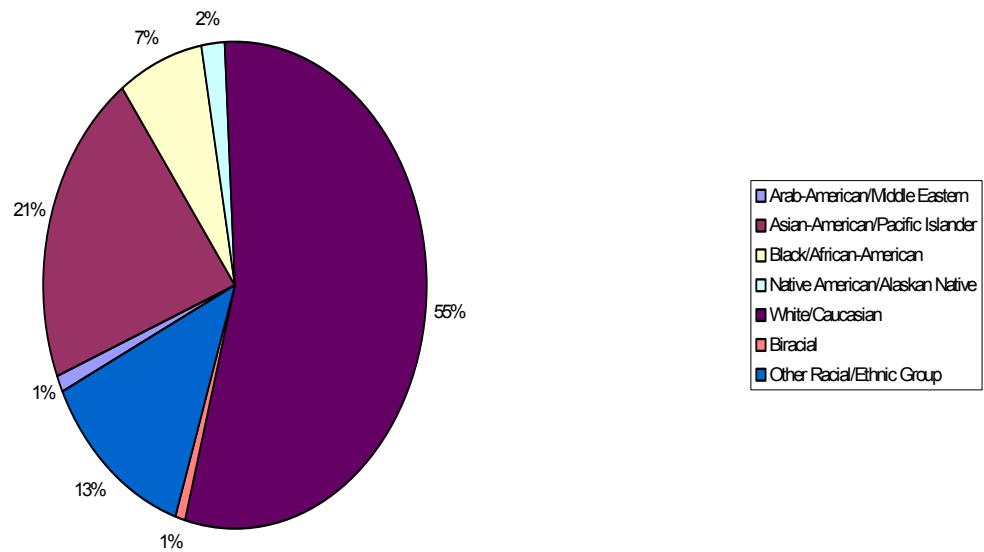


Figure 2
Respondents by Gender

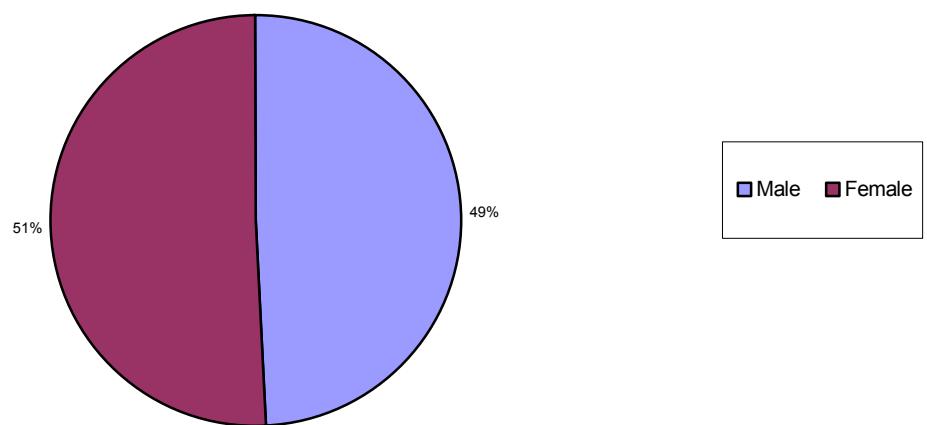


Figure 3
Respondents by Age

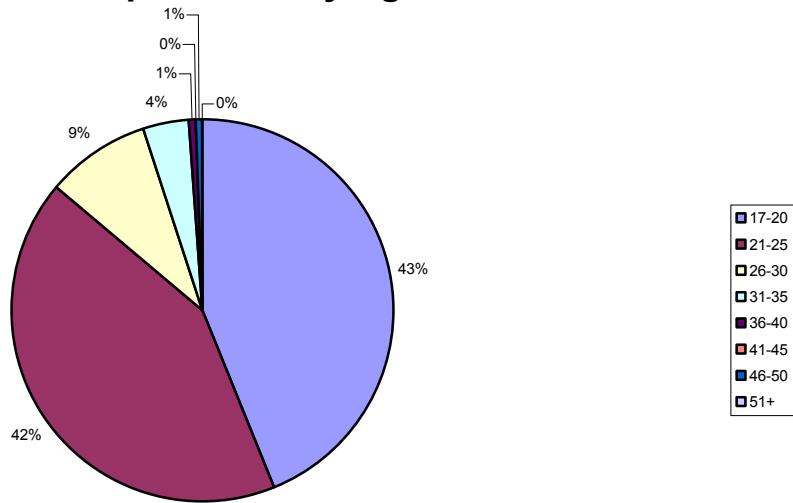


Figure 4
Respondents by Religion

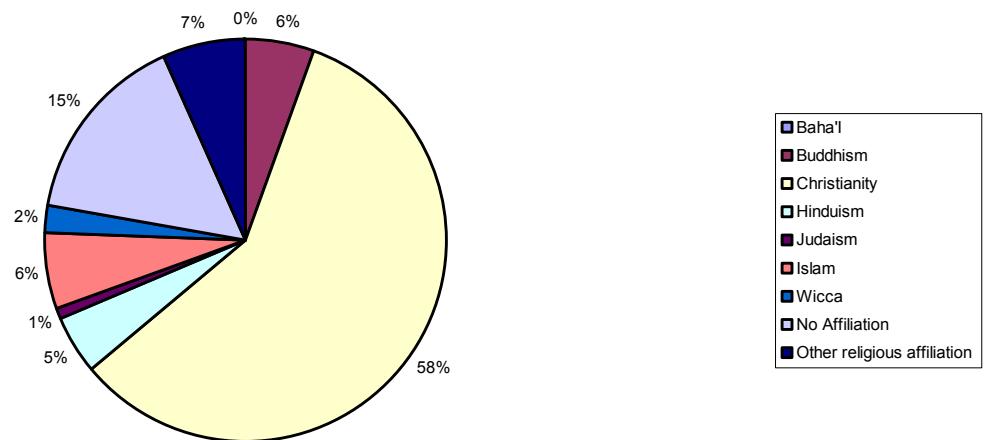


Figure 5
Respondents by Status

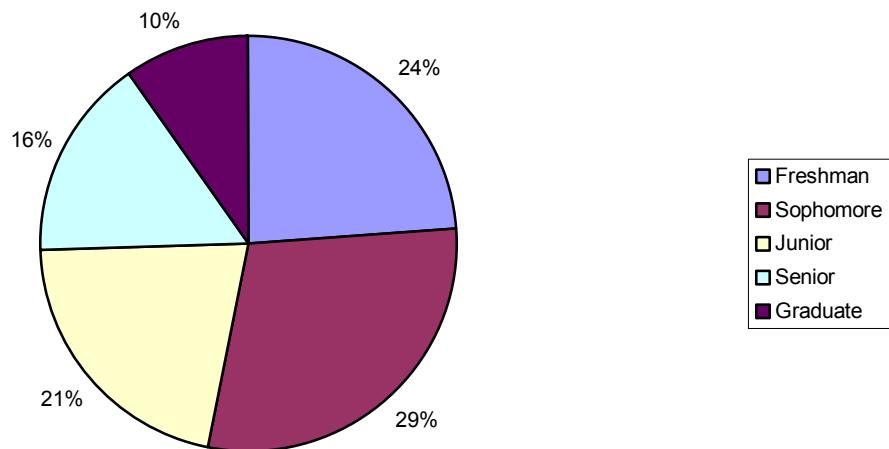


Figure 6
Respondents by International Student Status

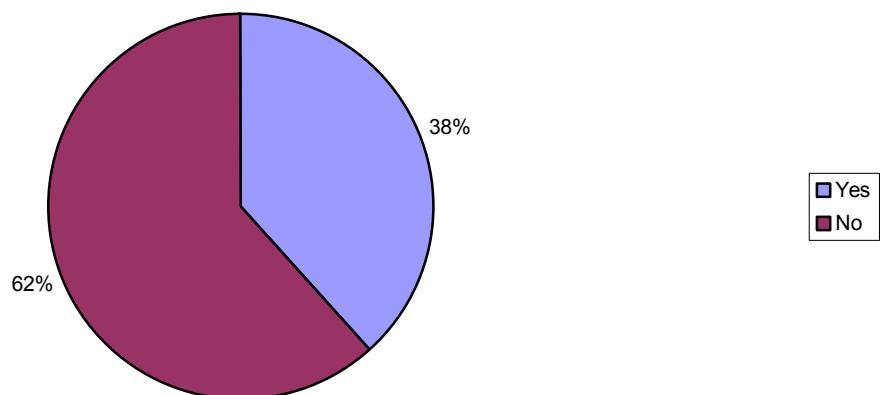
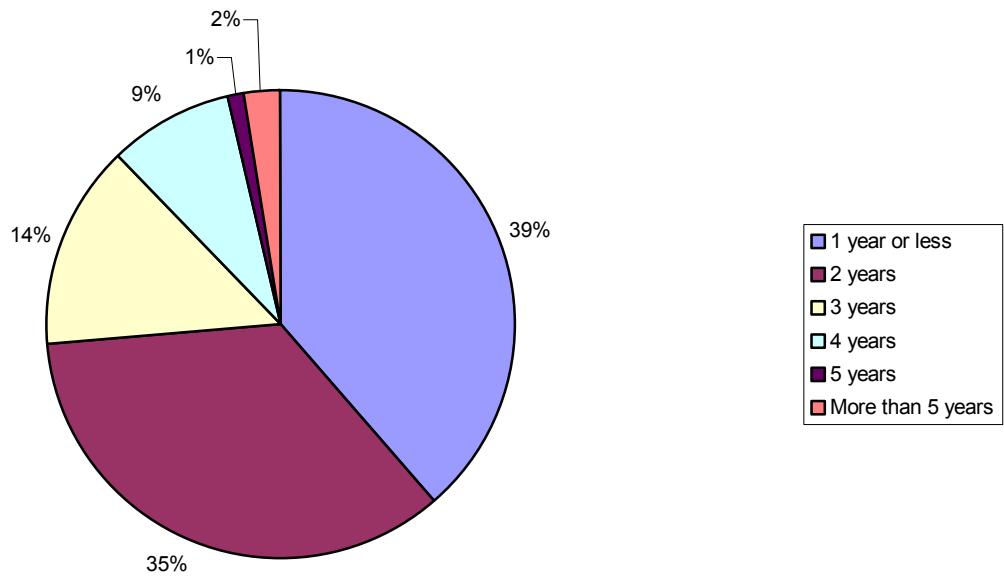


Figure 7
Respondents by Length of Study at SCSU



Summary of Findings: STUDENT PERCEPTIONS OF SCSU

- Approximately one-half of respondents are proud to be students at St. Cloud State University (SCSU) and 65% would recommend the university to others. Contrastingly, nearly one-quarter was undecided and approximately one-quarter was not proud to be SCSU students.
- Approximately one-half of respondents (49%) found campus life exciting and challenging (i.e., personally and academically).
- One-third (33%) of respondents agreed that the university has great student life services, yet 45% are uncertain and 22% disagreed.
- A majority of respondents (43%) indicated they have lots of school spirit; over one-third indicated the opposite opinion and over one-fifth was uncertain.
- Approximately 29% of respondents indicated that the men's hockey team is the only thing to get excited about on campus; 11% was uncertain and 60% disagreed.
- Respondents were evenly split between agreement (38%) and disagreement (38%) on the opinion that the gay, lesbian, bisexual and transgender (GLBT) group is unnecessary; nearly one-quarter was uncertain.
- Respondents were evenly divided in their response to the negative press directed at the university and its affects on their morale; 32% agreed, 35% was uncertain and 33% indicated that the negative press had not affected their morale.
- A slight majority of respondents (44%) was uncertain if student government "caves in" from pressure from administrators; 21% of respondents disagreed with the statement and 35% agreed.
- One-third of respondents (33%) perceived faculty as not being sensitive to everyone regardless of demographic or lifestyle; 48% perceived faculty to be sensitive and less than one-fifth was uncertain. On a related item, 35% of respondents agreed that faculty is insensitive to GLBT issues; 39% was uncertain and 26% disagreed.
- A small majority of respondents (45%) agreed that the university has procedures for student complaints or grievances regarding unfair, biased treatment; 33% was uncertain and 22% disagreed.
- A slight majority of respondents (43%) felt free to voice their opinions at open forums; 20% was uncertain and 37% did not feel free to voice their opinions.
- Approximately 30% of respondents indicated that the university has not been "w wishy-washy"⁴ about Native-American mascot issues; 31% was uncertain and 40% disagreed.
- Approximately 58% was uncertain if the university had been responsive to Latino or Chicano issues; 23% disagreed and 18% agreed.
- Over one-half of respondents (54%) indicated that the campus is not free of racism, sexism, anti-Semitism and homophobia; 26% disagreed and 21% was uncertain.

⁴ Wishy-washy: Adjective. (*informal*). Lacking the qualities requisite for spiritedness and originality; ineffective; indecisive; insipid.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “agree” (item values of 1 and 2), “uncertain” (item value of 3), and “disagree” (item values of 4 and 5).

Pride and school spirit are high for at least one-half of the student sample. This translates to a positive commendation for SCSU, as the majority of respondents would recommend the university to other prospective students. Similarly, approximately one-half of the sample found campus life exciting and challenging (interpersonally and academically).

The hockey team holds great interest by many students, but not all. Since many international students (who made up 38% of the survey sample) are from Asia, Africa, Middle East and South America, they may not be familiar with the game of hockey and not have the same appreciation that Americans and European students have for the game in general and the university team’s national reputation in particular. During Phase I of the audit, *Nichols and Associates, Inc.*, noted several international student organizations i.e., International Student Association, Chinese, Greek, Korean, Pakistani, Scandinavian and Vietnamese groups. This finding also indicated that students find other campus events and services attractive, compelling and closely aligned with their personal and academic interests.

In general, the faculty was perceived, by the majority of respondents, as being sensitive to everyone. In a similar item, only one-fifth of respondents believed that the faculty was insensitive to gay, lesbian, bisexual, and transgender (GLBT) issues. According to focus group data, the GLBT group is perceived as somehow different from other student interest groups.

In recent years, negative press about the university – complaints of discrimination, lawsuits, disparate treatment, etc. -- has been cited in local and national publications. Consequently, the image of the university has been impacted. However, the majority of students was uncertain or disagreed that their morale has been affected by the negative press.

Less than one-half of respondents felt free to voice their opinions at open forums. This finding may be impacted by the relatively junior status of student respondents, their cultural background, and/or the conservative climate of the university. Less than one-half of respondents were aware of procedures to submit a complaint or grievance regarding unfair and biased treatment.

Racial and ethnic student interest groups or clubs on campus are generally perceived as instrumental in providing support in the campus/academic survival process and persistence to graduation. Consequently, student groups are important to maintain, sustain and bolster the number of racial and ethnic students on the SCSU campus. Moreover, respondents suggested that students who fully acknowledge and celebrate their own ethnicities and histories gain some sense of those complex and diverse cultural

locations that provide them with a sense of voice, place, and identity. They require direct or indirect support, direction and sensitivity from university faculty and staff in order to remain viable and solvent.

Moreover, none of this is to indicate that collegiate social life is a bustling business, but appears that its profile and location have changed. On campus, there is probably a greater diversity of activities available than ever before, but each activity appeals to smaller and prescribed pockets of students. This is, in many respects, the consequence of student organizational mitosis and the proliferation of the divides between undergraduates.

According to our interviews, there appears to be less large-group socializing and that more students are participating in activities individually and in small groups versus campus-wide. Our interviews revealed that current students described themselves in terms of their differences, not their commonalities. Increasingly, they indicated, directly and indirectly, that they associated with people who are most like themselves rather than different. This fact coupled with the finding that over one-half of respondents believed the campus is not free of racism, sexism, anti-Semitism and homophobia lends SCSU to a climate that has a high potential for tension and conflict.

Summary of Findings: CULTURAL VALUES

- Respondents were evenly divided in their perceptions of the university's position of valuing racial/ethnic/gender/religious and lifestyle diversity; 35% indicated very characteristic/characteristic; 34% indicated slightly characteristic/not characteristic. Approximately 31% perceived the university as "moderate" in its efforts to value diversity.
- One-third (34%) of respondents thought it was slightly characteristic/not characteristic of the university to practice bias toward some ethnic and religious groups; 39% thought it was very characteristic/characteristic and 26% thought it was moderately characteristic.
- 38% of respondents thought it was characteristic of the university to reward innovative research and new approaches to problem solving; respondents were evenly split between moderately characteristic (31%) and slightly or not characteristic (31%).
- Approximately 43% of respondents thought it was characteristic of the university to condone individuals or groups to fight over "a piece of the pie" (i.e., resources); 33% thought it was moderately characteristic and 33% thought it was either slightly or not characteristic.
- 38% of respondents thought it was characteristic of the university to treat every employee (i.e., faculty and staff) and student fairly; 18% was moderately characteristic and 45% slightly or not characteristic.
- 39% of respondents thought it was moderately characteristic to practice shared decision making with students; 31% moderately characteristic and 31% slightly or not characteristic.
- Approximately 44% of respondents believed that it was characteristic of the university to possess integrity in dealing with all students regardless of

background and/or demographic; 24% indicated moderately characteristic; 32% slightly or not characteristic of the university.

- Nearly 40% of respondents thought the university had integrity in dealing with faculty; 27% moderately characteristic and 43% thought it was either slightly or not characteristic.
- 23% of respondents indicated that it was characteristic of the university being highly ethical and morally principled; respondents were split in moderately and slightly or not characteristic, 43% and 34%, respectively.
- Approximately 48% of respondents indicated that it is either slightly or not characteristic of the university to care about students completing their studies in a timely manner; 29% thought it was characteristic and nearly 23% thought it was moderately characteristic.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “characteristic,” “moderately characteristic,” and “slightly/not characteristic.”

The current results reflect students’ perceptions of the cultural values as well as the overall climate of the university. Approximately one-third of respondents indicated that it was either slightly or not characteristic of the university to value diversity, to practice bias toward religious and ethnic groups, reward innovative approaches to problem solving, condone groups or individuals to fight over resources, share decision making with students, possess integrity when dealing with students, and is ethically and morally principled.

Between 43% and 48% of respondents indicated that it is not characteristic of the university to treat every employee and students fairly, possess integrity in dealing with faculty, and to care about students completing their studies in a timely manner.

Summary of Findings: STUDENT EXPERIENCES

- The majority of respondents (51%) were glad that they chose to attend SCSU rather than another college or university; 28% was uncertain and 21% was not glad with their choice.
- A majority of respondents (47%) did not receive very good career guidance at SCSU; 23% was uncertain and 30% received very good career guidance.
- Over one-third of respondents (36%) believed that their academic experience was excellent; 26% was uncertain and a slight majority (38%) disagreed with the statement.
- Nearly one-third of respondents (30%) indicated that their enrolling at SCSU was a definite mistake; 18% was uncertain and 52% did not agree with the statement.
- Nearly one-half of respondents (48%) felt they have been able to live up to their potential at SCSU; 24% was uncertain and 27% disagreed with the statement.

- A slight majority of respondents (54%) was involved in many social activities on campus; 17% was uncertain and 29% disagreed with the statement.
- One-half (50%) of respondents get a lot of encouragement and support to pursue their academic goals; 20% was uncertain and 30% did not receive the same support.
- The majority of respondents (44%) received support from their fellow students; 23% was uncertain and 33% of respondents do not receive the same.
- The majority of respondents (41%) of respondents agreed that if they had some help adjusting to campus life, they would have had a better start; 24% was uncertain and one-third (32%) disagreed.
- The majority of respondents (46%) could rely on administrators, staff or faculty for support and encouragement; 33% was uncertain and 21% disagreed with the statement.
- The majority of respondents (41%) often felt isolated and alone; 23% was uncertain and 35% did not feel isolated and alone.
- Over one-third of respondents (36%) have experienced taunting and/or harassment on campus based on their race, ethnicity, gender, religion or lifestyle; 19% was uncertain and 45% did not have the same experience.
- Nearly one-third of respondents (30%) have experienced taunting and/or harassment based on their demographic characteristics in the city of St. Cloud; 27% was uncertain and 43% did not experience taunting/harassment in St. Cloud.
- Approximately 19% of respondents agreed that there is no recourse for students who become victims based on their particular demographics; the majority (43%) was uncertain and 38% disagreed with the statement.
- 30% of respondents thought all religious groups are accepted and welcomed on campus; 26% was uncertain and the majority (44%) disagreed with the statement.
- One-third of respondents (34%) agreed that faculty spends a lot of time discussing their own issues rather than teaching course material; 30% was uncertain and over one-third (35%) disagreed with the statement.
- The majority of respondents (44%) agreed that the faculty is excellent and affords them the education and training needed to succeed; 31% was uncertain and 25% disagreed.
- The majority of respondents (48%) agreed that the university has adequate support services for students with disabilities; 22% was uncertain and 30% disagreed.
- Nearly one-fifth (18%) of respondents agreed that the faculty is supportive of students with physical disabilities and students with other forms of disability; the majority (46%) was uncertain and 35% disagreed with the statement.
- One-half of respondents (50%) thought the city of St. Cloud welcomed and supported cultural activities on campus; over one-fifth (27%) was uncertain and 23% disagreed.
- One-fifth of respondents (20%) felt St. Cloud police has unjustly harassed them; 19% was uncertain and 62% did not feel the same.
- One-third of respondents (34%) felt the St. Cloud police have treated them unjustly; 23% was uncertain and 43% was treated justly.

- Approximately one-quarter of respondents (24%) agreed that if extremists groups came on campus causing negative publicity, the administration would do nothing about it; 46% was uncertain and 30% disagreed with the statement.
- Nineteen percent agreed that when students complain of discrimination and unfair practices, the administration takes corrective action; 40% was uncertain and 41% disagreed with the statement.
- The majority of respondents (42%) found it difficult to agree with university policies on matters that are of importance to them; 38% was uncertain and 20% disagreed.

Discussion:

For analysis purposes, the response categories were collapsed into the three general categories of “agree,” “uncertain” and “disagree.”

