

# **Cultural Attitudes / Climate Survey Autumn Quarter, 2008**

**The Ohio State University at Newark  
and Central Ohio Technical College**

## **Executive Summary February 2009**

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## 1. Introduction

Under the leadership of the Newark Campus Diversity Committee and in close collaboration with Dean/Director and Associate Dean of Ohio State University at Newark (OSUN) and the President and Deans of Central Ohio Technical College (COTC), a Cultural Attitudes / Climate Survey was conducted during autumn quarter of 2008. This survey sought to understand the experiences of staff, administration and faculty of each institution as well as cost shared staff of both institutions.

Special recognition of collaboration is extended to the Office of Dean/Director of OSUN and to the Office of Human Resources for their request of this undertaking. Their vision and support provided impetus for the development of this survey.

In addition, we also recognize the work conducted by Information Technologies services of COTC and OSUN for assembling and implementing this survey through web-based services of **Zoomerang**.

The survey included questions about demographic characteristics; experiences, climate and cultural sensitivity issues; use of, satisfaction with, and importance of various services; awareness of and involvement with diversity issues. Questions were asked in three categories, questions on General Climate, View of Colleague Relations, and View of Administration.

## 2. Methodology

The survey was web-based and administered through **Zoomerang** ([www.zoomerang.com](http://www.zoomerang.com)) during the autumn quarter 2008. An e-mail message was sent to each of the 1078 employees. This includes full-time and part-time staff of COTC and OSUN, both at the Newark Campus and satellite campuses; regular and full-time lecturers for OSUN; and full-time and part-time faculty and lecturers for COTC.

The e-mail messages announcing and requesting participation in the survey were sent out in batches because of an IT system backup. These messages started on Friday, November 7, and were continued until Friday, November 14. A reminder about participating was sent on Monday, November 17, and the survey was closed on Wednesday, November 19, 2008.

Other methods of publicizing the survey relied upon announcements at faculty meetings and staff forum meetings.

Participation rates in the survey in each category are tabulated below.

a) OSUN Faculty:	32 of 94	(34%)
b) COTC Faculty:	69 of 230	(30%, 170 PT and 60 FT)
c) COTC/OSUN Staff:	79 of 327	(22%)
d) Overall:	180 of 651	(28%)

### 3. Demographics

Respondents were asked to identify their years of employment, ethnic/racial status, age and gender. The most common demographics in each category are presented below. Broader ranges are used in years of employment of age when more than two categories are nearly equal.

	<u>OSUN Faculty</u>	<u>COTC Faculty</u>	<u>COTC / OSUN Staff</u>
<b>Years Employed</b>	1 – 10 (79%)	Less than 5 (46.2%)	less than 5 (52%)
<b>Race/ Ethnicity</b>	White (78%)	White (94%)	White (90%)
<b>Age</b>	31-35 (22%)	51-60 (34%)	41-60 (41%)
<b>Gender</b>	Female (59%)	Female (61%)	Female (78%)

### 4. Results

Summaries of results of the survey in each category of OSUN Faculty, COTC Faculty, and Newark Campus Staff are presented below, sections A to C. Each of the categories of respondents is broken down into three distinct areas, View of General Climate, View of Colleagues, and View of Administration. Respondents' comments to an open ended question are summarized in section D. Finally, the recommendations of the survey respondents and of the Diversity Committee are stated in Section E and F.

#### A. OSUN Faculty

**Introduction:** Thirty-two OSU Newark faculty members responded to the survey out of 92 faculty members, making the response rate 34%. This was up from 21% for the 2005 survey when only 12 of 57 members responded to the survey.

