FACULTY AND ADMINISTRATORS’ PERCEPTIONS OF DIVERSITY
IN COMMUNITY COLLEGES

by

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ABSTRACT

There has been much advancement regarding diversity in today’s society, so much that diversity can be found in many facets of institutions of higher learning throughout the world. However the gains, the fact remains that in today’s society implementing diversity within higher education institutions remains a challenge.

The purpose of this study was to analyze faculty and administrators’ perceptions of diversity in higher education and to investigate why diversity has not reached a satisfactory level in community colleges. Possible reasons were thought to include (1) racial differences in how diversity is defined and perceived by faculty members and administrators, (2) the limited number of ethnic minority faculty and administrators, and (3) little commitment to move diversity beyond the written text (e.g., mission statement, strategic plan, etc.).

The study was conducted in two phases and a mixed methods research approach was used. During the quantitative phase, a 20-item survey instrument was electronically distributed to 1,958 faculty members and administrators within the Alabama Community College system. The qualitative phase consisted of conducting personal interviews with 10 randomly selected community college presidents. Data collected from the survey responses along with information captured during interviews with the presidents were all complied, analyzed, formatted, and presented as results in chapter IV.

Seven implications were suggested as a result of this study, which will better equip the Alabama Community College System as it strives to meet the diversity challenges within its organization.
DEDICATION

First I must give glory and honor to God, because without His grace and mercy this endeavor could not have been possible. I thank God so much for my wonderful family, which is why I dedicate this book to them. To my loving mother, the late Annie M. Coleman, I thank you for your loyalty to God and family and for always encouraging me to achieve my dreams. Yes, I thank you for your love and support as you were always my cheerleader.

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To my 14-year-old nephew, James, thanks for always having a ready smile and hug for
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CHAPTER I:
INTRODUCTION

Ameny-Dixon (2008) contends that the world can no longer take the “melting pot” approach to multicultural education. With this approach, smaller cultures are expected to give up their cultural identities and blend in or become absorbed into the dominant culture. Igwebuike (2006) affirms that students who are taught by a diverse faculty will become more culturally sensitive, well-rounded, and flexible by observing faculty members who embody classes of people who have traditionally gone underrepresented. Thus, diversity is a key factor in achieving educational brilliancy in higher education (Humphreys, 2000). Ameny-Dixon (2008) also contends that the global society and especially educators have a responsibility for achieving this diversity. Without it our future generations will not be as prepared to live and work in a global community.

It has been convincingly determined, on a broad scale, that having diversity reflected among the student body, faculty, and administrators provides the best environment for well-rounded education. In July 2003, the U.S. Supreme Court determined that diversity is an undeniable legislative concern that justifies certain narrow deliberations of race in admissions at institutions of higher education. In 2005, the Association of American Colleges and Universities (AAC&U) stated that the Supreme Court also upheld the positive effects of diversity. Furthermore, having diversity within the student body would only enhance the wide-range educational mission of institutions of higher education by fostering students’ knowledge and preparing them to live and work in a global community. In 2008, the Commission on Colleges
reaffirmed this position when it stated that diversity is an asset, and it helps to create a comprehensive learning environment. This environment (1) empowers students, (2) helps develop a workforce that can enhance social and economic competitiveness in the world, and (3) supports the development and embracement of independent societies.

Diversity across postsecondary education institutions is expressed in multiple ways: public or private, predominately Black or predominately White, temperament of students, types of curriculum, and degrees offered, etc. Within postsecondary institutions, diversity is expressed primarily through the racial and ethnic composition of the student body, faculty, staff, and administrators. Students might also differ relative to working during the day and attending evening and weekend classes, country of origin, and age (U.S. Department of Education, 2007).

Gurin, Dey, Hurtado, and Gurin (2002) observed a group of students interacting with a group of diverse students in educational settings, and the authors wanted to explore the students’ educational outcomes. They developed a framework using theories of cognitive development and social psychology, and showed how diversity fosters students’ scholastic and social growth. This conclusion was supported by AAC&U’s (2005) assertion that higher education campus communities, which are more culturally and ethnically diverse, tend to provide greater, wide-ranging educational experiences. Also, they enhance students’ learning and prepare them for participation in an independent society. This outcome is due in part to the continuing role that race and ethnicity plays in influencing opportunities and experiences within our nation. And students of different racial and ethnic groups often have opposed opinions and viewpoints about a wide range of issues. Other educational benefits from being exposed to different experiences, perspectives, and opinions have also been linked to psychological theories. Given this backdrop, AAC&U (2005) states that institutions of higher education are more powerful when they offer
students a social and academic atmosphere that is distinctively different from that with which they are familiar. Such an environment creates greater discontinuity for students and consequently improves the chances for improved cognitive and self-development. Consequently, when students are faced with novel ideas and new social situations, that they are pressed to discard their automated scripts and think in more active ways. By contrast, institutions that have an identical population and imitate the social life and expectations of their students’ home communities are more likely to hamper personal and academic growth because students are not as challenged in these ways.

The information shared in the AAC&U (2005) report is critical considering the fact that Turner (2002) revealed that America’s educational institutions are educating a larger and much more diverse group of students than ever before. In addition, Gillett-Karam, Roueche, and Roueche (2005) contend that community colleges have not met their responsibilities to these underrepresented groups. According to the “National Education Association of Higher Education Journal” (2006), postsecondary institutions are not fully realizing their commitment to diversity. Thus, diversity in higher education has not reached an acceptable level. When community colleges are considered, a less than satisfactory diversity level has serious implications because Dougherty and Kienzl (2006) reported that the Black-White gap in transfer rates from community colleges to universities widens considerably when students’ educational ambitions are controlled. Therefore, it is important to ensure that diversity initiatives are vigorously being implemented throughout institutions of higher education in order to provide students the opportunity to receive a well-rounded education.
Statement of the Purpose

The purpose of this study was to investigate why diversity has not reached a satisfactory level in community colleges. Possible reasons were thought to include (1) racial differences in how diversity is defined and perceived by faculty members and administrators, (2) the limited number of ethnic minority faculty and administrators, and (3) little commitment to move diversity beyond the written text (e.g., mission statement, strategic plan, etc.).

Gillett-Karam et al. (2005) state that diversity responsibilities have not been met by community colleges. Furthermore, Dougherty and Kienzl (2006) documented that fewer African Americans students than Caucasian students transfer from community colleges to 4-year institutions. Thus, their diversity experience is limited to the community college. Given Gurin et al.’s (2002) conclusion that students’ experiences with diverse peers in the college setting fosters students’ academic and social growth, there is a need to achieve a higher level of diversity within community colleges. This study helped to identify factors that could be targeted to achieve this outcome.

Statement of the Problem

The ethnic composition of America is changing swiftly, but diversity within leadership positions in higher education remains on the slow track. In 2006, African Americans made up 5.9% of all people in positions such as provost, vice presidents, and academic deans. This number is just barely above the level that African Americans had achieved 2 decades ago (Journal of Blacks in Higher Education, (2008b). Given our global community, there is a need to increase higher education’s pace toward greater diversity because Gurin et al. (2002) suggest that a student’s experiences with diverse peers in the college setting fosters students’ academic and social growth. Furthermore, graduates are better prepared to work in the global community.
The U.S. Department of Education (2000) reported that in spite of constant educational policies and procedures that were designed to reduce the social class, race, and ethnic achievement gap in higher education, the gap has widened since 1988. This suggests that diversity in higher education must be a priority because there are many advantages for everyone involved. Students, faculty, administrators, communities, and society as a whole benefit from educational institutions that employ personnel who are rich with different cultural backgrounds and ideas. This research focused on faculty and administrator perceptions of diversity at institutions of higher education.

It is necessary for institutions of higher education to change what they teach, how they teach, and who teaches it in order to prepare students for a progressively more diverse world. When students in higher education are exposed to a diverse faculty, diversified curricula, and varied teaching methods, such experiences will produce students who are critical thinkers, who are more assured in crossing cultural differences, and who will stand up to resolve issues regarding inequities after they graduate. According to Turner (2002), minority faculty can be very innovative, taking learning and education in new directions. Their presence on campuses makes the goal of increasing diversity awareness easier to attain. Minority faculty members have shown that they can be as successful as their Caucasian colleagues when it comes to using teaching styles that are related to student-centered teaching and learning. Also, minority faculty provide students with diverse role models and they help to provide more effective mentoring to minority students, which is very beneficial to the students.

Shaw (2005) adds that one way to assess the educational benefits of diversity is to simply ascertain faculty and administrators’ perceptions of not only the benefits to the students, but to the entire institution. The one important question that Shaw has asked faculty and administrators
is whether they have discovered if engaging in diversity does indeed produce positive outcomes for students. Three broad themes resulted from the research. The first one is that although racial and cultural diversity is needed, it is still not enough to ensure positive student outcomes. More effort must be put into implementing a successful educational setting. Faculty and students both agree that the most successful type of learning occurs in a diverse environment where everyone feels included and everyone is allowed to have input in classroom discussion.

Shaw (2005) continues that the second theme to emerge was the fact that racial and ethnic diversity does indeed increase the learning potential for students because the instructor only brings his or her experiences to the classroom. In contrast, a group of racially diverse students, faculty, and administrators brings more varied experiences, thus making the classroom learning experience more positive. Shaw concludes with the third theme that having racially and ethnically diverse classes will increase learning outcomes by expanding the students’ views and by inspiring their critical thinking skills. Classroom diversity makes students aware of their own biases and helps them to grow in their cognitive skills and development processes. Despite these facts, our understanding remains limited as to why diversity within higher education is not at a satisfactory level.

Significance of the Study

The Western Interstate Commission for Higher Education (2008) reports that a change in the ethnic makeup of high school student is expected to happen within the next 10 years. The minority populations are projected to grow rapidly and the Hispanic population will be leading the way in growth. Several states within the country feel that they will soon see the minority students become the majority of student who will graduate from high school. By the year 2015, Hispanic students graduating from high school are expected to increase by 54%; Asian/Pacific
Islander high school graduates are expected to increase by 32%; Black, non-Hispanic high school students graduating are expected to increase by 3%; and the number of White, non-Hispanic students are projected to decrease by 11%.

In addition to the projected growth of minority students, postsecondary institutions’ enrollment is projected to grow through 2016 (U.S. Department of Education, 2007). More students are enrolling in college now than ever before, and these students come from diverse populations. Unfortunately, there is a chasm between the students’ diversity and the diversity of faculty and administrators. For example, Gose (2008) reported that in the late 1980s and early 1990s, several higher education institutions began targeting the chasm. Gose studied the ambitious diversity initiatives of five institutions: Duke University, Harvard University, Virginia Tech, the University of Michigan at Ann Arbor, and the University of Wisconsin at Madison. As a specific illustration, Duke University stated that it would double the number of Black professors by the year 2003. The number in 1993 was 44. By 2003, 98 Black professors were employed, and 120 were employed by 2007. These accomplishments were impressive compared to some other universities; however, the diversity chasm between students and faculty remains large.

Many factors have been discussed as to why efforts to increase minority representation among faculty continue to fall short. Antonio (1999) believes that some of the reasons are poor recruitment and retention efforts, along with the lack of value for faculty and administrators of color. This is an unfortunate attitude to have regarding the topic of diversity when there is so much to be gained by embracing diversity. Besides the obvious reasons of equity, it has been contended that faculty of color are essential because they serve as diverse role models for students and they also provide effective mentoring to minority students as well.
The diversity chasm is even larger between students and administrators than students and faculty. According to information found in The Journal of Blacks in Higher Education (2008b), a survey was conducted in 2006, by The American Council on Education and the University Professional Association for Human Resources. The results of the survey revealed the ethnic composition of employees in senior level positions at colleges and universities. Less than 6% of these positions, in which the next generation of administrators such as college presidents will come from, are occupied by minorities.

Unfortunately, when community colleges are considered, ambitious diversity initiatives do not seem to appear in the literature. Yet, as previously stated, many of these institutions provide African American students with the only diversity experience that they may ever have in a college setting. Thus, efforts to increase diversity at community colleges should be intensified. The current research will help to identify factors that can be targeted to achieve this outcome.

Thus, the study was significant because of the following:

1. It helped to identify some of the factors that militated against faculty and administrative diversity within community colleges.

2. It provided guidelines for developing an effective program to achieve higher levels of diversity within community colleges.

3. It suggested changes in policies to achieve higher levels of diversity.

Theoretical Framework

The theoretical framework was based on the premise that perception and behavior are related. Ferguson and Bargh (1996) reviewed several research articles and concluded that social knowledge is described as being turned on within a person while performing a task such as reading or actually imagining an event, and unknowingly such events can later on affect the
person’s behavior over a wide range of areas. Castania (1996) explains that when we use words such as “cultural differences” and “diversity,” depending upon our individual experiences we will have different images and definitions. Those who feel historically excluded may ask the question “Different from what?” Others will ask “What is the big deal?” and will quickly turn to the similarities, in order to ease the tension. Castania concludes that the perceptions of some people have been enlightened about diversity either by talking with a friend, reading an article, or having attended professional development training of some sort that has created awareness about diversity. In addition, Dijksterhuis and van Knippenberg (1998) concluded after four experiments that perception has a direct and pervasive impact on overt behavior.

The importance of perception makes the need of a diverse faculty, staff, and administration in institutions of higher education go beyond the scope of current diversity training in the workplace. Diversity awareness via professional development and discourse in higher education does not address the needs of the global society of students now enrolling in education institutions. Jackson and Phelps (2004) discuss diversity among faculty and administrators within higher education, specifically community colleges, and contend that it is an important issue. Due in part to the nation’s fast growing demographics and the ever changing socioeconomic and community needs, 2-year institutions and their administrators are in key positions to address a number of educational, fairness, and multicultural issues by implementing practices that will change the perception of diversity on their campuses. Racial or ethnic diversity allows all populations to include students, faculty, and administrators to be exposed to structural diversity and such exposure creates an opening of doors for teaching and learning in higher education. Thus, within the context of the study, if community college administrators and
faculty did not perceive a problem with diversity, their behavior would not support greater diversity.

Research Questions

The following research questions guided the study.

1. What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices, and ethnic climate?
2. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?
3. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

Limitations of the Study

The limitations of the study were as follows:

1. The study was limited to 2-year higher education institutions in Alabama. Some of these institutions were predominantly White and some were predominantly Black.
2. The research cannot document a cause and effect relationship.
3. The study was confined to surveying, telephonic and personal interviewing.

Assumptions

The study was based upon the following assumptions:

1. Information collected from the Integrated Postsecondary Education Data System (IPEDS), would be accurate and complete.
2. Institutional data submitted to the Department of Postsecondary Education would be accurate.
3. Information collected from faculty and administrators would be accurate.
Definition of Terms

*Diversity*--Knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences (AAC&U, 2005).

*Full-time-equivalent (FTE) enrollment*--For institutions of higher education, enrollment of full-time students plus the full-time equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student (National Center for Educational Statistics, 2008a).

*Higher education*--Study beyond secondary school at an institution that offers programs terminating in an associate, baccalaureate, or higher degree (National Center for Educational Statistics, 2008a).

*IPEDS*--The Integrated Postsecondary Education Data System (IPEDS), conducted by the National Center for Education Statistics, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education, are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12); Completions (C); Human Resources (HR), which is composed of Employees by Assigned Position (EAP), Fall Staff (S), and Salaries (SA); Fall Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA) (National Center for Education Statistics, 2008a).
Multiculturalism--Generally refers to a theory promoting retention of various cultural divisions for the sake of diversity that applies to the demographic make-up of a specific place, usually at the scale of an organization such as a school, business, neighborhood, city, or nation (Chiu, & Hong, 2005).

Postsecondary education--The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs (National Center for Educational Statistics, 2008a).

Social learning theory--The theory that people learn new behaviors through overt reinforcement or punishment or via observational learning of the social actors in their environment. If people observe positive, desired outcomes in the observed behavior, they are more likely to model, imitate, and adopt the behavior themselves (Bandura, 1977).

Technical education--A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions--such as draftsman or lab technician--in the occupational area between the skilled craftsman and the professional person (National Center for Educational Statistics, 2008a).

Organization of the Study

The findings of this study shall encourage institutions of higher education to increase diversity strategies among faculty and administrators. This can be accomplished by (a) understanding the benefits of having a diverse faculty and administrative body; (b) providing
professional development and continued educational training, specifically regarding diversity, to all higher education employees; (c) enhancing the recruitment and retention efforts by providing employment opportunities for minorities; and (d) mandating that diversity is included in the mission statement and within the curricula at institutions of higher education.

In an effort to discuss the findings of this research, the proposed study was organized into five chapters. Chapter I was an introduction of the study with purpose of the study, problem statement, significance of the study, conceptual framework, research questions, limitations of the study, assumptions, definition of terms, and research organization. Chapter II is a review of the literature regarding diversity among faculty and administrators within higher education, specifically community colleges. Chapter III outlines the methodology that was used. Chapter IV includes an analysis of the data collected, and chapter V details the findings along with conclusions and recommendations.
CHAPTER II:
REVIEW OF THE LITERATURE

Introduction

In June 2008, the Commission on Colleges, Southern Association of Colleges and Schools (SACS) posted a position paper on their website regarding diversity in higher education. The Commission on Colleges’ position statement on diversity is important to my study because it underscores the importance of diversity in higher education. The Commission’s position statement affirms that diversity is a reflection of our ever-changing global community, not simply a theoretical concept. It certainly follows that the microcosmic communities that are college and universities should and, in many ways, do reflect the diversity seen in the global community at large. The review generally seeks to examine the ways in which diversity is reflected across the broad spectrum of higher educational life, and specifically how efforts toward diversity are reflected in mission statements, various initiatives, and administrative perceptions. Finally, it could go without being said, that the ultimate and far-reaching purpose of all higher educational initiatives, including those related to diversity, is to provide the best possible environment for students to achieve their educational goals and maximize their potential as individuals. There has been much advancement regarding diversity in today’s society, so much that that diversity can be found in many facets of institutions of higher learning throughout the world. However the gains, the fact remains that in today’s society, implementing diversity within higher education institutions remain a challenge.
Definition of Diversity in Higher Education

Diversity is a broad term and can be defined in many ways. Diversity entails all of the ways in which we as human beings are both similar and different. It is important to understand and respect the differences that make us unique individuals. Many characteristics are used when describing diversity. Some examples are race, gender, age, ethnicity, socioeconomic status, and disability to name a few (University of Tennessee Libraries, 2003). The existence of diversity in higher education should be reflective of the society at large. Its importance and value should be reflected throughout the campus’s curriculum, activities, mission statement, and through its faculty, staff, and administration (AACC, 2006c).