Approximately one-half of respondents was glad they chose to attend SCSU; lived-up to their potential; and are involved in many social activities. On the other hand, nearly one-third of respondents indicated that enrolling at SCSU was a definite mistake and believed they had not received very good career guidance. A slight majority had questions about the quality of their academic experience.

A significant percentage of respondents received encouragement and support from faculty and students to pursue their academic and personal goals. In contrast, a large percentage of students often felt isolated and alone. The same percentage of respondents thought if they had some help adjusting to campus life, they would have a better start. How one commences their academic experience usually dictates how it proceeds. We believe a review of student orientation programs/services especially for freshmen is indicated.

A significant percentage of respondents have experienced taunting and/or harassment on campus and in the city of St. Cloud based on their demographic characteristics. The unfavorable response to non-traditional and minority students by majority students and St. Cloud residents possibly leads to resentment which lends itself to taunting and harassing behavior. The harassers resort to this type of behavior without regard to authorities because most are aware there is little or no recourse for students who are the targets of harassment.

Summary of Findings: STUDENTS’ OPINIONS AND ATTITUDES

- Over one-quarter of respondents (28%) thought that the negative publicity and press about SCSU was unfair to students who are receiving a good education; 23% was uncertain and 49% disagreed.
- The majority of respondents (39%) agreed that there is resistance to diversity efforts at SCSU; 32% was uncertain and 29% disagreed with the statement.
- Over one-quarter of respondents (30%) agreed that it is difficult to support individuals who speak out at open forums for fear of retaliation by those who

have a different perspective; the majority (42%) was uncertain and 28% disagreed.

- Approximately one-quarter of students (26%) experienced taunting in the resident halls based upon their race, ethnicity, gender, religion or lifestyle; 29% was uncertain and 45% disagreed with the statement.
- 38% of respondents agreed that campus fraternities and sororities are racist and anti-Semitic; 37% was uncertain and 25% disagreed with the statement.
- Over one-fifth of respondents (22%) thought that better appreciation of Native American history is needed to understand why certain names and behaviors are offensive to Native Americans; 26% was uncertain and 52% disagreed with the statement.
- The majority of respondents (44%) agreed that Native American history and culture should be included in the core racism course; 25% was uncertain and 31% disagreed with the statement.
- A majority of respondents (43%) agreed that there is support by the student body for gay, lesbian, bisexual and transgender concerns and issues on campus; 27% was uncertain and 30% disagreed with the statement.
- The majority of respondents (44%) agreed that GLBT students fear for their physical safety; 37% was uncertain and 19% disagreed with the statement.
- Over one-third of respondents (35%) agreed that if a student reports harassment on campus, the administration takes quick action to resolve such behavior; 35% was uncertain and 30% disagreed.
- Nearly one-third of respondents (32%) agreed that the administration has been receptive to make changes in response to students reporting act of discrimination; 38% was uncertain and 30% disagreed.
- One-half of respondents (52%) agreed that minority students received disparate/unfair treatment on campus; 22% was uncertain and 25% disagreed with the statement.
- A slight majority of respondents (40%) agreed that international students received disparate/unfair treatment on campus; 23% was uncertain and 38% disagreed with the statement.
- One-quarter of respondents (26%) agreed that female students received disparate/unfair treatment; 35% was uncertain and 38% disagreed with the statement.
- Approximately one-third of respondents (31%) agreed that Jewish students received disparate/unequal treatment on campus; the majority (43%) was uncertain and 26% disagreed with the statement.
- Nearly one-third of respondents (31%) agreed that if a dispute broke out between an ethnic minority student and a white student, each would be treated fairly; 29% was uncertain and 40% disagreed with the statement.
- Nearly 30% of respondents agreed that administration, faculty and staff unfairly single-out students who have “different” personal characteristics or beliefs; 36% was uncertain and 35% disagreed with the statement.

Summary of Findings: ANTI-SEMITICISM SCALE

- Approximately one-fifth of respondents (22%) agreed that the university should be cautious of hiring a large percentage of Jewish faculty and staff; 29% was uncertain and 49% disagreed.
- One-fifth of respondents (18%) agreed that the problem with Jewish faculty and staff is that they tend to stick together to the degree that others do not have a fair chance for career advancement; 38% was uncertain and 45% disagreed.
- One-fifth of respondents (21%) agreed that Jewish faculty and staff should encourage Jewish students to be more inconspicuous and to select professions and activities that keep them out of the public eye; 34% was uncertain and 45% disagreed.
- One-quarter of respondents (24%) agreed that the problem with hiring Jewish faculty and staff into the university and community is that they gradually displace Christian ideas and values with secularism; 32% was uncertain and 44% disagreed.
- One-quarter of respondents (27%) agreed there are too many Jewish faculty and administration in higher education and they control university policies and direction; 27% was uncertain and 46% disagreed.
- Approximately 27% of respondents agreed that discrimination against Jewish faculty, staff and students would be largely eliminated if they would really make a sincere effort to assimilate into the St. Cloud community and campus life; 41% was uncertain and 32% disagreed.

Summary of Findings: ANTI-AFRICAN AMERICAN SCALE

- One-quarter of respondents (26%) agreed that the university should be cautious of embracing diversity too fast and not hire large numbers of African-American faculty and staff; 27% was uncertain and 46% disagreed.
- One-quarter of respondents (25%) agreed that the university is not ready to hire and support a large number of African-American faculty and staff because standards would be lowered; 33% was uncertain and 41% disagreed.
- Nearly one-quarter of respondents (23%) agreed that African-American faculty and staff use the “race card” to meet their needs, which compromises the career advancement of other racial/ethnic groups; 44% was uncertain and 33% disagreed.
- Approximately 42% of respondents agreed that discrimination against African-American faculty, staff and students would be largely eliminated if they would really make a sincere effort to assimilate into the St. Cloud community and campus life; 21% was uncertain and 37% disagreed.

Discussion:

For analysis purposes, the response categories were collapsed into the three general categories of “agree,” “uncertain” and “disagree.”

Diversity efforts and policies -- strategies used by universities to encourage the inclusion, acceptance, and respect for cultures that are non-white, not dominant, and/or not Euro centric – appear to be compromised to some extent according to students. There is a perception that there is a resistance to SCSU diversity efforts. In general, this type of resistance comes from various personal and institutional sources. According to focus group data, low-grade tension regarding diversity and difference runs across college life. Minority staff and students talked about friction in the departments; in the residence halls; in reactions to visiting speakers; in campus activities and the social pursuits of the day; in the dining hall, and sports facilities; basically in every aspect of their campus lives.

Although there is a policy statement from the Office of the President regarding nondiscrimination and diversity, implementation of diversity efforts is an ongoing challenge for SCSU. Many diversity experts have attributed part of the difficulty to the natural resistance to change (e.g., uncertainty, discomfort, loss of control). Notwithstanding those who outright oppose the concept of diversity, the difference between understanding the concept and accepting the implementation of diversity initiatives is a barrier that must be surmounted.

We are referring to organizations in general and universities in particular that agree with the notion of embracing diversity, but is less than supportive of its integration into the fabric of the organization. This phenomenon exists in varying degrees from the university boardroom where diversity policy is developed to the Deans, departments/offices, and classrooms where the policy is implemented. Simply put, the cognitive understanding of the benefits of diversity will not necessarily lead to its acceptance.

Resistance to diversity is the interference that precludes the harmonious assimilation of diversity into an organization. The following are some examples of diversity resistance and may or may not be characteristic of SCSU, but clearly has some relevance to the current survey findings:

- Delaying consideration/implementation of diversity issues
- Attacking diversity as being too time consuming or complex
- Resisting the inclusion of people with diverse backgrounds in all aspects of the organization
- Accepting/condoning the inequitable compensation/utilization of people with diverse backgrounds
- Discrediting information provided by people with diverse backgrounds
- Unwillingness to acknowledge and recognize the contributions of people with diverse backgrounds

Diversity resistance may seem like a mysterious occurrence at SCSU because some are able to recognize it and others cannot. We only see what we can see and “we don’t know what we don’t know.” In this regard, many who resist diversity have a cognitive understanding of the benefits of diversity, but are not supportive of its integration into the fabric of the university, and may not be aware of their obstruction. In fact, members of other client organizations of *Nichols and Associates, Inc.*, have reported being able to recognize their diversity blind spots helped them to identify traces of their own diversity resistance. Because our blind spots are part of our make up, any external assessment or scrutiny of them may be taken as a personal affront. The challenge, therefore, is to get people to recognize their blind spots without creating a defensive or adversarial environment.

As Lowe (1999) noted, diversity efforts have stalled at some institutions because they continue to "manifest characteristics of an unconscious institutional racism expressed in the form of a hegemonic assumption and shared belief about the "normalness" of the social and intellectual traditions of the place" (p. 41).⁵ The challenge facing selective institutions in enrolling underrepresented minority students will only be increased if unconscious institutional racism is paired with unconscious institutional ignorance of colleges as a potential source of competitive students.

The excitement of the student life noted above comes with its challenges especially to a large number of minority students. There appears to be disparate treatment as well as taunting directed at students (presumably by students) across race, gender, religion or lifestyle. To what degree it is reported or resolved is unclear given the parameters of the current assessment.

With respect to disparate and/or unfair treatment, ideally and realistically the Administration would prefer reports of isolated cases of unfair treatment rather than a pattern or a significant percentage of a racial, ethnic, gender or different lifestyle groups reporting disparate treatment. According to the results, a significant percentage of students were taunted and/or harassed based on their personal demographic both on and off campus. The degree of that harassment is not delineated by this survey. However, students are encountering stressful and potentially threatening experiences.

Many social scientists explain harassment, taunting and intimidation within a continuum of behaviors from humor and put-downs to abuse and physical violence. Intimidation, which is indirectly addressed in this study, is within this continuum. Intimidation is the emotional response to a threatening environment. In general, intimidation based on gender, academic ability, and religion seemed to be an undergraduate problem in particular. Consistent with studies of student treatment, other students are a significant source of students' negative experiences. Undergraduate students have extensive interactions with each other, thus raising the probability of some negative interactions. Academic intimidation by students may be particularly acute at

⁵ Lowe, E.Y. (1999). *Promise and Dilemma: Perspectives on Racial Diversity and Higher Education*. Princeton University Press, Princeton, NJ.

selective, competitive universities. It may also be that students notice underlying attitudes of faculty members and displace them onto female and minority students. Similarly, and more likely, students' interactions with each other mirror the values of the larger society in which women's intellect is undervalued.

Student attitudes toward Jewish and African-American faculty and staff are conservative. A large percentage of respondents indicated that the university is not ready for a large number of Jewish and African-American faculty and staff. They perceived the university administration to hold conservative attitudes that would not necessarily facilitate the hiring, acceptance and support of those religious and race groups. It appears that rather than expecting the university community to change to accept a wider range of cultural expressions, newcomers are expected to adopt the university's existing culture. To survive, they are expected to learn how to "fit in." Those who do not fit in are eventually dismissed or are allowed to "voluntarily leave" their position since they are not allowed to disrupt the mainstream, normal operations to the university.

It is speculated that students' perceptions are influenced by a number of contextual factors including, but not limited to family/personal background, social identity, political environment of the region, university climate/environment, and peer associations. For example, 68% of respondents were either uncertain or disagreed that the Administration was receptive to making changes in response to student reports of discrimination.

Summary of Findings: SATISFACTION WITH STUDENT LIFE

- Thirty-six percent of respondents were satisfied with the quality of life in the resident halls; the majority (38%) was uncertain and 26% was dissatisfied.
- The majority of respondents (43%) were satisfied with the physical conditions of the classrooms and resident halls; 27% was uncertain and 30% was dissatisfied.
- Forty-one percent was satisfied with the physical maintenance of the resident halls; 27% was uncertain and 24% was dissatisfied.
- Eighty percent (80%) was satisfied with the number and variety of clubs or interest groups; 8% was uncertain and 10% was dissatisfied.
- Eighty percent (80%) was satisfied with the number and variety of recreational and sports activities available for students; 11% was uncertain and 12% was dissatisfied.
- Majority of respondents (79%) was satisfied with the level of information technology in the library; 4% was uncertain and 8% are dissatisfied.
- Sixty percent was satisfied with the availability of computers for doing their class work; 6% was uncertain and 25% was dissatisfied.
- Fifty percent of respondents were satisfied with equipment/apparatus in the laboratories; over one-fifth was uncertain and one-fifth was satisfied.
- Sixty-one percent was satisfied with the quality of classroom instruction; 17% was uncertain and 14% dissatisfied.

- Less than one-half of respondents (44%) were satisfied with the level of faculty support for students who need academic help; 29% was uncertain and 18% was dissatisfied.
- Forty-two percent was satisfied with availability of tutoring or academic assistance with class work; 30% was uncertain and 18% was dissatisfied.
- Thirty-eighty percent of respondents was satisfied with the quality of relationships between minority and white students; 23% was uncertain and 30% was dissatisfied.
- Thirty-nine percent was satisfied with the sensitivity to the needs of the disabled; 38% was uncertain and 15% was dissatisfied.
- Respondents were evenly split between being satisfied (38%) and uncertain (38%) regarding the channel which students use to express their opinions, issues and concerns; 15% was dissatisfied.
- Thirty-one percent was satisfied with policies and procedures for students to express their complaints or grievances; 47% was uncertain and 16% was dissatisfied.
- Less than one-half of respondents (42%) were satisfied with the quality of relationships between students and administration; 17% was uncertain and 33% was dissatisfied.
- One-fifth of respondents were satisfied with the degree to which student concerns are heard by the administration and are solved; the majority of respondents (45%) were uncertain and 25% was dissatisfied.
- Less than one-fifth of respondents were satisfied with the support of the administration if students are harassed in the city of St. Cloud; nearly 60% was uncertain and 15% was dissatisfied.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “satisfied” (item values of 1 and 2), “uncertain” (item value of 3), and “dissatisfied” (item values of 4 and 5).

Overall, the majority of students are satisfied with the library’s level of technology, computer availability, and laboratory equipment/apparatus. Focus group data gathered during Phase I of the current cultural audit suggested that campus computer support was satisfactory to the majority of students.

However, personal academic support from faculty and administration indicates another perspective as less than one-half of respondents are satisfied with faculty support and tutoring. This may be particularly telling given that a large percentage of respondents were international students who may require tutoring and academic assistance especially if English is their second language. Over one-half of respondents were satisfied with classroom instruction.

The number and variety of social, recreational and athletic groups appear to be a major satisfier among the student body. According to the response ratings to those items,

there appears to be a variety of academic, social and academic activities on campus providing a balance of learning opportunities and social interaction for most students.

The relationship between students and the administration is a challenge. The results suggest the majority of students are either uncertain or dissatisfied with the administration listening to their concerns and with the resolution of those concerns. Similarly, the majority of students are either uncertain or dissatisfied with the amount of support from the administration in regard to harassment in the city of St. Cloud.

Summary of Findings: INTERPERSONAL RELATIONSHIPS

- In general, my relationship with white administrators, faculty and staff within university: $\bar{X} = 2.78$; $sd = 1.42$; range=1-7
- In general, my relationship with African-Americans faculty and staff within the university: $\bar{X} = 2.84$; $sd = 1.49$; range=1-7
- In general, my relationship with Native American and Alaska Native faculty within the university: $\bar{X} = 2.99$; $sd = 1.48$; range=1-7
- In general, my relationship with East Indian faculty within the university: $\bar{X} = 3.41$; $sd = 1.81$; range=1-7
- In general, my relationship with Asian faculty within the university: $\bar{X} = 3.00$; $sd = 1.61$; range=1-7
- In general, my relationship with Jewish faculty within the university: $\bar{X} = 2.71$; $sd = 1.32$; range=1-7
- In general, my relationship with males within the university: $\bar{X} = 2.67$; $sd = 1.35$; range=1-7
- In general, my relationship with females within university: $\bar{X} = 2.60$; $sd = 1.42$; range=1-7
- In general, my relationship with students of color within the university: $\bar{X} = 2.40$; $sd = 1.37$; range=1-7
- In general, my relationship with international students within the university: $\bar{X} = 2.41$; $sd = 1.57$; range=1-7
- In general, my relationship with GLBT students within the university: $\bar{X} = 3.00$; $sd = 1.74$; range=1-7

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “excellent” (item values of 1, 2 and 3), “uncertain” (item value of 4), and “poor” (item values of 5, 6 and 7).

According to the survey data, it appears the majority of student respondents (range: 68% to 90%) have favorable relationships with various racial/ethnic, gender and student groups on campus. Overall, personal and professional relationships (i.e., academic relationships) do not appear to be compromised.

Table 1
Summary of Major Positive and Negative Perceptions of Students

Major Positive Perceptions:

- Would recommend the university to others
- Have a lot of school spirit
- Men's hockey team
- University procedures for student complaints or grievances
- Glad they chose SCSU rather than another university
- Involved with many social activities on campus
- A lot of encouragement and support to pursue their academic goals
- Could rely on administrators, staff and faculty for support and encouragement
- Faculty is excellent and affords them education and training needed to succeed
- University provides adequate support services for student with disabilities
- St. Cloud welcomes and supports cultural activities on campus
- Support from student body on gay, lesbian, bisexual and transgender concerns/issues
- Satisfaction with physical conditions of the classrooms and maintenance of resident halls
- Satisfaction with number and variety of clubs, interest groups, recreational and sports activities
- Satisfaction with information technology, availability of computers and laboratory equipment/apparatus
- Satisfaction with quality classroom instruction
- Interpersonal relationships (i.e., professional and personal) with various racial/ethnic, gender and student interest groups on campus.

Major Negative Perceptions:

- Faculty insensitivity to everyone regardless of their demographic or lifestyle
- Campus is not free of racism, sexism, anti-Semitism and homophobia
- University practicing bias toward some ethnic and religious groups
- University condones individuals or groups to fighting over a “piece of the pie”
- University caring about students completing their studies in a timely manner
- Enrolling at SCSU was a definite mistake
- Taunting and/or harassment of students on and off campus based on their demographic or lifestyle
- All religious groups are not welcomed on campus
- St. Cloud police has unjustly harassed students
- Administration does not take corrective action when students complain of discrimination and unfair practices

- Disparate/unequal treatment experienced by minority, international, female, and Jewish students
- Unfavorable and stereotypical perceptions of Jewish and African-American faculty and staff
- Quality of relationships between minority and white students
- Channels which student express their opinions, issues, and concerns
- Satisfaction to the degree that student concerns are heard by Administration and are solved
- Support of Administration if students are harassed in the city of St. Cloud

Summary Discussion:

International students. Practitioners who work with a diverse population in educational institutions increasingly find themselves in situations that require them to engage effectively in cross-cultural exchanges between themselves and their students. The number of international students studying within the American higher education system in general and at SCSU in particular higher education continues to increase. Many student affairs professionals and faculty members are in leadership positions of determining the direction of resource acquisition, resource allocation, and program planning for international student programs and support services. Because of this SCSU, professionals need to have a working knowledge of the past and present demographic changes and trends that affect international students.

As Huntley (1993)⁶ noted the changing demographic trends of international students in the early 1990s:

It is clear that several trends emerge from the present... demographics of internationals students: the international population is composed of more Asian students, more graduate and doctoral students, and more women than ever before, and it is expected that those numbers will increase significantly over the course of the decade (p. 3).

Student affairs professionals must be asked to assume active roles as international educators. For their positions, expertise, and involvement with internationals students' lives makes them, in fact, key personnel in the recruitment, retention, and support of international students.

Contemporary Students. Today's college students are a hard-to-reach demographic, they are responding less and less to traditional advertising media such as posters, radio and television commercials. For many organizations that communicate with this demographic, effective communication is often quite difficult. With over 90% of all U.S. college students online, the Internet is able to offer new and exciting ways of communicating with college/university students. Using existing resources on campus, SCSU will be able to build and maintain an effective communication medium with students.

As the American population changes, college graduates will need the skills necessary to deal with individuals with a wide array of backgrounds and perspectives. The fundamental goals of a liberal arts education --critical thinking, problem solving, and exposure to a broad range of ideas and topics, communications skills-- remain perfectly suited to assist students in negotiating and navigating a diverse world. Therefore, it is strongly recommended that SCSU continue to maintain its diversity strategies, policies and implementation programs. If SCSU students are to compete in a world market and in a world

⁶ Huntley, H. (1993). *Adult international students: Problems of adjustment*. Athens, OH: Ohio University.

environment, they have to be prepared. They have to understand the world in which they are going to function and eventually shape. Diversity must be maintained so all SCSU students can benefit from a more diverse student body.

SCSU should work to eliminate the forces that push students off-campus and out of the university unnecessarily. For example, most colleges talk a great deal about multiculturalism, but, in general, have not translated the rhetoric into a climate that will make the campus more hospitable to all students.

Student retention is a critical issue. SCSU must be sensitive to all its students' needs to enhance their success. However, for both the University and for the students, not all attrition is a negative occurrence. SCSU should intervene and provide appropriate services to those who can benefit. Through reexamining and perhaps redefining what is traditionally implied by the word "attrition", SCSU can begin to better address the true problem of students' exiting behavior. Losing students who are and should be academically and socially successful at a particular University requires intervention. SCSU needs to provide appropriate, targeted services to facilitate student retention particularly with students of color. This can only happen if attrition carries both positive and negative connotations.

Multiculturalism. College and university campuses are more deeply divided along lines of race, gender, ethnicity, sexuality, and other differences today than in the past. A majority of faculty members at SCSU told us last year that the climate on campus can be described as politically correct, civility has declined, students of different racial and ethnic groups often do not socialize together, reports of taunting and sexual harassment have increased, and students felt uncomfortable expressing unpopular or controversial opinions.

Multiculturalism is a compelling yet painful topic for many students. The dirty words on college campuses now are no longer four letters: they are-six-letter words like "racist" and "sexist" and "homophobic," which is even longer. Students were reluctant to openly discuss the topic in mixed groups. In focus group interviews, students were more willing to discuss student activities than to discuss diversity on campus.

