Diversity and Faculty Experiences:
A Survey of the University of Arkansas Campus

Summary report prepared for
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Spring 2008

As part of a set of diversity initiatives, a survey was conducted at the University of Arkansas in the fall of 2007 to determine faculty perceptions of the general climate on the UA campus. The survey was designed to provide information about the experiences and attitudes of UA faculty and to determine whether and how experiences and attitudes are affected by a faculty member's classification on diversity-related variables. The information collected in this survey will both inform diversity planning on campus and serve as baseline data for determining progress in campus diversity efforts. This research was requested by the Office of the Chancellor at the University of Arkansas. This report provides an overview of results related to this faculty survey. It should be emphasized that these results indicate respondents' perceptions and beliefs about the campus environment, not objective facts regarding the campus environment.

Survey Development

The survey was developed in four phases. In the first phase, similar surveys conducted by other universities or agencies (e.g., the Office of Minorities in Higher Education at the American Council on Education) were collected and reviewed to identify diversity-related issues and dimensions. In some cases, and with permission, items used by other universities or agencies were incorporated into the UA survey. In the second phase, a subset of diversity-related dimensions was selected based on their relevance to the UA campus, and items to measure these dimensions were developed. In the third phase, a group of UA faculty members reviewed the diversity-related dimensions and items and made suggestions for improvement. The 2001 survey was pilot-tested on a diverse sample of students and, where necessary, was revised based on their feedback. A pre-test of the current study was conducted on-line during the spring of 2006. Finally, a replication of the 2001 climate study was fielded in the fall of 2007. The study design differed in that the current study was implemented on-line while the initial study was administered in the traditional "paper-and-pencil" format. The differences in study design, as well as the substantial time between studies prevent direct comparisons.

Procedure

The internet survey was conducted during the fall semester, 2007. Participants were identified using a stratified random sampling. An email that identified the purpose of the survey and requested participation was sent to all faculty in the sample. This was followed within one week by the survey, and then email reminders were sent to those participants who had not yet responded. The response rate was very strong with 514 faculty members electing to participate, representing a 58% completion rate.

Characteristics of Faculty Respondents

In this section, we report on the general characteristics in the faculty sample.

Job Title. Table 1 provides information on the job titles of those subjects participating in the survey. As shown in the table, full professors comprised the largest share of the sample, followed by associate professors, and assistant professors.

Table 1: Job titles of respondents

Job Title	Percent in Sample	Percent in Campus Population
University or Distinguished Professor	4%	5%
Full Professor	32%	29%
Associate Professor	26%	24%
Assistant Professor	18%	19%
Instructor	14%	16%
Lecturer	2%	3%
Department Chair	3%	5%

College. All UA colleges were represented in the sample, as shown in Table 2. The largest percentage of faculty respondents were from the College of Arts and Sciences and the smallest percentage were from the school of Architecture.

Table 2: College affiliation of respondents

College	Percent in Sample	Percent in Campus Population
J. William Fulbright College of Arts and Sciences	51%	44%
Dale Bumpers College of Agricultural, Food & Life Sciences	14%	16%
College of Engineering	8%	11%
College of Education And Health Professions	15%	12%
Sam M. Walton College of Business	8%	10%
School of Law	3%	5%
School of Architecture	2%	2%

Education Level. Eighty-two percent of the responding faculty hold Ph.D.s or Ed.D.s, and 79% were in tenure track positions (positions in which faculty either are eligible to apply for tenure or have received tenure).

Gender. As shown below in Table 3, 62% of faculty respondents were male and 38% were female.

Ethnicity/Race. Table 3 also provides ethnicity/race information regarding the sample, along with comparisons to the actual population of faculty on campus at the time of data collection.