Benefits and Advantages of Diversity

Defining diversity is never enough; it is imperative that educational institutions believe strongly in racial and ethnic diversity and implement policies that will help the campus, students, and community embrace such beliefs. If an institution is holistically committed to diversity in the truest sense of the word, its impact will reach beyond the confines of its campuses, infiltrate the surrounding neighborhoods, and meet the professional and personal needs of all students, staff, and faculty alike, including minorities (Fogg, 2008). According to the American Association of Community Colleges (2008), one of the greatest strengths of the United States higher education system is being able to offer collective diversity among institutions.

Diversity should be reflected in all aspects of an institution not just the student body; faculty, staff, administrators, trustees, and other governing bodies of interest should also mirror society’s diverse population. The lives of all those closely associated with the school will be enriched through an exposure to a wide array of cultural backgrounds.

It is this person-centered aspect of education that introduces individuals to the wide society in which institutions of higher education operate, thus always being sensitive to
such differences as culture, ethnicity, race, religion, international origin, and gender that contribute to the unique mission and culture of each educational institution in higher education (Commission on College, 2008).

In recent years, Anderson (2007) and Jackson (2004) wrote about the many benefits of successfully implementing a diversity plan in higher education and suggested that diversity is needed at all levels of higher education. One immediate benefit is having role models in faculty and administrative position successfully demonstrating diversity to the student body. The benefits of a diversity plan are obviously increased when the plan includes ways to grow diversity within the faculty, administrators, and students.

Taylor and Holloway (2007) found that in the realm of American higher education, most educators acknowledge the increased benefits of a diverse population and feel that diversity of both students and faculty is a positive goal. Research completed by Brown (2002) suggests that one way to reach this goal is to develop the relationship between educators and students. This can be accomplished most effectively when both groups share common experiences. It is often hard to find common experiences, but the effort is worth it. As Taylor and Holloway (2007) pointed out, cross-racial communications will be enhanced as well as cross-cultural understanding. Racial stereotypes will be eradicated, and there will be greater opportunities for expanding educational experiences. Combining the information from these studies it is apparent that the experiences offered by a diverse faculty, which can be shared by and understood by a diverse student population, result in students becoming better prepared for leadership positions in many various positions of industry, and they can adjust more easily in our rapidly changing multicultural society (Taylor & Holloway, 2007). It is a collaborative effort on everyone’s part, the faculty must share experiences, and students of all cultures who are the recipients of the teachings and who are exposed to a world-wide view of the customs and ideology of different
races and cultures must, in turn, share the knowledge with others in their circle of influence (Taylor & Holloway, 2007).

On the other hand, it would be difficult for a homogenous faculty to offer diverse life experiences, which is why arguments for a diverse faculty are as great as the arguments for student diversity. Faculty diversification enhances educational quality. Evidence suggests that the more diverse the faculty and administrative body, the greater the diversity will be among the course content, the curriculum, the teaching methods used, and the educational ideas that will be passed on to the students (Kennesaw State University, 2002). The benefits of such variety are inherently obvious. Having a diverse faculty just for the purpose of proclaiming this to be the situation is highly inadequate (Taylor & Holloway, 2007). Smith and Moreno (2006) agree that having diversity in the student body cannot be the only rationale for wanting to diversify the faculty. It is imperative to have diversity among administrators and faculty in order to demonstrate equitable hiring practices. There are so few minorities in the administrative body they sometimes get saddled with handling most of the diversity projects for the institutions thus overburdening them. The point is that the greater benefits occur when diversity is reflected across the entire spectrum of university or college life.

O’Rourke (2008) discusses several studies the University of California has issued concerning the importance of a highly intellectual, dedicated faculty, which promotes diversity. Smith and Moreno (2006) also suggest that it is very important to have minorities in higher education and that having diversity among the administrative body provides the students with a sense of comfort. It allows them to engage with role models who look like them, someone to whom they can relate. It gives minority students a sense of being, a sense of self-esteem. It is rewarding when minority students have role models of color that they can look to for guidance.
and counsel. Research has shown that when an educational institution has a large minority enrollment then it is imperative that the institution has a large number of minority faculty members as well. Isaac and Boyer (2007) contend that such relationships have been attributed to providing positive role models, support systems, advisors, advocates, and it exposes majority students to new ideas thus enhancing diversity. Faculty from diverse backgrounds not only teach and counsel students, they serve as mentors. The roles of mentors are crucial for minority students from socioeconomic disadvantaged backgrounds. Serving as faculty members in disciplines such as science, technology, engineering, and math will be crucial as the nation searches for ways to combat globalization (Smith, 2004). Minority faculty members are also needed in educational settings because of the roles in which they serve as buffers and advocates of minority students’ concerns (Smith & Moreno, 2006).

Not only is a diverse faculty and administrative body important to the students, but the various experiences and knowledge that are offered through a diverse representation allows the institution as a whole to make sound decisions regarding diversity. Many presidents are continuing to make diversity a priority on their campuses, and with so few minority faculty and administrators they are finding themselves spread very thin. When this occurs, diversity does not receive the full attention and respect of the institution as it should (Smith & Moreno, 2006). Exclusion of minorities (and overworking the few who are present) has been a long-standing issue and such disparity must and can be corrected by faculty and administrators in order to promote equality (O’Rourke, 2008).

Lastly, but of equal importance, is the fact that a diverse faculty and administrative body allows community colleges and universities the opportunity to offer education in a variety of ways. It is important to demonstrate to the community and to the college that there is a
commitment to diversity, this helps in gaining community support which is very important. The community can give buy-in and other minority relationships can grow (Smith & Moreno, 2006).

It would be a moot point to argue the benefits of having a diverse faculty if one did not also support a diverse student body and the benefits students receive from attending an institution that strongly believes in and supports diversity and multiculturalism. The American Association of Community Colleges (2006a) confirms that diversity does indeed enrich the educational process, stating that we learn from others and their experiences. It is important that educational institutions are dedicated to diversity and to making sure that they provide its students with an intellectual yet compassionate learning environment. The AACC contends that diversity in our educational settings enhances students’ individual development and thus provides for a strong society. Implementing diversity initiatives in education settings will help students to better communicate with other ethnic groups because diversity does challenge stereotyped preconceptions, and it encourages critical thinking (AACC, 2006a). As a matter of fact, diversity in the educational setting is considered so important that June 23, 2008, marked the 30-year anniversary of Justice Lewis F. Powell, Jr.’s ruling in the case of University of California vs. Bakke, which said that colleges were “legally justified” in considering an applicant’s race only if it is motivated by the desire to “attain the educational benefits of diversity” (Schmidt, 2008, p. A1).

Reports from Kennesaw State University (2002) show that students who are from diverse campuses (student and faculty diversification) appear to demonstrate increased leadership skills, enhanced critical thinking, interpersonal skills, and problem-solving techniques.

Colleges and universities should be equipped to provide such multicultural educational opportunities and bring students of diverse backgrounds together for discourse and interaction. Beyond giving shape and life to the concept of culture, learning experiences among students of diverse backgrounds have positive educational benefits pertaining to
cognitive and personal development. Learning experiences that incorporate multiculturalism and diversity challenge stereotypes broaden perspectives and sharpen critical thinking and communication skills. (Coleman, 2000; Elam & Brown, 2005, p. 15)

In addition, the implementation of diversity initiatives within education institutions will continue to provide students with valuable lifelong learning skills, once again equipping them with the tools that are needed to become productive citizens within our global society (AACC, 2006b).

In summary, in 2008, the Commission on Colleges reminded educators that diversity is indeed an asset that has numerous benefits. Diversity will help institutions reach their goals and objectives and improve the quality of their learning environment and offer an even greater educational experience.

Diversity creates a comprehensive learning environment that helps to empower students, while helping to develop a work force that can add to the social and economic competitiveness of the world, and further embraces the basis of an independent society. (Commission on Colleges, 2008)

Mission Statements in Higher Education

One of the most difficult tasks leaders in the past and in the present will have to make will be to determine what the mission(s) of the community college should or should not be. The American Association of Community Colleges (2006b) defined the community college’s mission as an institution that provides educational services to the many adults within its service areas. It is further stated that the United States faced many challenges in the beginning of the 20th century, one of which included a rising global economic boom and a competent workforce that allowed for competition in the market. Leaders, both national and local, realized the immediate need for a more skilled workforce in order to strengthen the present economy. At the time, many of the schools’ graduates were weary of leaving home to attend colleges in unknown cities, and as a result of these challenges the building blocks of the community college system were laid,
and now over 100 years later, community colleges have become centers of educational opportunity open to all seekers (AACC, 2006b).

Vaughn (2005) states that community colleges have commitments to serve society with fair and equal treatment through an open-access admissions policy, teaching, and lifelong learning, and community colleges should also serve as community-based institutions for higher education by providing comprehensive educational programs. Brown (2004) suggest that there have been great strides taken in changing the mission of community colleges to reflect the changes of our diverse and multicultural society, “the progress in higher education in diversifying its faculty and student population, and creating a climate of support for such diversification has been slow” (p. 33).

Mission statements of educational institutions describe what you stand for and for what your intentions are. Community colleges and universities, over the years, have worked effortlessly to make sure that their mission statements reflect their show of support for diversity and the support for implementing diversity throughout their campuses (Roper, 2004). A common belief of many colleges is that diversity among the student body and faculty plays a vital part in fulfilling the primary mission of providing a quality education (AACC, 2006a).

Brown (2004) found that colleges and universities in America have customarily had freedom in fulfilling their mission. The mission statements of most colleges and universities describe diversity using terms such as ethnicity, race, gender, disability, national origin, nontraditional, veterans, lower socioeconomic, first generation, educational attainment, and, sometimes, political status. According to Ayers (2002), diversity in mission statements can also address the special populations that may have been excluded from attending education institutions in the past. Mission statements can state the institutions’ appreciation for diversity or
show mere compliance with the law. Examples of appreciative statements include the following: “We appreciate the diversity in the students we serve,” “We will offer a student-centered faculty and staff who embrace diversity in a friendly, inclusive learning environment,” and “Diversity is an important part of the educational process” (Ayers, 2002, p. 23).

According to the Commission on Colleges (2008), diversity in higher education is enhanced by the distinct mission of each institution. Institutions of higher education must make a commitment to prepare students for the workforce and for interaction in a diverse society. They must make certain that every student possesses the knowledge, skills, and abilities that are necessary to be a productive citizen. The institutions should be committed to taking the student to the next level to realize their value and potential in society (Commission on Colleges, 2008).

A crucial part of the postsecondary education delivery system is community colleges (AACC, 2008). Serving nearly half of the undergraduate students in the United States, community colleges provide an open admission to postsecondary education, skills training and workforce development, prepare students to transfer to 4-year institutions, and offer non-credit courses such as “English as a Second Language” and personal enrichment education classes (AACC, 2008). Also, the 2-year college system’s primary mission is to provide a quality education (AACC, 2008). Each of the 3,000 colleges and universities has their own unique mission, and colleges and universities differ in many ways throughout the United States. They differ in size, location, and the populations served. Some focus primarily on undergraduate and technical education while others offer graduate and professional programs.

Several researchers have explored the diverse temperaments and climates at community colleges and have discovered that there are many layers of campus culture to include interaction among diverse groups; a true sense of belonging; a display of compassion from faculty, staff, and administration; and an invitation to students to become engaged and have a successful academic
experience. In addition, minority administrators and faculty have led to an increase in minority students being successful in postsecondary education (Brown, 2004).

Diversity Initiatives and Practices

Kezar (2008) shows that the diversity initiatives can be broken down into many categories, such as developing a true understanding of what diversity really means. It is important to understand differences by race, sexual orientation, and gender and to be sure that students from diverse backgrounds are having equitable experiences and positive outcomes as well. The Commission on Colleges, Southern Association of Colleges and Schools (2008) shares this philosophy also. The Commission feels that the strength of higher education institution lies within its diverse structure, providing a wide range of educational settings intended to provide services to any student who wishes to obtain an education regardless of their diversity.

Anderson (2007) explains that colleges and universities seem to do okay when it comes to scheduling, developing curricula, enrollment discussion, and other educational institutional tasks, but when it comes to planning and implementing a diversity plan they always seem to come up short. Most institutions construct some sort of diversity plan because they must, in order to be in compliance, say that their institution has a plan, but it is really difficult for them to implement the plan.

“Multiculturalism cannot be left to providence, it does not just happen. It has to be actively pursued, put in place, and constantly analyzed, nurtured and supported during and after implementation” (Brown 2004, pp. 28-29; Hall 2000). The effort and complexity required for multiculturalism has led organizations such as the Association of American Colleges and Universities (2005) to define standards of excellence, and the definition for the term inclusive excellence in institutions of higher education must consists of four primary elements:
1. It is imperative that the students’ best academic interest is always kept in mind: offering only the best curriculums and always providing a conducive learning environment.

2. The institution must establish an atmosphere that encourages each student to be their best and achieve academic success. This is a holistic approach and in order to successfully provide service to the students, “buy-in” must be received from all members of the institution.

3. It is important that faculty and administrators realize and appreciate the benefits that different ethnic groups bring to institutions of higher learning.

4. It must know the importance of having a friendly community that works hard to be inclusive of all of its diversity and fosters the growth of student and organizational learning.

Inclusive excellence in higher education is incomplete without having all of the aforementioned variables and unfortunately, when it comes to quality improvement within education institutions, diversity is not always the focus at any level. So as a result, many administrators and faculty normally work on diversity initiatives within one committee on campus and work on strengthening the value of the educational experience within another. This disconnect serves the students and all of higher education quite poorly (AAC&U, 2005).

Even in today’s time, diversity initiatives are sometimes thought to be insignificant to the actual work of institutions of higher education. Some feel strongly that diversity initiatives are extremely important and should be a “stand-alone” goal, while others may say perhaps diversity is really too political for wide-ranging implementation. If education institutions are truly dedicated to developing a productive workforce then vigorous diversity initiatives must be implemented. Providing such initiatives will equip students with the knowledge, skills, and abilities that are needed to make them productive citizens within our global society (Hurtado, 2005).
Smith, Turner, Osei-Kofi, and Richard (2004) suggest that excellence in diversity initiatives is not widespread, and diversity initiatives are gaining attention and participation nationally. Pressure, both from internal and external forces, has led to hundreds of campuses nationally engaging in efforts to ethnically and racially diversify their faculty and staff. Kayes (2006) contends that hiring a diverse faculty and staff continues to drive many colleges, universities, boards, and agencies to issue resolutions, policies, and mandates on diversity, while also inventing innovative programs, initiatives, and strategies aimed at increasing the faculty/staff diversity in predominantly White institutions. Universities, however, should scrutinize hiring standards and minority hiring preferences so as not to exclude unfairly White or non-preferred minorities (Taylor & Holloway, 2007).

Jackson and Phelps (2004) explain that the development and retention of minority administrators and faculty is crucial in order to advance community colleges to deliver high quality instructional programs and services. Community colleges typically attract minority faculty greater than any other educational institution (Manzo, 2000). Many minority faculty members start their teaching careers at community colleges due to the attractiveness of short-term contracts as adjuncts, the diverse student body, access, and location. However, increased efforts at attracting diverse faculty members is necessary as the United States community colleges confront the challenges that come with serving an increasingly diverse and ever changing student body. Jackson and Phelps (2004) contend that it is important to be sure that minority administrators and faculty are providing teaching, support, counseling, advising, career, and professional education to students who are attending community colleges. It is important that great efforts be made toward development, recruitment, and retention of students so that they may become our leaders of tomorrow.
While the development of diversity policies and the recognition of a need for a diverse faculty to retain a diverse student population is now popular, only since the late 1980s and early 1990s have institutions of higher education begun to develop practices in an attempt to diversify their faculty, according to Gose (2008). This study in particular tracks the ambitious diversity initiatives of five institutions of higher education: Duke University, Harvard University, Virginia Tech, University of Michigan at Ann Arbor, and the University of Wisconsin at Madison. Duke University started its diversity initiative in 1993 and announced that it would double the number of Black professors by 2003. In the 1993, Duke University employed 44 Black professors, 98 in 2003, and 120 Black professors in 2007, and while Duke University may be proud of these accomplishments, it appears that they still have a way to go when looking at the number of tenured and tenure-track professors. In 1993 there were 36 Black professors who were tenured or tenure track, and in 2007 there were only 62 Black professors who were tenured or tenure track, accounting for 4.5% of the faculty. The study also states that in the past 4 years, the number has actually dropped by 5 (Gose, 2008).

Gose (2008) also found that Virginia Tech made considerable effort toward employment diversity at its campus in the late 1990s. During the 3 years ending in 2002, employment of Black tenured or tenure-track professors at Virginia Tech in the college of Arts and Science rose by 50%, to 17; the Hispanic professors doubled, to 7; and the number of female professors rose from 20.6% to 23.6%. Gose (2008) continues that Virginia Tech received some criticism for how they were implementing their diversity efforts; some felt that the role of hiring new faculty had been taken over by one person and the process was not fair. That person is no longer employed at Virginia Tech, but they are still very committed to diversifying their faculty. They do this by
allowing the hiring process to be mostly led by the faculty members; they have the final say in a lot of the hiring practices (Gose, 2008).

Gose (2008) also discusses that in 1988 the University of Wisconsin at Madison vowed to double their number of minority professors by adding 70 new faculty members within 3 years. During the 7-year plan, the number of tenured and non-tenured Black professors had increased 61% to 37. By 2001, the number rose to 60, and then over the next 6 years ending in 2007, the number of Black tenured and non-tenured professors dropped to 51. Gose (2008) concludes by describing that in 2005, Harvard stated that they would recruit women and all underrepresented minority faculty members by actually spending $50 million toward such an initiative. Institutions are now hesitant to have numerical goals for diversity, in fear that they would seem more like quotas versus goals.