Institutional Discrimination. It is inferred from the survey results that institutional discrimination is prevalent at SCSU. Discrimination can occur both individually and institutionally. Acts of individual discrimination are often both conscious and obvious. They can be dealt with by either removing the person who discriminates from any position when such actions are meaningful or by inducing the person to halt the behavior in question. Institutional discrimination is built into the structure itself. Thus, it is covert and more tenacious. It can occur regardless of the desires or intentions of the people perpetuating it.

As institutional discrimination is built into the normal working relationships of institutions, its perpetuation requires only that personnel continue "business as usual." Its eradication requires much more than good will and policy statements; it requires active review of the assumptions and practices by which the institution operates, and revision of those found to have discriminatory results. Such an operation cannot be approached

casually. Inevitably, dedicated, concerted effort is necessary. Since most institutions have been structured to discriminate in the past, the change in policy will not lead to a change in results unless there is also a change in the institutions. It is very easy to discriminate without really trying. It is very necessary for SCSU to put in the effort to stop such practices from occurring.

Administration, Faculty and Staff Level I: Frequency Analysis of Item Responses

FACULTY DEMOGRAPHICS

The total sample included 237 respondents. A breakdown of faculty, administration and staff sample demographics is presented below:

Race:

- White/Caucasian 81%
- Black/African American 8%
- Asian American/Pacific Islander 5%
- Other Racial/Ethnic Group 3%
- Arab American/Middle Easterner <1%
- Native American/Alaska Native <2%
- Biracial <1%

There were two missing cases. (See Figure 8).

Hispanic/Latino/Chicano origin or decent:

- Non-Hispanic 95%
- Hispanic 5%

Gender:

- Male 46%
- Female 54%

There were two missing cases. (See Figure 9).

Age:

- 51+ years old 38%
- 46-50 24%
- 41-45 13%
- 36-40 11%
- 31-35 8%
- 26-30 3%
- 21-25 2%
- 17-20 0%

(See Figure 10).

Spiritual/Religious Affiliation:

- Christianity 67%
- No religious affiliation 16%
- Other religious affiliation 7%
- Judaism 4%
- Hinduism 3%
- Islam 3%

- Buddhism <1%
- Baha'i and Wicca 0%

There were two missing cases. (See Figure 11).

University Status:

- Administration and staff 46%
- Professor 21%
- Assistant professors 16%
- Associate professors 10%
- Instructors 6%

(See Figure 12).

Full or Part-time:

- Full-time 96%
- Part-time 3%

There was one missing case.

Length of Employment at St. Cloud State University:

- 11-20 years 28%
- More than 20 years 19%
- 1-3 years 19%
- 4-5 years 14%
- 6-10 years 11%,
- 1 year or less 9%

(See Figure 13).

Union membership:

- Union members 83%
- Non-union members 13%
- NA 2%

There was three missing case. (See Figure 14).

Figure 8
Respondents by Race

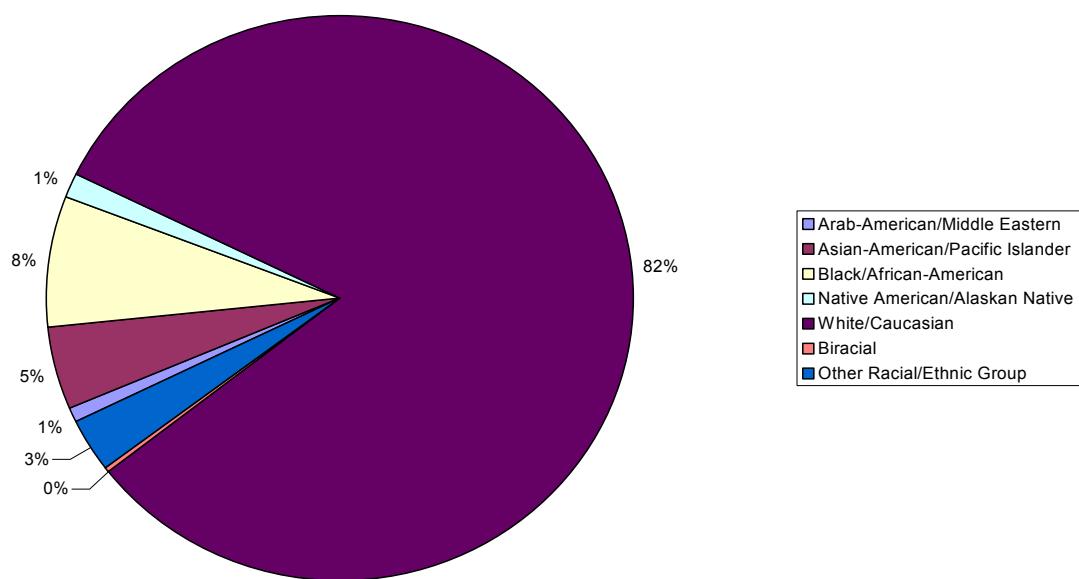


Figure 9
Respondents by Gender

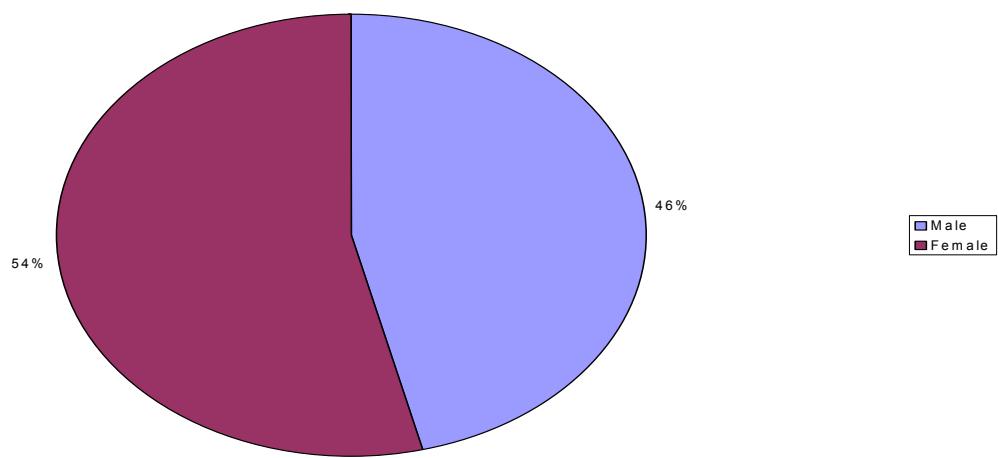


Figure 10
Respondents by Age

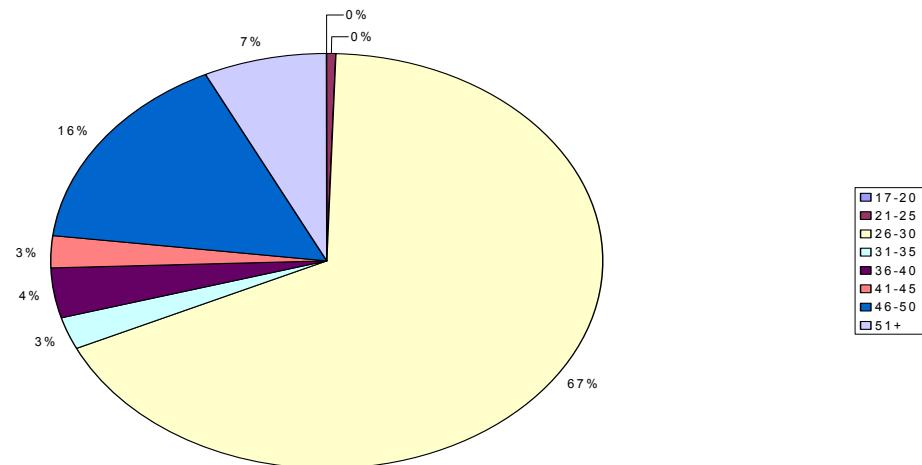


Figure 11
Respondents by Religion

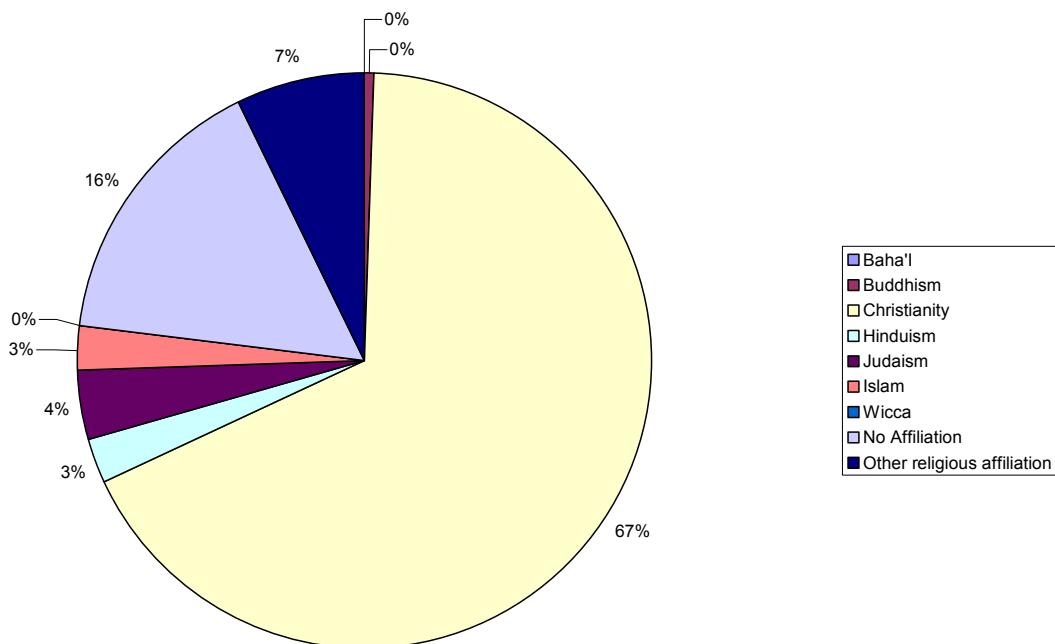


Figure 12
Respondents by Full-time or Part-time Status

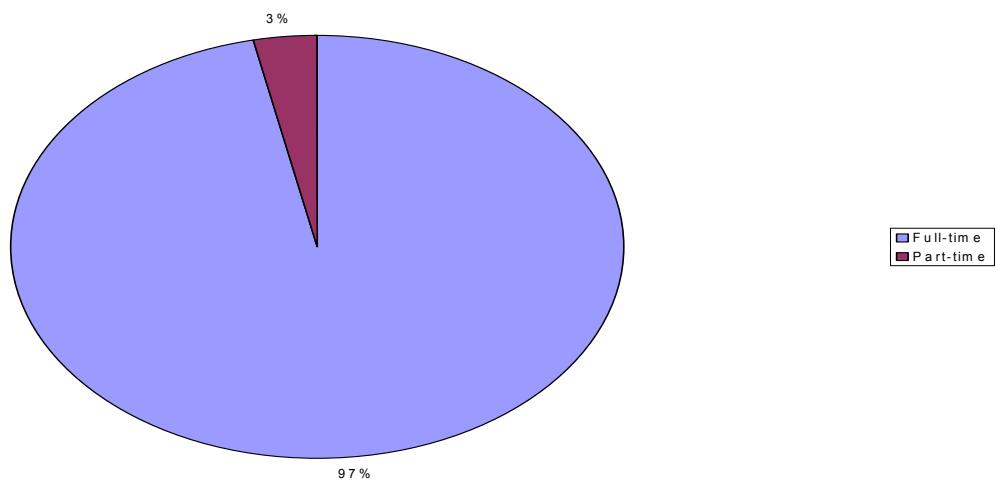


Figure 13
Respondents by Length of Time at SCSU

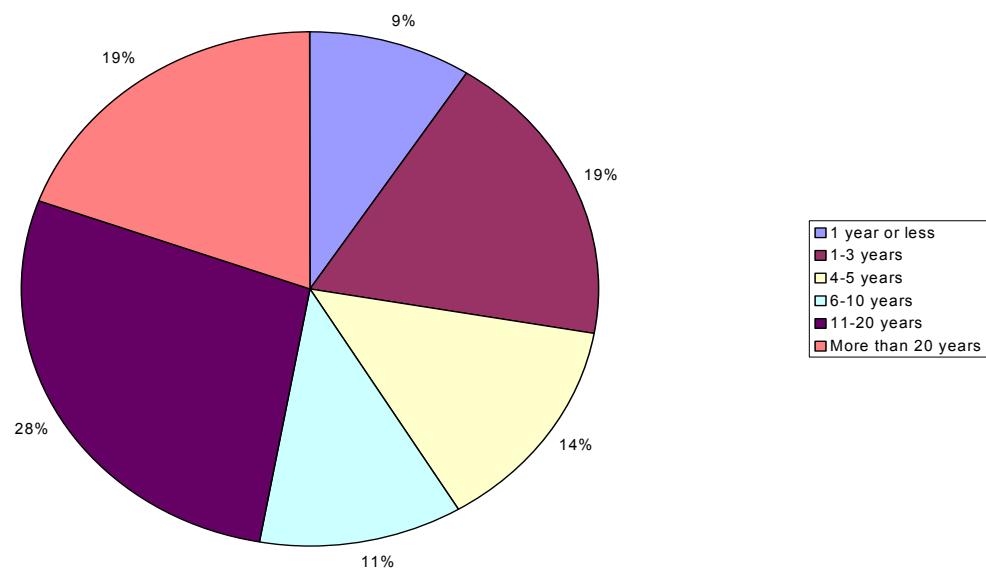
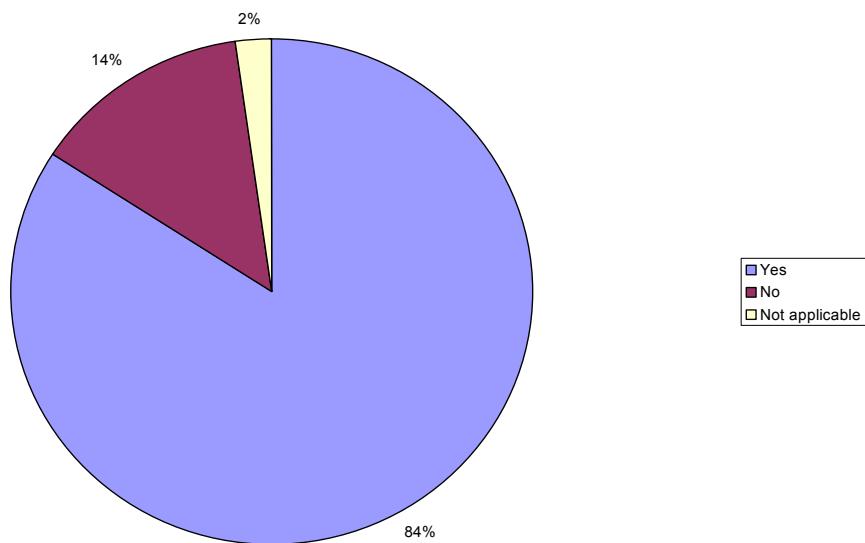


Figure 14
Respondents by Union Membership



Summary of Findings: EXPERIENCE IN THE WORKPLACE

- The majority of respondents (61%) were very energetic about working at SCSU; 20% was like them and less than 17% indicated otherwise. In a related item, approximately 43% of respondents indicated that it was very, often or like them to feel exhilarated after working closely with their co-workers; 27% like them and 30% indicated seldom/very unlike them.
- The majority of respondents (62%) indicated that it was very or often like them to create a relaxed atmosphere with my co-workers; 21% like them and 16% seldom or unlike them.
- The majority of respondents (61%) indicated that it was Very, Often or Like them to feel they had accomplished many worthwhile things in their job at SCSU; 22% like me and 17% seldom/very unlike them.
- Over one-half of respondents (57%) indicated they are positively influencing the lives of their co-workers and students through their work; 16% like me and 27% indicated seldom/very unlike them.
- Approximately one-half of respondents (49%) indicated that it is very or often like them to deal with emotional problems very calmly; 30% it was like them and 21% indicated seldom/very unlike them.
- Approximately 36% of respondents indicated that it was very, often or like them to participate in cross-functional teams to accomplish work objectives; 29% indicated that it was like them and 36% seldom or unlike them to participate in cross-functional teams.
- The majority of respondents (55%) would choose to work at SCSU if they had to do it all over again; 22% like them and 23% indicated seldom/very unlike them.
- The majority of respondents (58%) indicated that either it was very, often or like them to feel comfortable working at SCSU; 25% like them and 17% indicated seldom/very unlike them.
- Approximately one-half of respondents (49%) indicated it was very like/often like them to be satisfied with their experience at SCSU; 22% like them and 29% indicated seldom/very unlike them.
- Approximately 41% of respondents indicated that it was very, often like them to feel uncomfortable about the way they have been treated by some co-workers; 17% it was like them and 43% of respondents indicated that it is seldom or unlike them to feel uncomfortable.
- Nearly one-quarter of respondents (23%) indicated that it was very, often or like them to feel fatigued when they get up in the morning and have to face another day at SCSU; 26% like them and 51% indicated that it is seldom or very unlike them to feel fatigued.

Discussion:

For the purposes of the analysis, response items were collapsed into two categories. Response items “Very like me,” “Often like me” and “Like me” were collapsed into one category. Response items “Seldom” or “Not like me” were collapsed into the other category.

The work experience of the majority of administrators and staff appears to be favorable. The majority of employees enjoyed satisfactory professional relationships and believed that they were positively influencing the lives of coworkers and students. In addition, the majority of respondents believed they could create a relaxed atmosphere with their coworkers and enjoyed working closely with their coworkers. Overall, the majority of employees was comfortable with their current work situation and was satisfied with their SCSU experience.

Summary of Findings: CAREER ADVANCEMENT & JOB EXPERIENCES

- Less than one-half of respondents (46%) indicated excellent or good training opportunities; over one-quarter (27%) indicated fair opportunities and the same percentage indicated either poor or non-existent opportunities.
- Thirty percent of respondents rated the mentoring opportunities as “excellent/good”; nearly one-quarter (23%) rated the opportunities as “fair” and the majority (47%) rated the opportunities as “poor/non-existent”.
- Less than one-third of respondents (31%) rated the evaluation process for job performance as “excellent/good”; the same percentage (32%) rated the process as “fair” and a slight majority (37%) rated the process as “poor/non-existent”.
- A slight majority of respondents (37%) rated the opportunities for career promotion or advancement as “excellent/good”; 31% rated the opportunities as “fair” and 32% rated the opportunities as “poor/existent”.
- Twenty-nine percent of respondents rated the usefulness of formal feedback “excellent/good”; 29% rated the feedback “fair” and 42% rated it “poor” or “non-existent”.
- Less than one-third of respondents (30%) rated their supervision regarding advancement as “excellent/good”; one-quarter (25%) rated it as “fair” and 45% rated it “poor/non-existent”.
- The majority of respondents (49%) indicated that the way their supervisor or department chair responds to problems or complaints is either “excellent” or “good”; 24% thought it was “fair” and 27% thought it was either “poor” or “non-existent.”
- Forty-three percent of respondents indicated “excellent” or “good” use of their talents; 31% thought it was “fair” and 26% thought it was “poor” or “non-existent”.

Discussion:

Responses were divided into three distinct categories (i.e., “excellent/good,” “fair,” and “poor/non-existent”). Results are mixed since most items did not indicate a definitive, significant majority. Evaluation processes for job performance and opportunities for career promotion or advancement are areas that are not well defined across university staff.

Respondents indicated that training opportunities, supervisory response(s) to problems or complaints, and a good use of their talents were positive job experiences. On the other hand, staff members are challenged by mentoring opportunities, usefulness of formal performance feedback, and supervision regarding their advancement. A review and “mid-course correction” is indicated in these job areas.

Summary of Findings: OPINIONS AND ATTITUDES (DIVERSITY & EEO EFFORTS)

- One-third of respondents (35%) agreed that there is a resistance to diversity efforts at SCSU; 19% was uncertain and 46% disagreed.
- Less than one-fifth (17%) of respondents agreed that unions are resistant to diversity efforts at the university; 20% was uncertain and 63% disagreed.
- The majority of respondents (47%) believed that the Inter Faculty Organization (IFO) supports diversity efforts at SCSU; 25% was uncertain and 28% disagreed.
- One-quarter of respondents (27%) agreed that those who report discrimination are not protected from retaliation at the university; 31% was uncertain and 42% disagreed.
- 20% of respondents agreed that complaining about discrimination based on upon race, ethnicity, gender, religion or lifestyle had a negative impact on their career at SCSU; 24% was uncertain and 56% disagreed.
- Approximately 34% of respondents agreed that racist and sexist behaviors have declined at the university; 28% was uncertain and a slight majority (38%) disagreed.
- 24% of respondents agreed that there is favoritism towards female administrators and staff; 24% was uncertain and 52% disagreed.
- One-third of respondents (31%) agreed that females have to “prove” themselves more than their male counterparts do; 19% was uncertain and 50% disagreed.
- Approximately 33% of respondents agreed that a “glass ceiling”⁷ exists for female workers on campus; 22% was uncertain and 44% disagreed.
- 44% of respondents agreed that demands for women’s issues are excessive; 15% was uncertain and 41% disagreed.
- 40% of respondents agreed that white males are promoted at a faster rate than other identity groups at SCSU; 25% was uncertain and 36% disagreed.
- Thirty-seven percent of respondents agreed that faculty, staff and students should be required to take cultural competence/awareness training; 15% was uncertain and the majority (48%) disagreed.
- Approximately 37% of respondents agreed that everyone is given equitable access to training and educational opportunities; 21% was uncertain and a small majority (42%) disagreed.

⁷ The glass ceiling is one manifestation of the perpetual struggle for equal access and equal opportunity. Glass ceilings are the artificial, unwritten, invisible yet tangible barriers that deny women and minorities the opportunity to advance within their careers.