Table 3: Gender/ethnicity/race of respondents and of campus population

Gender/Race/Ethnicity	Percent in Sample*	Percent in Campus Population*
Female	38.3%	35%
Male	61.7%	65%
Caucasian	88%	83%
Asian American	5%	5%
African American	2%	3%
Hispanic/Latino American	1%	1%
Native American	1%	1%
Other**	2%	

Percentages are rounded to the nearest whole number
** 'Other' indicates either that an individual chose not to respond or that data are missing on this variable. For campus population, unknown = 2% and non-resident alien = 5%

National Origin. Approximately 94% of the responding faculty members are U. S. citizens, while about 6 percent reported citizenship in one of approximately twenty-four other countries.

Sexual Orientation. Respondents were asked to self-report their sexual orientation. While most faculty identified themselves as heterosexual (96%), another four percent (4%) classified themselves according to one of two other categories: 1) Gay, lesbian, or bisexual, 2) Questioning/Not sure. Given the intent to examine the relationship between sexual orientation and campus experiences, and given the smaller numbers in the latter two categories, we combined these categories and created a "GLBQ" (gay, lesbian, bisexual, questioning) classification that was used for all analyses related to sexual orientation. Hereafter, the experiences and opinions of heterosexual faculty are compared to those of faculty in this GLBQ category.

Disability Status. Respondents were also asked to self-report on psychological and physical disabilities. Approximately four percent of respondents reported a physical disability, and just under two percent reported a psychological disability. Given the intent to examine the relationship between disability and campus experiences, and given the smaller numbers of faculty in these categories, we combined groups and created a "disabled" (physical and psychologically disabled) classification that was used for all analyses related to faculty with disabilities. Hereafter, the experiences and opinions of faculty with disabilities are compared to those of faculty who do not have disabilities.

Religious affiliation. Participants were also asked to self-report on their religious affiliation, if any. Responses on this item are presented in Table 4. The majority of faculty identified themselves as Christian (either Catholic or some other Christian

denomination). Nearly thirty percent of faculty identified themselves as having no religion, being atheist, or being agnostic. Smaller percentages identified themselves as Jewish or Muslim.

Table 4: Religious affiliation of respondents

Religious Affiliation	Percent in Sample*
Christian – Non-Catholic	45%
None, Atheist, Agnostic	30%
Christian – Catholic	15%
Jewish	3%
Muslim	<1%
Don't Know, Inquiring, Reevaluating	<1%
Other**	5%

does not total to 100% due to rounding and missing information on some faculty
**Other includes a number of affiliations (i.e., Buddhism, Hinduism, Taoism, Unitarian Universalism, Native American, Pagan, Celtic, or New Age spiritualism) that were identified by some, but very small numbers of, respondents.*

Marital Status. Eighty-four percent of the respondents reported being married or living with a partner in a committed relationship. Ten percent of the respondents identified themselves as single, five percent indicated that they were divorced or separated, and less than one percent identified themselves as widowed.

Number of Children. Many faculty responding to the survey indicated that they have no children (27%). Fifty-two percent (52%) reported that they have one or two children, while twenty percent (20%) reported that they have three or more children.

The Survey and Analyses

The survey asked questions about faculty members' perceptions of the campus environment, their experiences on campus and in the classroom, their beliefs about their work environment, their level of attachment to the university, and their overall satisfaction with their university experience. In general, analyses were conducted at two levels. First, we examined the overall mean level of response, which indicates the ratings of UA faculty generally on each item. Second, because we were interested in determining whether faculty members respond differently across diversity-related categories, we determined whether there were statistically significant differences ($p < .05$) between minority and majority subgroups on each diversity characteristic (e.g., we compared responses of female and male faculty, of minority faculty and majority faculty, and so forth). The diversity categories emphasized in this report include race/ethnicity, national origin, gender, sexual orientation, and ability/disability.