Fogg (2008) explains that when recruiting minority faculty and administrators for educational institutions that are less minority-based, it is important to consider services that may not be available to them within the local community. It is important that people can feel comfortable both on and off of campus. Many educational institutions are making concerted efforts to enhance their community involvement in the recruitment of minorities. At Cornell University, efforts are being made to enhance such relationships within the community and demonstrate an appreciation of diversity by serving on local boards or having international festivals, or by giving priority to minority businesses as vendors (Fogg, 2008).

Schmidt (2008) explains that advocates argue that it is not enough to pursue educational-diversity only for the sake of diversity, for there are still issues of racial equality and social justice that are not being addressed. The ruling has caused many colleges to overlook the already underrepresented African American, Hispanic, and Native American, in favor of other minority
types that fit the bill. To do so limits a college’s racial composition and prevents the needed variation of knowledge exchange and perspectives in classroom settings among social groups and the student population, as a whole (Schmidt, 2008).

In a study conducted by Smith (2004), it is suggested that although colleges are in the process of hiring diverse faculty members, if they do not become more aggressive in their diversity efforts they will be severely disadvantaged. Furthermore, while the attitude of hiring more diverse faculty and administrators is on the rise for most institutions of higher education, the actual process is not happening rapidly enough. If the process of recruitment and retention of minorities is not sought after in a vigorous manner, higher education will eventually suffer in the years to come (Smith & Moreno, 2006).

So we must continue to ask the question, “why is diversity important?” Diversity among administrators and faculty is not the only reason that diversity is important, but more so for students that make up institutions of higher education, (Smith, 2004). After all is said and done, what is most beneficial to the students should have the highest priority.

Diversity Employment Trends

Smith et al. (2004) found in their research on strategies for hiring diverse faculty that there are a number of factors involved in “diversifying faculty”: (1) A decline in minorities earning doctorate degrees; (2) Those who have earned doctorate degrees are in a sort of bidding war where demand exceeds supply. Smith et al.’s (2004) study revealed that in order to achieve greater success the process has to change.

According to Harvey (2001), faculty diversification in colleges and universities has not matched the steady growth in the racial and ethnic diversity of the student population. Kayes (2006) continues that students receive a better education when exposed to the diverse scholarly
perspectives and life experiences of a diverse faculty. Nationally, ethnic minorities comprise 13.8% of the total faculty. The distribution of these faculty members of color are not even across institutional types, disciplines, or academic ranks. Statistics reveal the brutal truth: 80-90% of faculty and staff in most colleges and universities are still non-minority personnel (Kayes, 2006).

Information retrieved from the “Journal of Blacks in Higher Education” (2008a), finds that despite the fact that minority faculty are in critical demand at the nation’s highest-ranked colleges and universities, nationwide, African Americans are also finding it less likely that they will make tenure. In 1993, there were 10,555 Blacks in tenured faculty positions in higher education in America. By 2003, the figure had increased to 12,707 tenured Black faculty members in higher education, nationwide. Over the decade, the number of tenured Black faculty increased 20.4%. On a percentage basis, African Americans were less likely to be tenured in 2003 than they were 10 years earlier (Journal of Blacks in Higher Education, 2008a).

Another report found in “The Journal of Blacks in Higher Education” points out the fact that African American faculty are very underrepresented at Harvard. A report prepared by the senior vice provost for faculty development and diversity at Harvard, Evelynn M. Hammonds, identified 46 Blacks among the nonmedical tenured or tenure-track faculty at Harvard University. Also, African Americans made up 3.5% of the total nonmedical faculty with tenure or on the tenure track. Twenty-seven Black faculty members hold tenure at Harvard; they make up 3.2% of all tenured nonmedical faculty. Information from the report continues with the fact that some of the areas at Harvard that do have the largest number of Black faculty members are in social sciences and in the African American studies department. There are only 3 Black faculty members out of 242 faculty who are in the natural science division and only 2 Blacks among 208 tenured or tenure-track faculty in the humanities. Concluding information discusses
that in terms of percentages of faculty who are Black, Harvard ranks below most of its peers, such as Columbia, Emory, Chapel Hill, and the University of Michigan where African American tenured faculty is 5% or more (The Journal of Blacks in Higher Education, 2008d).

Patton, McEwen, Rendon, and Howard-Hamilton (2007), in discussing critical race perspectives on theory, stated several recommendations that are critical to the success of diversity in higher education. Recommendations such as strongly encouraging higher education professionals to go beyond the status quo and recognize the entrenchment of race in higher education settings. Ignoring race and its systemic complexities only causes a student of color greater disadvantages. Recommendations also include suggesting that professionals in higher education are mindful of race and are aware of the different ways that people experience racial realities. And lastly, asking higher educational professionals to do an honest assessment of themselves so they know where they stand regarding diversity (Patton et al., 2007).

According to O’Rourke (2008), the faculty-review committee of universities, which are committed to diversity hiring, evaluates employees based on performance in teaching, research, professionalism, and public contributions. Recognition is also given to faculty members who actively promote diversity and equal opportunity through the highest standards of excellence. Members of the faculty are encouraged to promote these high standards through all facets of their instructional activities and through their research. O’Rourke (2008) continues that some faculty members feel that the evaluation committee should not include contribution to diversity on the grounds of “political correctness.” However, the idea is for faculty members to include this facet of the educational process in today’s society as a complementary tool to the teaching of technology, science, language arts, the humanities, and other areas of intellectual achievement (O’Rourke, 2008).
Kayes (2006) discusses Crosses’ (1991) “Stages of Nigrescence,” which identifies four stages of Black identification: pre-encounter, encounter, immersion/emersion, and internalization. Depending on the Black-identification stage of the African American hire and the intercultural sensitivity of the predominately White search committee, extremely different viewpoints may cause tensions between the conflicting cultural identities, prohibiting the diverse candidate from being hired. Kayes (2006) continues by explaining that several key goals must be implemented and employed by the search committee to promote and enhance the recruitment, hiring, and retention of diverse faculty and staff. These key goals of professional development are

(1) to assist them (the predominately White faculty and staff) in moving out of the defense and minimization stages of intercultural sensitivity and into acceptance and adaptation; (2) to support them in developing into pseudo-independent and autonomous stages of racial consciousness; (3) to increase their intercultural awareness and understanding; (4) to build their knowledge and skills in intercultural competence; and (5) to enable them to identify and address their cultural biases in the search and hiring process. (Kayes, 2006, pp. 66-67)

Faculty diversity greatly affects the total diversity of a college or university, which has to include the diversity of its student population in its goals and planning for multiculturalism. To achieve student diversity for minority groups, the Supreme Court promotes a preferential plan. This plan is questionable, however, to be used as criteria for hiring minority faculty applicants. It is deemed more appropriate to pursue other hiring methods so that race or ethnic preferential hiring procedures among applicants will be eliminated (Taylor & Holloway, 2007).

This practice has two goals: first minority preferences would help toward healing the long-term practice of discrimination. Second, it would bring to students a broadened awareness of different cultures (Taylor & Holloway, 2007). The “contact hypothesis” claim generated in the 1940s implies that “the key to dispelling such prejudice and stereotyping is greater contact
between people of different racial and ethnic backgrounds.” The theory suggests that increased contact between intercultural groups will increase tolerance and reduce racism among those groups (Nieli, 2008).

Perry, Moore, Edwards, Acousta, and Frey (2009) discuss an in-depth study, which was conducted at Mid Western University, where they explored how instructors of color dealt with resistance they sometimes faced while struggling to preserve their integrity and authority, qualities which are often challenged in the classroom and sometimes even by their colleagues. The authors continued by explaining that even though there were times of resistance while questioning the instructor’s credibility and integrity, that countermeasures were still suggested to the instructor that might be helpful in promoting a better environment of learning, such as dialogue, anticipatory teaching, and presentation of self, packaging of materials, depoliticizing, and disarming (Perry et al., 2009).

Because minority faculty play such an important role in diversity it is important to make sure they experience high levels of job satisfaction. It is important to evaluate and understand what factors motivate the minority faculty members and to know what measures are necessary to keep the minority faculty on board (Isaac & Boyer, 2007).

Figure 1 summarizes how campus climate is shaped by the five dimensions and to what degree diversity efforts will lead to educational benefits for students. Each dimension is unique, but interrelated, and must be deliberately addressed if the benefits of diversity are to be understood (Smith et al., 2004).

According to Brown-Glaude (2009), the purpose of higher education is not only to pass knowledge on to students but also to prepare them to become productive citizens within the world. The labor market has become more complicated because developments in technology
drive globalization. The new global worker must have highly developed and flexible technological skills as well as the ability to work together with diverse people throughout the nation. In debates on affirmative action and diversity in higher education, there is often tension between individual needs and qualifications versus institutional needs and obligations, and the realities of globalization can complicate such tensions. The fact that Caucasian women and men and women of color are vastly underrepresented in STEM (Science, Technology, Engineering and Math) disciplines can only contribute to this labor shortage. Institutions of higher education, then, need to offer a greater and more diverse group of students the skill-sets they need to thrive in our new economy (Brown-Glaude, 2009).

*Figure 1. Campus Climate Framework*
This “contact hypothesis” theory is the basis behind affirmative action policies enacted at universities and educational institutions. Based on the theory, promoting unity among diverse racial and ethnic groups on college campuses will cause the educational benefits to “spontaneously flow and enhance the lives of all concerned.” However, contrary to this belief, the opposite has happened on college campuses around the world (Nieli, 2008).

Perry et al. (2009) finds that statistics show that many colleges and universities are developing a more inclusive and more diverse curriculum to meet the needs of these multicultural groups. As these diversity educational programs are being added to the curriculum, many colleges are requiring that students become more familiar with other cultures by taking at least one of these courses. This action is proving to be successful among undergraduate students as well as among post-graduate students. Perry et al. (2009) continue that the requirement is also advancing the rapid success of quite a few institutions. Of course, there are inevitable objections and criticisms concerning this movement. Whether teachers of these multicultural courses are White or non-White, they must exhibit a great professional and emotional stability since they are sometimes met with resistance from both students and colleagues (Perry et al., 2009).

According to Perry et al. (2009), many positive and negative aspects of teaching these diversity educational courses may be presented for discussion. Should they be staffed with instructors of color only or should the load be shared with White instructors? What preparatory steps should be taken to introduce students to these courses? Should a university professorship be created so the prospective teachers of these diversity classes may receive instructional guidance for this relatively new educational niche? Perry et al. (2009) concludes that the concept of these classes is truly a road that has not previously been fully explored. Knowledge coming from the
best minds in the teaching experience will be required in order to advance it to a successful
destination (Perry et al., 2009).

Melendez (2004) feels that clearly the higher education community cannot solve all the
problems that hinder the progress of minorities. But it can do a better job of calling attention to
these problems. Sociologists and other educators can remind legislatures that solid policy and
programs models do exist and they have been proven to work in areas such as skills training,
workforce development, housing, and education programs.

Political will and courage will be required in order to fully expand and fund these
programs. And, college and university leaders must join social scientists in calling
attention to the fact that race and ethnicity are still factors in the continuing education gap
for minorities. Honesty and integrity dictate that consideration of race and ethnicity must
continue to be a part of the design to increase equity and opportunity. (Melendez, 2004,
p. 9)

It will indeed be an ongoing process and a commitment to change that must continue to
occur. Also a continual change must occur in the environment that has bred suspicion and
distrust in our society and which hinders the development of social change that is necessary for
the growth and empowerment of all students in all academic settings. Brown (2002) concludes
that our world as a whole is becoming more diverse, a global community, and everyone,
especially non-minority groups, must become educated to the needs of the minorities in order to
live and work successfully in a diverse world (Brown, 2002).

Challenges and Impediments to Diversity

The Commission on Colleges (2008) acknowledges that diversity is critical to the higher
education experience: however, they also acknowledge that promoting diversity is a challenge.
Institutions must work within the law to develop innovative recruiting campaigns in an effort to
ensure access for minority students, to always hire creative faculty who will use effective
teaching methods in order to produce successful outcomes (graduation, completions of a skill,
etc.), to provide educational support that is necessary to retain minority students, and to adapt teaching and learning styles to meet the needs of a diverse student body (The Commission on Colleges, 2008).

Brown-Glaude (2009) suggests that obstacles related to race and gender equality are rooted in institutions’ organizational structures and practices. The universal change has been difficult to achieve, as demonstrated by the lagging rates of people of color and women who acquire advanced degrees and hold senior division chair positions or academic leadership positions. But while these challenges do exist, faculty members in a lot of ways have managed to break them down, indicating time and time again various models of leadership for change. Taylor and Holloway (2007) remind us that it is recognized by colleges and universities that there is a legal and moral obligation to determine fair and unbiased practices in the employment of all applicants. Many qualified decisions must be made, many questions will demand unbiased answers, but through committed and genuine leadership, great progress can be made toward a better world for all.

Isaac and Boyer (2007) found that in community colleges the number of minority faculty does not equal the number of minority students enrolled at the institutions. Smith (2004) suggests that what is often overlooked when hiring a diverse faculty is the role of the search committees and the traditions and/or culture of the institution and how they affect the retention and recruitment of faculty and administrators of diverse backgrounds applying to predominantly White colleges and universities.

Milem, Dey, and White (2004) discuss that in higher education, there is a “fifth dimension” of campus environment that is imperative to consider and that can serve as an important source of strength in shaping the campus climate. This dimension in particular
represents the organizational and structural aspects of college campuses and the ways in which benefits for some groups seem to become entrenched into these organizational and structural processes. The organizational/structural dimension of campus climate can be found in the curriculum, decisions regarding funding practices, incentives, employment practices, admissions policies, tenure decisions, and in all other day-to-day policies and procedures that are necessary in order to operate an institution of higher learning.

Although affirmative action policies have helped women and people of color in academe, inequalities still persist. The affirmative action policies have not been nearly as effective as the advocates had hoped for, nor as intrusive as the critics proclaim because White males still continue to dominate in institutions of higher education (Rai & Critzer, 2000). Between the years 1993 and 2003, postsecondary enrollment of African American, Native American, and Hispanic students increased by 42.7, 38.7, and 68.8%, respectively. However the graduation rates for African American students (36.4%), and Hispanic students (42%) fell behind the rates for Caucasian students (58%) and Asian students (62.3%). In 2007, African Americans made up 5% of full-time faculty in the United States’ colleges and universities and less than 3% in the highest-ranking colleges and universities (American Council on Education, 2007).

Research conducted by Smith et al. (2004) indicates that non-diverse faculty search committees are not likely to hire candidates from different racial groups unless intentional steps are taken to direct the committees to seriously consider such candidates. Rothman (2005) states the legitimization of inequality refers to the social psychological dimension of stratification: the social definitions, principle, and values that serve to support, lessen, and justify patterns of inequality by making them seem legitimate or moral. Three key characteristics cause legitimization: stereotypes, myths, and ideologies. Stereotypes are generalized statements and
simplifications that are applied to all members of a group, and myths are used to describe mistaken, unsupported beliefs. Ideology is a loosely prepared arrangement of myths, principles, and ideas that upholds inequity against socially defined groups (Rothman, 2005).

According to Owens (2009), the policies, guidelines, values, and goals of an institution are shaped by its leader, and if the leader is a White male, the institution will be shaped by his biases, prejudices, and past histories of superiority. Owens (2009) contends that when White men have this decision-making authority, their racial- and gender-specific interests, needs, and values can infuse the institution. In these often subtle ways, the institution becomes structured

Brown (2004) suggests that when we look at diversity we tend to focus on ethnicity and race and the cultural differences associated with the definition. According to Brown (2004), when you place your primary focus on those three areas you place limitations on the definition. Differences will always thrive as related to gender, sexual orientation, disability, and class. It is up to the professionals in higher education, as it relates to diversity within the college and university settings, to set new standards by tearing down the walls of prejudice, both blatant and hidden, and the historical legacy of enclosure and segregation (Brown, 2004).

Hurtado (2005) states that our students live in a diverse and extremely complicated world and with the continued enhancement of modern technology the world will only become more complicated. Institutions of higher education will be largely responsible for “educating” the world’s next group of leaders who will be responsible for managing a diverse workplace. These leaders must possess the knowledge, skills, and abilities to develop ideals and resolutions to the growing social and economical changes that are occurring within our society. Institutions of higher learning have the responsibility of developing well-rounded students with an understanding and appreciation of diversity to serve within our society as productive citizens.
Information found in the Journal of Blacks in Higher Education (2008c) finds that in 1996 there were 186 Black faculty in tenure or tenure-track positions at all of the campuses of the University of California, African Americans made up 2.7% of all faculty, and by 2007 the number had climbed to 210, a 12.9% increase. Overall, faculty had increased by 25% during the period; however, in 2007 Blacks were only 2.4% of all ladder faculty at the University of California.

Rothman (2005) suggests that having recognized educational credentials are a requirement to access most higher-paying jobs in administration and that the earnings gap entails people of several generations. Up until the 1970s, fewer women earned academic and licensed degrees than men. Although women presently earn more than one-half of the bachelor’s degrees, they still fall behind in earning professional degrees and Ph.D.s (necessary for careers in academics and the sciences). Higher education opens the doors to better-paying professions but there is no assurance of more equitable wages because the earnings gap for women in the United States continues at every educational level.

Rothman (2005) also discusses that the term institutionalization of inequality refers to the structural dimension: the compilation of laws, traditions, and social practices that come together to create and support the unequal dispersal of rewards based on class, minority status, and gender. Openly biased codes and traditions have often played a role in this process and women and ethnic minorities were long officially excluded from professional schools such as law, medicine, apprenticeships, engineering, and other opportunities that could lead to well-paying jobs (Rothman, 2005).

Fogg (2008) talks about colleges that are located in small towns and rural areas. Fogg notes that recruiting members of minority groups is especially difficult because there are feelings
of isolation and unfamiliarity among business and service providers in the area. Cornell University was presented with these same challenges in the past few years and committed themselves to meeting the needs of its minority students and faculty by extending their diversity initiatives into the community. Eight years ago, Lynette Williams, the director of workforce diversity, equity, and life at Cornell University, realized that she had to drive over an hour just to buy make-up, and there was no place to get her hair done professionally. Ms. Williams often questioned if working in such an isolated community was even worth it. Cornell University recognized the lack of services in the surrounding community and made it their goal to include the community at large in its diversity efforts. Minority and women-owned businesses were patronized and the college required that contractors hire a more diverse workforce (Fogg, 2008).