- Fifty-eight percent agreed that the university provides fair and equitable opportunities for training and career advancement; 20% was uncertain and 22% disagreed.
- Respondents were evenly divided between agreement and disagreement in regard to the concerns expressed about personal safety on the campus by minorities, Muslims and Jews being excessive; 37% agreed, 27% was uncertain and 36% disagreed.
- 29% of respondents agreed the concerns expressed about physical safety in the city of St. Cloud by minorities, Muslims and Jews are realistic; 28% was uncertain and 43% disagreed.
- Over one-half of respondents (54%) agreed that the university lacks services and equipment for students with disabilities; 22% was uncertain and 24% disagreed.
- 33% of respondents agreed that SCSU is not supportive of people who are gay, lesbian bisexual and transgender; 20% was uncertain and 47% disagreed.
- Thirty-five percent agreed that when job openings occur, in-house personnel should be given first preference; 27% was uncertain and 38% disagreed.
- Forty-five percent agreed that there is an established, formal process for developing goals, programs and updating existing plans at SCSU; 26% was uncertain and 29% disagreed.
- 42% of respondents agreed that the demands for parity made by the Faculty and Staff of Color are excessive; 24% was uncertain and 34% disagreed.
- 42% of respondents agreed that faculty and staff is unfairly singled out because of the personal characteristics or beliefs; 22% was uncertain and 36% disagreed.
- Slightly less than one-half of respondents (48%) agreed that if a dispute occurred between an ethnic minority employee and a white employee, each would be treated fairly by their supervisors; 21% was uncertain and 21% disagreed.
- 21% of respondents agreed that the university should be cautious of hiring a large percentage of Jewish faculty and staff; 16% was uncertain and 63% disagreed.
- Less than one-fifth of respondents (17%) agreed that the problem with Jewish faculty and staff is that they tend to stick together to the degree that others do not have a fair chance for career advancement; 29% was uncertain and 54% disagreed.
- Approximately 42% of respondents agreed that the Jewish community in Minneapolis a powerful political force affecting the lives of others; 34% was uncertain and 21% disagreed.
- Approximately 27% agreed that discrimination against Jewish faculty and staff would be largely eliminated if they would make sincere efforts to assimilate into the St. Cloud community and campus; 29% was uncertain and 44% disagreed.
- 19% of respondents agreed that Jewish faculty and staff should encourage Jewish students to be more inconspicuous and to select professions and activities that keep them out of the public eye; 12% was uncertain and 69% disagreed.
- One-quarter of respondents (25%) agreed that the problem with hiring Jewish faculty and staff into the university and community is that they gradually displace Christian ideas and values with secularism; 19% was uncertain and 57% disagreed.

- One-fifth of respondents (19%) agreed there are too many Jewish faculty and administrators in higher education and they control university policies and direction; 21% was uncertain and 60% disagreed.
- 14% of respondents agreed that the university should be cautious of embracing diversity too fast and not hire large numbers of African-American faculty and staff; 25% was uncertain and 61% disagreed.
- One-third of respondents (36%) agreed that the university is not ready to hire and support a large number of African-American faculty and staff because standards would be lowered; 15% was uncertain and 70% disagreed.
- One-third of respondents (33%) agreed that African-American faculty members are often left out of the decision-making processes on campus; 29% was uncertain and 38% disagreed.
- Respondents were evenly divided between disagreement and uncertainty in regard to African-American faculty and staff use of the “race card” to meet their needs which compromises the career advancement of other racial/ethnic groups; 46% agreed, 31% was uncertain and 33% disagreed.
- Approximately 32% of respondents agreed that discrimination against African-American faculty, staff and students would be largely eliminated if they would really make a sincere effort to assimilate into the St. Cloud community and campus life; 22% was uncertain and 46% disagreed.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “agree” (item values of 1 and 2), “uncertain” (item value of 3), and “disagree” (item values of 4 and 5).

University diversity efforts are perceived to be stalled, compromised, and impeded, however, it is not clear where the resistance to diversity originates since there may be several sources of resistance (i.e., historical, institutional, group and individual). However, according to this survey, a factor may be linked to the Union, which is perceived as not being supportive of diversity efforts. In contrast, the IFO, in general is perceived as being supportive of diversity efforts.

If a goal of diversity is inclusion, SCSU diversity efforts may need to be revisited to ensure that university staff fully understands the various facets of a university-wide and community effort that involves all faculty, staff and students. At minimum, staff should realize that *“It [diversity] is a process that strengthens the intellectual mission of higher education.”*⁸

Approximately one-fifth of respondents thought that submitting a discrimination complaint would have a negative impact on their career. This finding parallels focus group findings as many thought they were “black-listed” and subject to retaliation after submitting a complaint or voicing a complaint. Over one-quarter indicated that they were

⁸ Pettigrew, T. F. (1998). Prejudice and discrimination on college campus. In J. Ebehardt & S. Fiske (Eds.), *Confronting racism: The problem and the response* (pp. 263-279). Thousand Oaks, CA: Sage.

not protected from retaliation (presumably from the person(s) they were complaining about). According to focus group data, discrimination at SCSU seems to come from a long history and institutionalized negative reactions directed at non-traditional faculty and staff. There is a subtle, yet pervasive cultural and attitudinal variance between traditional SCSU members and non-traditional faculty and staff. Many minority members and females cited incidences of discrimination, sexism and racism. When asked if they submitted formal complaints, members reported that their complaints are minimized, buried in administrative bureaucracy or simple ignored.

Survey results indicated that there is a significant perception of favoritism (i.e., preferential treatment) toward female employees. This perception may impact morale among university faculty and staff. However, our interviews with female employees indicated the opposite perception. Most of the female interviewees indicated that favoritism is usually reserved for majority males.

Training or staff development, a set of programmatic efforts to build new capabilities within faculty and staff, is important to the university processes especially in regard to change processes. It is possible that many members were not aware of training opportunities or many who desire training have not received the opportunity to enroll in training courses. On the other hand, perhaps the opportunity to receive training is not standardized or not well publicized throughout the staff.

According to focus group data, personal safety was a concern for many faculty and staff of color members. The current results also indicated that safety is perceived as a realistic concern. It is possible that majority members not affiliated with or who do not associate with minorities, Muslims, and Jews are not aware of the threat and predictably responded to the survey items.

The perceptions of Jewish and African-American faculty and staff are unfavorable. They reflect students' perceptions of the conservative nature of the staff regarding attitudes and opinions directed at Jewish and African-American faculty and staff. Even after more than 10 years of diversity efforts, the university climate appears to be in the early stages of organizational development relative to hiring and supporting minority faculty and staff. Overall, the university has not eliminated prejudice and remains to hold prejudicial attitudes directed at Jewish and African-American faculty and staff. According to focus group data, there is definite racial tension between racial/ethnic groups on campus. It appears from the results that the university has not fully realized that faculty and staff diversity contributes powerfully and directly to the quality of education at the SCSU.

The results also suggested an emotional conflict that is affected by dissimilarity in race and religion. It appears that, because race and religious attributes are relatively impermeable, people find it difficult to identify with (and easy to stereotype) those of a different race or tenure. Race and religious practice differences therefore tend to encourage heated interactions in this university setting. Given this tendency, university leadership may want to pay particular attention to group processes in multi-racial and mixed-religious background settings.

Summary of Findings: UNIVERSITY COMMUNICATION ENVIRONMENT

- Approximately 41% agreed that administrators, faculty and staff received training and guidance in ways to provide high quality student services; 30% was uncertain and 29% disagreed.
- Sixty-seven percent of respondents have adequate equipment for email communication; 12% was uncertain and 21% disagreed.
- Over one-half (56%) of respondents found the information provided on the university server useful; 18% was uncertain and 26% disagreed.
- Fifty-two percent of respondents were anxious to be politically correct, my coworkers are reluctant to speak their minds; 16% was uncertain and 32% disagreed.
- Thirty-five percent (35%) agreed that there is good flow of communication and information from the President's Office to administrators, faculty and staff; 27% was uncertain and 38% disagreed.
- Sixty-four percent agreed that their coworkers are always looking for new and innovative ways to communicate and cooperate; 11% was uncertain and 25% disagreed.
- Over one-half of respondents (54%) agreed the communication climate in their department/office was supportive and non-defensive; 15% was uncertain and 31% disagreed.
- Over one-half (57%) of respondents agreed that the negative media image of SCSU compromises relationships between faculty, staff and students; 20% was uncertain and 23% disagreed.
- Approximately 38% indicated the communication and information flow between department/offices is good; 25% was uncertain and 37% disagreed.
- 45% agreed that faculty and staff prefer to air their gripes and complaints with the media rather than attempt to resolve their differences in-house; 22% was uncertain and 33% disagreed.
- Approximately 43% agreed that the administration provides honest and timely feedback to employees' concerns and issues; 22% was uncertain and 35% disagreed.
- Forty-five percent of respondents agreed that open and honest communication between departments/offices is encouraged by the administration; 25% was uncertain and 30% disagreed.
- Fifty-seven percent (57%) of respondents agreed that faculty and staff communicate comfortably with one another regardless of their position or rank; 18% was uncertain and 25% disagreed.
- One-third (33%) of respondents agreed the university eliminates practices that stand in the way of effective communication; 31% was uncertain and 36% disagreed.
- Fifty-seven percent of respondents agreed that the impact of e-mail has had a significant positive impact on how people interact and communicate on campus; 20% was uncertain and 23% disagreed.

- Thirty-six percent of respondents agreed that using e-mail rather than face-to-face interaction between administration, faculty and staff has resulted in the lack of meaningful dialogue; 26% was uncertain and 38% disagreed.
- One-half (51%) of respondents agreed that communications are stifled because people on campus are cautious about what they say or what issues they support; 22% was uncertain and 27% disagreed.
- 38% of respondents agreed that e-mail is abused by administrators, faculty and staff to air their gripes and complaints; 21% was uncertain and 41% disagreed.
- Forty-seven percent of respondents agreed that their department/office facilitates activities, which increase dialogue across work groups; 19% was uncertain and 34% disagreed.
- Sixty percent of respondents agreed that at SCSU, informal communication channels are as effective as formal communications; 18% was uncertain and 22% disagreed.
- Forty-nine percent of respondents agreed that administrative policies are clearly communicated throughout the university; 18% was uncertain and 33% disagreed.
- Sixty-four percent of respondents agreed that professional development and training opportunities are effectively communicated to faculty and staff; 15% was uncertain and 21% disagreed.
- Forty percent of respondents agreed that the organizational structure of SCSU lends itself to effective multi-level/systematic communications; 36% was uncertain and 24% disagreed.
- Approximately one-half (51%) of respondents agreed that managers clearly communicated the goals and priorities of the university; 20% was uncertain and 29% disagreed.
- Forty-one percent of respondents agreed that overall, the communication climate of the university is supportive and non-defensive; 29% was uncertain and 30% disagreed.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “agree” (item values of 1 and 2), “uncertain” (item value of 3), and “disagree” (item values of 4 and 5).

The type of channel used in communications can affect important work-related outcomes, such as job satisfaction. The frequency of face-to-face communication between administrators, faculty and staff across department/offices is positively related to satisfaction. It is likely the quality and trustworthiness of information would be enhanced if the frequency of face-to-face communications were increased. In sum, SCSU administration should be more definitive in its commitment to communicating policy and pertinent information to university employees.

Summary of Findings: CO-WORKER AND MENTOR RELATIONSHIPS

- Forty-one percent of respondents had a coworker that informed them of potentially negative situations, which may adversely affect them; 29% occasionally and 30% seldom/never.
- Forty-five percent had a coworker that helped them maximize their network and exposure within the university community; 27% occasionally and 28% seldom/never.
- One-third (32%) had a coworker that explained the political aspects of their position and pertinent issues; 27% occasionally and 41% seldom/never.
- The majority of respondents (44%) of respondents had a coworker that explained the political implications of their behavior; 26% occasionally and 30% seldom/never.
- One-quarter (25%) of respondents had a coworker that insulted them or used destructive criticism or sarcasm; 21% occasionally and 54% seldom/never.
- 68% had a coworker that treated them with respect; 9% occasionally and 23% seldom/never.
- 67% had a coworker that they could trust and who trusted them; 20% occasionally and 13% seldom/never.
- 57% had a coworker that listened to them voice their concerns; 24% occasionally and 19% seldom/never.
- 55% had a coworker that used his/her influence to advance their career; 17% occasionally and 28% seldom/never.
- 69% had a coworker that made good use of their knowledge, skills and abilities; 19% occasionally and 12% seldom/never.
- 57% had a coworker that made them feel valued and appreciated; 20% occasionally and 23% seldom/never.
- 46% had a coworker that allowed them to cross-train or work in new areas to obtain additional knowledge, skills and abilities; 26% occasionally and 28% seldom/never.
- 45% had a coworker that helped them with research or grant writing (if applicable); 17% occasionally, 16% seldom/never, and 22% “not applicable.”
- 56% had a coworker that informed them of written and unwritten rules with their department/office; 24% occasionally, 15% seldom/never, and 5% “not applicable.”
- 49% had a coworker that made them look bad or less than competent; 21% occasionally and 30% seldom/never.
- 38% of respondents had a coworker that minimized most of their views and opinions; 23% occasionally and 39% seldom/never.

Discussion:

The majority of staff members work with or associate with a coworker or coworkers that they exchange mutual (psychological) support and reinforcement and

lends to a positive, progressive rapport. This finding supports a positive quality of work life for the majority of SCSU staff.

The literature revealed that support from colleagues and supervisors at work was an enhancement factor to job satisfaction. Investigators pointed out direct implications for management and work organization, indicating that attention to support of employees by supervisors is likely to improve job satisfaction and reduce rates of short spells of sick leave and thus may lead to an overall increase in productivity. Similarly, in the present cultural audit, positive relationships among SCSU supervisors and coworkers were highly influential forces in the work lives of the participants and were seen by them to be factors that promoted continued employment of staff.

Summary of Findings: SCSU WORKING CONDITIONS (JOB SATISFACTION)

- 76% of respondents was satisfied with the working conditions in their department/office; 12% was uncertain and 12% dissatisfied.
- 67% was satisfied with the physical environment of their work area; 16% was uncertain and 17% dissatisfied.
- 72% of respondents were satisfied with the quality of work relationships they have with their supervisor; 13% was uncertain and 15% dissatisfied.
- Over one-half of respondents (54%) were satisfied with the amount of reward and recognition they get for doing a good job; 16% was uncertain and 30% dissatisfied.
- 52% was satisfied with the effectiveness of their Union; 22% was uncertain and 26% dissatisfied.
- 71% was satisfied with the quality of their relationship with the administration and staff; 17% was uncertain and 12% dissatisfied.
- 74% was satisfied with the fairness of their supervisor's treatment; 15% was uncertain and 11% dissatisfied.
- 57% of respondents was satisfied the mechanisms in place to address disputes, complaints or grievances; 25% was uncertain and 18% dissatisfied.
- 70% was satisfied with the amount of participation they have in suggesting improvements in the workplace; 17% was uncertain and 13% dissatisfied.
- Fifty-seven (57%) was satisfied with the quality of relationships between Union and non-Union personnel on campus; 30% was uncertain and 13% dissatisfied.
- 65% was satisfied with the quality of work relationships between the ethnic minorities and white employees; 18% was uncertain and 17% dissatisfied.
- 53% was satisfied with the quality of work relationships between the various religious groups on campus; 26% was uncertain and 21% dissatisfied.
- 56% was satisfied with the quality of relationships between the university and the city of St. Cloud; 26% was uncertain and 18% dissatisfied.
- 65% was satisfied with the level of professional trust between themselves and the university administration; 21% was uncertain and 14% dissatisfied.

Discussion:

For analysis purposes, the response categories were collapsed into three general categories of “satisfied” (item values of 1 and 2), “uncertain” (item value of 3), and “dissatisfied” (item values of 5 and 6).

A majority of respondents are satisfied with a number of job satisfaction parameters such as: working conditions, physical environment, quality of relationship with their supervisor, fairness of their supervisor, amount of reward and recognition, effectiveness of their Union, quality of relationship with the administration, suggesting improvements in the workplace, quality of relationship between Union and non-Union staff, quality of relationship between ethnic minorities and whites, and quality of relationship between SCSU and the city of St. Cloud.

The phenomenon of trust has recently attracted enormous attention within organizational research. Both in intra- and trans-organizational relations, trust have been recognized as a central mechanism in the coordination of personnel expectations and interactions. Without a certain degree of trust, it is almost impossible to establish or maintain successfully organizational relations over a longer period. Thus, trust is undoubtedly one of the key concepts in the analysis of the internal and external relationships of organizations.

The last item indicated that the majority of respondents were satisfied with the level of professional trust between themselves and the administration. This finding is significant in that it may indicate a basis to deal with many changes occurring in the university that require a unified front of administrators, faculty and staff.

The effects of the work environment on individual behavior and attitudes within organizations have been demonstrated within the general population and are well documented within management literature. Some research in the area of work integration does emphasize social or environmental factors, such as support on the job in facilitating better teamwork, improved performance, and an easier place to work. The findings of this cultural audit also reveal a relationship between employment and workplace climate. The psychosocial environment of the workplace and the extent to which individual needs can be accommodated were identified by staff as determinants of their job satisfaction.

Summary of Findings: INTERPERSONAL RELATIONSHIPS

- In general, my relationship with white administrators, faculty and staff within the university: $\bar{X} = 2.20$;sd=.972;range=1-6
- In general, my relationship with African-American faculty and staff within the university: $\bar{X} = 2.20$;sd=1.043;range=1-7
- In general, my relationship with Native American and Alaska Native faculty within the university: $\bar{X} = 2.16$;sd=.936;range=1-5
- In general, my relationship with East Indian faculty within the university: $\bar{X} = 2.27$;sd=.970;range=1-6
- In general, my relationship with Asian faculty within the university: $\bar{X} = 2.15$;sd=.897;range=1-5

- In general, my relationship with Jewish faculty within the university:
- In general, my relationship with males within the university:
- In general, my relationship with females within university:
- In general, my relationship with students of color within the university:
- In general, my relationship with International students within the university:
- In general, my relationship with GLBT students within the university:

$\bar{X} = 2.30; sd = 1.064; range = 1-7$

$\bar{X} = 2.48; sd = 1.060; range = 1-5$

$\bar{X} = 2.15; sd = .925; range = 1-6$

$\bar{X} = 1.88; sd = .822; range = 1-5$

$\bar{X} = 1.98; sd = .794; range = 1-6$

$\bar{X} = 2.06; sd = .814; range = 1-4$

Discussion:

This scale ranged from 1 to 7, with “excellent” and “poor” as the anchors. The means for each item were computed. The means range from 1.88 to 2.48 and the standard deviation ranges from .794 to 1.064.

For analysis purposes, the response categories were collapsed into three general categories of “excellent” (item values of 1, 2 and 3), “uncertain” (item value of 4), and “poor” (item values of 5, 6 and 7).

According to the survey data, it appears that the majority of respondents (range: 68-90%) have favorable relationships with various racial/ethnic, gender and student groups on campus. Personal and professional relationships on campus (i.e., academic relationships) appear to be favorable across and between groups of demographic variables.

Table 2
**Major Satisfiers and Dissatisfiers of Administrators, Faculty
 and Staff**

Major Satisfiers*:

- Co-worker relationships
- Positively influencing the lives of coworkers and students
- Satisfied with their experience at SCSU and would choose to work at SCSU if they had to do it all over again
- Excellent/good supervisory response to problems or complaints
- Excellent/good use of their talents
- Fair and equitable opportunities for training and career advancement
- Information on the university server is helpful
- Communication between faculty and staff regardless of their position or rank
- Positive impact of e-mail communications
- Supportive and non-defensive communication climate in their department/office
- Administrative policy clearly communicated throughout the university
- Professional development and training opportunities are effectively communicated to staff
- Manages clearly communicates goals and priorities of the university
- Overall, co-worker and mentoring relationships
- Satisfaction with working conditions and physical environment
- Quality of work relationships with their supervisor
- Effectiveness of their union
- Quality of work relationships with the administration and staff
- Satisfaction with their supervisor's fairness and treatment
- Quality of work relationships between Union and non-Union personnel
- Quality of work relationships between ethnic minorities and white employees
- Quality of work relationships between the various religious groups
- Quality of work relationships between the university and the city of St. Cloud
- Level of professional trust between the faculty and staff and the university Administration
- Overall, interpersonal relationships between faculty, staff, and administration and various racial, ethnic, gender, student and different lifestyle groups

Major Dissatisfiers**:

- Fatigued about having to face another day at SCSU
- Women's perceptions of the academic climate remains less favorable than men's perceptions, particularly with respect to their experiences with discrimination, the review and promotion process and job security.

* Received at least the majority of responses

** Received less than the majority of responses

- Poor/non-existent mentoring opportunities
- Formal job performance feedback
- Resistance to diversity efforts
- Complaining about discrimination resulting in negative impact on career
- “Glass ceiling” perception regarding female workers on campus
- Inadequate services and equipment for students with disabilities
- Jewish faculty and staff presence on campus
- African-American faculty and staff presence on campus

Level II: Scale Analysis by Demographics

For analysis purposes, each scale was transformed into an overall scale score. Items that were negatively worded were reversed scored. The lower the scale score, the better the score or the more favorable the perception. Each demographic variable (i.e., independent variable) was analyzed across scales using t-tests or analysis of variance. Homogeneity of variance was tested using Levene's test of equality of variances. Post-hoc tests were conducted using Tukey's test when variances were equal or Dunnette's C when variances were unequal. The sample of students included 164 respondents. For this level of analysis, the faculty, staff and administration group was split into two groups. The sample of faculty included 128 respondents. The sample of administration/staff included 109 respondents.