##### 1. View of the General Climate

The general climate amongst the OSU Newark faculty and staff is a positive one with a 78% positive response rate, which is a +3% increase in comparison to the 2005 survey. 88% of faculty believe that there is a high level of respect for diversity on the campus, which demonstrates an encouraging +15% difference since the 2005. While 75% of faculty believes that diversity related programs contribute to the OSU Newark's goal of building community there was only a +1% increase since the 2005 survey. In regards to a climate that welcomes persons of all sexual orientations 64% indicated positively this was so which is a 14% increase since the survey of

2005. In 2008 94% of faculty and staff attended or participated in diversity related programs on campus. This is a significant 42% increase since 2005.

2. View of Colleague Relations

About 91% faculty members are comfortable with people who are from racial/ethnic backgrounds that are different from their own. However there is a decrease of -6% since the last survey. This corresponds with the decrease of -19% since 2005 of faculty who are comfortable being in situations where they are the only person of their own racial/ethnic group. Only 63% of faculty is at ease. 91% of faculty believes they are comfortable with thinking about racial/ethnic issues, which is a 5% increase since 2005. While only 61% of faculty state they are comfortable speaking about their own racial/ethnic background this ratio shows a -6% decrease since the last survey. 81% of faculty has respect for all racial and ethnic groups, which is a decrease of -7% since 2005.

3. View of Administration

About 72% of faculty believes administration is committed to increasing diversity within the campus, which is a -1% decrease from the 2005 survey. Faculty responses suggested that 82% believed that the administration is committed to the success of faculty of all racial and ethnic groups, which is a +9% increase since 2005. 72% of faculty believes that administration is committed to the success of all sexual orientations, which is an increase of 8% since 2005. Finally, the overall experience of 78% of Faculty has been a rewarding one, which shows no increase since the 2005.

## **B. COTC Faculty**

### Introduction

About 69 COTC Newark Faculty members responded to the survey out of possible 230 faculty members<sup>1</sup>. The survey response was up by 13% from the 2005 survey when only 3.61% of the population responded to the survey.

1. View of the General Climate

COTC Faculty provided a wide range of responses to the general diversity climate on campus. The majority of responses were positive with just a few negative comments. 78% of faculty believes that COTC creates an overall positive environment for all faculty, which is an increase of +39%. 80% of faculty believes that there is a high level of respect for diversity on the campus, which demonstrates an encouraging +15% difference since the 2005. While 73% of faculty believes that diversity related programs contribute to the COTC Newark's goal of building community there was a decrease of - 17% since the 2005 survey. In regards to a climate that welcomes persons of all sexual orientations 70% indicated positively that this is so, which is a +14% increase since the survey of 2005. The 2008 Climate Survey indicates that participation in diversity related programs on campus had fallen since 2005 when 53.85% of respondents stated they had participated in programs. In sharp contrast, the latest survey shows only 25% of respondents had participated in diversity related programs this year in 2008.

2. View of Colleagues

Relations Faculty to faculty relationships are rated fairly high by respondents, with 80% agreeing or strongly agreeing that faculty respect other faculty of all racial and ethnic groups while 20% of respondents were either neutral, did not provide an answer, or indicated "not applicable."

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However there is a decrease of -2% since the last survey. This corresponds with the decrease of --9% since 2005 of faculty who are comfortable being in situations where they are the only person of their own racial/ethnic group. Only 68% of faculty felt at ease. 75% of faculty believes they are comfortable with thinking about racial/ethnic issues, which is a -9% decrease since 2005. While only 83% of faculty state they are comfortable speaking about their own racial/ethnic background this ratio shows a +5% since the last survey. 94% of faculty has respect for all racial and ethnic groups, which is a decrease of -11% since 2005.

### 3. View of Administration

Overall COTC faculty has positive attitudes about how administration is handling diversity on the campus. 86% of faculty believes administration is committed to increasing diversity within the campus, which is a healthy +38% increase from the 2005 survey. Faculty responses suggested that 80% believed that the administration is committed to the success of faculty of all racial and ethnic groups, which shows neither an increase nor decrease since 2005. 68% of faculty believes that administration is committed to the success of all sexual orientations, which is an increase of 13% since 2005. Finally, the overall experience of 88% of Faculty has been a rewarding one, which shows a 31% increase since the 2005.