One limitation of data analyses should be noted here. Because of the sensitive nature of some survey questions, great care was taken to protect the identities of faculty who

participated in this survey. For this reason (and based on the advice of the UA Institutional Review Board) some identifying information that would be beneficial to interpretation of these results (e.g., college classification, job title, etc) was not included in the permanent database or used in analyses of these data. Similarly, given the small number of minority faculty and the importance of fully protecting subject identity, analyses of race/ethnicity issues included a comparison of white faculty to all faculty of color (e.g., an aggregate of African-American, Asian-American, Latino-American, and Native American). Although consideration of differences in experiences and attitudes across different racial minorities is highly desirable, a more important consideration is the protection of subject anonymity. Readers should recognize that there may be differences across races that are not evident given this level of analysis.

A second point is noteworthy. There are relatively small numbers of faculty in some minority groups (e.g., GLBQ faculty, faculty with disabilities, international faculty) which may limit our ability to identify significant differences between the responses of minority and majority subgroups. This fact should be recognized as results are interpreted.

Perceptions of the Campus Environment

In this section, we report on results related to faculty members' assessments of the general atmosphere at the University of Arkansas.

Attention Given to Diversity-Related Issues

Participants were asked to provide their evaluations to the question "How would you assess the level of attention currently given to diversity-related issues on the UA campus?" Answers ranged along a five-point scale from 1 ("Too Little") to 3 ("About Right") to 5 ("Too Much"). The mean for all responding faculty members was 2.9, indicating that faculty as a whole believe that about the right level of attention has been given to diversity issues on our campus.

Diversity-related differences. Responses to this question differed significantly based on all diversity characteristics. In regard to the ethnicity/race of the respondent, the mean response of minority faculty was significantly lower than that of majority faculty, indicating a stronger belief by minority faculty that there is too little attention to diversity issues. There also were statistically significant differences in responses to this question based on gender and sexual orientation. Female faculty and GLBQ faculty reported lower mean levels than did their majority counterparts. The group reporting the strongest feelings that diversity issues have received too little attention was Native Americans, with a mean response rate of 2.1, followed closely by African-Americans with a mean of 2.2.

Student Development and Diversity

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Faculty members were asked to assess their degree of agreement with the following statement, "Helping students develop the ability to function in a multicultural/diverse society should be part of the UA mission." The response choices on this item ranged from 1 ("Strongly Agree") to 5 ("Strongly Disagree"). On average, faculty members strongly agreed that helping students to develop the ability to function in a multicultural/diverse society should be a part of the University mission, with a mean value of 1.6.

Diversity-related differences. There were no statistically significant differences in responses to this question based on national origin, ability/disability, minority status or sexual orientation. That is, these diversity-related characteristics do not differentiate faculty members' levels of agreement/disagreement with this question. There were, however, statistically significant differences by gender, with female faculty agreeing more strongly (compared to their male counterparts) that helping students learn to function in a multicultural society should be a part of the UA mission.

Beliefs Regarding Hiring Priorities

Subjects were asked (using the 5-point Strongly Disagree-Strongly Agree scale described in the last section) to indicate their degree of agreement with two statements regarding hiring priorities: "The hiring of faculty of color (e.g., African-American, Latino-American, Native-American) should be a priority for the UA," and "The hiring of female faculty in disciplines in which they are underrepresented should be a priority for the UA." Overall, faculty members expressed moderate levels of agreement with these two statements, with a mean level of 2.3 on the first question and 2.1 on the second.

Diversity related differences. There were no statistically significant differences in responses to these questions based on ability/disability, national origin, race/ethnicity, or sexual orientation. However, there were differences by gender, with female (compared to male) faculty reporting significantly greater agreement that hiring faculty of color and female faculty in disciplines in which they are underrepresented should be a priority. Information on the full distribution of responses for each subgroup on these items can be found in the Appendix.

Perceptions of the University as "Student-Centered"

Faculty respondents were asked to indicate (using the 5-point Strongly Disagree-Strongly Agree scale described in the last few sections) their level of agreement with the statement "The UA administration is committed to making the UA a student-centered university." On average, UA faculty reported moderate agreement, with a mean response level of 2.7.