Students

Section I: PERCEPTION OF SCSU

Summary of Findings:

- Race: Significant differences were noted ($F=2.393$, $p<.05$). *Post hoc* tests could not be performed because at least one group had fewer than two cases. Students were divided into two categories, majority and minority. Significant differences were found between majority students ($\bar{X} = 45.30$) and minority students ($\bar{X} = 48.92$), ($t=3.351$, $p = .001$).
- Gender: Not Significant (NS)
- Age: Significant differences were noted ($F=2.680$, $p<.05$). *Post hoc* tests could not be performed because four cohorts had fewer than two cases. When these four cohorts were filtered out, significant differences were found ($F=4.380$, $p<.01$) between the 17-20 cohort ($\bar{X} = 44.77$) and the 21-25 cohort ($\bar{X} = 48.67$, $p<.01$).
- Spiritual/religious affiliation: Significant differences were found ($F=4.876$, $p<.01$) when students were divided into three groups, Christian, non-Christian, and no religious affiliation. Post-hoc tests noted significant differences between Christians ($\bar{X} = 45.55$) and non-Christians ($\bar{X} = 49.36$, $p<.01$).
- Classification: NS
- International student: NS
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

Students' perceptions of SCSU were a function of three of the demographic variables, race, age, and spiritual/religious affiliation. Majority students have more favorable perceptions of SCSU than minority students. The age cohort 17 to 20 years of age has a more favorable perception of SCSU than the age cohort 21 to 25 years of age. Students identifying themselves as Christians have more favorable perceptions of SCSU than those

identifying themselves as non-Christians (i.e. Baha'i, Buddhism, Hinduism, Judaism, Islam, Wicca, and other religious affiliation).

Section II: CULTURAL VALUES

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: NS
- International student: NS
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

The perceptions of SCSU's cultural values are not influenced by demographic factors. All students appear to be homogeneous in their perception of cultural values.

Section III: EXPERIENCES AT SCSU

Summary of Findings:

- Race: Significant differences were noted ($F=2.628$, $p<.05$). *Post hoc* tests could not be performed because at least one group had fewer than two cases. Students were divided into two categories, majority and minority. Significant differences were found between majority students ($\bar{X}=69.63$) and minority students ($\bar{X}=75.64$), ($t=3.578$, $p<.001$).
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: NS
- International student: NS
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

Majority students indicated more favorable experiences at SCSU than minority students. This finding is consistent with the *Focus Group Report* and may be attributable to the harassment experienced and the lack of recourse available to these minority students.

Section IV: OPINIONS AND ATTITUDES ABOUT SCSU

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when students were divided into two categories significant differences were found between majority students ($\bar{X} = 76.18$) and minority students ($\bar{X} = 80.38$), ($t=2.476$, $p=.05$).
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: NS
- International student: International students ($\bar{X} = 80.52$) averaged significantly higher scale scores than non-international students ($\bar{X} = 76.57$), ($t=2.33$, $p<.05$)
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

Majority students indicated more favorable opinions and attitudes about SCSU than minority students. International students indicated less favorable opinions and attitudes about SCSU than non-international students.

Section V: SATISFACTION WITH STUDENT LIFE

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: NS
- International student: NS
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

The level of satisfaction with student life is not influenced by demographic factors. All students appear to be homogeneous in their level of satisfaction with student life.

Section VI: INTERPERSONAL RELATIONSHIPS

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: Significant differences were noted ($F=2.779$, $p<.05$). Post-hoc tests noted significant differences between sophomores ($\bar{X} = 28.81$) and juniors ($\bar{X} = 36.09$, $p<.05$).
- International student: NS
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

Students classified as sophomores felt more positive about interpersonal relationships than juniors. This may be due to the fact that sophomores have survived their freshman year and begin to take more classes with the same students and faculty that are in their major and are thus able to establish relationships with their peers and within their major department.

Section VII: ANTI-AFRICAN AMERICAN

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Classification: NS
- International student: International students ($\bar{X} = 11.98$) averaged significantly higher scale scores than non-international students ($\bar{X} = 10.98$), ($t=2.07$, $p<.05$)
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

International students perceived African American faculty, staff and students more negative than other students. This may be attributable to the negative media attention SCSU has received. International students may be more sensitive and believing of the reports in the media because they have not been acculturated in the United States.

Section VIII: ANTI-SEMITIC

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when students were divided into two groups significant differences were found between majority students ($\bar{X} = 15.12$) and minority students ($\bar{X} = 16.99$), ($t=2.713$, $p=.01$).
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: Significant differences were noted ($F=2.556$, $p<.05$). *Post hoc* tests could not be performed because at least one group had fewer than two cases. When students were divided into three groups, Christian, Non-Christian, and No Affiliation, no significant differences were found
- Classification: NS
- International student: International students ($\bar{X} = 17.35$) averaged significantly higher scale scores than non-international students ($\bar{X} = 15.12$), ($t=3.27$, $p<.01$)
- Length of time at SCSU: NS
- Full- or part-time student: NS

Discussion:

Majority students were found to be more Anti-Semitic than minority students. International students had less favorable perceptions of Jews than non-international students. This finding may also be attributable to the negative media attention SCSU has received. International students may be more sensitive and believing of the reports in the media because they have not been acculturated in the United States.

Table 1
Summary of Significant Mean Comparisons By Scales By Demographics for Students

Perception of SCSU

- Race: Majority students have more favorable perceptions of SCSU than minority students.
- Age: The 17-20 cohort had more favorable perceptions of SCSU than the 21-25 cohort.
- Spiritual/religious affiliation: Christians have more favorable perceptions of SCSU than non-Christians.

Cultural Values

- No significant differences were found.

Experiences as SCSU

- Race: Majority students reported more favorable experiences than minority students.

Opinions and Attitudes about SCSU

- Race: Majority students have more favorable opinions and attitudes than minority students.
- International student: International students reported less favorable opinions and attitudes about SCSU than non-international students.

Satisfaction with Student Life

- No significant differences were found.

Interpersonal Relationships

- Classification: Sophomores rated their interpersonal relationships more positive than juniors.

Anti-African American

- International student: International students have more negative perceptions about African-Americans than non-international students.

Anti-Semitic

- Race: Minority students were more Anti-Semitic than majority students.
- International student: International students have more negative perceptions about Jews than non-international students.

Table 2
Student Survey Scales: Descriptive Statistics

SCALE	Number of Items and Response Item Range	Minimum	Maximum	Mean	Std. Deviation
Perception of SCSU	16 /1-5	23.00	65.00	46.93	7.06
Cultural Values	10/1-5	16.00	50.00	30.58	6.09
Experiences at SCSU	25/1-5	42.00	103.00	72.37	11.18
Opinions and Attitudes	27/1-5	43.00	111.00	78.09	11.49
Satisfaction with Student Life	18/1-5	20.00	82.00	49.17	11.91
Interpersonal Relationships	11/1-7	11.00	59.00	30.81	11.00
Anti-African American	4/1-5	4.00	20.00	11.36	3.26
Anti-Semitic	6/1-5	6.00	26.00	15.98	4.61

FACULTY

Section I: EXPERIENCES AT THE WORKPLACE

Summary of Findings:

- Race: Not significant (NS)
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

The level of satisfaction with experiences at the workplace is not influenced by demographic factors. Faculty appear to be homogeneous in their level of satisfaction with experiences at the workplace.

Section II: JOB EXPERIENCES

Summary of Findings:

- Race: NS
- Gender: Males ($\bar{X} = 22.74$) averaged significantly lower scale scores than females ($\bar{X} = 25.02$), ($t=2.013$, $p<.05$).
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Males view their job experiences more positively than females. Males are more satisfied with the training, mentoring, performance feedback, and opportunities for advancement they receive.

Section III: OPINIONS AND ATTITUDES ABOUT SCSU

Summary of Findings:

- Race: No significant differences were found across the seven racial/ethnic groups. However, when comparing majority faculty members with minority faculty members a significant difference was found. Majority faculty members ($\bar{X} = 101.41$) had more positive opinions and attitudes about SCSU than minority faculty members ($\bar{X} = 106.30$), ($t=2.00$, $p<.05$)
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Majority faculty members had more positive opinions and attitudes about SCSU than minority faculty members. The business and psychological literature indicate that the more favorable climate ratings are from majority males, while the least favorable ratings are from minority females. One reason that minorities rate the climate less favorable can be attributable to disparate treatment, the lack of opportunity for advancement, and ineffective management of diversity.

Section IV: COMMUNICATION

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: Significant differences were noted ($F=9.092$, $p<.001$). Professors averaged significantly less favorable scale scores ($\bar{X} = 71.22$) than both assistant professors ($\bar{X} = 61.53$, $p<.001$) and associate professors ($\bar{X} = 63.25$, $p<.01$).
- Full-time or Part-time: NS
- Length at SCSU: Significant differences were noted ($F=3.727$, $p<.01$). Post-hoc tests found that faculty members who have been at SCSU for 1-3 years ($\bar{X} = 61.68$, $p<.05$) and 4-5 years ($\bar{X} = 61.72$, $p<.05$) averaged significantly more favorable scale scores than faculty members who had been at SCSU for 11-20 years ($\bar{X} = 70.16$).
- Union Member: NS

Discussion:

Professors' perceptions of communication were not as favorable as assistant professors and associate professors. Additionally, faculty members who had been at SCSU for 11-20 years had less favorable perceptions of communication than faculty members who had been at SCSU from a few months to five years. As time passes, faculty members become less satisfied with the flow of communication.

Section V: INTERPERSONAL SITUATIONS AND MENTORING

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: Significant differences were noted ($F=6.904$, $p<.001$). Professors averaged significantly less favorable scale scores ($\bar{X} = 45.74$) than both assistant professors ($\bar{X} = 36.82$, $p<.05$) and associate professors ($\bar{X} = 42.38$, $p<.05$).
- Full-time or Part-time: NS
- Length at SCSU: Significant differences were noted ($F=3.884$, $p<.01$). Post-hoc tests found that faculty members who have been at SCSU for less than 1 year ($\bar{X} = 36.57$, $p<.05$) and 1-3 years ($\bar{X} = 37.59$, $p<.01$) averaged significantly more favorable scale scores than faculty members who had been at SCSU for 11-20 years ($\bar{X} = 46.16$).
- Union Member: NS

Discussion:

Favorable perceptions of interpersonal situations and mentoring were found to be a function of status and length of time at SCSU. Assistant professors and associate professors regarded interpersonal situations and mentoring more favorably than professors. Faculty members who had been at SCSU for a few months up to three years regarded interpersonal situations more favorably than faculty members who had been at SCSU between 11-20 years. It appears that as time passes, faculty members become less satisfied with the interpersonal situations and mentoring they experience.

Section VI: JOB SATISFACTION

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS

- Status: Significant differences were noted ($F=5.539$, $p<.01$). Professors averaged significantly less favorable scale scores ($\bar{X} = 41.88$) than assistant professors ($\bar{X} = 33.45$, $p=.001$).
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Professors indicated a lower level of job satisfaction than assistant professors. The current climate at SCSU may be a reason why the current finding is in the opposite direction of findings in the business and psychological literature.

Section VII: INTERPERSONAL RELATIONSHIPS

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

The level of satisfaction with interpersonal relationships is not influenced by demographic factors. All faculty members appear to be homogeneous in their level of satisfaction with interpersonal relationships.

Section VIII: ANTI-AFRICAN AMERICAN

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: Part-time faculty members ($\bar{X} = 8.00$) had more favorable attitudes toward African Americans than full-time faculty members ($\bar{X} = 9.66$, $p<.001$).
- Length at SCSU: NS
- Union Member: NS

Discussion:

Full-time or part-time status is the only demographic variable that influences attitudes towards African Americans. Part-time faculty members had more positive attitudes towards African-Americans than the full-time faculty members. This finding is limited because of the small number of part-time faculty members that completed the survey (n=4).

Section IX: ANTI-SEMITIC**Summary of Findings:**

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Status: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Attitudes towards Jews are not influenced by demographic factors. All faculty members appear to be homogeneous in their attitudes towards Jews.

Table 3
Summary of Significant Mean Comparisons By Scales By Demographics for Faculty

Experiences at the Workplace

- No significant differences were found.

Job Experiences

- Gender: Males reported more favorable job experiences than females.

Opinions and Attitudes about SCSU

- Race: Majority faculty members reported more favorable opinions and attitudes about SCSU than minority faculty members.

Communication

- Status: Professors rated communication less favorably than both assistant professors and associate professors.
- Length at SCSU: Faculty members who had been at SCSU between one and five years rated communication as more positively than faculty who had been at SCSU between 11 and 20 years.

Interpersonal Situations and Mentoring

- Status: Professors rated interpersonal situations and mentoring more negative than both associate professors and assistant professors.
- Length at SCSU: Faculty members who had been at SCSU from zero to three years rated interpersonal situations and mentoring more favorably than faculty who had been at SCSU between 11 and 20 years.

Job Satisfaction

- Status: Professors reported lower levels of job satisfaction than assistant professors.

Interpersonal Relationships

- No significant differences were found.

Anti-African American Attitudes

- Full-time or part-time: Part-time faculty had more positive attitudes toward African Americans than full-time faculty.

Anti-Semitic Attitudes

- No significant differences were found.

Table 4
Faculty Survey Scales: Descriptive Statistics

SCALE	Number of Items and Response Item Range	Minimum	Maximum	Mean	Std. Deviation
Experiences at the Workplace	12/1-5	12.00	50.00	30.87	8.86
Job Experiences	8/1-5	8.00	34.00	23.83	6.41
Opinions and Attitudes about SCSU	38/1-5	66.00	131.00	102.62	14.07
Communication	23/1-5	46.00	95.00	66.06	10.09
Interpersonal Situations and Mentoring	16/1-5	19.00	73.00	41.81	9.84
Job Satisfaction	15/1-5	18.00	64.00	37.78	10.35
Interpersonal Relationships	11/1-7	11.00	51.00	23.60	7.67
Anti-African American	4/1-5	4.00	16.00	9.65	2.92
Anti-Semitism	7/1-5	7.00	28.00	15.90	5.25

ADMINISTRATION AND STAFF

Section I: EXPERIENCES AT THE WORKPLACE

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when staff members were divided into two categories significant differences were found between majority administration and staff members ($\bar{X} = 30.26$) and minority administration and staff members ($\bar{X} = 36.50$), ($t=2.476$, $p=.05$).
- Gender: NS
- Age: Significant differences were noted ($F=3.467$, $p<.01$). Post-hoc tests found a significant difference between those 41-45 years of age ($\bar{X} = 35.25$) and those 51 and older, ($\bar{X} = 27.46$, $p<.05$).
- Spiritual/religious affiliation: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Majority members reported more favorable workplace experiences than minority administration and staff members. Administration and staff members ranging in age from 41 to 45 years reported less favorable workplace experiences than those 51 and older. This finding is consistent with organizational and psychological research that indicates that as workers grow older, they tend to be slightly more satisfied with their jobs.

Section II: JOB EXPERIENCES

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when staff members were divided into two categories significant differences were found between majority administration and staff members ($\bar{X} = 24.40$) and minority administration and staff members ($\bar{X} = 28.33$), ($t=2.515$, $p=.05$).
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Full-time or Part-time: There was a significant difference between part-time administration/staff members ($\bar{X} = 16.25$) and full-time administration/staff members ($\bar{X} = 25.16$), ($t=3.515$, $p<.01$).
- Length at SCSU: NS
- Union Member: NS

Discussion:

Majority members reported more favorable job experiences than minority administration and staff members. Part-time administration and staff members reported more favorable job experiences than full-time administration and staff members.

Section III: OPINIONS AND ATTITUDES ABOUT SCSU

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when staff members were divided into two categories significant differences were found between majority administration and staff members ($\bar{X} = 105.32$) and minority administration and staff members ($\bar{X} = 115.25$), ($t=2.491$, $p=.05$).
- Gender: NS
- Age: Significant differences were noted ($F=2.972$, $p<.01$). Post-hoc tests found significant differences between those 31-35 years of age ($\bar{X} = 116.44$) and those 51 and older, ($\bar{X} = 100.83$, $p<.05$).
- Spiritual/religious affiliation: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Majority administration and staff members reported more favorable opinions and attitudes about SCSU than minority administration and staff members. Administration and staff members 51 years of age and older reported more positive opinions and attitudes about SCSU than those between 31 and 35 years of age.

Section IV: COMMUNICATION

Summary of Findings:

- Race: NS
- Gender: NS
- Age: Significant differences were noted ($F=3.088$, $p<.01$). Post-hoc tests found significant differences between those 21-25 years of age ($\bar{X} = 67.25$) and those 31-35 years of age, ($\bar{X} = 59.78$, $p<.05$). Post-hoc tests found significant differences between those 26-30 years of age ($\bar{X} = 73.86$) and those 31-35 years of age, ($\bar{X} = 59.78$, $p<.05$).
- Spiritual/religious affiliation: Significant differences were noted ($F=3.109$, $p<.05$). Post hoc tests could not be performed because at least one group had fewer than two cases. When staff members were divided into three groups, Christian, non-Christian, and no religious affiliation, and analysis of variance was performed, no significant differences were found.

- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Administration and staff members between the ages of 31 and 35 reported more favorable perceptions of communication than administration and staff members between 21 and 30 years of age.

Section V: INTERPERSONAL SITUATIONS AND MENTORING

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

The overall level of satisfaction with interpersonal situations and mentoring is not influenced by demographic factors. All administration and staff members appear to be homogeneous in their satisfaction with interpersonal situations and mentoring.

Section VI: JOB SATISFACTION

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

The overall level of job satisfaction is not influenced by demographic factors. All administration and staff members appear to be homogeneous in their level of job satisfaction.

Section VII: INTERPERSONAL RELATIONSHIPS

Summary of Findings:

- Race: NS
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: NS
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

The overall level satisfaction with interpersonal relationships is not influenced by demographic factors. All administration and staff members appear to be homogeneous in their level of satisfaction with interpersonal relationships.

Section VIII: ANTI-AFRICAN AMERICAN

Summary of Findings:

- Race: NS
- Gender: NS
- Age: Significant differences were noted ($F=3.888$, $p<.01$). Post-hoc tests found significant differences between the 21-25 year of age cohort ($\bar{X}=7.25$) and the 31-35 years of age cohort ($\bar{X}=13.11$, $p<.05$). Significant differences were also found between the 26-30 years of age cohort ($\bar{X}=8.00$) and the 31-35 years of age cohort ($\bar{X}=13.11$, $p<.05$).
- Spiritual/religious affiliation: Significant differences were noted ($F=3.110$, $p<.05$). *Post hoc* tests could not be performed because at least one group had fewer than two cases. When the staff was divided into three groups, Christian, Non-Christian, and No Affiliation, significant differences were found ($F=4.699$, $p<.05$). Non-Christians ($\bar{X}=7.44$) had more favorable attitudes towards African-Americans than both Christians ($\bar{X}=10.65$, $p<.01$) and those reporting no religious affiliation ($\bar{X}=10.82$, $p<.05$)
- Full-time or Part-time: NS
- Length at SCSU: NS
- Union Member: NS

Discussion:

Administration and staff members between the ages of 21 and 30 reported more positive attitudes towards African-Americans than those between the ages of 31 and 35. Non-Christians reported more favorable attitudes towards African-Americans than both Christians and those reporting no religious affiliation.

Section IX: ANTI-SEMITISM

Summary of Findings:

- Race: No significant differences were noted with analysis of variance. However, when staff members were divided into two categories significant differences were found between majority staff members ($\bar{X} = 18.12$) and minority staff members ($\bar{X} = 19.58$), ($t=2.068$, $p<.05$).
- Gender: NS
- Age: NS
- Spiritual/religious affiliation: Significant differences were noted ($F=2.677$, $p<.05$). *Post hoc* t-tests could not be performed because at least one group had fewer than two cases. When staff members were divided into three groups, Christian, non-Christian, and no religious affiliation, significant differences were found ($F=3.720$, $p<.05$). Christians ($\bar{X} = 14.44$) had more favorable attitudes toward Jews than those administration/staff members reporting no religious affiliation ($\bar{X} = 20.73$, $p<.05$)
- Full-time or Part-time: NS
- Length at SCSU: Significant differences were noted ($F=2.958$, $p<.05$). Post-hoc tests noted significant differences between administration/staff members that had been at SCSU 4-5 years ($\bar{X} = 22.07$) and more than 20 years ($\bar{X} = 17.53$, $p<.05$).
- Union Member: NS

Discussion:

Majority administration and staff members reported more favorable towards Jews than minority administration and staff members. Christians had more favorable attitudes toward Jews than those administration and staff members reporting no religious affiliation. Administration and staff members that had been at SCSU for more than 20 years had more favorable attitudes towards Jews than administration and staff members that had been there between 4 and 5 years.

Table 5
Summary of Significant Mean Comparisons By Scales By Demographics for Administration and Staff

Experiences at the Workplace

- Race: Majority members reported more favorable workplace experiences than minority administration and staff members.
- Age: Members between 41 and 45 years of age reported more negative workplace experiences than administration and staff members 51 years of age and older.

Job Experiences

- Race: Majority members reported more favorable job experiences than minority administration and staff members.
- Full-time/Part-time: Part-time administration and staff members reported more favorable job experiences than full-time administration and staff members.

Opinions and Attitudes about SCSU

- Race: Majority administration and staff members reported more favorable opinions and attitudes about SCSU than minority administration and staff members.
- Age: Administration and staff members between 31 and 35 years of age reported less favorable opinions and attitudes about SCSU than those 51 years of age and older.

Communication

- Age: Administration and staff members between 31 and 35 years of age reported more favorable attitudes towards communication processes than those members between the ages of 21 and 30.

Interpersonal Situations and Mentoring

- No significant differences were found.

Job Satisfaction

- No significant differences were found.

Interpersonal Relationships

- No significant differences were found.

Anti-African American Attitudes

- Age: Administration and staff members between the ages of 21 and 30 reported more positive attitudes towards African-Americans than members between the ages of 31 and 35.

- Spiritual/religious affiliation: Non-Christians reported more favorable attitudes towards African-Americans than both Christians and those reporting no religious affiliation.

Anti-Semitic Attitudes

- Race: Majority administration and staff members reported more favorable towards Jews than minority administration and staff members.
- Spiritual/religious affiliation: Christians reported more favorable attitudes toward Jews than those administration and staff members reporting no religious affiliation.
- Length at SCSU: Administration and staff members that had been at SCSU for more than 20 years had more favorable attitudes towards Jews than administration and staff members that had been there between 4 and 5 years.