Although ensuring diversity can be challenging, there are ways to accomplish this goal. According to the graduation data for the 2005-2006 academic years from the U.S Department of Education, San Francisco State University ranks 16th nationwide among all higher education institutions in awarding undergraduate degrees to minority students. San Francisco State University representatives state that the reason minority students flock to their school is because of the faculty. Inclusion and access are evident and San Francisco State has some of the most remarkable faculty hiring patterns. The school continues to show steady increase in female tenured/tenure-track hires since 1988; women now make up 52% and minorities 43% of tenured/tenure-track faculty (Diverse Issues in Higher Education, 2008).

Other programs step up to the challenge of promoting diversity such as the Fulbright program. They understand the importance of diversity within higher educational institutions. The Fulbright program is one of the most successful fellowships in the world. This international exchange program offers grants that are awarded by Bi-national Fulbright commissions. Operational costs and scholarships are financed by each of the governments that participate
(including the U.S.). In 2009-2010, there will be 2,800 scholars and students throughout the world who will be working and studying on Fulbright fellowships. However, there is a challenge within this program also, as noted by McMurtie (2008). His report states that the Fulbright organization is concerned about the lack of diversity among the American applicants. The norm continues to be White applicants from 4-year universities. In the year 2008, only 7 of the 760 American participants came from community colleges and only 10.6% of the American students were Black or Hispanic. The Fulbright program would like to see more diversity and more 2-year college participants. This presents a challenge to educational institutions throughout the world, especially within the United States (McMurtrie, 2008).

Another answer to help the challenge of diversity would be to include diversity into the institution’s strategic planning process. Information retrieved from IPEDS reveals that three of the most highly diverse colleges in the United States are Miami Dade College, in Miami Florida; CUNY LaGuardia Community College, in Long Island City, New York; and Hinds Community College in Raymond, Mississippi (National Center for Educational Statistics, 2008d).

Miami Dade College is the largest and most diverse college in the nation. Miami Dade College’s total enrollment by gender was 40% men and 60% women. Fall 2008, undergraduate enrollment by ethnicity was White, 8.4%; Black, 17.7%; Hispanic, 67.4%; Asian or Pacific Islander, 1.2%; American Indian or Alaskan Native, 0.1%; ethnicity unknown, 2.5%; and Non-resident alien, 2.7%. Miami Dade College fosters diversity throughout all its campuses and the continuous implementation of diversity is stated in Miami Dade College’s 2004-2010 Strategic Plan, as a primary function (National Center for Educational Statistics, 2008d).

CUNY LaGuardia Community College has an Affirmative Action Program (AAP) that is designed to create and maintain diversity by providing equal consideration for all applicants for
employment, and for all faculty and staff members seeking positions, transfers, and tenure. CUNY fosters diversity also according to information retrieved from IPEDS: fall 2008 undergraduate student enrollment was 15,540--39.1% men and 61.0% women. Enrollment by ethnicity: White, 13.8%; Black, 18.0%; Hispanic, 35.2%; Asian or Pacific Islander, 17.4%; American Indian or Alaskan Native, 0.2%; and Non-resident alien, 15.5% (National Center for Educational Statistics, 2008c).

Hinds Community College, like Miami Dade College and CUNY LaGuardia Community College, includes diversity in their strategic planning process and, according to information retrieved from IPEDS, Hinds Community College fall 2008 enrollment was 10,151--34% men, 65.7% women. Total enrollment by race was as follows: White, 39.2%; Black, 57.5%; Hispanic, 0.7%; Asian or Pacific Islander, 0.7%; American Indian or Alaskan Native, 0.2%; and Non-resident alien, 1.8% (National Center for Educational Statistics, 2008b).

Another answer to the challenge of diversity is technology and making it available to students. Ebersole (2008) discusses that studies show that e-learning, online learning, can enhance diversity among the student body. The flexibility of online learning is beneficial to the lower income disadvantaged student who must continue to work full time while earning a college degree. Ebersole (2008) continues that online learning also proves to be beneficial to students for whom English is a second language, as well as for students who are experiencing difficulty in a particular subject area. It has also been noted that minority students have expressed that they feel more comfortable participating in online classes because their ethnicity can remain anonymous (Ebersole, 2008).

Although challenging, diversity within higher education is not something that can be ignored, especially on the community college level. Opp (2001) suggests that community
colleges with higher percentages of minority administrators and faculty attract a greater number of minority students. Demonstrating such a relationship enhances the campus climate and it sends the message that diversity is important and supported (Jackson & Phelps, 2004). Furthermore, the American Association of Community College’s (2008) latest report shows that globalization is driving many changes within our economy. Along with the competitiveness in our world, the need for an educated workforce has never been greater. Community colleges will continue to play a vital role in the years to come. The workforce will be looking for skill sets from adults that can only be obtained at community colleges through some of the technical programs. The majority of new jobs that will be created by 2014 will require education received from community colleges and universities.

The Influence of Perception and Attitude of Administrators and Faculty

It is suggested that leadership may be one of the most important tools that we have when implementing a diversity plan throughout the institution (Kezar, 2008) and that leadership influences the perception and attitude in administration and faculty. However, many institutions contend that in today’s time, diversity goals are not as necessary as they were in the past because in today’s time, faculty and administrators do realize that diversity in higher education is a worthy goal (Gose, 2008).

According to Kezar, (2008), presidents as administrators play such an important role in the implementation of diversity within higher education because they have the authority as the leader of the institution to encourage support. They can achieve this by implementing diversity into their institution’s strategic planning and mission statements. As a president of an institution in higher education there are a lot of politics to be considered when trying to move a diversity agenda forward. Kezar (2008) continues that there has not been a lot of research to look at how
leaders have handled such complex politics, although the behavior continues to go on throughout the country. Diversity agendas can be implemented from the top down where the presidents have the power to make things happen, or diversity can be implemented from the bottom up, from the faculty and staff where the initiative eventually becomes integrated into the institution’s overall mission of the college.

Anyaso (2008) interviewed three top university presidents and asked about their recruiting practices: Dr. John T. Casteen, President of the University of Virginia; Dr. C. D. Mote, Jr., President of the University of Maryland, College Park; and, Dr. Gregory H. Williams, President of City College of New York. The focus of the interviews was to learn how their institutions retained diversity on campuses and how they dealt with the on-going challenges that still remain regarding diversity.

The University of Virginia is a leading school in educating and graduating minorities. Dr. Casteen believes in being visible and involved on a personal level. He has championed numerous accomplishments and contributions of the minority population, which has worked well for the university’s overall fundraising efforts and he understands and attributes the university’s success to its transparency at all levels, from the president’s office to each of the deans of the various schools, which includes the reporting of their accomplishments as well as their failures. Dr. Casteen also attributes other factors instrumental in UVA keeping its most talented minority members: competitive salaries, respect among faculty communities, professional/academic and personal growth, networking opportunities to attract top students, and supportive leadership to name a few (Anyaso, 2008).

Dr. C. D. Mote, Jr., President of the University of Maryland, College Park, has an advantage over other college presidents because of the regional diversity that exists due to its
close proximity to Washington D.C. He states that for presidents who are struggling to implement diversity on their campuses, there must be a genuine desire on the presidential level, and to put into practice those desires by actually recruiting them and not just talking about them. His challenges with diversity come in the form of always being in recruitment mode: you always see those with whom you meet and pass along the way as possible candidates to fill vacant positions. Another challenge is dealing with those who are resistant to our diversity efforts, case in point the noose being hung outside of one of our Cultural Centers. We have to deal with feelings of insecurity, uncertainty, and questions of the campuses true commitment to diversity (Anyaso, 2008).

Dr. Gregory H. Williams, President of City College of New York (CCNY), faced many diversity challenges during his tenure at the University of Iowa and found that creating a sense of belonging, a true community connectedness in both student and faculty to be key factors of the College’s success. He notes that diversity extends beyond the campuses of our universities; it reaches to the larger world that does not always embrace diversity. Realizing this fact, CCNY went a step further to prepare its students for “the real world” by linking and networking with companies that are taking great strides to diversify their companies and create a pipeline for students of color and other persons of limited resources (Anyaso, 2008).

Smith et al. (2004) looked at special diversity considerations given to a personnel selection committee. The study looked at how the search committee operated by looking at the makeup, the process, and any special diversity considerations. Fifty percent White and 38% minority chief academic officers surveyed at 2-year colleges believed that faculty of color are not available in technical fields. Forty-nine percent White versus 32% minority believed that faculty of color are not available in arts and science fields. Smith et al. (2004) noted that the educational
institution stated that it is hard to recruit a diverse faculty no matter how hard they tried. And due to the fact that the competition is so stiff, everyone is trying to recruit the few minorities available. However, minority faculty, postdoctoral fellows, and administrators are not inclined to believe that the more typical hiring experience of minority scholars involves bidding wars and are more inclined to believe that the more typical hiring experience is the same as that employed for the hiring of non-diverse faculty (Smith et al., 2004).

Kayes (2006) states that most institutions implement short-term solutions to a long-term problem, resulting in temporary changes in diverse hiring. Dovidio (1997), who uses the term *aversive racism* when describing the practices of search committees, believes that search committees are not given the tools needed to recognize their biases based on past racist experience, but who, in fact, are more influenced by this bias than they realize. It is suggested that the role of intercultural sensitivity be examined in order to enhance intercultural awareness among predominately White institutions’ search committees (Kayes, 2006).

According to Antwi-Boasiako (2008), historical facts show that racism and discrimination in America exists and continues to be concerning when it comes to the hiring of the underrepresented groups in academia. There are also arguments that state that there are not any concerns regarding the recruitment and hiring of minority faculty members, that the underrepresented groups were merely applying for higher level positions that were out of their reach to begin with. The resisters of diversity question the legality of any deliberate attempts or programs by institutions to reach out to minorities.

Turner (2005) discusses the importance of having a larger institutional perspective that successfully engages students with diversity through effective campus activities and programs. The institutional perspective is characterized by the role that diversity plays in the mission and
goals of an institution, along with a commitment to the educational value of diversity at the highest levels of the campus leadership, and the continuing funding and support for key diversity programs and initiatives on the campus. It is further reported that demonstrated high levels of dedication to diversity efforts have also been shown to be associated with increased college grade-point averages along with increases in individual student goals to help foster racial understanding. In comparison, lower levels of perceived institutional commitment to diversity tend to go together with higher levels of perceived hostility and discrimination and are associated with low grades for African American students, feelings of loneliness among Native American students, higher levels of isolation among all students, and lower scores on college adjustment and sense of being part of the group among Latino students. Likewise, Caucasian students’ view of unfriendliness or discrimination on campus has both direct and indirect effects on their perseverance in college and is related to their inferior sense of belonging on diverse campuses (AAC&U, 2005).

According to a report retrieved from AAC&U (2005), it appears that students’ opinion of their institution’s overall commitment to diversity is significant in determining whether or not they are able to benefit from diversity. It is suggested that students are more likely to recognize greater levels of institutional commitment when campuses take on a more comprehensive diversity method, as opposed to a piecemeal one. The effects of a dedicated institutional commitment to diversity may certainly affect not only individual outcomes but also the institution’s environment, which further emphasizes the benefits linked with diversity.

A Virginia Tech Faculty Climate Report concluded that the perception of the majority of its Black students was that the students felt as though the educational institutions were not sincere in recruiting them for their academic successes but more so for marking their checklists
so that they could say to the world that they believe in diversity (Brown, 2004; Hutchinson & Hyer, 2000). Further research also indicates that several of the students are still saddened and discouraged by the fact that they are not considered to be valued students, that they were merely used as pawns in order to show a false sense of support for diversity at their institution (Brown, 2004; Humphreys, 1999).

Conclusion

All institutions of higher education must work diligently to ensure that campuses (faculty, administrators, and students) reflect the diverse society in which we live. Humphreys (2007) discusses that there are many positive outcomes of having diverse faculty/administration. The educational outcomes are better for all students; this vein of diverse perspective should be continued in order to serve current and future populations. The more diverse the faculty and administrators the more diverse experience the student will receive. Schmidt (2008) found that prominent universities, including Columbia, Harvard, and Stanford, all agree that when diversity is present, the environment is conducive to better learning, and the knowledge and perspectives of minority students enriches the course content, expands the teacher’s knowledge base, and makes them more sensitive to their (minorities) viewpoints.

Research suggests that diversity in higher education must be a priority because there are many advantages for everyone involved. Students, faculty, administrators, communities, and society, as a whole, benefit. This current research focuses on faculty and administrators’ perception of diversity policies, practices, and the ethnic climate at institutions of higher education, specifically community colleges. This current research will also assess the similarities and the differences among Alabama’s community colleges relative to the stated diversity
policies. Lastly, this current research will examine to what extent are the stated diversity policies actively being implemented throughout Alabama community colleges?

According to Perry et al. (2009), many changes are occurring in the academic community of the United States due to the rapidly expanding diversity of cultures being represented in our colleges and universities. Doors are being opened in greater numbers now to African Americans, Hispanics, American Indians, and Alaskan Natives. These cultures and others have often been excluded from the formal educational process, but an integrated movement is under way to remedy this injustice. Furthermore, the Commission on Colleges supports diversity and supports the Presidents and the Chancellors of its member institutions to ensure that diversity initiatives are being disseminated throughout all areas of higher education and that the Commission on Colleges states on its’ website “Diversity in higher education is critical to the social and economic future of this country” (Commission on Colleges, 2008).
CHAPTER III:

METHODOLOGY

As previously stated, diversity is a challenge facing higher education. Furthermore, diversity impacts students’ cognitive and social development and prepares them for the global community. Thus, there was a need to review diversity in higher education. The current chapter presented the methods which were used in the study by providing an overview of the problem, discussing the research design, describing the population and sample, describing the instruments, explaining data cleaning processes and describing data analysis.

Overview of the Problem

Research suggests that diversity in higher education must be a priority because there are many advantages for everyone involved. Students, faculty, administrators, communities, and society, as a whole, benefit. The ethnic composition of America is changing swiftly, but diversity within leadership positions in higher education remains on the slow track. In 2006, African Americans made up 5.9% of all people in positions such as provost, vice presidents, and academic deans. This number is just barely above the level that African Americans had achieved two decades ago (Journal of Blacks in Higher Education, 2008b).

Gillett-Karam et al. (2005) stated that diversity responsibilities have not been met by community colleges. The purpose of this study was to investigate why diversity has not reached a satisfactory level in community colleges. Possible reasons were thought to include (1) racial differences in how diversity is defined and perceived by faculty members and administrators,
(2) the limited number of ethnic minority faculty and administrators, and (3) little commitment to move diversity beyond the written text (e.g., mission statement, strategic plan, etc.).

This current research focused on faculty and administrators’ perception of diversity policies, practices, and the ethnic climate at institutions of higher education, specifically community colleges. This current research also assessed the similarities and the differences among Alabama’s community colleges relative to the stated diversity policies. The current research also examined to what extent the stated diversity policies were actively being implemented throughout the Alabama Community College System (Schmidt, 2008). Thus, the following research questions were used to guide the study.

1. What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices, and ethnic climate?

2. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?

3. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

Research Design

The research design used an online survey analyzed with quantitative methods followed by selected interviews analyzed using qualitative methods. Patton (2002) explains that qualitative methods consist of three kinds of data collection: (1) in-depth, open-ended interviews; (2) physically observing a participant; and (3) written documents and that data from interviews can consist of actual quotes from participants about their feelings, beliefs and experiences. Using quantitative methods require the use of uniform procedures and have the ability to measure the response of large groups of participants using a narrow set of questions. According to Patton
(2002), “Because qualitative and quantitative methods involve differing strengths and weaknesses, they constitute alternative, but not mutually exclusive, strategies for research. Both qualitative and quantitative data can be collected in the same study” (p. 14).

There is a historical evolution to quantitative and qualitative research. Quantitative methods dominated most social sciences research from the late 19th century up until the mid 20th century. Interest began to increase in qualitative methods during the late 20th century and along with it came the development of mixed methods research (Creswell, 2009).

Description of the Population and Sample

The population consisted of full time faculty members and administrators employed within the Alabama Community College System (ACCS). The United States Census Bureau (2000) reports that the state of Alabama’s total population is 4,585,900 citizens. Alabama’s ethnic breakdown is 71% White, 26% Black, 0.5% American Indian and Alaska Native, 1.0% Asian, 0.0% Native Hawaiian and Other Pacific Islander, 2.5% Hispanic or Latino, all blending together to create Alabama’s melting pot (2000). The Alabama Community College System is governed by the State Board of Education and consists of 21 community colleges, four technical colleges, 1 upper division institution, and 1 Military institution, which provides services to approximately 300,000 people annually. The Alabama Community College System’s (ACCS) student demographic information for fall 2007 consisted of the average age being 27 years old; 57% women, 43% men; 64% Caucasian, 26% African American and 10% Other ethnic origin (ACCS, 2008).