Diversity-related differences. Faculty opinions on this question do not differ significantly by national origin, gender or ability/disability. There were statistically significant race/ethnicity-based differences, with minority faculty (compared to majority faculty) reporting more positive beliefs that the administration is committed to creating a student-centered university. GLBQ staff reported statistically significantly lower levels of

agreement with this question.   Information on the full distribution of responses for each subgroup on this item can be found in the Appendix.

Perceptions of the University as Welcoming of Diverse Perspectives

Faculty respondents were asked to indicate (using the 5-point Strongly Disagree-Strongly Agree scale described in the last few sections) their level of agreement with the statement "The UA administration is committed to creating an environment that welcomes many different ideas and perspectives." On average, UA faculty report moderate agreement, with a mean response level of 2.7.

Diversity-related differences. There were no statistically significant differences in responses to this question based on national origin, race/ethnicity or gender. In regard to sexual orientation and ability/disability, GLBQ faculty and disabled faculty reported more positive beliefs regarding the administration's commitment to welcoming varied ideas and perspectives than did heterosexual or non-disabled faculty. Information on the full distribution of responses for each subgroup on this item can be found in the Appendix.

Perceptions of Safety on Campus

Faculty were asked to indicate (using the 5-point Strongly Disagree-Strongly Agree scale described in the last few sections) their level of agreement with the statement, "In general, I feel physically safe on the UA campus." Mean responses indicate that faculty feel quite safe on campus, with an overall mean equal to 1.6.

Diversity-related differences. There were no statistically significant differences across ethnicity/race, sexual orientation, disability, or national origin on this item. However, there were statistically significant differences in perceptions of personal safety by gender. Female faculty reported significantly lower levels of perceived safety than did male faculty.

Recommending UA as a Good Place to Work

Respondents were asked to respond to two questions regarding their ability to recommend the U of A to other faculty (again using the 5-point Strongly Disagree-Strongly Agree scale described in the last few sections). Specifically, these questions stated "I would feel comfortable recommending the UA as a good place to work to faculty of color (e.g., Native-American, Latino-American, African-American)" and "I would feel comfortable recommending UA as a good place to work to female faculty." Mean response rates were 2.2 and 2.1 respectively, reflecting moderate agreement with both statements.

Diversity-related differences. There were no statistically significant differences in responses to the first question by national origin, race/ethnicity or sexual orientation. There were differences based on gender and ability/disability, with female and disabled

faculty (compared to male faculty, non-disabled faculty) expressing less agreement that they would recommend the university to other faculty of color. In regard to the second question, there were significant differences in responses by sexual orientation, gender and ability/disability. Specifically, GLBQ, female and disabled faculty all expressed less agreement that they would recommend the university to other female faculty.

Experiences at the University of Arkansas

Several survey items addressed faculty members' perceptions of their specific experiences at the U of A, including their experiences with negative treatment and their experiences with assistance from other UA community members.

Reports of Discriminatory Remarks by Students

Faculty were asked to indicate the frequency with which a student had directed toward them negative remarks that were based on diversity-related characteristics. Response options were on a scale ranging from one to five, with one indicating "Frequently" and five indicating "Never."

In general, faculty members report extremely low levels of diversity-related discriminatory remarks by students. The means presented in Table 5 indicate that negative remarks based on gender, age, religion, etc. almost never occur.

Table 5: Reported frequency of negative remarks from students

Negative remark related to:	Mean
Point of view	4.1
Gender	4.6
Age	4.6
Religion	4.6
Race	4.8
Country of Origin	4.8
Physical ability/disability	4.9
Sexual orientation	4.9

Diversity-related differences. Although the overall means for each of these actions was quite low, there were statistically significant differences in experiences reported by minority and majority faculty. Specifically, minority faculty reported more frequent experiences with negative remarks related to their race. Accordingly, faculty of color reported the most frequent experience with negative remarks for this question with a mean score of 4.4. Female faculty reported mean levels of 4.8 and 4.3 in regard to negative remarks about their gender and race. International faculty reported a mean level of 4.5 for negative remarks regarding their country of origin, and faculty with disabilities reported a mean level of 4.2 in regard to negative remarks about ability/disability.