Table 6
Administration and Staff Survey Scales: Descriptive Statistics

SCALE	Number of Items and Response Item Range	Minimum	Maximum	Mean	Std. Deviation
Experiences at the Workplace	12/1-5	13.00	47.00	30.94	8.46
Job Experiences	8/1-5	13.00	38.00	24.83	5.23
Opinions and Attitudes about SCSU	38/1-5	72.00	141.00	106.41	13.34
Communication	23/1-5	45.00	89.00	69.95	9.45
Interpersonal Situations and Mentoring	16/1-5	23.00	65.00	41.94	8.54
Job Satisfaction	15/1-5	15.00	70.00	34.94	10.39
Interpersonal Relationships	11/1-7	11.00	38.00	24.04	7.57
Anti-African American	4/1-5	4.00	19.00	10.40	3.13
Anti-Semitic	7/1-5	8.00	33.00	18.28	5.30

QUALITATIVE ANALYSIS OF SURVEY COMMENTS

COMMENTS FROM STUDENTS

INTRODUCTION

Data were analyzed for 164 students, and sixty (60) submitted written comments on the survey. The demographic breakdown is: Caucasian (35), Asian (12), Other (10), Arab (1), and Native American (1). The students who marked “other” were international students. There were 31 males and 29 females who wrote comments. There were an even number of sophomores and juniors (14) who wrote comments, thirteen (13) graduate students, eleven (11) seniors and eight (8) freshmen.

The comments were analyzed by identifying major themes, with sub-categories where appropriate. Some themes parallel the data collected during Phase I of the survey. (See Appendix A). Many students mentioned one issue; while others wrote about two or three areas they had strong opinions about.

FINDINGS

Survey Criticisms

Fourteen (14) comments were critical of the survey instrument. Some students thought the questions were redundant, some thought that there was no critical thinking involved, or the survey was a waste of time. Sample comments are:

“I think that this survey was bogus. I can’t believe you wasted \$50,000 on this thing. We already know that SCSU is a hub of institutional racism....”

“I think lots of the questions on this survey were loaded or hard to understand. SCSU is a great school that has few problems.”

Others thought that the survey was difficult to understand or they said the questions were heavily weighted on the negative side. A few students criticized the wording of some questions and several thought that money was wasted as well as their time.

Survey Positives

Almost as many comments (13) were positive about the survey. Students were glad to have the opportunity to express their opinions and believed that St. Cloud State University does a good job with diversity issues.

The comments listed reflect the opinions of those students who felt positive about the experience of taking the survey.

“I really appreciate this survey because through it, we can express our feelings. Thank-you for this.”

“I can recognize that St. Cloud State University is trying to get better. Although I cannot be satisfied with everything, the school is fine, overall.”

“This sort of survey should be encouraged and held quite often, it helps the Administration to better understand the student feelings, especially those who are minority or international students.”

“I found this survey very useful and helpful, for many ideas for myself to think about. Thank you for giving us this opportunity to voice our opinions.”

Criticisms of Professors

Students described some negative issues about their professors. Criticisms specifically targeted professors who do not teach, but talk about their own personal life or personal opinions on various subjects. A few students complained about foreign professors who speak “broken English”, while others feel that professors need an education in cultural diversity themselves. Other criticisms include, feeling targeted, not getting the needed direction from professors and in some cases, professors favor Caucasian students. A few sample comments are listed below.

“The quality of faculty on this campus needs to be re-evaluated. Hiring upstart professors who still need to learn to teach because they are more inexpensive in terms of wages, does not justify the university’s motto.”

“Some professors at SCSU do not really teach their classes. One of my ex-profs was talking about her personal life, rather than giving her lecture. Some professors treat White Americans better than international students. If International students speak with an accent, they just ignore them rather than encourage them to learn.”

“I think the people who are in charge of hiring professors should think twice before hiring a professor who speaks English very poorly. I, as a student, have the right to demand a professor that I can understand when he/she lectures.”

“I have found out now, that I have taken a lot of classes here that I did not need at all, and I feel I wasted my money here. I have had a lot of experiences with faculty and profs. who just brush me off and don’t have time to help.”

International Student Issues

A number of the international students thought that they are treated with disrespect by some faculty and administrators. Rudeness and poor behavior by some professors is mentioned. They feel that they, as international students do not receive assistance because they belong to a different ethnic group. Some of the actual comments follow.

“Some professors treat white Americans better than international students.”

“I think racism is obvious on this campus. Some teachers and administrators treat Arabs and other international students with disrespect and bad behavior. Some profs refuse to give us assistance with our course work, even during their Office hours because we belong to a different ethnic group. They give all the help needed to white students.”

One student commented that the cultural programs held at the university are good and help with understanding people and customs of various groups.

Experience No Racist Behavior

There are some students who indicated that they have not experienced racism on campus. Some students say that their classmates have reported racial issues to them but they have no first-hand knowledge of any incidents or behavior. A few students reported that they get along with people of different ethnic groups, hence they see no problems. Several students who have had no racial experiences suggest that such issues should be settled in a manner that is fair to all parties and that everyone is entitled to their opinions, no matter what opinion the held. A couple of comments are:

“I do not see a lot of discrimination because I, myself do not discriminate against people. I work with black professors and white professors and do not treat them any differently and they don’t treat me differently.”

“I haven’t had an experiences with racial issues, so I am enjoying my academic and campus life. I don’t know of any racial issue on this campus.”

“I have to say that the reception of cultural events and minority students is slowly, but surely improving. Educate them, and they’ll learn.”

Experiences with Racism

An equal number of students (7) had experienced racist behavior. International students, as indicated above, express some of these issues. Some students indicated that there is negative and prejudice behavior in the residence halls and that no one wants to

get involved. Others said that the university has taken many steps to confront racial issues, but have made no efforts to resolve racial issues. Students cited being insulted or ignored by professors because of the ethnicity.

One student wrote:

"I think EVERYBODY on this campus needs a lesson in tolerance, acceptance, and openness."

Another students wrote:

"White students need to be more open to other cultures and differences. Stereotyping will not help eradicate racism. We all need to work toward Eliminating racism and not just rely on time to help us."

Other Issues

A few students mentioned with regret, the negative publicity that the college receives in regard to racism and negative treatment of some ethnic groups. Some students commented about gay, lesbian and transgender issues. One student was encouraged that GLBT issues were addressed in the survey, while others were critical of the GLBT Association by alleging that the Association has subverted several activities. Several students made suggestions for unity and coming together to resolve issues of difference. Some sample comments follow:

"People of the GBLT have every right to have the same accommodations that non-GBLT people have, and non-GBLT people have the right NOT to like the lifestyle of GBLT people. There is such a thing as white privilege and male privilege, but all too often minority problems are blamed on the "white dominant society. The blame game has to stop at some point."

"Being GLBT is not a lifestyle, it is a LIFE!"

"All this media and bad publicity is only hurting us, the students. Please keep our education standard high, no matter who is teaching us."

"Based on our diversified students and faculty, the culture would allow each person to treat others fairly, no matter what. Most importantly, the culture would encourage the academic environment and value it more than other aspects. Then SCSU could become a desired place to study and achieve personal academic performance."

COMMENTS FROM ADMINISTRATORS, FACULTY & STAFF

INTRODUCTION

Administrators, faculty and staff of St. Cloud State University submitted a total of 109 comments. These comments ranged from one sentence to one page. The demographic breakdown was forty (40) administration/staff, eight (8) instructors, eighteen (18) Assistant Professors, seventeen (17) Associate Professors and twenty-six (26) Professors. The racial breakdown was as follows: Arab – 1, Asian – 9, African American – 11, Native American – 1, Caucasian – 81, Bi-racial – 1, and Other – 5. The gender breakdown was forty-eight (48) male and sixty-one (61) female.

The data was analyzed by identifying major themes. Seven major themes include: 1) criticisms of the survey, 2) criticisms of administration, 3) positive aspects of working at SCSU, 4) the feeling that only a small group of complainers exist, 5) racism exists and diversity is not seriously dealt with, and 6) diversity training issues.

FINDINGS

Survey Criticisms

Many respondents (24) were critical of the survey instrument. These comments ranged from indications that the survey was poorly constructed to issues about the wording of the items. Some people thought that some sections were confusing and difficult to respond to. A couple of people did not like the “distance” scale, while others wrote that religion or reference to religious groups was not relevant to the survey as a whole. Examples of the comments are:

“I am very concerned that the survey does not capture the historical nature of my experiences.”

“This survey doesn’t really capture the atmosphere here. Nor does it present or allow one to select other viable options.”

“This survey appears to be poorly constructed and has too many groups lumped into the questions.”

Need for Leadership and Action

The second largest grouping centered on the need for better leadership and action in regard to diversity and the racism which respondents thought exists on the campus. Some criticisms of administration were general, however, many comments were directed specifically at the President, with some positive and some negative comments. A number of respondents indicate that administrators “come and go” and these administrators are more concerned with protecting their personal image or the image of the university. Respondents thought that no long-term commitment is made to resolve the real issues due

to constant “changing of the guard”. A few people wrote that some administrators only tolerate diversity and do not respect it.

Other criticisms focus on the hesitancy of administration to punish racist and/or religious “bigots”, and thought that violations should be documented and people should be fired. They also said that when policies and procedures can be proven as “unfair”, these policies and procedures should be changed. Some respondents believed that the administration does not listen to individual problems/comments and does not work to solve problems. Additionally, they indicated that a few people have been censored due to this lack of problem solving.

It was noted that some administrators engaged in gossip about faculty in a manner that is damaging to the faculty member’s career. They feel that top administrators play the Jewish faculty against Faculty of Color. It was mentioned that the President needs to think about his views on people of color and indicated that people have heard him make derogatory remarks about African Americans. There were a few positive comments about good relationships with administration within departments and across colleges.

“This university is polarized between bad management and bad instructors who diagnose every problem as an example of some ism.”

“I feel that SCSU lacks strong leadership behavior on campus. There have been several situations that the “race or religion” card was used to excuse plagiarism.”

“We need effective presidential leadership.”

“The leadership of SCSU is poor. There is none, especially when the President is racist and a bigot.”

“The SCSU administration, under the leadership of President Saigo is trying to address prejudice and hatred on our campus.”

“Decisions made by certain administrators, or the lack of the will to make decisions seems to be a function of whim and personal feelings. I see the problems on campus as related to the lack of trust that permeates the institution. One aspect of the university that exacerbates the lack of trust is the lack of both data and information.. or the poor timing of its dispersal.”

“President Saigo is doing his best to rectify what previous admin. have done, but he is being attacked from many fronts. This survey is far too general to assess what is really going on at this institution.”

A few comments focused on the issue that a lack of attention to diversity and the inaction on the part of the administration creates an atmosphere of disrespect for faculty and lack of due process creates a hostile environment for people to work in.

Positive Aspects of Working at SCSU

A number of comments were directed at the positive aspects of working at the university. Thirteen (13) comments were written around this theme. A few of these respondents have been at St. Cloud for 10 years or more and have taught at other colleges or universities. When comparing SCSU with other schools, they stated that this university is doing a better job with diversity issues than other institutions. Some respondents indicate the belief that SCSU is a very progressive institution that facilitates an open environment. They also thought that the University is moving in a positive direction.

“SCSU has continued to work at being an open and inviting place for ALL people. I have worked at two other institutions and this is the most honest and open place of all.”

“SCSU is a wonderful place to work. The institution has the courage to address diversity issues that most campuses would not touch.”

“In my 20+ years of experience with SCSU, I have seen SCSU work hard on both improving diversity and the cultural climate of the university.”

Some respondents expressed frustration that the positive aspects of the diversity efforts do not receive the positive publicity it deserves and that the media focuses on negative issues. A few comments indicated the perception that reports of discrimination at the university are greatly exaggerated.

Small Group of Complainers

A number of comments stated that there is a small group of people who complain and make unsubstantiated claims. They felt that a few people seem intent on causing dissatisfaction and want to damage the reputation of the university. The opinion is that these people want to be in control. Comments were directed at some faculty who want to make administrative decisions when it is not their place to do so.

Some comments are below:

“Thank you for the opportunity to share my opinion. Frankly, our environment would be improved 100% if a small group of people would quit whining and complaining.”

“Please tell the whiners if they don’t like it here and don’t have an interest in providing a good education to students, they should find somewhere else to go.”

"I think that we are all working towards a common goal at SCSU, but we have different ideas of how to get there. Until we compromise on the methods used we will continue to have unrest. Unfortunately, it seems like a small number of people are speaking for the masses, to the media and other outside entities."

"I am distrustful of the loudest voices among minority and female faculty members. They seem intent on causing as much dissatisfaction as they can. The City of St. Cloud is a rural Minnesota town. It is mainly white. So what!"

Racism and Discrimination Exist on Campus

Respondents commented that subtle or covert racism exists on campus. They stated that certain groups i.e., African Americans, Jews are not respected, are not included in crucial decision-making meetings. White respondents stated that although many people of color have superior qualifications, there is a preference for less qualified white personnel. There are questions as to why administration has allowed this to occur. Several respondents stated that they have personally experienced very racist behaviors that were vicious and degrading.

"This university is a strange place to work for. Diversity issues are very real and racism is a big problem on campus."

"Yes, racism does exist here."

"In my modest opinion, the problems go way beyond gender, race and orientation, and start with cultural peculiarities. I don't have to be black, female, lesbian, or Muslim to be mistreated. The culture here has a long way to go until it starts recognizing people with different beliefs and backgrounds."

"African-American administrators and faculty are not respected and are marginalized. There is considerable mistrust and racial profiling."

Respondents thought that there is blatant political bias of the Women's Center toward pro-choice issues. Respondents indicated that pro-life students and faculty are silenced through scorn for their point of view.

Diversity Training Issues

Comments were made for and against diversity training. Some respondents state that more diversity training is needed, and that faculty should have the same training as staff and students. Others thought that the diversity training is forced on them and they felt bitter about this. The bitterness arises because they felt that only a handful of people complained about being harassed or discriminated against. Sample quotes are below.

“Faculty need to participate in diversity training – staff were required to attend and it’s interesting to see that most complaints come from how faculty treat each other.”

“My concern is that the university is requiring more and more training to demonstrate efforts in regard to diversity. Meanwhile it does not seem that faculty have the same training requirements. If faculty have the most exposure to diversity, they are the ones who do need the training.”

“We need more training in how to deal with customers. The students are our customers, so everyone, faculty and staff need to remember that without students, there would be no need for us.”

“Many faculty have already had years of diversity training. Much progress has been made and many people are really trying hard to improve their own behaviors and the climate of the school.”

Other Issues

Some respondents mentioned the Faculty Union. They were disappointed with this union and state that some meetings are used to advance individual agendas. Some feel the IFO allows tenured faculty to say anything they want about anyone, with no repercussions and often make false statements. Such behavior is described as disrespectful. Others also believed that the local union has created operating procedures that usurp and sometimes interfere with the decisions and procedures of the administration.

A few respondents commented that there is a belief that women and minorities have an easier time on campus, a better work environment and are not held to the same standards as everyone else. This perception leads to people being hurt and angry and tired of working on possible solutions. Sample comments are below.

“I feel administration bends over backwards to accommodate minority groups on campus. They get extra chances and special deals that the white faculty do not. I also feel that we are not always hiring the most qualified candidates.”

“Until the belief that somehow minorities, women, etc. have an easier time, a better work environment, are not held to the same standards, are not as qualified, the university will be at a loss to change the environment; it will not, no matter what is done.”

Respondents who are classified as “fixed-term” feel that they are treated unfairly. Some state that they do not get feedback about job performance, while others feel they work hard, do a good job and have no opportunities for advancement.

A few people stated their thanks for the survey and the opportunity to express their opinions.

“Thanks for undertaking the survey. I wish to ask that more strategies for dialogue be undertaken at SCSU. Also more efforts to team faculty students and administrators to address issues. I would like to see more participation by all groups encouraged and supported.”

“Thank you for the opportunity to share my opinion.”

The need for better dispensing of discrimination cases was also stated. Respondents think the lag time results in undue hardship on people.

“I would like to see clear and consistent policies for dealing with complaints regarding anti-Semitism, racism and other form of discrimination. I would like to see clear and consistent policies for dealing quickly with disputes between individual faculty members and some deans. Even when such faculty members are ultimately retained, tenured and/or promoted, they have suffered unduly for too long.”

RECOMMENDATIONS

Administration Visibility

The location of the Office of the Chancellor is a concern for many faculty and staff participants. The Office of the Chancellor is 80 miles south in St. Paul and many cited that the Chancellor's office should be on or adjacent to the campus. The indication is that the Chancellor is not acculturated and sensitized to the issues of the campus since he is physically removed.

Furthermore, many thought that the President is not accessible to faculty, staff and students. These same group members acknowledged that the president attempts to "make physical contact," but his short-term appearances are not perceived as adequate to instill trust and confidence. Although all members respect and appreciate the hectic schedule of the president, they report that their most important relational quality sought was evidence of mutuality. Most members constructed their relationships via a number of different pathways. They suggested a fluid modality of communication that gives consideration to their growing urgency of mutuality, regard, and inter-campus communication.

Leadership

The recognition of the critical importance of creating a shared vision within and throughout their university; and understanding of the need to develop a strong sense of organizational and self awareness; the ability to create and foster a positive and constructive climate and culture where learning and effectiveness will regenerate itself is vital to the future of the university.

The university leadership will become more effective by taking charge, make things happen, develops and promotes a clear purpose and translates that thinking into reality. Many participants noted that the president and/or administration has yet to issue mission, vision and goal statements for the university. Developing these statements should be conducted using the talents of university personnel fostering "ownership" and accountability.

Currently, university leadership is ill-equipped and insensitive to handle or support the specific needs of faculty/staff of color, thus immediate proactive attention is recommended. Consequently, it is recommended that potential faculty and staff of color should not be hired until administrative action is initiated to foster a conducive and supportive university environment.

Fire several vice presidents and Deans who are known to be marginally effective and non-progressive; initiate an aggressive search to identify vice president candidates with proven track records to replace interim vice presidents who lack decision-making accountability and responsibility. Interim vice presidents who are known to render poor decisions should be given options to solicit input from a president appointed faculty and staff committee in order to facilitate bilateral decision-making.

All vice presidents should be required to hold a PhD degree or its equivalent in order to understand and deal with faculty and staff members who have earned the same. Moreover, it would promote the prestige and image of the university. VPs who have not earned a doctoral degree are not given the same creditability as other doctoral level staff.

Demographic isolation and the reliance on social comparison, looking at self in the social strata to compare self with subordinates, that this isolation seems to motivate in university leaders, area problems because together they cause senior university leaders to ignore, discount or invalidate the voices of those who are closest to the problems – staff personnel. A constant barometer reading of the university climate by university leadership vice the stimulation of an extreme event would rectify the problem of perception. University leaders should reduce the prevalence of their social comparison by using reliable sources of information within the university (i.e., special interest groups of staff and students, Affirmative Action Office, Human Resources, etc.).

Settle all pending legal cases as soon as possible and terminate the university divisiveness the cases have caused.

Administrator Coaching

Executive coaching is recommended for specific university leadership positions. Leadership is situational and there is no one best way. That means the coach and administrator are partners in trying new behaviors, which must be practiced right in front of the organization and all other viewers. There may be some shocks along the way, which facilitate future learning and change. This humbling experience requires an executive who knows oneself well and has the humility to ask for help from others.

Since the noted inter-group tension is largely based in racially context, it is recommended that the coach would be selected on the bases of demographics matching the client. Coach (contractor) would have the requisite requirements including a successful track record in institutions of higher educations or like organizations coaching; diversity and cultural competence training in large organizations/corporations, etc.

The syllabus may include the areas of coaching: communication skills for achieving high levels of productivity and leadership; political clarity and awareness training for leadership effectiveness; lessons for leading teams, individuals and companies through effective change; accountability checks for consistent progress monitoring; how to manage, lead and create loyalty on all levels within an unit/group or organization; creative ways to attract top talent and develop them for leadership; effective use of existing leadership; new and powerful ways to create communication between colleges, departments, and offices (both internally and externally).

Public Relations

One staff member stated, “*We never build on the strengths of the university.*” Thus, pinpoint the university’s strengths. Many people spend all their time looking for, analyzing and solving problems. In doing so, they fail to see all the positive factors that are alive and well throughout the university. A key-by-key look at the university will help uncover these hidden strengths. Several suggested forwarding a sincere effort to “preach” the good news of the university to all university personnel. In other words, accentuate the positive aspects of the university by media and through routine meetings. Hire a public relations contractor to initiate and set a long-term strategy of promoting a positive and progressive national image.

Rally support from local business leaders and local SCSU alumni and stakeholders to generate and operationalize a long-term strategy to align university and community in improving the public image of the university and committing to a diversity initiative.

- One member mentioned the Appreciative Inquiry approach. “Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological and human terms.”
- How one starts a relationship usually dictates how it proceeds. Likewise, new employee orientations, when conducted at all, tend to cram sessions in which people learn about policies, functions, departments, offices, etc. Yet little is done to get to know new employees aside from a welcome luncheon. It is recommended that new staff be given an opportunity to know the information essential to bring out their best effort. Develop a program to follow-up on employees’ perceptions and implemented recommendations periodically.

Establish an Office of Minority Affairs

Identify and hire a vice president committed to diversity initiatives at the university. Caucus of Color should be included in the search committee. Establish and fund an Office for (faculty, staff and student) Diversity. Appoint a provost or vice provost to set up Office of Diversity and related issues to coordinate all activities; this is similar to other universities in the country who are committed to diversity. Identify and hire a vice president committed to diversity initiatives at the university. Caucus of Color should be included in the search committee. Establish and fund an Office for (faculty, staff and student) Diversity. Appoint a provost or vice provost to set up office of diversity and related issues to coordinate all activities; this is similar to other universities in the country who are committed to diversity.