## **C. Newark Campus Staff**

Seventy-nine Newark staff members (23%) responded to the survey---out of a possible 327 staff members. The survey response was up 8% from the 2005 survey when only 15% of staff members responded to survey.

### 1. View of General Climate

The general climate for the Newark Campus staff reflects an over-all positive increase as compared to the 2005 survey. There was an increase in positive responses to every question asked. The general climate questions significantly showed improvement. The three areas reflecting the greatest improvement to the general climate were one, the campus is welcoming to persons of all sexual orientations (67% agreed or strongly agreed); second, the level of respect for diversity (86% feel level is extremely high or somewhat high); and third, that staff would recommend OSUN/COTC to family/friends as a good place to work (90% agreeing or strongly agreeing).

### 2. View of Colleague Relations

Most staff members (95%) are comfortable being with people whose racial/ethnic backgrounds are different than their own (Up from 80% in 2005). Staff also indicated that they respect other staff of all racial/ethnic groups (89%) as compared to 80% in 2005. Staff responding to respect of staff of all sexual orientations improved significantly from 56% in 2005 to 72% in 2008. 68% of staff are very comfortable or comfortable with saying what they think about racial/ethnic issues. 67% feel that COTC/OSUN is successful in providing programs and activities promoting multicultural understanding.

### 3. View of Administration

About 92% of the respondents indicated that the administration is committed to increasing diversity within the campus-up from 73% in 2005. Staff indicated that the administration respects and is committed to the success of staff of all racial and ethnic groups, 94% and 88% respectively (up from 80% and 83% in 2005), and respects and committed to staff of all sexual orientations-, 77% and 77% respectively (up from 63% in both areas in 2005).

## **D. Respondent Open Ended Comments and Recommendations**

### **1. OSUN Faculty**

#### *Comments*

- The University should continue with current programs and efforts.
- On the structural level, there is limited emphasis on the value of diversity. Although there is an acknowledgement of programs and courses that supports diversity, the courses are largely Eurocentric.
- The faculty does not seem very diverse. The student population is increasingly becoming diverse but the faculty is almost all white.
- Promote a trustful environment in which opinion and suggestions about diversity are embraced and not viewed as an attitude from a less than content faculty member.
- Faculty who consider themselves Christians feel discriminated against due to their conservative views.
- I guess I just don't understand the push to raise "multi-cultural" and "diversity" awareness. Doesn't it become a circular argument - by promoting awareness of the issue aren't you promoting it as an issue? If we as a campus are truly open and supportive, then race/sexual/religious diversity shouldn't be an issue at all ... It's a sad state of affairs that we still have to promote diversity awareness.
- There is an impressive open and tolerant atmosphere at OSU Newark.
- There is very impressive work on diversity initiatives from the staff, faculty and administration.
- It is difficult to assess Student relations, on a commuter campus. Efforts should not be limited to just Multi Culture events.
- There seems to be decent recruitment of excellent African American students and this is good news. Are the same recruitment advantages given to the Hispanic population in Columbus? There almost seems to be a non-presence at the Newark Campus. What about the Somalian presence? If there is a presence it is possible it is separate or hidden.
- Recognize that racial and gender prejudice exist in the classroom and that this sometimes is reflected in SEI's.
- It is not reasonable for the Diversity Committee alone to bear this challenge so it might help to build teams of other groups who could assist.