Reports of Discriminatory Remarks by Peers

Faculty members also were asked to report the frequency with which they had encountered negative remarks from other faculty members, using the same diversity dimensions and rating scale described above. Mean scores for the faculty as a whole are displayed in Table 6. In general, faculty report very low levels of diversity-related discriminatory remarks by other faculty.

Table 6: Reported frequency of negative remarks from other faculty

Negative remarks related to your:	Mean
Point of view	4.1
Gender	4.5
Age	4.7
Religion	4.7
Race	4.8
Country of Origin	4.9
Physical ability/disability	4.9
Sexual orientation	4.8

Diversity-related differences. As with discriminatory remarks by peers, there is evidence of diversity-related differences. Minority faculty reported significantly more negative remarks related to race with a mean of 4.5. Women also reported comparatively higher levels of negative remarks related to their gender, with a mean equal to 4.2. Faculty with disabilities reported a mean level of 4.3 in regard to negative remarks about ability/disability.

Perceptions of Diversity and Job Related Benefits

Faculty members were asked if they believed they had ever been denied job-related benefits at the U of A due to several diversity-related factors. This question required a yes or no response; the term "job-related benefits" was not specifically defined for respondents. In order to provide more detailed information, results are reported separately for tenure track and non-tenure track faculty.

As shown in Table 7, the most commonly cited factor was for gender. Thirteen percent of tenure-track faculty and approximately 9% of non-tenure track faculty believed that they had been denied job benefits due to their gender. Family responsibilities was the next most commonly cited factor, with approximately six percent of tenure track faculty and approximately 4% of non-tenure track faculty believed that they had been denied job benefits due to their family responsibilities.   For tenure track faculty, race/ethnicity was cited by just over three percent of the respondents, this percentage was approximately five percent in the non-tenure track faculty group.

Table 7: Perceptions regarding denial of job related benefits

	Tenure Track	Non-Tenure Track
Race/ethnicity	3.4%	4.9%

<mark>Gender</mark>	<mark>13.5</mark>	<mark>8.8</mark>
Sexual orientation	1.6	1.0
Religion	1.6	1.0
Physical ability/disability	1.0	2.0
Country of origin	1.3	0
Age	3.9	3.9
Family responsibilities	5.7	3.9
Physical appearance	2.1	2.9

Extent to Which People at the U of A Have Helped

Faculty respondents reported the frequency with which one or more individuals at the U of A had provided various forms of assistance, using a scale that ranged from 1 (Frequently) to 5 (Never). Faculty were asked to indicate "Not Applicable" if an item did not apply to them. Mean levels for tenure and non-tenure track faculty are provided in Table 8. Again, in order to provide more detailed information, results are reported separately for tenure-track and non-tenure track faculty.

Faculty reported the most assistance in the form of promoting their reputation with others and the least with assisting with problems of issues related to balancing work and family life. For non-tenure track faculty, the strongest reported support also came in the form of promoting their reputation with others and the least support reported was in inviting them to write chapters, chair sessions or review articles.