Information received from the Department of Postsecondary Education, June 2009, revealed that there were 5,273 full time employees within the Alabama Community College
System. Salary schedules and a demographics chart for the Alabama Community College System are as follows (Figure 2):

Schedule A – Presidents
Schedule B – Deans, Chief Financial Officer, Vice-President
Schedule C – Professional Personnel
Schedule D-I – Full-Time Instructors, Counselors, and Librarians
Schedule D-3 – Full-Time Adult Education Teachers
Schedule E1 to E5 – Full-Time Support Personnel – 40 hours per week
Schedules H20 – H35 – Part-Time Support Personnel – 20 to 35(39) hours per week

*Figure 2. ACCS Demographics Chart*

<table>
<thead>
<tr>
<th>Salary Schedule</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>B</td>
<td>67</td>
<td>66</td>
</tr>
<tr>
<td>C</td>
<td>500</td>
<td>364</td>
</tr>
<tr>
<td>D</td>
<td>1,220</td>
<td>874</td>
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<tr>
<td></td>
<td>1,797</td>
<td>1,324</td>
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<th>Hispanic</th>
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</thead>
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<tr>
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<tr>
<td>B</td>
<td>132</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>853</td>
<td>11</td>
</tr>
<tr>
<td>D</td>
<td>2,083</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3,083</td>
<td>23</td>
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<table>
<thead>
<tr>
<th>Salary Schedule</th>
<th>White</th>
<th>Black</th>
<th>Unknown</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>96</td>
<td>26</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>572</td>
<td>242</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>1,484</td>
<td>404</td>
<td>144</td>
<td>62</td>
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<tr>
<td></td>
<td>2,172</td>
<td>678</td>
<td>190</td>
<td>78</td>
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</table>
For this study, only full time faculty members (1,755, Schedule D) and administrators (203, Schedule B and some Schedule C), were asked to participate \( N = 1,958 \) as of June 2009. Since a response rate of approximately 37% has been reported for e-mail surveys (Lonsdale, Hodge & Rose, 2006; Sheehan, 2001; Shannon & Bradshaw, 2002; Shin, Baker & Briers, 2007), a similar response rate was assumed for the current study. Although the above response rate emerged from electronic surveying, the subjects who participated in the studies were not faculty members and administrators in higher education. The response rate for the current study was 11.9%. This was partly attributable to the short time window.

The 20-item survey (Appendix A) was sent to 35 instructional deans, to include technical and health science deans, and to all 203 administrative cabinet members. The survey was sent to all full-time faculty members (1,755) within the Alabama Community College System along with a brief message describing the survey and asking them to participate in the survey process. There was a total of approximately 1,958 Alabama Community College System faculty members and administrators who were asked to participate in the survey process.

The ethnic description of the sample \( n = 242 \) included 48 (21.0%) African Americans, 168 (73.4%) Caucasians, 4 (1.7%) Asians, and 9 (3.9%) Other. Gender was divided into 67 (29.8%) males, and 158 (70.2%) females. Their age distribution was 25 (10.9%) were between 18-35 years old, 152 (66.4%) were 36-55 years old, and 52 (22.7%) were 56 years old or older. Approximately 77% \( n = 176 \) were faculty members, and the remaining 23% \( n = 53 \) held positions as administrators. Their employment in secondary education was 1-15 years \( n = 131, 57.2\% \), 16-30 years \( n = 85, 37.1\% \), and 31-45 years \( n = 13, 5.7\% \). Thus, the sample represented diversity.
For the second part of the study, given that there were 27 community colleges within ACCS, including Marion Military Institute and Athens State University, only 25 community colleges were used in the study excluding Marion Military Institute and Athens State University. Ten presidents were randomly selected, using a systematic sampling process, for a sample selection of 40%. The presidents constituted the sample for the qualitative part of the study.

**Instruments**

The questionnaire for the proposed study was designed using *SurveyMonkey*, (http://www.surveymonkey.com), which is not an instrument but is an on-line, electronic, surveying system used for collecting data. This questionnaire was uploaded to surveymonkey.com along with all of the email addresses for potential respondents. *SurveyMonkey* emailed the questionnaire to potential respondents, tracked respondents, and was programmed to send reminders to those who had not responded, validate responses, maintain confidentiality, and input raw data into a spreadsheet for download to a statistical package.

**Questionnaire**

The questionnaire had two parts: demographic section and specific items about diversity policies, practices, and the campus ethnic climate (see Appendix A). Questionnaire items targeted the first research question: What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices, and ethnic climate?

**Interview Schedule**

The interview schedule (see Appendix B) supported the collection of qualitative data to answer the second and third research questions:

1. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?
2. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

Procedure

After receiving IRB approval and using the Integrated Postsecondary Education Data System (IPEDS), along with information obtained from the Department of Postsecondary Education (DPE), a list of 35 instructional deans, to include technical and health science deans, and 203 administrative cabinet members within the Alabama Community College System was compiled. And, in addition, 10 Alabama community college presidents were randomly selected and contacted for in-depth interviews that supported the qualitative sections of the study.

Research Question 1. What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices, and ethnic climate?

Data collected from the survey were used to answer Research Question 1. A roster of all 35 instructional deans, to include technical and health science deans, and all 203 administrative cabinet members employed by the Alabama community college system was compiled and verified, using the Integrated Postsecondary Education Data System (IPEDS) and information obtained from Department of Postsecondary Education (DPE). The email address for each of the full-time faculty members and administrators was entered into SurveyMonkey along with the questionnaire. Each full-time faculty member and administrator was asked to participate in the survey process. According to information retrieved from IPEDS and DPE, there were approximately 203 Schedule B and C employees within the Alabama Community College System who were serving as administrative cabinet members at their institutions. This did not represent the total number of Schedule B and C salary employees within the Alabama Community College System, only those who were serving on administrative cabinets. Additional
information retrieved from IPEDS and DPE identified there were approximately 5,106 full- and part-time Schedule D faculty members employed within the Alabama community college system, but the survey was only sent to the full-time faculty members and administrative cabinet members, which was approximately 1,958 employees.

The name and email addresses for each selected person was entered into SurveyMonkey along with the questionnaire. Potential respondents received an email that introduced the study and asked them to complete the questionnaire. The email indicated the return date for the questionnaire. Persons who did not return their questionnaire by the return date received a reminder at the end of the first week. These reminders were sent weekly for 14 days.

Research Question 2. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?

Research Question 3. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

Interviews were used to answer Research Questions 2 and 3. A systematic sampling process (Lomax, 2001) was used to select 10 out of 25 Alabama community college presidents. The presidents received a written request that explained the purpose of the study, requested a 20-minute interview, and stated that a follow-up call would be made. A strong letter of support (an email correspondence) was acquired from the Chancellor of the Alabama Community College System, and accompanied the request.

Follow-up calls were made 4 days after the request was sent, and appointments were scheduled with consenting presidents. All appointments were scheduled within a 14-day window. Also, they occurred simultaneous to the collection of the questionnaires. Potential
interviewees were sent a copy of the interview schedule along with approved IRB consent forms for their signatures. The consent forms contained the following information:

Your participation in this study is voluntary. Refusal to participate will involve no penalty. There are no known risks or discomforts associated with your participation in this study. There are also no direct benefits to you, although the knowledge gained from the study may benefit you in the future as you continue your professional career as a higher education administrator within a community college setting, and may equip you with an awareness of diversity practices that can be used to enhance your institution. The information gained may also assist you as you mentor other higher education administrators and faculty, who are new to the profession. Studying diversity can increase your knowledge and understanding of the different types of diversity activities which are currently being conducted and could help to enhance diversity awareness within your institution. Once such practices become better known and understood there will be a greater potential for other successful endeavors aimed at increasing diversity awareness to be implemented not only in higher education, but in other areas of society as well. All information you provide will be confidential. Your participation is voluntary. You may choose not to answer any questions that make you feel uncomfortable, and you may discontinue participation at any time.

All presidents signed the consent forms and the interview process began. During the interview, I thanked the president for consenting to the interview, confirmed that he or she received the interview schedule, confirmed that he or she understood what the study was about, followed the interview schedule, and collected the signed consent form. When the interview was over, I thanked the interviewee, found a quiet place, and reviewed and completed my notes and later transcribed them into a narrative format.
Data Cleaning

Data cleaning was done to insure accuracy of data and address missing data, outliers, and assumptions of normality, linearity, and homoscedasticity (Tabachnick & Fidell, 2007). SPSS Frequencies was used primarily for this purpose. Since SurveyMonkey insures data accuracy, SPSS Frequencies was used to identify outliers because they can suggest incorrect data entry for continuous variables and imbalanced splits between categories for dichotomous variables. Dichotomous variables with a 90-10 split between categories were deleted. For missing data, SPSS Missing Values Analysis was used to highlight patterns of missing values and to replace them. SPSS Frequencies and SPSS Graph was used to evaluate assumptions of normality, linearity, and homoscedasticity for continuous variables. Violations of assumptions were addressed with deletion of outliers, replacing missing data, and data transformation using LG10.

Data Analysis

Because the proposed study collected qualitative and quantitative data, data analysis occurred in two phases: quantitative and qualitative. For the quantitative phase, descriptive statistics and Chi square ($\chi^2$) was used. Descriptive statistics was used to check data for outliers and missing data. The data were cleaned, and Chi square ($\chi^2$) was used to evaluate differences between faculty members and administrators by race and type of institution (predominantly Black or predominantly White) relative to their perception of diversity policies, practices, and ethnic climate. Also, the contingency coefficient was used to investigate relationships.

During the qualitative phase, notes from the interviews were transcribed and subjected to a qualitative analysis. This analysis was guided by the second and third research questions:

Research Question 2. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?
Research Question 3. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

Transcribed notes were reviewed to determine (a) interviewees’ awareness of a stated diversity policy, (b) the similarities and differences among stated diversity policies, (c) their perception of what diversity means, (d) their perception of whether or not diversity goals were being met, (e) did they have a dedicated diversity coordinator at their institution, (f) their perception that diversity policies were actively being implemented throughout their institution, and (g) their perception of why diversity goals were not being met at their institution. Analysis was conducted to determine the extent to which stated diversity policies were actively being implemented throughout Alabama’s community colleges. Also, the analysis identified some of the factors that may help presidents explain why the diversity levels were less than satisfactory at their institutions.

Chapter IV presents the results from the analysis of data collected from a survey that was administered to administrators and faculty members within the Alabama Community College System. The analysis of data collected by conducting personal interviews with 10 randomly selected presidents of the Alabama Community College System will also be presented.
CHAPTER IV:

RESULTS

As previously stated, having diversity reflected among the student body, faculty, and administrators provides the best environment for well-rounded education (AAC&U, 2005). Furthermore, within the context of the theoretical framework, if community college administrators and faculty do not perceive a problem with diversity their behavior will not support greater diversity. Thus, the current study investigated Alabama’s community college faculty and administrators’ perception of diversity policies, practice and ethnic climate. The current chapter presents the findings from this investigation.

Adjusting for questionnaires that bounced back (were not received), 1,849 questionnaires were received and 242 were completed online for a completion rate of 13.1% (see Figure 1). The return rate of 13.1% is a limitation as this rate is lower than the literature reports for online questionnaires; however, the short window for completing the questionnaires, 14 days, might partly be responsible for this low rate. Shin, Baker, and Briers (2007) collected surveys for a longer period of time. Thus, the timeframe for data collection is a factor that affects return or completion rate. Unfortunately, the current study had a time restraint.
There are 27 community colleges within ACCS, but for the second part of the study only 25 community colleges were used as part of the sample. Ten presidents out of 25 were randomly selected using a systematic sampling process, for a sample selection of 40%, thus the 10 presidents constituted the sample for the qualitative part of the study. The questions which were used to guide the study along with the results of the study are discussed below.

Research Question One:
What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices and ethnic climate?

Table 1 shows responses to questions having response categories of yes, no, and/or do not know. These items used the nominal scale to collect categorical data. Such data differ in type rather than quantity. While a majority (59.9%) stated that their college has a diversity policy, 27.2% stated they did not know. Within the do not know category, 15.1% of the administrators affirmed they did not know compared to 29.7% of the faculty. When asked “does your college have a plan to increase diversity among faculty and administrators,” less than 50% stated yes. In addition, approximately 33% stated that their college has a standing committee, which monitors
the college’s diversity climate and establishes or recommends policy, and only 8.3% stated that formal diversity mentoring programs exist for new faculty and administrators. Thus, awareness of diversity exists, but diversity appears to lack substance (e.g., concrete programs or activities). Despite this apparent imbalance, 100% of the respondents stated that their president’s administrative cabinet membership reflected diversity. However, this finding should be received cautiously because 28.3% of those responding to the questionnaire did not answer this question.
Table 1.

*Response to Questionnaire*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes Count (%)</th>
<th>No Count (%)</th>
<th>Don’t Know Count (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there a diversity policy currently at your college?</td>
<td>139 (59.9)</td>
<td>30 (12.9)</td>
<td>63 (27.2)</td>
<td>232</td>
</tr>
<tr>
<td>2. Does your college have a plan to increase diversity among faculty and administrators?</td>
<td>86 (43.7)</td>
<td>111 (56.3)</td>
<td>n/a</td>
<td>197</td>
</tr>
<tr>
<td>3. Are job announcements for your college advertised in places which are likely to reach diverse applicants?</td>
<td>185 (86.4)</td>
<td>29 (13.6)</td>
<td>n/a</td>
<td>214</td>
</tr>
<tr>
<td>4. As a faculty member or administrator, have professional diversity development opportunities been made available to you?</td>
<td>166 (74.8)</td>
<td>56 (25.2)</td>
<td>n/a</td>
<td>222</td>
</tr>
<tr>
<td>5. Does your President’s administrative cabinet membership reflect diversity?</td>
<td>167 (100.0)</td>
<td>0 (0)</td>
<td>n/a</td>
<td>167</td>
</tr>
<tr>
<td>6. Are there partnership efforts which connect your college with minority organizations within the community?</td>
<td>131 (56.5)</td>
<td>20 (8.6)</td>
<td>81 (34.9)</td>
<td>232</td>
</tr>
<tr>
<td>7. Are there formal diversity mentoring programs for new faculty and administrators at your college?</td>
<td>19 (8.3)</td>
<td>107 (46.5)</td>
<td>104 (45.2)</td>
<td>230</td>
</tr>
<tr>
<td>8. Is there a standing committee which monitors the college’s diversity climate and establishes or recommends policy?</td>
<td>74 (32.3)</td>
<td>58 (25.3)</td>
<td>97 (42.4)</td>
<td>229</td>
</tr>
</tbody>
</table>

1 Apparently, respondents skipped or refused to respond. Their no response could possibly be interpreted as “don’t know” since the item did not have a “don’t know” category.

2 Approximately 30% of the respondents did not answer this question.
In addition to Table 1, a composite measure of the perception of diversity was created by combining the following Likert items (e.g., strongly disagree, disagree, agree, strongly agree):

1. I am satisfied with the diversity of ethnic backgrounds of the faculty and administrators at our institution.
2. Our institution has worked hard to achieve a positive climate of diversity.
3. Racial and ethnic diversity is an issue at my institution.
4. Our institution meets its diversity goals relative to recruitment and employment of faculty and administrators of color.
5. I feel that too much emphasis is placed on achieving faculty and administrative diversity at our institution. This item was reverse scored.

Higher scores indicate a stronger perception of diversity, with 20 being the optimal score. Table 2 shows the mean and standard deviation for the composite measure by race.

Table 2.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>σ</th>
<th>p</th>
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<tbody>
<tr>
<td>African American</td>
<td>12.52</td>
<td>2.31</td>
<td>.001</td>
</tr>
<tr>
<td>Caucasian</td>
<td>14.01</td>
<td>3.01</td>
<td></td>
</tr>
</tbody>
</table>

Caucasians displayed a stronger perception of diversity than African Americans, $M_{Caucasians} = 14.01$, $s = 2.31$ versus $M_{African Americans} = 12.52$, $s = 3.01$, $t (186) = 3.48$, $p < .001$, $d = .57$. This effect size would be interpreted as race having a moderate effect on the perception of diversity. Thus, African American respondents expressed a greater need for a stronger emphasis on
diversity. However, the significant difference in perception of diversity did not emerge for current position, age, or years employed in postsecondary.

Finally, when asked “in your opinion, how much of a commitment does your college have to increasing the number of ethnic minorities in faculty and administrative positions,” 27 (11.9%) respondents stated a very strong commitment, 75 (33.0%) stated a fairly strong commitment, 62 (27.3%) said a limited commitment, 12 (5.3%) expressed no commitment, and 51 (22.5%) said they did not know. A chi-square analysis revealed a significant perception of commitment to diversity difference for current position and race. Approximately 45.3% \((n = 24)\) of the administrators perceived limited to no commitment to increasing the number of ethnic minorities in faculty and administrators versus 28.6% \((n = 49)\) for faculty, chi-square = 17.10, \(df = 4\), \(p <.002\). Thus, administrators expressed a weaker commitment of diversity than faculty. Relative to race, African Americans respondents (53%) \((n = 28)\) perceived a weaker commitment to increasing the number of minorities in faculty and administrators than the Caucasians respondents (26.6%) \((n = 44)\), chi-square = 12.30, \(df = 4\), \(p <.01\).

The following questions were open-ended:

1. What measures do you think can be taken at your institution to improve and strengthen;

2. What can you do at your college to actively promote diversity among faculty and administrators; and

3. How do you know if the diversity plan at your institution is being effective?

Several themes seemed to emerge from the open-ended questions. Sample responses to question one, “What measures do you think can be taken at your institution to improve and strengthen diversity” are as follows:
• We need more training;
• Must have total buy-in from the president and executive staff that is “lived” on a day-by-day basis. Lip service once or twice will not do it;
• More diversity in administrative offices;
• My institution should be more open to hiring people outside of the college’s service area;
• None needed;
• Establish a diversity committee;
• Look at all candidates equally, then look at diverse candidates more strongly once potential is established;
• I was unable to find a written/posted policy regarding diversity on our website or in our faculty handbook; and
• Persons should be hired for their qualifications, not just for the sake of diversity.

Among the responses received from some of the qualitative questions on the survey, there were similarities which occurred. Among these, the following theme emerged which suggests that the candidate pool should be widen when searching for minority faculty and administrators. Another theme would suggest that the administrative structure should be changed.

Question two, “What can you do at your college to actively promote diversity among faculty and administrators” offered the following responses:

• Bring this issue to the attention of administrators;
• First, I make it a point to read the official college's statement on diversity to students in my class each semester;
• Educate myself and set example for others;
• Not much, I am a minority and I feel it may be misinterpreted if I actively promote diversity;
• When on hiring committees . . . be aware of diversity;
• Be an advocate for diversity. Seek to learn more about and accept the differences in everyone;
• Discuss problems openly with faculty; and
• Help minority candidates find out about available positions.

A common theme which seemed to emerge from this set of sample responses were the respondents' need for diversity education. This indicated that the respondents could and/or would become more aware by becoming more actively involved in diversity at their institution.