#### *Recommendations*

- Continue with current programs/efforts but with less emphasis on just African American.
- Employ more people of all color as faculty, staff and administrators.
- The University should try and find ways to promote dialogue other than through structured activities and faculty assembly reports.
- The University should find ways to improve the diversity profile of students; diversify services to students and not become ethnocentric because of any one current or predominant group, as it is now.
- Reassess how the Student Life Office and Multicultural Office promotes similarities between and incorporating all ethnic, socio-economic, gender, and sexual groups rather than being exclusionary.
- Diversify the Multicultural office so that the office focuses not only on one ethnicity to the exclusion of all other identities but all.
- Diversify the survey beyond the social statuses of race/ethnicity and sexual orientation to measure the diversity climate at OSU-N.
- Re-evaluate OSU-Newark's formalized celebrations that are of more Christian- based and therefore, segregating for some faculty and students.
- Reconsider "diversity trainings" to focus on how Caucasian faculty facilitate white students

to address implicit societal racism? (sexism/homophobia, etc)

- Integrate the first years experience by decreasing "programs" and "events," that focus on speakers preaching that diversity is good but rather replace these events into integrated service project, perhaps--something to get them working & talking together, not listening to a speaker tell them diversity is good. Prejudices are not eliminated by being preached at, or having special "ethnic days" shows, but in sustained interaction.
- Address different forms of diversity in addition to race and sexual orientation such as disability both physical and mental.
- Re-think the role of the Diversity Committee. The Committee should not bear the challenge by itself but rather should look at constructing groups who could assist.

## **2. COTC Faculty**

### *Responses*

- Continue doing what they currently are doing
- Sensitivity to people of other races and sexual orientations is not a problem on this campus. Nothing else really needs done
- Continue what you are doing
- Regarding question 34, is COTC not interested in recruiting more African-American faculty? It is not a category listed while Asian-American, Hispanic American, and Native American, and Africans (non-American) are categories listed. While this may be unintentional, it looks like racial bias against African-Americans.
- I'm impressed by your initiatives and effort. Keep up the good work.
- I think things are fine the way they are.
- As a part-time faculty member, I don't have opportunities to meet with other faculty.
- I think your first priority should be in quality education. If your program is top notch, you will automatically attract a diverse group of students and faculty.
- I think the campus shows diversity similar to the Newark area. There should be a continued effort to reach all potential students regardless of the ethnicity or the sexual orientation. The campus should continue to focus on education as a way to improve the lives of all potential students.
- There really is not much diversity. That is the problem.
- Since I only teach part time in the evenings, I don't see any other faculty members, and am not involved in any such programs.
- I think diversity training workshops are good first steps. Recruiting and hiring faculty from diverse backgrounds is always a plus.
- Why is it the school's job to promote "diversity"? I thought we were there to educate technical degrees?
- I know all the standard responses. Then how about diversity with respect to age? Asians? Overweight people? Short people? Etc. The list goes on and on....
- If staff as well as students are willing to share their background, we would have a better understanding. For example, if someone is of a certain religious background, we can better understand their point of view if we know about their beliefs and/or traditions.
- I have not seen a problem at COTC concerning diversity. Sometimes it seems as if adding all of this special emphasis causes more of a problem. I happen to be a conservative Christian and to tell you the truth I feel more discriminated against than others of different ethnic backgrounds or sexual orientations. I have had the Barack Obama thing shoved down my throat, the liberal agenda emphasized over and over and frankly, I am so tired of hearing Bush get bashed by certain high-ranking administration at COTC. I respect others' beliefs and the great diversity in both our religious and political views - I just wish I felt that in return.

- *Recommendations*

- Less emphasis should be placed on hiring minorities when a current part-time faculty member currently is capable of filling the full-time position.
- As a part-time instructor, I am not on campus that often and cannot participate with other faculty. I do not know of African-American professors and I also believe that we need
- More African-American staff and interactions. The students primarily come from small Anglo towns and they need the social stretching that is the USA.
- Organize more cultural diversity events.
- Survey these groups as to how well they feel their needs are being met.
- Provide part time faculty with more information about the college.
- Have a more diverse faculty. Include more diversity awareness courses.
- Continue to talk about it but don't shove it down people's throats. In many regards it seems like the more we talk about everyone's differences, the more obvious those differences become. Treating others like you want to be treated will go a lot further in my opinion.
- Provide more programs, which present a range of ethnicities, races, and cultures.
- There should be racial/ethnic awareness programs each quarter. Not just once each spring.
- Programs that make others aware of the unique characteristics of other cultures help bridge the gap. Personally, I like the idea of an ethnic fair, which showcases the art, music, dance, and regional foods of different cultures. I moved from a New England community that was a virtual melting pot where ethnic fairs were a popular way to showcase the cultures.
- Continue to make efforts to Recruit Faculty