Table 8: Extent to which UA people have helped

	Tenure Track	Non-Tenure Track
Served as a mentor/role model	2.9	2.8
Collaborated with you on research projects	2.6	4.1
Promoted your reputation with others	2.5	2.5
Invited you to write chapters, chair sessions, review articles	3.3	4.5
Given you feedback on your projects	2.8	3.0
Advised you with respect to your teaching	3.2	3.4
Advised you with respect to important career decisions	3.2	3.6
Explained unit organization, requirements, and politics	2.9	3.4
Assisted with problems or issues related to balancing your work and family life	3.9	4.1

Diversity-related differences. In order to determine whether diversity-related differences were evident, two approaches were used. With those diversity characteristics for which the numbers of minority faculty were relatively large (e.g., gender), an examination of mean differences for tenure-track faculty and for non-tenure track faculty were conducted separately. However, with those diversity characteristics for which the numbers of minority faculty were relatively small (e.g., sexual orientation, race/ethnicity, national

origin, ability/disability), we conducted a comparison of the means across all faculty (both tenure-track and non-tenure track combined) because of concerns related to small sample sizes. In the full sample of faculty, there were various levels of interaction and help from peers as shown in Table 8.

In general, faculty of color reported less frequent experiences with research collaborations, receiving feedback, peers serving as mentors and receiving advice with respect to important career decisions than majority faculty. This difference also was evident for female faculty in regard to research collaboration, where they reported fewer experiences compared to male faculty, and also in regard to research- related invitations, where they reported fewer opportunities. Female faculty also reported fewer mentor/role models, less feedback, fewer explanations for unit requirements and less assistance balancing work and family life.

Faculty with disabilities reported lower levels of having their reputation promoted by others. In regard to GLBQ faculty, there were no significant differences reported.

Within the subsample of tenure-track faculty, a few significant differences in experiences were reported. In general, female faculty reported experiences similar to those of white faculty, with a few exceptions — female faculty report more frequent experience with mentors, less experience with research collaborations, less experience receiving feedback on their projects, and more experience with receiving assistance balancing work and family life. Within the subsample of non-tenure track faculty, there were no statistically significant differences by gender.

Beliefs and Attitudes Regarding the Work Environment

In this section, we share results related to faculty respondents' beliefs and attitudes about their UA work environments.

Satisfaction with Aspects of the UA Work Environment

Faculty were asked to rate their level of satisfaction with various aspects of their work environments, on a scale ranging from 1 ("Very Satisfied") to 5 ("Not At All Satisfied"). Respondents were given the option of selecting "Not Applicable" if an aspect did not apply to their personal situation. Mean response levels for tenure-track and for non-tenure track faculty are provided in Table 9. For both tenure-track and non-tenure track faculty, participants reported the least satisfaction with financial concerns -- both salary and funding for research. Alternatively, in both groups, faculty reported the highest satisfaction with their interactions with students.

Table 9: Satisfaction with aspects of UA work environment

	Tenure Track	Non-Tenure Track
Sense of support from colleagues in your unit	2.3	2.3

Sense of support from your unit chair	2.4	2.2
Level of funding for your research	3.1	4.9
Current salary	3.2	3.5
Sense of being valued by other members of your unit	2.5	2.6
Balance between your professional and personal life	2.6	2.4
Quality of feedback received from your unit chair	2.8	2.7
Opportunity to collaborate with other faculty	2.3	2.7
Ability to influence important decisions within your unit	2.7	3.3
Quality of interactions with your students	1.9	1.6

Diversity-related differences. Because of small sample sizes in subgroups, with some diversity characteristics (sexual orientation, national origin, ability/disability) we tested for differences in the responses of minority and majority faculty using the full sample of both tenure-track and non-tenure track faculty. In general, across the various subgroups there were not many statistically significant differences. Minority faculty, however, reported lower satisfaction with student interactions. Female faculty reported a lower sense of being valued by other members of their unit, more difficulty balancing professional and personal life, fewer opportunities to collaborate with other faculty, lower levels of funding for their research and significantly lower levels of an ability to influence important decisions in their unit. Faculty with disabilities reported significantly more difficulty finding a balance between personal and professional life. International faculty reported significantly lower levels of support from colleagues in their unit, a lower sense of being valued by other members in their unit and less quality feedback received from their unit chair. Finally, GLBQ faculty reported significantly fewer opportunities to collaborate with other faculty.