Stereotypes about cultural/diversity/studies also can be nipped in the bud through early exposure to the field, which students now don’t encounter until they reach college.

Cultural diversity studies have never been introduced into pre-college curricula in many school districts in Minnesota.

University curricula must reach beyond the present tokenism of merely acknowledging race/ethnic and gender observances, to incorporate perspectives on diversity achievement and experience into appropriate studies in history, government, and other social studies classes. Reserving the study of people of color and their concerns for only those students who eventually attend college is a gross disservice to the many young people whose educations end with high school. Human beings when dealing with threatening issues, typically act in ways that inhibit the generation of valid information and creates self-sealing patterns of escalating error". They see people withholding holding thoughts and feelings, speaking with high levels of inference, attributing defensiveness and negative motives to others, and placing the responsibility for errors on others or situational factors.

Standardize hiring practices and implement a retention strategy

The personnel who have served on search committees reported that these committees vary in operations. Faculty and staff members recommend standardizing all search committee processes and procedures. Establish criteria (including diversity) for committee membership, committee precepts, formal guidelines and reporting procedures, stated candidate qualifications and background, candidate application management, etc.

As most personnel acknowledged, most universities are not only having difficulty attracting new employees, they are finding it difficult to retain them. It is recommended that SCSU, in order to minimize the loss of valuable employees, implement retention strategies (including utilizing the talents of existing faculty and staff). One immediate action would be listening to employees and recruiting for retention.

Promote Racial Harmony

The cost of discrimination and the "isms" to the university may be summed up as a significant lost of energy, talent, moral and resources. University leadership must take immediate and proactive measures to eliminate racially motivated behavior at all levels of the university community.

Valuing differences refers to systemic, organizational and personal development work (not a program) done to support long-term productivity and profitability. 'Everyone' is different and therefore included in this work, which goes beyond traditionally recognized differences of race and gender, are such factors as functional responsibility, thinking and behavioral styles, life style differences, and so on. The majority of respondents viewed (personnel) differences as assets. They also mentioned that individuals are empowered through personal development and organizations are developed to optimize differences while establishing critical ways in which they want to be the same. When people feel valued and empowered, they are able to build relationships in which they work together interdependently and synergistically. This

supports and enhances long-term productivity and intellectual profitability in regard to students.

Review and emphasize university diversity efforts

When an organization installs new technology on the shop floor, rank-and-file personnel are trained in its use via on-the-job sessions to streamline operations, increase production, cut costs, etc. It stands to reason that organizations seeking to build a successful culture of inclusion should adopt an on-the-job training model for diversity. Too often personnel are pulled from their business units to attend a one-day diversity (and/or situational) awareness session and they return to work without a clear idea of how they should behave differently.

Without the opportunity to fully examine beliefs and values and then continue to learn and apply the concepts, little sustained change will occur. When the training event is complete, employees return to their work environments, either positively or negatively charged, with incomplete knowledge or understanding about what will be different.

It makes more sense for an organization to provide natural work groups with shorter, weekly education sessions, led by the same supervisors who already oversee the work group's performance – a process that is like taking the classroom to the workroom. The following are the five steps in the process:

1. Stripping away stereotypes.
2. Learning to listen and probe for the differences in people's assumptions.
3. Building authentic and significant relationships with people one regards as different.
4. Enhancing personal and professional empowerment (i.e., building on strengths).
5. Exploring and identifying group differences (and ways of exploring advantages).

That process allows diversity education to become a constant feature of the organization (i.e., institutionalized) – not a *flavor-of-the-month* or a “car wash” option that slips from memory once training is complete. It also allows organizations to train on-site, as opposed to pulling employees away from their jobs for hours at a time. The idea is to break learning into single topics and explore how each topic – favoritism, clique privilege, discipline, hiring, training, etc – plays out in units/organization. Supervisors are already operational leaders with the organization. As leaders, they should be prepared to teach and inform their subordinates to meet the vision and mission of the organization.

One hour per 40-hour workweek is recommended. It may promote organizational and interpersonal relationships because people are talking and proactively listening to one another. Personnel retain the lesson better because they learn and apply what they learn over the subsequent week. At the end of the each lesson, work groups prepare and action log, a record of how the team will implement the lesson. This process builds accountability into the system. Faculty and staff members become more accountable to each other over time.

As in most organizational development evolutions, a minimum of 1-year period is required. In the end employees learn to take personal responsibility or resolving their own issues and overcoming barriers; to speak and listen to each other in respectful, inclusive, effective ways and to solve conflict efficiently with a team. Leaders expand and enhance their leadership skills. The first step toward implementing a “learning communities model” must overcome the notion that this is not legitimate work or added collateral tasks. There is a guilt associated with spending time of soft skills; however, there is real work to be done. But the work team will not be as productive or creative in the absence of an inclusive, respectful, supportive work environment.

Conduct a Cultural Audit Follow-up Study

Follow-up on studies designed to assess or diagnose the university climate. Many participants are aware of at least four assessment or organizational studies, but have not received any feedback or recommendations on rectifying organizational challenges.

- Additional findings revealed the importance of two other factors that were identified in this focus group study: the development of an ethos of teamwork which brought together people and departments vital to improving on university processes, and the presence of a competitive spirit which spurred individuals on to meet the many challenges of developing and implementing programs benefiting the students (i.e., customers). Future efforts could produce important new knowledge about the impact of the integration of innovative programs and management of traditional education methods; new patterns of communication between faculty, staff and students through use of existing university modalities; and the importance of faculty and staff compensation and release time for development and implementation of university programs to benefit the SCSU community.

APPENDIX A

FOCUS GROUP PROTOCOL
FOR
ST. CLOUD STATE UNIVERSITY

INTRODUCTION

The administration of St. Cloud State University has retained the firm of Nichols and Associates, Inc. to conduct a cultural assessment of the university. Our first step is to interview groups and individuals on campus and in the community to discover perceptions of issues, events and the general campus climate.

If you look around, you will discover that members of your group are similar and none of your immediate supervisors are present. This is because we want you to speak freely and candidly about the topics presented. We will be interviewing a number of groups and each group will be asked to comment on the same questions. I will be taking notes, but no names will be attached to any of the notes and everything said here today will be confidential. Following the interviews, we will develop a report. Again, no names will be attached to the findings. Major themes will be identified and the report will be worded in a general way, like males think or feel this way, or staff members think and feel this way. The next step will be the development of a survey instrument, based on the findings from the interviews. This survey will be made available to everyone on campus to complete.

CLIMATE

On a scale of 1- to 10, rate the present climate at the University. (1=low, 10=high)

What are things that you perceive that contribute to the rating you gave?

Discuss the BEST aspects of the university climate.

Describe the worse aspects of the university climate, as you perceive it.

HELPING/HINDERING FACTORS

Within any organization there are forces that HELP people interact and work Together effectively and forces that HINDER.

In your view, what forces (things) at St. Cloud U. HELP working relationships?

In your view, what forces (things) at St. Cloud U., HINDER working relationships?

CRITICAL INCIDENTS

There are critical incidents that occur in the workplace from time to time that facilitate working relationships and those that hinder.

What are some of the critical incidents that HELP the working relationships? on campus?

What are some of the critical incidents that HINDER working relationships?

(People may cite discrimination cases here. They can be explored – or move to next topic)

DISCRIMINATION

St. Cloud State University has received negative publicity (local and national) regarding discrimination.

Describe the effect that this publicity has had on you personally...(if any)

What is your perception of the effect that negative publicity has had on working relationships at the university?

What is your perception about what the university is doing about this adverse publicity?

Have you experienced or seen exclusion based on race or sex at St. Cloud U.?

How does the University respond to cases of discrimination/racism?

EXTREMIST GROUPS

Is there a concern about extremist groups at St. Cloud U. or in the immediate community?

If so, how has such activity impacted the student, faculty and staff personnel here?

WORK ISSUES/GRIEVANCES

If you submitted a grievance via the university process, how would it be handled?

What would you do if you witnessed sexual harassment or blatant discrimination?

In your perception, is St. Cloud U. a fair place to work?

Discuss some of the work issues that are important to you and/or your work group.

How is information transmitted within the university community? How do you find thing out?

ADVANCEMENT

On a scale of 1-10, how does the university support you regarding advancement?

Are there any aspects that you would change about the promotion system at St. Cloud?

On a scale of 1-10, how does the university rate in terms of retention of faculty And staff?

Are there any aspects that you would change regarding retention of faculty/staff?

METAPHORICAL OR PROJECTIVE QUESTIONS

(We could ask some of these if there is time)

Reflect a moment on your immediate work place. If your workplace was an animal, what animal would it be and why?

Reflect again. If your workplace was book, song or play, what would the title be?

If your workplace were a color, shape or texture, what would it be and why?

CLOSING QUESTIONS

Are there any other areas you would like to discuss?

If you were the University Chancellor, what would you do to improve the University climate (i.e. policies, support services, communications, etc)

What would you do to change St. Cloud State University?

APPENDIX B

FOCUS GROUP REPORT

INTRODUCTION

Nichols and Associates, Inc., designed a process to assess the cultural climate and practices of an organization. The process is twofold, involving a series of group and individual interviews, and a questionnaire. The assessment instrument measures the perceptions of organizational factors such as; the attitudes in the workplace, cultural values of the organization, levels of job satisfaction, the quality of inter-group relations among ethnic and gender groups and the cultural climate of the organization.

METHODOLOGY

Recruitment

The Human Resources Officer developed the schedule and list of participants for each focus group. All focus groups were arranged for a time convenient to the participants and were held in conference and classrooms at St. Cloud State University. A number of individuals were also interviewed.

Focus Groups

Focus groups were based on methods described in the popular literature. There was a moderator for each focus group who took notes of the discussion. Although faculty staff, administrators and students participated in this study, they did not participate in focus groups together. Supervisors and subordinates did not participate in the same groups. This decision was made a priori, based on the chance that these groups may have very different experiences and may not feel comfortable sharing in a mixed group.

Data Collection

A semi-structured instrument was developed (see appendix A) and the same questions were asked to each group. Within the groups, faculty, administrators, staff and students expressed their beliefs, and perceptions regarding the university climate and issues. Group and individual interviewed were summarized and analyzed for patterns, insights, opinions and relationships. The discussion occasionally evolved outside the discussion guide, without guidance. Each participant was invited to respond to each question and the next question was not asked until each person had the opportunity to respond. The focus group interviews usually took one hour. Some individual interviews ranged from 20 to 45 minutes.

Twenty-nine focus groups were conducted including faculty, staff, administrators and students. Several community groups were interviewed such as representatives from

the NAACP, religious leaders and members of the news media. Individual interviews were held with student and the University President. A Vice Chancellor and an Associate Chancellor from MnSCU participated in the focus groups interview process via telephone.

Analysis

Analysis of the focus group discussion consisted of systematic review of the focus group notes, employing content analysis techniques. Notes were reviewed to identify specific experiences and general ideas and perceptions of the participants regarding university issues and the general climate on campus and in the community of St. Cloud.

Actions

Based on the findings, a climate assessment instrument was constructed with the intention of surveying the university population.

SUMMARY OF FOCUS GROUP AND INDIVIDUAL INTERVIEWS

Note: *Findings are categorized according to the interview protocol headings.*

Best aspects of the university climate

- All faculty and staff focus groups thought their interaction with students was the best aspect of the university.
- The helpfulness of some people is cited. With austere resources posing a challenge to all university staff, the staff members are willing to assist each other's office or department as much as possible.
- Faculty and staff commented that the university attracts impressive (in-state and out of state) students. International students are granted in-state tuition rates, which is considered a higher education innovation and unique enrollment incentive.
- It is felt that academics are high and the scholarship and research of the faculty is good.
- Pressure from the university community to move toward a diverse university community, however, the university may have reached a plateau relative to hiring faculty and staff of color.
- The university has great alumni support.
- Most employees feel that the university is a wonderful place to work because there are opportunities to take courses, get training and learn about multi-cultures

through interactions with students. It was indicated that the good things about the university are never published in the newspaper.

- The residence halls have good programs and it was noted that some faculty members “adopt” halls. A good sign noted is that student enrollment is increasing.

Worst aspects of the university climate

- A prevailing lack of support for diversity; although the university recruits minority and international students, the support of academic and peer programs to support them is fair, at best.
- There is virtually no support from the university in the case of minority administrators’ decision-making processes. Many have “followed the book” in making an administrative action, but they are still questioned by university leadership about their actions. Many believe that their competence and professional judgment are unfairly scrutinized.
- The university and the St. Cloud community are not in alignment in regard to embracing diversity. As the university acknowledges and begins to move toward diversity, the surrounding community has not made the same effort. The community mentality in general, is not as progressive in its’ thinking as the university members. There remains some “acceptance” friction between the traditional, conservative inhabitants (i.e. WASPs) and the new comers to the community (i.e., people of color, free thinkers).
- The university currently does not have any sexual harassment prevention-training programs for faculty, staff or students. One member stated, ...”*faculty members cannot be required to attend training...*”
- The lingering legacy of alleged lawsuits, a pending EEOC case and other investigations are a majority concern for faculty and staff. There is confusion as to the final disposition of cases as well as the university leadership’s response to them.
- Diversity initiatives are perceived as inadequate or merely “*lip service*” by many minority and majority members. Five percent of the minority population is African-American. Organizations that support/represent minority student services are categorized together relative to funding and there is competition among them for program funding.
- Reports of hostile environments toward female and male staff do not generally respect women employee skills, knowledge and abilities.

- The negative fallout of negative news articles published in local and national publications, which affects the entire SCSU community and its state and national reputation.
- Low morale of faculty and staff, leading to work stress, burn out and a high attrition rate.
- Minority and female faculty members cited personal security and safety issues. Verbal insults, innuendos, physical and death threats from majority faculty and students, to minorities and females. Several interviewees described a hostile environment and the lack of security/protection from the university security or the city police department.
- The toxic environments in the History Department, Psychology Department, School of Education and others. Nearly all the faculty and staff members are feuding over policy, procedures regarding new hires. Relevancy of curriculum, political correctness, differences of values, etc. There have been minimal attempts by administration to mediate or help resolve these conflicts.

Critical Incidents that Help Working Relationships

- The strike in October 2001 was a positive action in that it motivated people to become resolution oriented and problem solvers. It also brought some people closer together in their thinking.
- The preparation process and subsequent granting of University accreditation is believed to have served as a unifying force for faculty and staff.
- While it was stated that it would take a significant event to expose discriminatory behavior and racism at the university, several interviewees felt the presence of *Nichols and Associates, Inc.*, on campus confirms that an event or series of events have motivated the administration to do something before the situation becomes unmanageable. This was perceived as a “positive” incident.
- Networking with people on campus to complete joint proposals and projects is professionally satisfying and a success story.

Critical Incidents that Hinder Working Relationships

- Most focus group participants cited poor or inadequate leadership in key positions. Working from an informational interdependence perspective, it is cited that by virtue of their demographic and hierarchical isolation, senior/executive university leaders rely on social comparison to make assessments of the university climate.

- The union strike at the beginning of the semester was often cited as a distraction as well as an impediment to overall University working relationship. Most respondents did not know whether a final disposition had been made between the union and the university.
- Dr. Mae Jemison, astronaut, engineer and physician, was invited to campus, but the minority members believed the university leadership was overtly insensitive in providing the time and opportunity for her to meet people of color. She was escorted and surrounded by majority members during her brief visit on campus, and the minorities felt ignored and disrespected as a group.
- Alleged cases and issues of racism, anti-Semitism, and discrimination have many faculty and staff members divided along racial, religious and gender lines. There appears to be a pronounced reluctance of voicing concerns about race, religious or gender issues for fear of being “black balled” or labeled as a racist or sexist.
- The Deans have no supervisory responsibility and find it difficult to “discipline” faculty or mediate disputes between department members.

Discrimination

- Hiring practices are not conducted fairly. It is felt that qualified minority job candidates are routinely ignored or deliberately excluded from the section vote in favor of candidates who resemble the “good old boys” membership
- Faculty and staff cited institutional discrimination and racism as major impediments to fostering a diverse university climate. White males stated similar concerns (i.e. reverse discrimination) in hiring practices for vacant faculty positions.
- Jewish faculty cited that they often feel invisible, betrayed, left out of the decision-making process and are sometimes afraid both physically and psychologically. It was noted that no Jewish faculty has ever been asked or promoted to an administrative position. (The Athletic Director is Jewish)
- Faculty of Color feels they must work twice as hard as white faculty who has “privilege”.
- East Asian Faculty feels they are not adequately represented of the Caucus of Color and would like to have their own caucus.

Extremist Groups

- Across focus groups, there was some concern and description of extremist’s group activity on campus. Several minority faculty members described an incident in which a Nazi swastika was painted on their colleagues’ automobile. A death

threat from extremist groups was reported to have been directed at a minority faculty member. In these cases, the FBI and the local police were notified, but no action was initiated by either agency.

- Students reported having negative literature placed on their car windshields by extremist groups. An incident was reported that an international student of color was tied and bound by neo-Nazi group members and threatened with death if he reported the incident.
- On the positive side, staff cited that a local office store refused to print, “hate” literature by an extremist group, under threat of a lawsuit. It was noted that this courageous action by the store manager never made the newspaper.

Work Issues/Grievances

- Several groups indicated that the university staff, in general, does not trust the grievance procedures. The process is slow and considered perfunctory in nature. They feel the process is designed to “wait you out”, if you have a complaint or grievance against the administration.
- It was cited that the university is not equipped to handle valid grievance and substantiated cases of discrimination. Moreover, it is felt that the university does not consider grievance important enough for the administration to manage and resolve, and the Affirmative Action Office is only able to monitor relevant issues but not to adjudicate or resolve them.
- Students feel there is no recourse for them if they have a complaint or grievance.
- Some employees had concerns about religious freedom. They feel all religious holidays should be honored and common work areas should be neutral or represent each religious group. Some feel that each employee should be allowed to decorate their own personal space and express their religious faith as they choose.
- White employees voiced concern about becoming a “minority” group and losing their culture identity and customs. The white culture is feeling oppressed and left out and wants to be recognized.

Advancement

- According to staff respondents, the lack of time was the strongest barrier to the development of knowledge and skills in the workplace and for attendance in various programs. They feel that strong incentives should include increased eligibility for promotion and allowing personnel to attend programs without making up work time.

- Perceived disparate treatment is applied to promotions and tenure appointments between majority and minority faculty and staff. Minority members feel subtle discrimination; majority members allege favoritism is accorded to minority members.
- In general, respondents feel the *glass ceiling* phenomena disproportionately affects minority and female faculty and staff. One respondent said, “*The glass ceiling exists for males and females due to limited opportunities for advancement and inequity in pay.*”
- Some faculty indicate that the teaching loads are heavy, preventing needed time for professional writing which could help with individual advancement.

Student Perspectives

Students were interviewed individually for a period of fifteen to thirty minutes. Time restraints did not allow consultants to ask all the questions on the protocol guide. In some cases the student just shared issues of importance to them.

- Majority and minority students indicate that racism exists at SCSU. They feel that the administration is not responsive to their issues and disregard demand that students have made. Minority students say that fraternities and sororities are racist.
- Each student interviewed raised the Native American Mascot issue. They feel the issue was never resolved in a satisfactory manner. Some felt betrayed, since the Student Council made a resolution, which was later, rescinded.
- Some students feel that a few faculty members spend more time griping about their own issues instead of teaching the course content. There were some issues about advice received about course work and a few students feel they were ill advised and have to spend more time than necessary to obtain their degree.
- Minority males and females feel the community is not receptive to students of color. They report being harassed and/or taunted on the streets of St. Cloud. Minority males say the establishment of a bar or club tells them “*we don't want any trouble*”, as soon as they walk in the door. Some minorities feel uncomfortable in the dorms and feel they are victims of unfair treatment.
- Gay and transgender students feel harassed on campus. Transgender students do not feel the GLBT group is supportive. One student filed a harassment complaint and indicates that there was no response or feedback about the complaint.
- In general, disabled students feel the university accommodates them in the classrooms. A few areas on campus were cited as not being accessible, and the

elevator buttons not “user friendly” for blind students. They indicate that there is no LD specialist on campus.

- Some of the positive areas that students cited include the excellent Women’s Center, that many faculty are very good teachers and the Human Relations Department is really great. They also feel that the cultural organizations do a wonderful job, given the budget limitations.
- Students also feel that open communications are often stifled, as students and faculty are “belittled” in public when voicing unpopular opinions. A variety of racist incidents were reported.
 - Neo-Nazi group putting racists flyers on student cars. Student flyers in protest were taken down, and the racist flyers remained.
 - Fraternity hosting “ghetto night” and “whore” night”.
 - City police pulling over students of color when they are riding in the city of St. Cloud.
 - Leaflets circulated against “gay” or alternative lifestyles.
 - Jewish student report a devil carved on her door.

Recommended Changes

In many instances, the interviewees made recommendations for changes that would improve the climate at St. Cloud State University. Below is a summary of those suggestions made most often.

- The need for open and honest communications came up repeatedly. It is felt that rumors, sketchy details about incidents that are reported as racist, often occur because people do not know the entire story and distorted versions are circulated. Several groups advocated having “talking circles” where outsiders could be invited to share views and voice concerns.
- Interviewees want to see the President take a stronger stand and suggest a retreat of administrators with a focus of standing up for what is right and supporting employees when it is rightfully deserved. They also want the administration to be consistent and hold everyone to the same standards. Many feel the university should defend its family and not buckle under to pressure from the Unions. Re-building trust among groups is also an important issue to be addressed.
- Several groups suggested the development of a theme that would make the community feel more welcomed, respected and honored to participate in events/programs on campus.
- Mediation of issues in a more constructive way was advocated.