Question three, “How do you know if the diversity plan at your institution is being effective” offered the following responses:

• I don't truly know if it is;
• Usually, you don't hear about anything until it makes the news, the grapevine, or people from the outside will let you know;
• When we no longer have to discuss diversity, it is working;
• I don’t;
• I would see more people outside of the college's service area working at the college;
• Through measurement of the goals and objectives set forth in the institution's diversity plan;
• Look around;
• If everyone feels accepted and treated equally, I would think that is an indication that our plan is working;
• I believe a survey such as this one is great, but make it mandatory; and
• There is no diversity plan at our institution. This is apparent by simply observing the faculty, staff, and student body.

The common theme which emerged here from the majority of the respondents was that if diversity was present then it would be visible and it could be observed by others. The respondents believe this is not the case at their institutions.

For research questions two (What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies) and three (To what extent are stated diversity policies actively being implemented throughout Alabama's community colleges), a qualitative design was used to answer the questions. Selected Alabama community college
presidents \( n = 10 \) were interviewed. Of those interviewed, six indicated their college does not have a full-time diversity coordinator, and three stated the diversity coordinator was part time. Only one president reported a full-time diversity coordinator. When asked if diversity was included in their mission statement and strategic plan, only two presidents (20%) responded in the affirmative. Four presidents (40%) stated that it was not included in the mission statement or the strategic plan. One president indicated that diversity was included in the mission statement, but not in the strategic plan, and another president indicated the opposite. When asked about the presence of diversity policies, 9 of the 10 presidents stated that their college does not have diversity policies. The one president who stated that his college had diversity policies also indicated that the policies were not defined.

Interviews

Detailed interviews with 10 randomly selected presidents appear below.

President One

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

Response: My perception of diversity is not the typical answer, but what diversity can become. A diverse community college campus should be something different from what a person has grown up with. We should be able to challenge everything a child has grown up with and our campus is a long way from diversity. Diversity is so fascinating, and students are flexible, adaptable, and accepting on both ends. Our athletes make up the majority of our minority student population at our campus. Diversity starts at the heart with your executive team and it must be genuine and everyone must be comfortable with the plan. It can no longer be just "a lot of lip service"; it must be an engaging experience.

Is diversity important to the community college, if so, why?

Response: Yes, absolutely! It is critical that we embrace everyone's way of thinking; listen to others way of doing things. On our campus, gender diversity issues are huge; probably greater than racial diversity issues.
**Local or Campus Diversity**

What is the ethnic or racial composition of your student body?
**Response:** Fall 2009: 90% White students, 4% Black students and 6% other minority students.

What is the ethnic or racial composition of your faculty?
**Response:** Fall 2009: 99% White, 1% Black

What is the ethnic or racial composition of the college’s administration?
**Response:** Fall 2009: 100% White

Finally, would you conclude that your institution is diverse?
**Response:** No, we are not diverse. We have internal and external community challenges to be met.

**Diversity Goals**

Is diversity a part of your mission statement?
**Response:** No, We abide by EEOC polices; that's what we have.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
**Response:** No.

Do you have a dedicated diversity coordinator?
**Response:** No, but the few diversity activities, which we may have are handled by an employee.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
**Response:** No.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.
**Response:** None.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).
**Response:** Well, I would give us a 1 for faculty, a 4 for administration, and a 1 for the institution as a whole.

If less than 10, ask: Why are diversity goals not being met at your institution?
**Response:** Our diversity goals are not being met because we have not identified any. As a result of this interview we will begin to lay our goals and objectives within our strategic plan. It is critical that we have a diversity plan clearly written out and stated; no assumptions. We will also seek culturally diverse speakers to come to our intuition to assist with diversity initiatives. We will develop strategic partnerships with minority
businesses and HBCU's. I feel that our most intriguing challenge will be changing one's perception of doing things a new way when they do not see a problem with doing things the old way.

President Two

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

Response: My perception of diversity is a makeup up more than just race and gender; diversity also includes nationality, and must be representative of the population group which you serve.

Is diversity important to the community college, if so, why?
Response: Yes, a community college is closer aligned to the community than the universities in the area and we should be reflective of that.

Local or Campus Diversity

What is the ethnic or racial composition of your student body?
Response: Fall 2009: 28% Minority

What is the ethnic or racial composition of your faculty?
Response: Fall 2009: Less than 5% Minority

What is the ethnic or racial composition of the college’s administration?
Response: Fall 2009: Not good, 1/4 representation.

Finally, would you conclude that your institution is diverse?
Response: No, not nearly enough, we need more minority representation on campus.

Diversity Goals

Is diversity a part of your mission statement?
Response: Yes.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: No, we do not have any.

Do you have a dedicated diversity coordinator?
Response: Yes, not a full time one, but the diversity duties and responsibilities are included in an employee's job here at the college and she does a good job.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: No, it has been my goal since I became President to make my Executive Council and Administrative Council more diverse; however, that has not been formalized into a written plan.
Please share some diversity outcomes, which have emerged as you have implemented your diversity plan based upon your strategic plan.

**Response:** I have hired one Dean, one Director and two faculty members who are from racial minorities.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).

**Response:** Well, I would give us the following ratings: Faculty 3, Administration 8, and Institution 5.

If less than 10, ask: Why are diversity goals not being met at your institution?

**Response:** Since becoming the President at this institution, I have felt that there is a need for a better planning process. With proration and the expectation of further proration, we do not have the funds to hire one individual who has Institutional Effectiveness as their main responsibility. This is something which I hope to do in the future. There needs to be an integration of the mission statement into the college planning process which would lead to more of an emphasis on diversity. Although I realize that this is needed, I have had bigger alligators at my heels and have not taken on the planning process – yet!

*President Three*

**Your Perception of Diversity**

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

**Response:** My perception of diversity is very positive. I enjoy the engagement of all ideals and perspectives and I feel that having diversity on a community college is a positive opportunity for everyone. I know that when we talk about "academic diversity" though, that we could be locked into one view, because History is written by the dominant culture and most times the minority views are left out? So I feel that it is important that we have diversity in all areas.

Is diversity important to the community college, if so, why?

**Response:** Yes, absolutely! It is important because we are an opened-ended, administrative institution, "The people's college." Having diversity will give you the broad scope of humanity but it does not make you a diverse institution. Although, who we admit, and who we employ, does reflect diversity.

**Local or Campus Diversity**

What is the ethnic or racial composition of your student body?

**Response:** Fall 2008: 72.1% White students, 20.5% Black students and 6.6% other minority students.
What is the ethnic or racial composition of your faculty?

**Response:** Fall 2008: 92% White, 6% Black and 2% other minorities

What is the ethnic or racial composition of the college’s administration?

**Response:** Fall 2009: 86% White, 14% Black

Finally, would you conclude that your institution is diverse?

**Response:** Yes, to a certain extent we do have pockets of success which have been very effective in adding more women as faculty members and in leadership roles. Of course we have much more work to do in the areas of racial diversity; our administration is basically White, but student wise we are seeing more international, racially diverse students.

**Diversity Goals**

Is diversity a part of your mission statement?

**Response:** Well, yes, we have a phrase included in our mission statement regarding diversity, saying that we are going to serve the community, but it is not a major contributor to diversity unless we agree that we are going to encourage diversity within our institution.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?

**Response:** Yes we do not have a diversity committee, but our plan is missing diversity; we do not really define diversity. We define diversity as being different, but what do we really mean? I feel that we have a "non-definition" of diversity.

Do you have a dedicated diversity coordinator?

**Response:** Yes, we do and she does a great job in handling diversity initiatives but I feel that we must be more consistent. We must devote time to diversity all year long, not just during dedicated times during the year.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?

**Response:** No, and it is not prominently displayed on our website, nor prominently displaced within our mission statement. Possible students and candidates for employment should be able to look at our website and see that diversity matters at our institution.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.

**Response:** Well nothing based upon our strategic plan, but we do have annual diversity training. We bring in speakers during certain times of the year and we have an annual international festival. I realize that these are all low hanging fruit but we will continue to work on doing more toward diversity.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).
**Response:** Well, I would give us a 3 for faculty, 2 for Administration, and a 4 for the Institution as a whole.

If less than 10, ask: Why are diversity goals not being met at your institution?

**Response:** Well in preparation for your interview today, I must admit that my responses have been "eye-openers" for me. There is a great deal of work to be done here regarding diversity; I honestly thought that we were in better shape. A lot of progress has been made but we are our weakest in administration and faculty. I feel that the diversity goals are not being met for some of the following reasons:

Diversity is not included in our strategic plan.
We have had such a hard time finding prepared candidates; maybe not doing a good job in advertising our vacancies, or where we advertise.
Have not defined diversity; what are we striving toward?
Too periodic, not daily diversity-focused; only focused on diversity during dedicated times of the year such as February, Black History Month.

*President Four*

**Your Perception of Diversity**

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

**Response:** Diversity encompasses too much! We always think of diversity as black and white and it is much broader than that. Diversity includes age, a young student versus an older student. We are seeing an increase in the average age of our students, our average age is now 30 years old, but we also have lot of young students coming immediately from high school, and we must be sensitive to all of their needs.

Is diversity important to the community college, if so, why?

**Response:** Yes, it is important because a community college must reflect its' community.

**Local or Campus Diversity**

What is the ethnic or racial composition of your student body?

**Response:** Fall 2008: 33% White students, 61% Black students and 6% other minority students.

What is the ethnic or racial composition of your faculty?

**Response:** Fall 2009: 35% White, 63% Black and 6% other

What is the ethnic or racial composition of the college’s administration?

**Response:** Fall 2009: 60% White, 40% Black

Finally, would you conclude that your institution is diverse?

**Response:** Yes, our institution is diverse. I feel that we are the most diverse college in the two-year system.
**Diversity Goals**

Is diversity a part of your mission statement?  
**Response:** I am not sure if it is or not, but I know that we strive to make sure that diversity is recognized and appreciated at our school.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?  
**Response:** No we do not have any diversity policies, but I as the President talk about diversity a lot. Diversity is discussed at every faculty and staff meeting and I always discuss diversity with the students.

Do you have a dedicated diversity coordinator?  
**Response:** We have a part time employee whose duties and responsibilities entail annual diversity activities, but I am really the diversity coordinator here at our institution.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?  
**Response:** No but we have many diversity activities throughout the year and diversity is constantly discussed at our institution.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.  
**Response:** None, but as stated earlier, we embrace diversity at our institution.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).  
**Response:** Well, I would give us an 8 for faculty, a 10 for faculty and a 9 or 10 for the institution as a whole.

If less than 10, ask: Why are diversity goals not being met at your institution?  
**Response:** I feel that diversity goals are being met at our institution. I constantly meet with students about diversity and we really are the most diverse college in the 2 year college system. Our campus is handicap assessable, we have gone through great efforts to install elevators, modify restrooms, all to be more accommodating for our students. We will continue to work on our challenges such as attracting more minority candidates for vacancies. It is sometimes difficult to compete with the surrounding universities but we will continue to embrace diversity.

*President Five*

**Your Perception of Diversity**

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?
Response: My perception of diversity goes beyond the minimum. We should mirror the face of our community, at the very least via our demographics and our administrative composition. That is the first step, but we are not there yet. The second step would be to go beyond the face of the community when implementing diversity in categories of age and gender; not just ethnicity.

Is diversity important to the community college, if so, why?
Response: Yes, Diversity is very important to the community college and everyone in the system should have an eye on the future regarding diversity. My service area has one of the fastest growing Hispanic populations in the state. We must be prepared to accommodate the changing demographics of our students in order to be successful. We need to be able to brainstorm; ask ourselves how we can be more diverse. We should be very introspective, seek ideals and opportunities from others outside.

Local or Campus Diversity
What is the ethnic or racial composition of your student body?
Response: Fall 2009: 84% White students, 11% Black students and 6% other minority students.

What is the ethnic or racial composition of your faculty?
Response: Fall 2009: 94% White, 6% Black

What is the ethnic or racial composition of the college’s administration?
Response: Fall 2009: 80% White, 20% Asian

Finally, would you conclude that your institution is diverse?
Response: No, It should be naturally demographically diverse, but it is not. I do not consider us diverse. It is hard when funding is limited and hiring is very competitive.

Diversity Goals
Is diversity a part of your mission statement?
Response: No, I had to look at that when preparing for your interview.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: No we do not have any but it needs to a part of our executive plan. The only way we will make more of an impact is to make diversity part of our mission.

Do you have a dedicated diversity coordinator?
Response: No, we do not have a diversity coordinator.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: No

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.
Response: None.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).

Response: Well, I would give us a 2 for faculty, a 1 for administration and a 1 for the institution as a whole.

If less than 10, ask: Why are diversity goals not being met at your institution?

Response: I feel that our diversity goals are not being met because we have not put diversity into the fabric of the institution; into the planning process. It needs to be a requirement to do so. We need to make diversity part of our mission statement and those things are easy to do and we will do it, otherwise it's just another good idea.

President Six

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

Response: My perception of diversity is valuing others and their opinions.

Is diversity important to the community college, if so, why?

Response: Yes, it is important because we serve a diverse population of students, faculty and staff. We must reflect the students we serve.

Local or Campus Diversity

What is the ethnic or racial composition of your student body?

Response: Fall 2009: 34% White students, 56% Black students and 10% other minority students.

What is the ethnic or racial composition of your faculty?

Response: Fall 2009: 34% White, 64% Black and 1.6 % Other

What is the ethnic or racial composition of the college’s administration?

Response: Fall 2009: 40% White, 60% Black

Finally, would you conclude that your institution is diverse?

Response: Yes, our institution is diverse.

Diversity Goals

Is diversity a part of your mission statement?

Response: No.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: No.

Do you have a dedicated diversity coordinator?
Response: No.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: Yes.

Please share some diversity outcomes, which have emerged as you have implemented your diversity plan based upon your strategic plan.
Response: We have integrated diversity needs in the curriculum as well as in activities and events.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).
Response: Well, I would give us a 10 for each category as a whole. On a scale of 1-10, we rate a 10 because the faculty, administration and the institution as a whole have definitely met the diversity goals. Our Administrative Team, faculty and staff members are all diverse and I would add that the student body at the college is very diverse also.

If less than 10, ask: Why are diversity goals not being met at your institution?
Response: I feel that our diversity goals are being met.

President Seven

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?
Response: My perception of diversity is a commitment to understanding and recognizing and appreciating the things that make people unique in an atmosphere that promotes and celebrates individual and collective achievement. I believe that diversity has already happened all across this land. I am old enough to remember that things are not the way that they were. "Diversity is difference", that's the definition of diversity. The common mission of two-year colleges is to afford every individual the opportunity of a college education. A diverse institution is made up of students who attend community colleges from a variety of backgrounds and for various reasons. High school students take courses to earn college credit (dual enrollment), other students are working adults who takes classes to advance in a career, some students may take a class for personal enrichment, and other students take classes related to their areas of interest. This population of students brings diverse characteristics to the community colleges such as: age, learning style, disability, economic background, education, ethnicity, and gender identify, geographic background, language, marital/partner status; physical appearance, political affiliation, race, religious beliefs, and sexual orientation.
Is diversity important to the community college, if so, why?

Response: Yes, it is important because diversity encompasses personal growth for a health society; it encourages critical thinking and communication skills; it enhances the educational experience; it involves strengthening communities; it influences economic competitiveness; and it is a moral obligation arising from the duty of right and wrong. Diversity is found in the smallest thing, such as a desk and a chair being too small for an obese student in a classroom. There must be essential tolerance for all people; in-cooperation. Here, we see diversity as being strengths. We value the knowledge of our African American employees, no longer are they being hired just to fill quotas. They are being hired because they add to the discussion; to the end result.

Local or Campus Diversity

What is the ethnic or racial composition of your student body?
Response: Fall 2009: 72.1% White students, 21.3% Black students and 4.12% Other minority students.

What is the ethnic or racial composition of your faculty?
Response: Fall 2008: 80.8% White, 17.4% Black and 1.9% Other

What is the ethnic or racial composition of the college’s administration?
Response: Fall 2008: 65.2% White, 34.2% Black and 0.6% Other

Finally, would you conclude that your institution is diverse?
Response: Yes, our institution is diverse. When I see groups of employees going out to lunch, they are mixed groups. When we have meetings, they are mixed groups. I do not see our employees by their race; I see them for what they bring to our institution.

Diversity Goals

Is diversity a part of your mission statement?
Response: No, I do not think that it is. I do not feel that it needs to be part of our mission statement because we are not having problems with race. I feel that our mission statement needs to be geared toward the educational services which we offer.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: We have the uniform guidelines and we abide by them. We participate in diversity initiatives and we will host the college system's annual diversity conference again this year.

Do you have a dedicated diversity coordinator?
Response: No, not a full time one, but the diversity duties and responsibilities are handled by our Human Resource person and she is a minority and does a very good job.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: No, we recently finished working on our strategic plan for this year and we are focusing more on fund raising initiatives so that we may be able to offer more services to our students. We also are focused on faculty scholars.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.

Response: Well not based upon our strategic plan, but we will continue to play a large part in the community college system's annual diversity conference.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).

Response: Well, I would give us an 8 for each category. I feel that there are always other things which you could do in those areas for improvement. I really do not like to rank diversity.

If less than 10, ask: Why are diversity goals not being met at your institution?

Response: I feel that they are being met.

President Eight

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

Response: Diversity must adequately reflect the community we serve, the number of minorities, Hispanics, we must look at that mix and everyone must be representative. We tend to relate to folks who look like us, and there has been a lot of studies conducted in the past regarding this topic, but we must become more mindful of the sensitivity of the subject. I remember growing up in a small southern town, and I remember seeing the "whites only" signs posted everywhere. A railroad track separated us from the minorities. Although our schools were not adequately funded and supplies were few, the schools which were dubbed "black schools" were absolutely deplorable. Those images have stayed with me throughout my professional career and that is why it has always been important to me to make sure that equality and fairness occurs.

Is diversity important to the community college, if so, why?

Response: Yes, a community college campus cannot minimize the word "community college", we must look like a community college, must reflect the community and perception is very important.

Local or Campus Diversity

What is the ethnic or racial composition of your student body?