### **3. OSUN and COTC Staff**

- The campus is doing a good job of improving diversity awareness.
- More leadership programming for women.
- I believe that diversity is perceived as black/brown and white issue. That seems passé and what our efforts are TOO focused on. Alternative lifestyles, tolerance and open-mindedness should be a focus. It's not just skin color. We need to focus on sexual orientation, age discrimination, and acceptance of people with disabilities-or people who are just different. Most people in this day and age are "over" the black and white thing-for instance-we're electing an African-American president. We need to expand our focus.
- I am aware of the need for diversity, however, I strongly believe that the campus has associated diversity with the color of one' skin. As an individual of a very diverse background, culture, ethnicity it is disheartening to know that as a diverse individual, I am often overlooked simply because I do not appear diverse enough physically.
- The Office of Multi-Cultural Affairs should do more to promote and educate the campus community on groups other than African-Americans-continue with these areas, of course, but increase the amount of exposure to others.
- I believe the diversity programming offered is very good. We do need a somewhat more balanced program to embrace all types of diversity.
- I feel that the climate on campus is very appropriate. I feel that sometimes there might be too much emphasis on diversity.
- Hold more workshops such as the one we held on diversity awareness recently, but then do substantive, perhaps small groups, follow-up training based on what we learned last week. In other words, diversity training should be on-going and increasingly practical.
- I believe OSUN/COTC are committed to diversity. The best way to demonstrate this is to recruit and hire faculty, staff, and administrators who will reflect diversity. In the process, qualifications, experience, and fit should remain top priorities.

## 5. Diversity Committee Recommendations

### 1. ***Academic Development***

- Continue to develop academic courses and programs that contain and promote diversity.
- Further develop academic retention services that contain diversity-based programs beneficial to student success.
- Although law mandates the Office for Disabilities Services (ODS) and the Americans with Disabilities Act (ADA) requirements, it is important that the diversity of disabilities be recognized as important to the Newark Campus community in order to instill that all people and cultures are welcomed on this campus.
- Continue to provide funding and other appropriate resources for faculty, such as release time or load reduction, which support faculty members in their effort to modify existing courses or to develop new courses with the goal of incorporating diversity based issues into the curriculum.
- Establish a faculty Visiting Scholar Program: A significant goal for Ohio State University Newark is to bring to this campus on a temporary basis: a) a member of academia whose knowledge, skills and research complement those of our faculty; b) allows our academic disciplines to be enriched and augmented; and c) provides other skills and services congruent with our initiatives in the area of diversity and the strategic plan.
- To continue to strive for a more *Transformation Approach (Banks, 1999)* to the curriculum and democratic education of all students on the Newark Campus. The purpose for change in structure of the curriculum is to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups. The Transformation approach changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view.

### 2. ***Professional Development***

- Provide significant opportunities for faculty and staff to engage in dialogue and discussion about Diversity on the Newark Campus with hopes that a likelihood is created to teach and learn from each other about important Diversity issues and recommendations.
- Clarify and promote mandated regulations on Affirmative Action for faculty and staff search committees.
- Continue to hold workshops that address diversity issues for administrators in their role as policy makers and for staff in regards to professionalism and diversity-based issues in the work place.

### 3. ***Campus Climate***

- The Diversity Committee should undertake to review diversity related materials in annual reports submitted by unit leaders; as necessary, it should address weaknesses in

services or programs and provide recommendations, goals and more, importantly, develop a plan to meet those recommendations and goals.