Perceptions of the UA Work Environment for Tenure Track Faculty

A second set of questions asked faculty to indicate their agreement/disagreement with statements about the UA work environment using a 5-point scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). If statements did not apply, faculty were asked to circle "Not applicable." Because many of the items in this section apply primarily to tenure-track faculty, only results for this group are reported.

Mean responses for tenure-track faculty are presented in Table 10. Across these items, faculty expressed somewhat moderate agreement that their teaching approach and research interests are valued by colleagues, and that their level of service is generally comparable to others. There also was moderate agreement that promotion and tenure criteria are appropriate and well understood. Faculty were also asked whether efforts to enhance diversity are credited in annual evaluations, and expressed moderately high disagreement that this occurs.

Table 10: Beliefs about UA work environment

My research interests are valued by my UA colleagues	2.5
My approach to teaching is valued by my UA colleagues	2.3
I feel pressured to change my research agenda in order to fit in with	3.8

the priorities of my unit	
My UA colleagues have lower expectations of me than of other faculty in my unit	4.1
I have felt pressure to minimize characteristics of myself in order to fit in at the UA	3.7
My level of service is appropriate compared to others of comparable rank in my unit	2.7
My salary is appropriate compared to others of comparable rank in my unit	3.2
The tenure and promotion procedures in my unit are clearly defined and understood by unit members	2.5
The criteria used to reach tenure and promotion decisions in my unit are generally appropriate	2.6
The process and criteria used to reach tenure and promotion decisions in my unit are applied consistently and fairly	2.9
In my unit, faculty who work to enhance diversity at UA receive credit for this in their annual performance evaluations	3.9

Diversity-related differences. Looking at minority tenure-track faculty, we found few statistically significant differences, but minority tenure-track faculty reported significantly more disagreement that the tenure and promotion procedures in their unit are clearly defined and understood by unit members. Tenure-track female faculty reported significantly lower evaluations that their research interests were valued by their colleagues, more disagreement with the idea that tenure and promotion procedures in their unit are clearly defined and understood, greater disagreement that the criteria used to reach tenure and promotion were appropriate and greater disagreement that the process and criteria used to reach tenure and promotion were applied consistently and fairly. Tenure-track faculty with disabilities reported answers that were very similar to non-disabled faculty, with the exception that tenure-track faculty with disabilities reported greater agreement that the tenure and promotion procedures in their unit are clearly defined and understood by unit members. Similarly, tenure-track international faculty reported few answers that were significantly different from non-international faculty except for their greater disagreement that their level of service is appropriate compared to others of comparable rank in their unit. Among tenure-track GLBQ faculty we found no statistically significant differences.

Course-Related Attitudes and Experiences

In this section, we report on respondents' attitudes regarding the role of diversity in the UA classroom and their personal classroom experiences.

Multicultural/Diversity-Related Course as a Requirement

Faculty were asked to indicate their level of agreement with the statement "A multicultural/diversity related course should be a requirement for all UA undergraduate

students." Response choices ranged from 1 (Strongly Agree) to 5 (Strongly Disagree). The mean response for all faculty was 3.1 indicating general neutrality on this statement.

Diversity-related differences. Beliefs regarding the necessity of a required diversity course did not vary significantly according to diversity characteristics, except that female faculty expressed stronger agreement with this statement than did their male counterparts.

Importance of Diversity Interactions in the Classroom

Faculty were asked to indicate how important diversity interactions are to certain educational outcomes using a 5-point scale with 1 indicating "Strongly Agree" and 5 indicating "Strongly Disagree." The mean responses are presented in Table 11. Overall, faculty members consider diversity interactions important to the development of leadership abilities and quite important to the development of critical thinking skills, the willingness of students to examine personal perspectives, and the exposure of students to new perspectives.