Response: Fall 2009: 72% White students, 27% Black students and 1% other minority students.
What is the ethnic or racial composition of your faculty?
Response: Fall 2008: 92% White, 8% Black

What is the ethnic or racial composition of the college’s administration?
Response: Fall 2009: 75% White, 25% Black

Finally, would you conclude that your institution is diverse?
Response: Yes, just not as diverse as I want it to be, especially on the faculty side.

**Diversity Goals**

Is diversity a part of your mission statement?
Response: No, it is not.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: No.

Do you have a dedicated diversity coordinator?
Response: No, but we do have an employee which takes on a few diversity initiatives during specific times of the year, but not year round.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: No, not now, but it will in the future. As a result of this interview I will place more emphasis on diversity.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.
Response: Well nothing based upon our strategic plan, but we will look toward enhancing diversity in the future.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).
Response: Well, I would give us a 2 for faculty, 8 for Administration, and an 8 for the Institution as a whole.

If less than 10, ask: Why are diversity goals not being met at your institution?
Response: Because we have not identified a dedicated diversity plan within our strategic plans, nor have we included diversity within our mission statement. Diversity has not reached a successful level at our institution, and we will begin to change some things immediately.
Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

**Response:** I perceive diversity as being a mechanism to ensure that our college is inclusive of all individuals regardless of their station in life or their ability. Diversity is also misunderstood to mean race or gender only. When you are truly a diverse institution it means that you are open to suggestions and comments from everyone including employees, students, stakeholders, business industry, and others. It also means that your academic/technical programs and services offered are made available to everyone regardless of race, sex, national original, handicap, etc.

Is diversity important to the community college, if so, why?

**Response:** Yes, Diversity is very important to the community college because in most instances faculty and staff should be closely in line with the diversity of our students and the community we serve.

Local or Campus Diversity

What is the ethnic or racial composition of your student body?

**Response:** Fall 2009: 33.5% White students, 63.5% Black students, and 2.94% Other minority students.

What is the ethnic or racial composition of your faculty?

**Response:** Fall 2008: 44% White, 50% Black and 6% Other

What is the ethnic or racial composition of the college’s administration?

**Response:** Fall 2008: 22% White, 72% Black and 5% Other

Finally, would you conclude that your institution is diverse?

**Response:** Yes, I would conclude that our institution is very diverse. It almost mirrors the student body and the community as a whole.

Diversity Goals

Is diversity a part of your mission statement?

**Response:** Yes, as part of the College's mission, values and goals.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?

**Response:** The college does not have its own diversity policy. However we follow the diversity initiatives outlined by the Alabama Department of Postsecondary Education. Do you have a dedicated diversity coordinator?

**Response:** No, we do not have a diversity coordinator.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: Yes

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.

Response: We ensure access to quality instruction, career preparation, and life-long learning for all persons, without regard for age, gender, ethnicity, religion, or disability.

On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).

Response: The institution does not have any diversity goals. We closely align ourselves with the diversity goals set by the Alabama Department of Postsecondary Education. The college tries very hard to ensure that our faculty, staff and student composition closely mirrors the community and service area we serve.

If less than 10, ask: Why are diversity goals not being met at your institution?

Response: Diversity goals are being met.

President Ten

Your Perception of Diversity

What is your perception of diversity? What does it mean to be a "diverse" institution, please be specific?

Response: Diversity is an allegiance or promise to recognizing and appreciating the variety of characteristics, qualities and/or skill sets that make individuals unique in an environment that encourages and celebrates individual and collective achievement. Being a diverse institution means certainly celebrating the above in a meaningful and practical manner. More specifically, a diverse institution recognizes that diversity among students, faculty, staff and administration equates to strength.

Is diversity important to the community college, if so, why?

Response: Yes! Diversity is critical to a community college for the reasons stated above. Any institution failing to embrace diversity does not understand the very basics of education.

Local of Campus Diversity

What is the ethnic or racial composition of your student body?

Response: Fall 2008: 65.9% White students, 28.0% Black students and 5.1% other minority students.

What is the ethnic or racial composition of your faculty?

Response: Fall 2008: 80.8% White, 17.4% Black and 1.9 % Other

What is the ethnic or racial composition of the college’s administration?

Response: Fall 2009: 100% White
Finally, would you conclude that your institution is diverse?

Response: No, but we are correcting this.

Diversity Goals

Is diversity a part of your mission statement?
Response: Yes and it runs through our new strategic plan.

Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
Response: Yes, although in my opinion we certainly fall short, we actively promote diversity through a host of programs. And as we implement our new strategic plan, diversity will become a much more important part of our culture.

Do you have a dedicated diversity coordinator?
Response: No, but our Human Resource department and other teams are dedicated to diversity on campus.

Does your institutions' strategic plan include diversity objective(s) and outcome(s)?
Response: Yes.

Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.
Response: None, recently added diversity to our strategic plan.

6. On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required).
Response: Faculty – 7; administration – 7; institution – 7

If less than 10, ask: Why are diversity goals not being met at your institution?
Response: A lack of prioritized planning – which is being corrected.

There were some similarities in the presidents' qualitative responses. A common theme was that all of the presidents valued diversity. Most of the presidents, along with other employees from their schools participated in the Alabama Community College System (ACCS) annual diversity conference. Nearly all of the presidents talked about different diversity strategies that they wanted to enact in the near future at their institutions. Strategies such as physically traveling to HBCU's and other highly diverse populated education institutions when seeking to fill faculty and administrator vacancies at their schools were mentioned. Other
strategies included incorporating an appreciation for diversity awareness and initiatives among the administrative cabinet members by setting diversity goals and working toward achieving them.

All ten of the randomly selected presidents, when contacted, were more than willing to participate in the study despite their hectic schedules. They were very accommodating and each president was genuinely concerned about the topic of diversity awareness at their institutions.

Summary

Chapter IV has presented the results from the analysis of data collected from a survey which was administered to administrators and faculty members within the Alabama Community College System. Also presented was the analysis of data collected by conducting personal interviews with 10, randomly selected presidents of the Alabama Community College System. Chapter V will present a summary of the entire study, a review of the findings, discussion based upon the research questions included in Chapter I, and implications and recommendations for future research.
CHAPTER V:

IMPLICATIONS AND RECOMMENDATIONS

Introduction

As previously stated, diversity is a challenge which faces higher education and having diversity reflected throughout the study body, faculty, and administration will provide the best environment for a well-rounded, educational experience (AAC&U, 2005). This chapter includes a summary of the entire study, a review of the results, discussion based upon the research questions included in Chapter I, implications, and recommendations for future research.

Summary of the Study

The purpose of this study was to investigate why diversity has not reached a satisfactory level in community colleges. Possible reasons were thought to include 1) racial differences in how diversity is defined and perceived by faculty members and administrators; 2) the limited number of ethnic minority faculty and administrators; and 3) little commitment to move diversity beyond the written text (e.g., mission statement, strategic plan, etc.).

The ethnic composition of America is changing swiftly, but diversity within leadership positions in higher education remains on the slow track. In 2006, African Americans made up 5.9% of all people in higher education positions such as provost, vice presidents, and academic deans. This number is just barely above the level that African Americans had achieved two decades ago (Journal of Blacks in Higher Education, 2008). Given our global community, there is a need to increase higher education’s pace towards greater diversity because Gurin, Dey,
Hurtado, and Gurin (2002) have suggested that a student’s experiences with diverse peers, faculty, and administrators in the college setting fosters students’ academic and social growth. Furthermore, graduates are better prepared to work in the global community.

The Western Interstate Commission for Higher Education (2008) reported that a change in the ethnic makeup of high school students is expected to happen within the next 10 years. The minority populations are projected to grow rapidly, and the Hispanic population will be leading the way in growth. Several states within the country believe that they will soon see the minority students become the majority of students who will graduate from high school. By the year 2015, Hispanic students graduating from high school are expected to increase by 54%; Asian/Pacific Islander high school graduates are expected to increase by 32%; Black, non-Hispanic high school students graduating are expected to increase by 3%; and the number of White, non-Hispanic students are projected to decrease by 11%.

In addition to the projected growth of minority students, postsecondary institutions’ enrollment is projected to grow through 2016 (U.S. Department of Education, National Center for Education Statistics, 2007). More students are enrolling in college now than ever before, and these students come from diverse populations. Unfortunately, there is a chasm between the students’ diversity and the diversity of faculty and administrators. Students, faculty, administrators, communities, and society as a whole benefit from educational institutions that employ personnel who are rich with different cultural backgrounds and ideas. Perceptions often guide practices. Therefore, studying faculty and administrators perceptions can form an analysis of the reason that greater diversity has not occurred in the community colleges. In this study, the research focused on faculty and administrator perceptions of diversity at institutions of higher education. Thus, the following research questions were used to guide the study.
1. What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices, and ethnic climate?

2. What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies?

3. To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

The review of literature consisted of an introduction which included information retrieved from the website of the Commission on Colleges, Southern Association of Colleges and Schools (SACS) (2008), which described the importance of diversity in higher education. A definition of diversity was given along with results of previous research which described the benefits and advantages of diversity. The review of literature also entailed studies which discussed the importance of diversity being included in mission statements of higher education institutions along with diversity initiatives and practices. The review of literature continued with supporting research on diversity employment trends, challenges, and impediments to diversity and the influence of perception and attitude of administration and faculty in higher education.

The survey was conducted in two phases and the population consisted of full-time faculty members and administrators employed within the Alabama Community College System (ACCS). Information received from the Department of Postsecondary Education, June 2009, revealed that there were 5,273 full-time employees within the Alabama Community College System. For this study, only full-time faculty members, 1,755 (Schedule D) and administrators, 203 (Schedule B and some Schedule C), were asked to participate (N = 1,958).

The survey was sent to 35 instructional deans including technical and health science deans and to all 203 administrative cabinet members. The survey was sent to all full-time faculty
members, 1,755 within the Alabama Community College System along with a brief message describing the survey and asking them to participate in the survey process. There were a total of approximately 1,958 Alabama Community College System faculty members and administrators who were asked to participate in the survey process.

The ethnic description of the sample \((n = 242)\) included 48 (21.0%) African Americans, 168 (73.4%) Caucasians, four (1.7%) Asians, and nine (3.9%) Other. Gender was divided into 67 males and 158 females. The age range was from 25 - 56 years and older and 176 respondents were faculty members and 53 were administrators and their number of years employed with postsecondary ranged from 1 - 45 years. Thus, the sample represented diversity.

For the second part of the study, ten community college presidents were randomly selected, using a systematic sampling process, for a sample selection of 40%. Although there were 27 community colleges within the Alabama Community College System, only 25 community colleges were asked to participate in the study. All ten community college presidents, randomly selected male and female, participated and constituted the sample for the qualitative part of the study.

Results

As previously stated, the current study investigated the Alabama community college system's, faculty and administrators’ perception of diversity policies, practices and ethnic climates. This section will give a review of the findings from the statistical analysis of data. Interpretations are limited by the return rate of 13%. The low return rate is attributed in part to the short time frame which was allowed to conduct the survey.
Research Question One

What are the perceptions of Alabama's community college faculty and administrators regarding diversity policies, practices and ethnic climate?

Although a majority of the respondents indicated that their institution had a diversity policy, they were unsure whether clear, concrete objectives were being implemented as a result of the institutions' diversity policy. Less than 50% of the respondents felt that their institutions would work toward increasing diversity among faculty and administrators at their schools. A few respondents indicated that their institutions had diversity committees and all respondents indicated that their administrative cabinets were diverse. The summary of this analysis would indicate that most respondents feel that there is a diversity presence at their institutions but diversity initiatives could be greatly enhanced. Previous research supports the results of the current study as Jackson and Phelps (2004) explained that the development and retention of minority administrators and faculty is crucial in order to advance community colleges to deliver high quality instructional programs and services.

Next, the responses to the five Likert-type items, which were combined to create a composite measure of the perception of diversity, produced comments which suggests that some of the respondents were satisfied with the level of faculty and administrative diversity at their institutions and felt that the institution as a whole had worked hard to achieve a positive climate of diversity. And in contrast, some respondents believe that too much emphasis has been placed on achieving faculty and administrative diversity at their institutions. Antonio (1999) has addressed comments such as these as he believes that poor recruitment and retention efforts, along with the lack of value for faculty and administrators of color, have been some of the reasons why efforts to increase minority representation among faculty continue to fall short. This
is an unfortunate attitude to have regarding the topic of diversity when there is so much to be gained by embracing diversity. Besides the obvious reasons of equity, it has been contended that faculty of color are essential because they serve as diverse role models for students and they also provide effective mentoring to minority students as well.

The next three questions on the survey were open ended and required the respondents to express their opinions and perceptions regarding diversity at their institutions. Responses to the question “What measures do you think can be taken at your institution to improve and strengthen diversity” included the following themes.

Some respondents felt that they needed more diversity training. Others felt that "buy-in" was needed from the president and the executive staff; that diversity must be lived every day. The common theme continued with the need for diversity in administrative positions along with suggestions that institutions should be open to hiring candidates outside of the college's service area. Along with recommendation to look at candidates equally while closely looking at diverse candidates, suggestions that persons should be hired for their qualifications, not just for the sake of diversity. Such comments are in agreement with a study conducted by Smith (2004), which suggested that although colleges are in the process of hiring diverse faculty members but if they do not become more aggressive in their diversity efforts, they will be severely disadvantaged. Furthermore, while the attitude of hiring more diverse faculty and administrators is on the rise for most institutions of higher education, the actual process is not happening rapidly enough.

The second question, “What can you do at your college to actively promote diversity among faculty and administrators,” prompted the following themes. The Commission on Colleges (2008) acknowledged that diversity is critical to the higher education experience; however, they also acknowledged that promoting diversity is a challenge. Institutions must work
within the law to develop innovative recruiting campaigns in an effort to ensure access for minority students, to always hire creative faculty who will use effective teaching methods in order to produce successful outcomes. This study revealed similar concerns suggesting that the issue of diversity must be brought to the attention of the administrators. There must be an awareness of diversity when serving on hiring committees and one must be an advocate for diversity and seek to learn more about others differences. Other suggestions included educating self and setting examples for others along with discussing problems openly with faculty and administrators.

Question three, “How do you know if the diversity plan at your institution is being effective,” prompted the following notions. Some respondents stated that they did not know if their diversity plan was effective or not and others commented that if the diversity plan was successful at their schools then they would see more people outside of the college's service area working at their institutions. Everyone would feel accepted and treated equally and that these suggestions would be true indicators that diversity is working. However, Brown (2004) suggested that when we look at diversity we tend to focus on ethnicity and race and the cultural differences associated with the definition. According to Brown (2004), when you place your primary focus on those three areas, you place limitations on the definition. Differences will always thrive as it relates to gender, sexual orientation, disability, and class. It is up to the professionals in higher education, as it relates to diversity within the college and university settings, to set new standards by tearing down the walls of prejudice, both blatant and hidden, and the historical legacy of enclosure and segregation (Brown, 2004).
Research Questions Two and Three

What are the similarities and differences among Alabama’s community colleges relative to stated diversity policies and to what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

A qualitative design was used to answer research questions two and three. For this phase of the study, ten randomly selected Alabama community college presidents (n = 10) were interviewed. The following paragraphs will compare and contrast summaries of some of their responses along with results of previously conducted research. When the 10 randomly selected presidents were interviewed, they were asked about their definition of diversity and the importance of diversity at community college campuses. Many definitions were given such as diversity means valuing others and their opinions. Diversity is important to the community college because we serve a diverse population of students, faculty and staff and we must reflect the students we serve. Diversity includes age, a young student versus an older student; diversity includes nationality and must be representative of the population group which you serve. Having diversity on a community campus is a positive experience for everyone involved. Thus, all ten presidents are in support of diversity at their institutions.

Similar to previous research which supports the results of the current study reveals that a crucial part of the postsecondary education delivery system is community colleges (AACC, 2008). Serving nearly half of the undergraduate students in the United States, community colleges provide an open admission to postsecondary education. Also, the two-year college system’s primary mission is to provide a quality education (AACC, 2008). Several researchers have explored the diverse temperaments and climates at community colleges and have discovered that there are many layers of campus culture to include interaction among diverse
groups; a true sense of belonging; a display of compassion from faculty, staff, and administration; and an invitation to students to become engaged and have a successful academic experience. In addition, minority administrators and faculty have led to an increase in minority students being successful in postsecondary education (Brown, 2004).

Also when interviewed, the ten presidents were asked if diversity was included in the institution's mission statement and strategic plan. Only two presidents (20%) responded in the affirmative. Four presidents (40%) stated that it was not included in the mission statement or the strategic plan at their institution. There was one president who indicated that diversity was included in the mission statement at their institution but was not included in their strategic plan, and one president indicated the opposite. Mission statements play an important role in community colleges and Roper (2004) believes that mission statements of educational institutions describe what you stand for and what your intentions are. Community colleges and universities, over the years, have worked effortlessly to make sure that their mission statements reflect their show of support for diversity and the support for implementing diversity throughout their campuses (Roper, 2004). A common belief of many colleges is that diversity among the student body and faculty plays a vital part in fulfilling the primary mission of providing a quality education (AACC, 2006).

The ten presidents were asked about the presence of diversity policies at their institutions and nine of the ten presidents stated that their college did not have diversity policies in place at their schools. There was one president who stated that they had diversity policies at their institution but also indicated that neither the policies nor the "charge" were defined. He stated that a generic definition of diversity had been assigned and therefore, in his opinion, the diversity policy has proven ineffective. The behavior that the one president with a diversity policy at their
institution mentioned could be viewed as what Ayers (2002) has described as using appreciative statements. Ayers (2002) has stated that mission statements can state the institutions appreciation for diversity or show mere compliance with the law. Examples of appreciative statements include “We appreciate the diversity in the students we serve,” “We will offer a student-centered faculty and staff who embrace diversity in a friendly, inclusive learning environment,” and “Diversity is an important part of the educational process” (Ayers, 2002, p. 23).