- Analyze impact of race, ethnicity, socio-economical, gender as well as other cultural groups on the topic of study, such as consumer issues and demand patterns.
- Continue to collaborate, organize and fund efforts to bring several well-known speakers, performers, and events each year in order to lecture, experience and provide opportunities for dialogue that highlight and support diversity issues.
- In collaboration with other committees on campus, develop partnerships with community groups to foster awareness, dialogue and programming on diversity issues.

Survey Statistics:

## Cumulative Climate Survey, 2005 and 2008

Overall Mean	2005	2008	Change	% of Diff.
COTC Faculty	3.61	4.09	0.48	13%
OSUN Faculty	4.01	4.06	0.05	1%
COTC and OSUN Staff	3.73	4.00	0.27	7%

(The \*\*\* in questions means either staff or faculty)

### 1. Years employed by OSUN/COTC:

	2005		2008		
Less than 5	17	34%	98	54%	20%
5 to 10	12	23%	38	21%	2%
11 to 15	17	34%	16	9%	25%
16 to 20	2	3%	14	8%	5%
More than 20	4	6%	14	8%	2%
No Answer	0		0		
<i>total</i>	<i>52</i>		<i>180</i>		128 TTL

### 2. Racial/ethnic minority status:

White(non-minority)	48	92%	161	89%	-3%
Racial or ethnic minority	4	8%	14	11%	3%
No Answer	0		5		
<i>total</i>	<i>52</i>		<i>180</i>		

### 3. Age:

18-25	0		5	3%	3%
26-30	1	2%	9	5%	3%
31-35	3	6%	21	12%	6%
36-40	5	10%	17	9%	-1%
41-45	6	11%	27	15%	4%
46-50	12	23%	19	11%	-12%
51-55	13	25%	27	15%	-25%
56-60	6	11%	28	16%	5%
over 60	6	11%	21	11%	0%
No Answer	0		6	3%	3%
<i>total</i>	<i>52</i>		<i>180</i>		

### 4. Gender:

Female	41	79%	123	68%	-11%
Male	11	21%	56	31%	10%
No Answer	0		1	1%	1%

total

52

180

**5. I believe that OSUN and/or COTC creates an overall positive environment for all staff.**

Year	2005	2008	
COTC Fac	2.85	3.97	39%
OSUN Fac	3.83	3.94	3%
Staff	4.22	4.16	-1%

**6. OSUN and/or COTC welcomes people from all backgrounds.**

Year	2005	2008	
COTC Fac	3.46	4.41	27%
OSUN Fac	3.83	4.16	9%
Staff	3.71	4.23	14%

**7. I know the procedures for addressing discrimination with OSUN and/or COTC.**

Year	2005	2008	
COTC Fac	4.38	3.62	-17%
OSUN Fac	4.00	3.29	-18%
Staff	4.00	3.80	-5%

**8. Rate the level of respect for diversity at OSUN and/or COTC.**

Year	2005	2008	
COTC Fac	3.67	4.23	15%
OSUN Fac	3.58	4.00	12%
Staff	3.44	4.16	21%

**9. To what extent do you agree that diversity related programs contribute to OSUN and/or COTC's goal of building community?**

Year	2005	2008	
COTC Fac	4.62	4.03	-13%
OSUN Fac	4.08	4.06	-1%
Staff	4.30	4.15	-3%

**10. OSUN and/or COTC provides an environment for the free and open expression of ideas, opinions and beliefs.**

Year	2005	2008	
COTC Fac	3.08	4.03	31%
OSUN Fac	3.83	4.03	5%
Staff	3.48	3.87	11%

**11. The atmosphere in my workplace makes me feel like I belong.**

Year	2005	2008	
COTC Fac	2.50	4.09	64%
OSUN Fac	3.75	3.97	6%

Staff	3.96	4.21	4%
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**12. I would recommend OSUN and/or COTC to family or friends as a good place to work.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	3.08	4.28	39%
OSUN Fac	4.08	4.19	2%
Staff	3.89	4.42	14%
			39%