- The issue of safety surfaced in many groups. It was suggested that the university employ more full time security persons, rather than using so many part-time students to fill these rolls. The full-time personnel should have more police authority and investigative power.
- Staff and students suggest that faculty be required to take some type of diversity classes, such as they are required to attend. Sexual harassment training for faculty was also advocated.
- Since Affirmative Action goals are required, it was suggested that a clear system is needed to show how the goals fit into an overall diversity plan.
- It was recommended that the President rally more support from local business leaders for financial support, using the Alumni as leverage to attain more assets for the school. Also it is suggested that there be a better relationship with the State legislature to achieve goals.

Projective Question

If time permitted, groups were asked to project and think about their work area. The question was, "If your work area was a zoo, what animal would you be and why?" Following are some of the responses.

- Chimpanzee – It's a bright area, with lots of learning activities. We are always scampering to respond to issues.
- Chameleon – We have lots of things to do and change colors often.
- Bees – People work very hard, are dedicated and want to do a good job.
- Monkey – We are very energetic and like to kid around.
- Cat – We are cats with fangs out
- Skunk – no one wants to come near us. It is hard to deal with problem faculty and students
- Watch Dog – We have to oversee others.
- Mad Dog – We get a mixture of everything.
- Puppy – Friendly, innocent and trying to please. Even though beaten at times, we are loyal and good at heart.
- A Shepherd Dog – We are protecting others and nurturing.

APPENDIX C

Student Survey

[1] What is your race? (If you are of mixed heritage, select the race/ethnic group with which you most closely identify).

1=Arab-American/Middle Eastern	5=White/Caucasian
2=Asian American/Pacific Islander	6=Biracial
3=Black/African American	7=Other Racial/Ethnic Group
4=Native American and Alaska Native	

[2] Are you of Hispanic/Latino/Chicano origin or decent?

1=Yes 2=No

[3] What is your gender?

1=Male 2=Female

[4] What is your age?

1=17-20	3=26-30	5=36-40	7=46-50
2=21-25	4=31-35	6=41-45	8=51+

[5] What is your spiritual/religious affiliation?

1=Baha'i	6=Islam
2=Buddhism	7=Wicca
3=Christianity	8>No Affiliation
4=Hinduism	9=Other religious affiliation
5=Judaism	

[6] What is your status?

1=Freshman	3=Junior	5=Graduate
2=Sophomore	4=Senior	

[7] Are you an international student?

1=Yes 2=No

[8] If yes, What is your native country? Type (NA) if necessary.

[9] How long have you been at St. Cloud State University?

1=1 year or less 3=3 years 5=5 years
2=2 years 4=4 years 6=More than 5 years

[10] Are you a Full Time or Part Time Student?

1=Full Time 2=Part Time

[11] I am proud to be a student at St. Cloud State University.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[12] Campus life is exciting and challenging.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[13] This university has great Student Life Services.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[14] I feel free to speak out and voice my opinion about any issue at open forums.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[15] The Gay, Lesbian, Bisexual and Transgender Group is unnecessary on this campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[16] The negative press directed at SCSU has lowered my morale.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[17] This administration has been "wishy-washy" about the Native-American mascot issues.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[18] Student government on campus "caves in" to the pressures from the university administrators.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[19] The faculty is insensitive to gay, lesbian, bisexual and transgender issues.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[20] The men's hockey team is the only thing to get excited about on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[21] This campus is free of racism, sexism anti-Semitism and homophobia.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[22] I have lots of school spirit.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[23] The university has procedures for students who submit complaints or grievances about unfair or biased treatment.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[24] The university has been responsive to Latino or Chicano issues.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[25] The faculty is sensitive to everyone regardless of race, ethnicity, gender, religion or lifestyle.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[26] I would recommend this university to others.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree

2=Agree 4=Disagree

[27] Values racial/ethnic/gender/religious and lifestyle diversity.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[28] Is biased in the treatment of some ethnic and religious groups.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[29] Rewards innovation, research and new approaches to problem solving.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[30] Condones certain individuals and/or groups to fight over "a piece of the pie".

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[31] Treats every employee and student fairly, regardless of race, ethnicity, gender, religion or lifestyle.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[32] Practices shared decision-making with students when feasible.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[33] Possesses integrity in dealing with all students regardless of race, ethnicity, gender, religion or lifestyle.

1=Very Characteristic 2=Characteristic 3=Moderately	4=Slightly Characteristic 5=Not Characteristic
---	---

[34] Has integrity in dealing with faculty.

1= Very Characteristic	3= Moderately	5= Not Characteristic
2= Characteristic	4= Slightly Characteristic	

[35] Is highly ethical and morally principled.

1= Very Characteristic	3 = Moderately	5 = Not Characteristic
2= Characteristic	4 = Slightly Characteristic	

[36] Cares about students completing their course of study in a timely manner.

1=Very Characteristic	4=Slightly Characteristic
2=Characteristic	5=Not Characteristic
3=Moderately	

[37] I am glad that I chose to attend SCSU rather than another college or university.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[38] I have received very good career guidance at SCSU.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[39] If I had some help adjusting to campus life, I would have had a much better start here.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[40] As a SCSU student, I feel that St. Cloud area police have treated me unjustly.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[41] My academic experience has been excellent at SCSU.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[42] Deciding to enroll at this university was a definite mistake on my part.

1=Strongly Agree	3=Uncertain	5=Strongly Disagree
2=Agree	4=Disagree	

[43] I get a lot of encouragement and support to pursue my academic goals.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[44] Often I feel isolated and alone on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[45] I have personally experienced taunting and/or harassment on campus because of my race,
ethnicity, gender, religion or lifestyle.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[46] There is little or no recourse for students who become victims of harassment based upon
their race, ethnicity, gender, religion or lifestyle.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[47] I have personally experienced taunting and/or harassment in the city of St. Cloud, based
upon my race, ethnicity, gender, religion or lifestyle.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[48] I feel I have been able to live up to my potential at SCSU.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[49] All religious groups are accepted and welcomed on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[50] Faculty spends lots of class time discussing their own issues rather than teaching course material.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree

2=Agree 4=Disagree

[51] I am involved in many social activities on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[52] When students complain of discrimination and unfair practices, the university administration takes corrective action.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[53] I receive a lot of support from my fellow students.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[54] This university has adequate support services and equipment for students with disabilities.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[55] I can rely on individuals in the SCSU administration, staff or faculty for support and encouragement.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[56] I feel the SCSU faculty is excellent in their respective fields and affords me the education

and training I needed to succeed.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[57] Faculty members are more supportive of students with physical disabilities than students

with other forms of disability.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[58] Extremist groups come on campus causing negative publicity and the administration does nothing about it.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[59] The city of St.Cloud welcomes and supports cultural activities on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[60] I feel that I have been unjustly harassed by St. Cloud police officers.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[61] Often I find it difficult to agree with the university's policies on matters that are of importance to me.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[62] Negative publicity and press about St. Cloud State University is unfair to students who are receiving a good education.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[63] University administration should be cautious of hiring a larger percentage of Jewish faculty and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[64] Female students receive disparate/unequal treatment on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[65] University administration should be cautious of embracing diversity too fast and not hire large numbers of African-American faculty and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[66] There is resistance to diversity efforts at SCSU.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[67] It is difficult to support individuals who speak out at open forums for fear of retaliation by those who have different perspectives.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[68] The problem with Jewish faculty and staff is that they tend to stick together to the degree that others do not have a fair chance for career advancement.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[69] The administration has been receptive to making changes in response to students reporting acts of discrimination.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[70] The university community is not ready to hire and support a large number of African-American faculty and staff because standards would be compromised.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[71] Students experience taunting in the resident halls based upon their race, ethnicity, gender, religion or lifestyle.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[72] Fraternities and sororities on campus are racist and anti-Semitic.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[73] Native-American history and culture should be included in the Core Racism course.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[74] If a dispute broke out between an ethnic minority student and a white student, each would be treated fairly.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[75] African-American faculty and staff use the "race card" to meet their needs, which compromises the career advancement of other racial/ethnic groups.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[76] A better appreciation of Native-American history is needed to understand why certain names (e.g., redskin), and types of behaviors (e.g., tomahawk chop), are offensive to Native Americans.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[77] There is support by the student body for gay, lesbian, bisexual and transgender concerns and issues on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[78] Discrimination against Jewish faculty and staff would be largely eliminated if they would really make sincere efforts to assimilate into the St. Cloud community and campus life.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[79] The problem with hiring Jewish faculty and staff into the university community is that they gradually displace Christian ideas and values with secularism.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[80] If a student reports harassment on campus, the administration takes quick action to resolve such behavior.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[81] Gay, lesbian, bisexual and transgender students fear for their physical safety on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[82] Jewish faculty and staff should encourage Jewish students to be more inconspicuous and to select professions and activities that keep them out of the public eye.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[83] Minority students receive disparate/unequal treatment on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[84] There are too many Jewish faculty and administrators in higher education and they control university policies and direction.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[85] International students receive disparate/unequal treatment on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[86] Jewish students receive disparate/unequal treatment on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[87] Administration, faculty and staff unfairly single out students, who have "different" personal characteristics or beliefs e.g., nose-ring, dreadlocks etc.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[88] Discrimination against African-American faculty, staff and students would be largely eliminated if they would really make a sincere effort to assimilate into the St. Cloud community and campus life.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[89] The quality of life in the resident halls.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [90] The physical conditions of the classrooms and resident halls.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [91] The availability of computers for use in doing my classwork.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [92] The quality of instruction that I receive in class.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [93] The quality of equipment/apparatus in the laboratories.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [94] The level of information technology in the library.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [95] The availability of tutoring or academic assistance with class-work.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [96] The quality of relationships between ethnic minorities and white students.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [97] The level of faculty support for students who need academic help is adequate.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
2=Satisfied 4=Dissatisfied

- [98] The channels through which students express their opinions, issues and concerns.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[99] The number and variety of clubs or interest groups for students.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[100] Policies and procedures for students to express their complaints or grievances.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[101] The degree to which student concerns are heard by the administration and resolved.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[102] The quality of relationships between students and the administration.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[103] The physical maintenance of the resident halls.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[104] The support of the administration, if students are harassed in the city of St. Cloud.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[105] The sensitivity to the needs of the disabled i.e., physical access, tutorials and dispensation for their disabilities.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[106] The number and variety of recreational and sports activities available for students.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[107] A. In general, my relationship with white administrators, faculty and staff within the university can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[108] B. In general, my relationship with African-American faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[109] C. In general, my relationship with Native American and Alaska Native faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[110] D. In general, my relationship with East Indian faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[111] E. In general, my relationship with Asian faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[112] F. In general, my relationship with Jewish faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[113] G. In general, my relationship with Males within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[114] H. In general, my relationship with Females within the University can be described as:

1=Excellent 3= 5= 7=Poor

2= 4= 6=

[115] I. In general, my relationship with Students of Color within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[116] J. In general, my relationship with International students within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[117] K. In general, my relationship with gay, lesbian, bisexual or transgender students within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[118] Please enter your comments here.

APPENDIX D

Faculty, Staff, and Administration Survey

[1] What is your race? (If you are of mixed heritage, select the race/ethnic group with which you most closely identify).

1=Arab-American/Middle Eastern	5=White/Caucasian
2=Asian American/Pacific Islander	6=Biracial
3=Black/African American	7=Other Racial/Ethnic Group
4=Native American/Alaska Native	

[2] Are you of Hispanic/Latino/Chicano origin or decent?

1=Yes 2=No

[3] What is your gender?

1=Male 2=Female

[4] What is your age?

1=17-20	3=26-30	5=36-40	7=46-50
2=21-25	4=31-35	6=41-45	8=51+

[5] What is your spiritual/religious affiliation?

1=Baha'i	6=Islam
2=Buddhism	7=Wicca
3=Christianity	8>No Affiliation
4=Hinduism	9=Other religious affiliation
5=Judaism	

[6] What is your status?

1=Administrator/Staff	3=Assistant Professor	5=Professor
2=Instructor	4=Associate Professor	

[7] Are you Full-Time or Part-Time?

1=Full-Time 2=Part-Time

[8] How long have you been at St. Cloud State University?

1=1 year or less	3=4-5 years	5=11-20 years
2=1-3 years	4=6-10 years	6=More than 20 years

[9] Are you a union member?

1=Yes 2=No 3=NA

[10] I feel very energetic about working at SCSU.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[11] I feel uncomfortable about the way I have been treated by some of my co-workers.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[12] I can easily create a relaxed atmosphere with my co-workers.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[13] I have accomplished many worthwhile things in my job at SCSU.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[14] I am positively influencing the lives of my co-workers and/or students through my work at this university.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[15] I feel fatigued when I get up in the morning and have to face another day on the job at SCSU.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[16] In my work, I deal with emotional problems very calmly.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[17] I feel exhilarated after working closely with my co-workers.

1=Very Like Me 2=Often Like Me	3=Like Me 4=Seldom Like Me	5=Very Unlike Me
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[18] My co-workers in different departments/offices and I participate in cross-functional teams to accomplish work objectives.

1=Very Like Me 3=Like Me 5=Very Unlike Me
 2=Often Like Me 4=Seldom Like Me

[19] If I had to do it over again, I would still choose to work at SCSU.

1=Very Like Me 3=Like Me 5=Very Unlike Me
 2=Often Like Me 4=Seldom Like Me

[20] I feel comfortable working at SCSU.

1=Very Like Me 3=Like Me 5=Very Unlike Me
 2=Often Like Me 4=Seldom Like Me

[21] Overall, I am satisfied with my experience at SCSU.

1=Very Like Me 3=Like Me 5=Very Unlike Me
 2=Often Like Me 4=Seldom Like Me

[22] My training obtained regarding job performance is:

1=Excellent 3=Fair 5=Non-existent
 2=Good 4=Poor

[23] The university/department mentoring opportunities are:

1=Excellent 3=Fair 5=Non-existent
 2=Good 4=Poor

[24] The process for evaluation of my job performance is:

1=Excellent 3=Fair 5=Non-existent
 2=Good 4=Poor

[25] Opportunities for career promotion or advancement are:

1=Excellent 3=Fair 5=Non-existent
 2=Good 4=Poor

[26] The usefulness of formal feedback about my job performance is:

1=Excellent 3=Fair 5=Non-existent
 2=Good 4=Poor

[27] The quality of supervision I receive on my job regarding advancement is:

1=Excellent 3=Fair 5=Non-existent
2=Good 4=Poor

[28] The way my supervisor/department chair responds to problems or complaints is:

1=Excellent 3=Fair 5=Non-existent
2=Good 4=Poor

[29] The degree to which my talents are used on the job is:

1=Excellent 3=Fair 5=Non-existent
2=Good 4=Poor

[30] There is resistance to diversity efforts at SCSU.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[31] Those who report discrimination are protected from retaliation at this university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[32] University administration should be cautious of hiring a large percentage of Jewish faculty and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[33] Complaining about discrimination based upon your race, ethnicity, gender, religion or lifestyle has a negative impact on your career at SCSU.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[34] Supervisors/administrators are rewarded on the basis of employee development.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[35] University administration should be cautious of embracing diversity too fast and not hire large numbers of African-American faculty and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[36] There is favoritism towards female administrators and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[37] Racist and sexist behaviors have declined at this university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[38] Jewish faculty members are left out of the decision-making processes affecting university policy and strategic planning.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[39] Faculty, staff and students should be required to take cultural competence/ awareness training.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[40] The problem with Jewish faculty and staff is that they tend to stick together to the degree that others do not have a fair chance for career advancement.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[41] The concerns expressed about personal safety on the campus by minorities, Muslims and Jews are excessive.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[42] The university community is not ready to hire and support a large number of African-American faculty and staff because standards would be compromised.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[43] If a dispute occurred between an ethnic/racial minority employee and a white employee, each would be treated fairly by their supervisor.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[44] The Jewish community in Minneapolis is a powerful political force affecting the lives of others.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[45] African-American faculty members are often left out of the decision-making processes on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[46] Females have to “prove” themselves more than their male counterparts.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[47] African-American faculty and staff use the “race card” to meet their needs which compromises the career advancement of other racial/ethnic groups.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[48] The unions are resistant to diversity efforts at the university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[49] Discrimination against Jewish faculty and staff would be largely eliminated if they make sincere efforts to assimilate into the St. Cloud community and campus life.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[50] The cultural environment of the St. Cloud community is supportive of the university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[51] Jewish faculty and staff should encourage Jewish students to be more inconspicuous and to select professions and activities that keep them out of the public eye.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[52] The glass ceiling exists for female workers on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[53] Discrimination against African-American faculty, staff and students would be largely eliminated if they make a sincere effort to assimilate into the St. Cloud community and campus life.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[54] The university provides adequate services and equipment for students with disabilities.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[55] The problem with hiring Jewish faculty and staff into the university and community is that they gradually displace Christian ideas and values with secularism.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[56] The Inter Faculty Organization (IFO) supports diversity efforts at this university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[57] There are too many Jewish faculty and administrators in higher education and they control university policies and direction.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[58] When job openings occur, in-house personnel should be given first preference.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[59] Demands for women's issues are excessive.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[60] SCSU is not supportive of people who are gay, lesbian, bisexual or transgender.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[61] White males are promoted at a faster rate than other identity groups at SCSU.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[62] There is an established, formal process for developing goals, programs and updating existing plans at this university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[63] This university provides fair and equitable opportunities for training and career advancement.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[64] Demands for parity made by the Faculty and Staff of Color are excessive.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[65] Faculty and staff are unfairly singled out because of their personal characteristics or beliefs.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[66] The concerns expressed about physical safety in the city of St. Cloud by minorities, Muslims and Jews are realistic.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[67] Administrators and staff receive training and guidance in ways to provide high quality student services.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[68] I have adequate equipment for e-mail communication.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[69] I find the information provided on the university listservs useful.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[70] Anxious to be "politically correct," my coworkers are reluctant to speak their minds.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[71] There is a good flow of communication and information from the President's office to Administrators, Faculty and Staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[72] My coworkers are always looking for new and innovative ways to communicate and cooperate.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[73] The communication climate in my department/office is supportive and non-defensive.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[74] The media image of SCSU compromises relationships between faculty, staff and students.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[75] The communication and information flow between departments/offices is good.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[76] Faculty and staff prefer to air their gripes and complaints with the media rather than attempt to resolve their differences in-house.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[77] The administration provides honest and timely feedback to employees' concerns and issues.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[78] Open and honest communication between departments/offices is encouraged by the administration.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[79] Faculty and staff communicate comfortably with one another regardless of their position or rank.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[80] The university eliminates practices that stand in the way of effective communication.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[81] The impact of e-mail has had a significantly positive impact on how people interact and communicate on campus.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[82] Using e-mail rather than face-to-face interactions between administration, faculty and staff has resulted in the lack of meaningful dialogue.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[83] Communications are stifled because people on campus are cautious about what they say or what issues they support.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[84] E-mail is abused by administrators, faculty and staff, to air their gripes and complaints.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[85] My department/office facilitates activities, which increases dialogue across work groups.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[86] At SCSU, informal communication channels are as effective as formal communications.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[87] Administrative policies, goals and priorities are clearly communicated throughout the university.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[88] Professional development and training opportunities are effectively communicated to faculty and staff.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
2=Agree 4=Disagree

[89] The organizational structure of SCSU lends itself to effective multi-level/systemic communications.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[90] Overall, the university communication climate is supportive and non-defensive.

1=Strongly Agree 3=Uncertain 5=Strongly Disagree
 2=Agree 4=Disagree

[91] Informs you of potentially negative situations, which may adversely affect you.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[92] Helps you maximize your network and exposure within the university community.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[93] Explains the political aspects of your position and pertinent issues.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[94] Insults you or uses destructive criticism or sarcasm.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[95] Treats you with respect.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[96] You can trust and who trusts you.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[97] Listens to you voice your concerns.

1=Almost Always 3=Occasionally 5=Never
 2=Often 4=Seldom

[98] Uses his/her influence to advance your career.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[99] Makes good use of your knowledge, skills and abilities.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[100] Provides you mentoring opportunities.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[101] Makes you feel valued and appreciated.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[102] Minimizes most of your views and opinions.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[103] Allows you to cross-train or work in new areas to obtain additional knowledge, skills and abilities.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[104] Helps you with research or grant writing (if applicable).

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	6=NA (not applicable)

[105] Informs you of written and unwritten rules within your department/office.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[106] Explains the political implications of your behavior.

1=Almost Always	3=Occasionally	5=Never
2=Often	4=Seldom	

[107] The working conditions in my department/office.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[108] The physical environment of my work area.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[109] Quality of work relationship I have with my supervisor.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[110] The amount of reward and recognition I get for doing a good job.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[111] The effectiveness of your union (if applicable).

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied 8=NA (not applicable)

[112] Efforts of Management to help me reach my maximum career potential.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[113] The quality of my relationship with the administration and staff.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[114] The fairness of my supervisors in their treatment of me.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[115] The mechanisms in place to address disputes, complaints or grievances.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[116] The amount of participation I have in suggesting improvements in the workplace.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[117] The quality of the work relationships between Union and non-Union personnel on campus.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[118] The quality of work relationships between ethnic minorities and white employees.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[119] The quality of work relationships between the various religious groups on campus.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[120] The quality of the relationship between the university and the city of St. Cloud.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[121] The level of professional trust between me and the university administration.

1=Very Satisfied 3=Uncertain 5=Very Dissatisfied
 2=Satisfied 4=Dissatisfied

[122] A. In general, my relationship with white administrators, faculty and staff within the university can be described as:

1=Excellent 3= 5= 7=Poor
 2= 4= 6=

[123] B. In general, my relationship with African-American faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
 2= 4= 6=

[124] C. In general, my relationship with Native American and Alaska Native faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[125] D. In general, my relationship with East Indian faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[126] E. In general, my relationship with Asian faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[127] G. In general, my relationship with Jewish faculty within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[128] H. In general, my relationship with Males within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[129] I. In general, my relationship with Females within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[130] J. In general, my relationship with Students of Color within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[131] K. In general, my relationship with International students within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[132] L. In general, my relationship with gay, lesbian, bisexual or transgender within the University can be described as:

1=Excellent 3= 5= 7=Poor
2= 4= 6=

[133] Please enter your comments here.