Of the ten presidents interviewed, six indicated their college did not have a full-time diversity coordinator, and three stated the diversity coordinator was part-time. Only one president reported a full-time diversity coordinator. It is important to have someone at each institution dedicated to conducting diversity issues. As Smith and Moreno (2006) reiterated, it is imperative to have diversity among administrators and faculty in order to demonstrate equitable hiring practices. Also, there are so few minorities in the administrative body that they sometimes get saddled with handling most of the diversity projects for their institutions thus overburdening them. The point is that the greater benefits occur when diversity is reflected across the entire spectrum of university or college life. Several of the presidents stated that the few diversity initiatives conducted at their schools were assigned to faculty members who were already over tasked with students thus providing support to Smith and Moreno's (2006) previous findings.

The ten presidents interviewed were asked to share some diversity outcomes which had emerged as they implemented their diversity plan based upon their strategic plan. Since the majority of the presidents had not included diversity initiatives within their strategic plan they could not provide outcomes which were produced as a result of the institutions' strategic planning. However, some presidents did provide comments regarding diversity outcomes at their institution. One president discussed the hiring of four minority faculty and administrators since
becoming president as another president shares their success of now having a 50% minority faculty population. Another president discussed their annual international festival, an event where almost all of the countries in the world are represented as another president refers to the annual diversity conference which is supported by the Alabama Community College System. Whereas another president stated that they have integrated diversity needs into their curriculum as well as into activities and other events at their institution. The importance of having diversity initiatives and outcomes was agreed upon by all ten presidents and previous research by Hurtado (2005) supports this concept as well. Hurtado (2005) stated that even in today’s time, diversity initiatives are sometimes thought to be insignificant to the actual work of institutions of higher education. Some feel strongly that diversity initiatives are extremely important and should be a “stand-alone” goal, while others may say perhaps diversity is really too political for wide-ranging implementation. If education institutions are truly dedicated to developing a productive workforce then vigorous diversity initiatives must be implemented. Providing such initiatives will equip students with the knowledge, skills, and abilities that are needed to make them productive citizens within our global society (Hurtado, 2005).

The ten presidents interviewed were asked if diversity goals among faculty, administration, and the institution as a whole had been met at their institutions and they were asked to rate themselves on a scale of 1 - 10 in each category with 10 being "definitely met." Only one president gave a rating of a "10" across the board. All other presidents gave fairly low ratings in two out of the three categories and some presidents gave low ratings in all three categories. Many presidents commented on the challenge of finding qualified minority personnel to fill faculty and administrator vacancies. Previous research by Smith, Turner, Osei-Kofi, and Richards (2004) found in their research on strategies for hiring diverse faculty that there are a
number of factors involved in diversifying faculty: 1) a decline in minorities earning doctorate
degrees; and 2) those who have earned doctorate degrees are in a sort of bidding war where
demand exceeds supply. Smith et al.’s (2004) study revealed that in order to achieve greater
success the process has to change.

A common theme which emerged was the fact that each of the presidents admitted that a
better job of meeting diversity goals at their institutions needed to occur. The presidents realized
that they as leaders, "set the tone" for diversity acceptance within their institutions and they
vowed to make a commitment to diversity. Previous research also reinforces the importance of
this concept, according to Kezar (2008), presidents as administrators play such an important role
in the implementation of diversity within higher education because they have the authority as the
leader of the institution to encourage support. They can achieve this by implementing diversity
into their institution’s strategic planning and mission statements. As a president of an institution
in higher education there are a lot of politics to be considered when trying to move a diversity
agenda forward. Kezar (2008) stated that there has not been a lot of research to look at how
leaders have handled such complex politics, although the behavior continues to go on throughout
the country. Diversity agendas can be implemented from the top down where the presidents have
the power to make things happen, or diversity can be implemented from the bottom up, from the
faculty and staff where the initiative eventually becomes integrated into the institution’s overall
mission of the college.

Discussion

The purpose of this study was to investigate why diversity has not reached a satisfactory
level in community colleges. Possible reasons were thought to include 1) racial differences in
how diversity is defined and perceived by faculty members and administrators; 2) the limited
number of ethnic minority faculty and administrators; and 3) little commitment to move diversity beyond the written text (e.g., mission statement, strategic plan, etc.).

Research Question One

What are the perceptions of Alabama’s community college faculty and administrators regarding diversity policies, practices and ethnic climate?

According to the results of the findings in this study regarding research question one, the perception of Alabama's community college faculty and administrators regarding diversity policies, practices and ethnic climate differs. Patton, McEwen, Rendon, and Howard-Hamilton (2007) on critical race perspectives on theory stated several recommendations that are critical to the success of diversity in higher education. Some of the recommendations included suggesting that professionals in higher education are mindful of race and are aware of the many ways in which people experience racial realities. Recommendations also included asking higher education professionals to do honest self assessments regarding race so that they may know their biases.

Similar to what Patton et al., (2007) found, this study revealed that faculty and administrators view diversity initiatives differently. It revealed that many of the faculty and administrators believed that their institutions had diversity polices but the majority was unsure of what the polices actually entailed. Some felt that diversity initiatives had been met at their institutions and maybe too much emphasis was being put on enhancing diversity among faculty and administrators.

The majority of administrators perceived limited to no commitment to increasing the number of ethnic minorities in faculty and administrators versus that of faculty. Thus, the administrators expressed a weaker commitment of diversity than faculty. Relative to race,
higher number of African Americans respondents perceived a weaker commitment to increasing
the number of minorities in faculty and administrators than the Caucasians respondents. Many
believed that having diversity among faculty and administration was important and that diversity
had not met satisfactory levels at their schools; however, some could not offer suggestions for
improvement. Thus, the awareness of diversity exists, but diversity appears to lack substance
(e.g., concrete programs or activities).

Research Question Two

What are the similarities and differences among Alabama’s community colleges relative to stated
diversity policies?

According to the findings stated in Chapter IV, regarding research question 2, the
similarities and differences among Alabama community colleges stated diversity polices are
similar in the fact that they do not exist. Anderson (2007) explained that colleges and
universities seem to do okay when it comes to scheduling, developing curricula, enrollment
discussion, and other educational institutional tasks, but when it comes to planning and
implementing a diversity plan they always seems to come up short. Most institutions construct
some sort of diversity plan because they must, in order to be in compliance, to say that their
institution has a plan, but it is really difficult for them to implement the plan. All ten of the
presidents which I interviewed were genuinely concerned about the level of diversity at their
institutions. Although a few of the presidents stated that they felt that their institution was
meeting its diversity goals, they admitted to actually not having diversity policies and diversity
initiatives in place and they vowed to increase the level of diversity awareness at their
institutions.
Research Question Three

To what extent are stated diversity policies actively being implemented throughout Alabama’s community colleges?

According to the findings stated in Chapter IV, regarding research question 3, the extent to which stated diversity policies are actively being implemented throughout Alabama community colleges is virtually nonexistent. Hurtado (2005) stated that if education institutions are truly dedicated to developing a productive workforce then vigorous diversity initiatives must be implemented. Providing such initiatives will equip students with the knowledge, skills, and abilities that are needed to make them productive citizens within our global society. So implementing diversity is a must and all presidents agreed with this concept.

When interviewing the ten randomly-selected presidents, I found, as stated above, that most of the institutions did not have diversity policies in place; therefore, if policies do not exist, they cannot be implemented. Although the majority of the presidents admitted to not having polices in place or implementing them, each president shared some sort of diversity awareness or initiative currently being performed at each of their institutions. It may have been centered around a dedicated time of the year (i.e. black history month) or their basic annual diversity training, but each president indicated that some diversity awareness was occurring at their institution. This is in keeping with Smith et al. (2004) as is suggested that excellence in diversity initiatives are not widespread, and diversity initiatives are gaining attention and participation nationally. Pressure, both from internal and external forces, has led to hundreds of campuses nationally engaging in efforts to ethnically and racially diversify their faculty and staff. Kayes (2006) contended that hiring a diverse faculty and staff continues to drive many colleges, universities, boards, and agencies to issue resolutions, policies, and mandates on diversity, while
also inventing innovative programs, initiatives, and strategies aimed at increasing the faculty/staff diversity in predominantly White institutions.

It is suggested that leadership may be one of the most important tools that we have when implementing a diversity plan throughout the institution (Kezar, 2008). All of the presidents were very receptive participants, and they were all genuinely concerned about the topic of diversity within their institutions. I admire each of the presidents for their willingness to change and to implement the much needed diversity initiatives at each of their schools. All presidents agreed that as a result of my study that they would take a serious look at diversity initiatives within their schools. Some presidents immediately revised their mission statements to include diversity awareness and others said that they would include diversity initiatives in their strategic planning process and would establish diversity policies at their institutions. Due to current funding issues, all presidents could not commit to the hiring of a dedicated, full-time diversity coordinator, but all presidents did agree to immediately begin assigning diversity duties and responsibilities to current employees within their institutions. All presidents expressed a sincere appreciation for diversity and each vowed to work harder toward diversity efforts at their institutions.

Implications

Based upon the results of this current study and existing research, the following recommendations are offered as practical suggestions to address diversity awareness in higher education.

1. The Alabama Community College System should set the tone for the implementation of diversity throughout the system by including diversity into its mission statement.
2. Diversity should be included in the strategic planning process of all educational institutions with the Alabama Community College System. This should be a mandatory process.

3. It should be mandatory that all institutions within the two-year college system, in addition to including diversity into their strategic planning process, be required to present actual evidence that stated diversity initiatives are actually being performed and outcomes are able to be measured.

4. Each institution within the Alabama Community College System should provide diversity training, not only annually but on a continuous, year-round basis. Mandatory and voluntary ongoing training programs such as workplace diversity, workplace harassment and discrimination should also occur. There should be a venue to allow employees to express their feelings of difference; to discuss race and gender biases, and to dispel many of the myths that faculty and administrators may hold regarding specific diverse groups.

5. Recruitment efforts for seeking qualified minority candidates should be enhanced and job announcements should be disseminated in highly minority populated areas, posted in higher education diverse journals, and listed on college websites.

6. The Alabama Community College System should identify a group of minority faculty and administrators within the system, provide them professional development training regarding diversity and assign them as mentors to newly-hired minority personnel entering the system. A thorough, detailed mentoring packet should be designed; one in which its' effectiveness can actually be measured.

7. The Alabama Community College System, specifically, the Chancellor and Vice Chancellors of the Department of Postsecondary Education, the Alabama State Board Members, community college Presidents, and selected faculty members should meet, discuss and establish
a diversity succession plan for the system. The plan should be inclusive and should contain quantifiable objectives, i.e. the number of minority faculty and administrators to be hired within the next five years.

Future Research

Diversity has such a broad definition and it entails so much. The purpose of my study mainly focused on race and gender. Other aspects of diversity could be explored (e.g., physical abilities/qualities, age, ethnicity, and class). Secondly, my study was limited to faculty members and administrators' perceptions of diversity. I did not include student's perspectives on diversity and I feel that it would be a beneficial study to the Alabama Community College System. Thirdly, although I made comparisons and references using other educational institutions, the population which I sampled was limited to the state of Alabama. It could be beneficial to expand the population sample to include two-year colleges within the southeastern region of the United States. A fourth suggestion would be to replicate the current study in five years to compare and contrast the findings regarding the status of diversity among faculty and administrators within the Alabama Community College System. Lastly, this study sampled administrator and faculty member's perceptions within the two-year college system. It could be beneficial to sample faculty member and administrators perspectives from two- and four-year educational institutions.

Personal Reflection

As stated many times earlier, the purpose of this study was to investigate why diversity among faculty and administrators has not reached a satisfactory level in community colleges. As an African American woman, who is currently employed as an administrator within the Alabama two-year college system, I have always been an advocate for equality. I work with a distinguished group of professionals in the Alabama Community College System, many of
whom I admire and respect. However, when we assemble as a group for events such as commencement ceremonies, honors day, and other major events, I continue to notice that there are very few minority faculty and administrators represented and I continue to wonder why.

Conducting the current study has been a very enlightening experience for me in many ways. Personally, it has afforded me the opportunity to view the concept of diversity from a variety of different perspectives. As an administrator, conducting the study allowed me an opportunity to explore whether other education institutions were being successful in their diversity initiatives and efforts. Or had other education institutions identified diversity deficits within their schools and if so, were they making strides toward correcting them?

The results of the current research has identified that the level of diversity goals and initiatives are not being satisfactorily established or met, within the Alabama Community College System. Also, identified was the lack of inclusion of diversity initiatives into institutions' mission statements and strategic plans. In addition the results of the study revealed the difference in perceptions of administrators and faculty regarding diversity policies and procedures at their institutions. However, due to the highly intelligent and dedicated group of professionals employed throughout the Alabama Community College System, there is no doubt that the current research will prove enlightening for them as well and as a result of such an awareness, diversity initiatives will increase.

Although many strides have been made regarding diversity in higher education, there is still much work to be done. It is my hope that the findings of the research which has identified the inadequate levels of diversity awareness within the Alabama Community College System will provide a challenge for all employees to become an integral part of increasing diversity at their institutions. The benefits of implementing diversity on community college campuses are
numerous. Diversity fosters growth and understanding in our interaction with each other, thus creating a positive teaching and learning environment for us all.
References


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Journal of Blacks in Higher Education. (2008a). Black faculty enjoy solid demand in academia: Yet they are less likely than whites to win tenure. 58, 31.

Journal of Blacks in Higher Education. (2008b). Black percentage of all senior-level executive positions below the rank of president at colleges and universities. 59, 36.

Journal of Blacks in Higher Education. (2008c). Proposition 209 has crippled black faculty hiring at the university of California. 61, 19.


APPENDIX A

QUESTIONNAIRE
1. Default Section

1. Is there a diversity policy currently in place at your college or institution?
   - Yes
   - No
   - Do Not Know

2. Does your college or university provide diversity training? If yes, at what point?
   - Yes, upon employment only
   - Yes, annually
   - No
   - No, not required

3. Does your institution have a plan to increase diversity among faculty and administrators?
   - Yes
   - No
   [If yes please describe]

4. Are job announcements for your college advertised in places which are likely to reach diverse applicants?
   - Yes
   - No
   [If yes, please list outlets where your school advertises]
5. As a faculty member or administrator, have professional development opportunities regarding diversity enrichment been made available to you?

☐ Yes
☐ No

If yes, please describe:

6. Does your President’s administrative cabinet membership reflect diversity?

☐ Yes
☐ No

7. Are there partnership efforts which connect your college with minority organizations within the community?

☐ Yes
☐ No
☐ Do Not Know

8. Are there formal diversity mentoring programs available for new faculty and administrators at your college?

☐ Yes
☐ No
☐ Do Not Know

9. Is there a standing committee (task force, action council, etc.) which monitors the college’s diversity climate and establishes or recommends policy?

☐ Yes
☐ No
☐ Do Not Know

If yes please describe:

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10. I am satisfied with the diversity of ethnic backgrounds of the faculty and administrators at our institution.

☐ Strongly disagree  ☐ Disagree  ☐ Agree  ☐ Strongly agree

11. Our institution has worked hard to achieve a positive climate for diversity.

☐ Strongly disagree  ☐ Disagree  ☐ Agree  ☐ Strongly agree

12. Racial and ethnic diversity is an issue at my institution.

☐ Strongly disagree  ☐ Disagree  ☐ Agree  ☐ Strongly agree

13. Our institution meets its diversity goals relative to recruitment and employment of faculty and administrators of color.

☐ Strongly disagree  ☐ Disagree  ☐ Agree  ☐ Strongly agree

14. I feel that too much emphasis is based on achieving faculty and administrator diversity at our institution.

☐ Strongly disagree  ☐ Disagree  ☐ Agree  ☐ Strongly agree

15. In your opinion, how much of a commitment does your college have to increasing the number of ethnic minorities in faculty and administrator positions?

☐ Very strong commitment  ☐ Fairly strong commitment  ☐ Limited commitment  ☐ No commitment  ☐ I don’t know

16. What measures do you think can be taken at your institution to improve and strengthen diversity?


17. What can you do at your college to actively promote diversity among faculty and administrators?


18. How do you know if the diversity plan at your institution is being effective?


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19. What other views or ideas about diversity would you like to share with me?

20. Please complete the demographic information listed below.

a. Ethnicity
   - Black
   - White
   - Hispanic
   - Asian
   - Other

b. Gender
   - Male
   - Female

c. Age
   - 18-35
   - 36-55
   - 56 and above

d. Current position
   - Faculty
   - Administrator

e. Number of years employed in postsecondary
   - 1-15
   - 16-30
   - 31-45
   - 45 and above
Diversity Interview Schedule

Purpose: To identify similarities and differences among Alabama community colleges relative to stated diversity polices and to determine the extent to which stated diversity policies are actively being implemented throughout Alabama community colleges. Also, the investigation may identify barriers which are currently hindering the implementation of successful diversity policies throughout Alabama community colleges.

Opening

Thank you for permitting me to interview you today. I will keep the interview to 20 minutes or less.

Your Perception of Diversity

1. What is your perception of diversity? What does it mean to be a “diverse” institution, please be specific?
2. Is diversity important to the community college, if so, why?

Local of Campus Diversity

1. What is the ethnic or racial composition of your student body?
2. What is the ethnic or racial composition of your faculty?
3. What is the ethnic or racial composition of the college’s administration?
4. Finally, would you conclude that your institution is diverse?

Diversity Goals

1. Is diversity a part of your mission statement?
2. Does your institution have diversity policies? Please provide a sample. Are diversity policies actively being implemented throughout your institution?
3. Do you have a dedicated diversity coordinator?
4. Does your institutions’ strategic plan include diversity objective(s) and outcome(s)?

5. Please share some diversity outcomes which have emerged as you have implemented your diversity plan based upon your strategic plan.

6. On a scale of 1-10, with 1 being “definitely not met” and 10 being “definitely met”, what score would you give your institutions for diversity goals met among the faculty, among the administration and among the institution as a whole? (3 responses required)

7. If less than 10, ask: Why are diversity goals not being met at your institution?

Closing

Thank you very much for granting me this interview. Would you like a copy of my findings?
APPENDIX C

RESEARCH ORGANIZATIONAL CHART
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<th>Research Organizational Chart</th>
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<tbody>
<tr>
<td><strong>Data Collection</strong></td>
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<td>Use SPSS to conduct frequency and chi square analysis.</td>
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<tr>
<td>Create a poster of the organizational chart.</td>
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<tr>
<td>Complete a survey and a total of 1,998 ACES employees.</td>
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