**13. I feel as though I belong in the OSUN and/or COTC community.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	3.77	4.01	6%
OSUN Fac	3.83	3.84	less than 1%
Staff	4.00	4.18	4%

**14. OSUN and/or COTC provides a climate that is welcoming to persons of all sexual orientations.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	2.54	4.00	57%
OSUN Fac	3.40	3.86	14%
Staff	3.15	3.94	25%

**15. What is the status of racial conflict at OSUN and/or COTC?**

(Scale with 0=No Conflict to 10=Intense Conflict)

scale	0	1	2	3	4	5	6	7	8	9	10	TTL Resp
No (08)	66/45%	29/20%	23/16%	14/9%	8/5%	2/1%	4/2%	1/<1%	1/<1%	0	0	148
No (05)	18/33%	7/13%	6/11%	8/15%	1/<1%	3/5%	12/22%	0	0	0	0	55
% Diff	22%	7%	5%	-6%	4%	-4%	-20%	1%	1%			

**16. To what extent is there racial/ethnic separation at OSUN and/or COTC?**

(Scale with 0=No Separation to 10=Complete Separation)

scale	0	1	2	3	4	5	6	7	8	9	10	TTL Resp
No (08)	54/36%	21/14%	25/16%	13/6%	15/10%	12/8%	2/1%	5/3%	3/2%	1/<1%	1/<1%	152
No (05)	14/27%	2/4%	4/8%	2/4%	4/8%	5/10%	16/31%	3/6%	1/<1%	1/<1%	0	52
% Diff	9%	10%	8%	2%	2%	-2%	-30%	-3%	-1%	0	1%	

**17. What is the status of interracial tensions in the OSUN and/or COTC workplace?**

(Scale with 0=No Tension to 10=Extreme Tension)

scale	0	1	2	3	4	5	6	7	8	9	10	TTL Resp
No (08)	75/51%	34/23%	13/9%	12/8%	6/4%	3/2%	2/1%	1/<1%	2/1%	0	0	148
No (05)	23/43%	7/13%	5/9%	0	0	5/9%	2/4%	1/1%	10/18%	0	0	53

% Diff      8%      10%      0      8%      4%      -7%      -3%      -1%      -17%

**18. \*\*\* members from different backgrounds interact on a regular basis.**

Year	2005	2008	
COTC Fac	2.92	3.58	23%
OSUN Fac	3.83	3.74	-2%
Staff	3.59	4.10	14%

**19. \*\*\* members are respectful of the cultural identities of other \*\*\* members.**

Year	2005	2008	
COTC Fac	3.92	4.10	5%
OSUN Fac	4.27	4.26	-1%
Staff	4.07	4.12	1%

**20. Have you attended or participated in any diversity related programs on campus this year?**

Year	2005	2008	
Yes	31	75	142%
No	19	100	426%
Don't Know	0	4	400%

**21. How comfortable are you speaking with others about your racial/ethnic background.**

Year	2005	2008	
COTC Fac	4.09	4.34	5%
OSUN Fac	4.73	4.45	-6%
Staff	4.37	4.25	-3%

**22. How comfortable are you saying what you think about racial/ethnic issues.**

Year	2005	2008	
COTC Fac	4.23	4.00	-5%
OSUN Fac	4.08	4.28	5%
Staff	3.70	3.79	2%

**23. How comfortable are you being in situations where you are the only person of your racial/ethnic group.**

Year	2005	2008	
COTC Fac	4.31	3.92	-9%
OSUN Fac	4.73	3.82	-19%
Staff	4.15	4.00	-4%

**24. How comfortable are you being with people whose racial/ethnic backgrounds are different from your own.**

Year	2005	2008	
COTC Fac	4.93	4.41	-11%

OSUN Fac	4.75	4.47	-6%
Staff	4.67	4.33	-7%

**25. How comfortable are you being with people whose racial/ethnic backgrounds are the same as your own.**

Year	2005	2008	
COTC Fac	4.85	4.49	-7%
OSUN Fac	4.58	4.56	-1%
Staff	4.81	4.48	-7%