Table 11: Importance of diversity interactions in the classroom

Outcome	Mean
Helping students develop their ability to think critically	1.9
Affecting the development of students' leadership abilities	2.1
Helping students develop a willingness to examine their own perspectives and values	1.8
Exposing students to perspectives with which they disagree or which they do not understand	1.7

Diversity-related differences. There were no statistically significant differences in responses to these questions by national origin, race/ethnicity or sexual orientation. However, there were significant differences according to gender and ability/disability of the respondent. Specifically, female faculty expressed significantly greater levels of agreement, compared to their male counterparts, on each of the outcomes. Faculty with disabilities were significantly more likely to agree that diverse interaction would strengthen leadership abilities.

Emphasis on Racial/Ethnic Diversity and the Quality of UA

Faculty were asked to indicate their agreement with the statement "Too much emphasis on racial/ethnic diversity has lowered the quality of the UA institution." This question was answered using a 5-point scale ranging from one ("Strongly Agree") to five ("Strongly Disagree"). The overall mean response to this item was 3.6 indicating moderate disagreement.

Diversity-related differences. On this question, statistically significant differences were evident based on respondent gender and national origin. Female faculty and domestic faculty expressed stronger disagreement with this statement than did their male and

international counterparts. There were no statistically significant differences in response to this question based on ethnicity/race or ability/disability.

Attachment to the University of Arkansas

The survey also assessed faculty members' degree of attachment to the U of A. Specifically, faculty were asked to report on their thoughts about leaving the University, the degree to which they feel valued at the University, their feelings of connection to the University, and the extent to which they are glad they came to the University. All items were rated on a 5-point scale ranging from 1 ("Strongly Agree") to 5 ("Strongly Disagree").

Thoughts about Leaving the University of Arkansas

Faculty were asked to indicate their agreement with the statement "I often think about leaving the UA." Overall, faculty members reported moderately weak disagreement that they often think about leaving the University of Arkansas, with a mean response equal to 3.2.

Diversity-related differences. There were no statistically significant differences by race/ethnicity, national origin, gender, GLBQ, or ability/disability in faculty members' responses on this question.

Feeling Valued at the University of Arkansas

Respondents were asked to indicate the extent to which they agreed with the statement, "In general, I feel valued at the UA." The mean response across faculty members was 2.6, indicating that faculty tend to feel moderate agreement on this item.

Diversity-related differences. There were no statistically significant differences across groups on this item.

Feeling Connected to the University of Arkansas

Faculty members also indicated their agreement with the statement, "I feel closely connected to the UA." In general, faculty indicated moderate agreement with this item, reporting a mean value of 2.6.

Diversity-related differences. There were no statistically significant differences across groups on this item.

Glad I Came to the University of Arkansas

Faculty also indicated their agreement with the statement, "I am glad that I came to the UA." Overall, faculty reported moderately high agreement, reporting a mean response level of 2.0.

Diversity-related differences. There were no statistically significant differences across groups on this item.

Overall Satisfaction with the U of A Experience

The survey also included an item that asked faculty to rate (on a scale ranging from 1 = Very Satisfied to 5 = Very Dissatisfied) their overall satisfaction with their UA experience to date. The average response from all respondents was 2.2 indicating that respondents are moderately satisfied with their UA experience.

Diversity-related differences. There were no statistically significant diversity-related differences across groups on this item.

Final Note

The results described here provide general information about faculty perceptions of the overall climate on the UA campus, and it will serve as a baseline for similar future assessments. Two final points are noteworthy. First, this report provides a summary of some, but not all, of the results obtained from the surveys. Because of report length considerations, we have emphasized findings that we believe will be particularly relevant to campus community members and that will assist in our efforts to improve the diversity climate on our campus. Second, it should be noted that the survey methodology used here represents only one approach to exploring diversity issues. Other approaches include qualitative research, focus groups, and open dialogue in which community members share their individual experiences. The most complete understanding of community members' experiences and sentiments may be gained through the integration of results obtained using varied research methodologies.