**26. At OSUN and/or COTC, \*\*\* are comfortable with others whose race/ethnicity is different from their own.**

Year	2005	2008	
COTC Fac	3.85	3.98	-2%
OSUN Fac	4.17	4.00	-4%
Staff	3.89	3.88	-1%

**27. \*\*\* respect other \*\*\* of all racial and ethnic groups.**

Year	2005	2008	
COTC Fac	4.13	4.13	0
OSUN Fac	4.36	4.07	-7%
Staff	4.13	4.12	-1%

**28. \*\*\* respect other \*\*\* of all sexual orientations.**

Year	2005	2008	
COTC Fac	3.46	3.92	13%
OSUN Fac	4.03	3.96	-2%
Staff	3.75	3.87	3%

**29. OSUN and/or COTC administration is committed to increasing diversity within the campus.**

Year	2005	2008	
COTC Fac	3.08	4.20	38%
OSUN Fac	4.35	3.90	-10%
Staff	3.65	4.30	18%

**30. The effort made by OSUN and/or COTC to improve relations and understanding between people of different racial/ethnic background is:**

	2005	2008	
Too Much	2/4%	13/7%	-3%
About Right	21/46%	100/58%	12%
Too Little	18/39%	27/15%	-24%
Don't know	5/11%	35/20%	9%
TTL Resp.	46	175	

**31. Rate the adequacy of the amount of diversity related programs offered by OSUN and/or COTC.**

	2005	2008	
Too Much	2/4%	8/5%	1%
About Right	21/44%	96/55%	11%
Too Little	22/46%	30/17%	-29%
Don't Know	3/6%	42/23%	17%
TTL Resp.	48	176	

**32. Rate your awareness of OSUN and/or COTC providing programs and activities promoting multicultural understanding.**

Year	2005	2008	
COTC Fac	3.92	3.97	1%
OSUN Fac	3.58	4.13	15%
Staff	3.35	4.23	26%

**33. Rate the success of COTC and/or OSUN in providing programs promoting multicultural understanding.**

Year	2005	2008	
COTC Fac	3.15	3.70	17%
OSUN Fac	3.42	3.84	11%
Staff	3.78	3.89	3%

**34. Which racial/ethnic groups should OSUN and/or COTC make special efforts to recruit as \*\*\*? (please check all that apply)**

	2005	2008	
Hispanics	30/24%	57/21%	-3%
Nat Am	24/19%	52/19%	0
Asian Am	25/20%	50/18%	-2%
Af Am	27/21%	40 AfA/Out-15%	-6%
Oustide US	7/5%	"	
none	14/11%	71/27%	16%
TTL Resp.	127	270	

**35. Overall my experience at OSUN and/or COTC has been a rewarding one.**

Year	2005	2008	
COTC Fac	3.31	4.32	31%
OSUN Fac	3.83	3.84	0
Staff	4.00	4.51	13%

**36. The OSUN and/or COTC administration respects \*\*\* of all racial and ethnic groups.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	3.37	4.22	25%
OSUN Fac	4.20	4.33	3%
Staff	3.75	4.39	17%

**37. The OSUN and/or COTC administration respects \*\*\* of all sexual orientations.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	2.98	4.08	53%
OSUN Fac	3.89	4.37	12%
Staff	3.37	4.26	26%

**38. The OSUN and/or COTC administration is committed to the success of \*\*\* of all racial and ethnic groups.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	2.79	4.06	46%
OSUN Fac	3.86	4.19	9%
Staff	3.37	4.32	28%

**39. The OSUN and/or COTC administration is committed to the success of \*\*\* of all sexual orientations.**

<b>Year</b>	<b>2005</b>	<b>2008</b>	
COTC Fac	2.60	4.03	55%
OSUN Fac	3.89	4.21	8%
Staff	3.10	4.17	35%

**40. Open ended**