DIVERSITY AWARENESS PERCEPTIONS AMONG CLASSIFIED STAFF AT A MIDWESTERN LAND GRANT UNIVERSITY

BY

CHERYL DENISE-ROSHELL GRICE

B.S., Upper Iowa University, 2002

M.S., Kansas State University, 2005

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the
Requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2011

Abstract

Diversity is recognized by acknowledging individual differences. The term diversity can refer to an array of descriptors such as, race, religion, color, gender, national origin, disabilities, sexual orientation, age, level of education, geographic origin, economic status, family status, appearance/physical size and skill characteristics. Although there are multiple definitions of diversity, many include at least one or all of the attributes listed above.

This qualitative study examined perceptions of classified employees regarding the level of diversity awareness among their workforce at a large Midwestern land grant university. The sample was purposefully selected from the population of classified support staff using both scores from Dahm's (2006) Organizational Diversity Needs Analysis (ODNA) and responses to demographic questions. This survey was designed to measure diversity awareness in the workplace using the dimensions; cultural inclusion or exclusion, organizational inclusion or exclusion, workload, trust, sensitivity and affirmative action. Demographic information used to select the sample for this study included; age (Generation Y, Generation X and Baby Boomers), gender (male and female), and race and ethnicity (White and all others, for example: African American, Asian American, Hispanic and Native American).

Semi-formal, one-on-one interviews were conducted with the participants by the researcher in this study. Additionally a theme emerged that expressed the "good old boy" system as being "alive and well"; differential treatment among staff who did not have the same or similar levels of education; positional power and situational occurrences whereby individuals who appeared different were treated unfairly or without respect by other staff, faculty or students at the university. Findings included a difference in perceptions about diversity awareness

between Whites and People of Color. Whites fell into the following categories; 1) Many employees felt the current status of diversity awareness was sufficient, 2) an equal number of others felt that their needed to be an increase in diversity awareness initiatives among employees, 3) others felt as though diversity awareness was problematic or 4) the need did not exist for diversity awareness initiatives. The participants in the interviews disagreed, all claimed to have been the victim of discriminatory behavior.

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Approved by:

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Major Professor
Sarah Jane Fishback

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Dedication

This dissertation is dedicated to my beautiful family. Thank you for sharing countless hours of support, encouraging words during challenging times and the sacrifices you have made throughout this process. This journey would not have been possible for me without your love and support.

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In Memory of

(Grandparents)

Lucy Ann and Richard Brown, Sr.

and

Annie and Andrew Roshell, Sr.

Chapter 1

Introduction

Diversity in the workplace has gained increased attention in both the academic and business community (Fisher, Tokar, Mergl, Good, Hill & Blum, 2000; Townsend & Carnes, 2000; Thomas, 2006; Gardenswartz & Rowe, 1998). In 1989, the subject of diversity became a topic of national interest when the Hudson Institute published a landmark study titled, "Workforce 2000". The study outlined impending demographic changes that would alter the idea of the typical American worker and accurately forecasted workforce changes in the new millennium (http://www.hudson.org). The report predicted that minorities would increasingly constitute a larger percentage of the net new entrants into the workforce. It also noted that the labor force participation of women would continue to rise and that the median age of workers would increase due to the aging baby boom generation. In other words, the American workforce would change to reflect America's changing demographics. The Hudson Institute's 1997 follow-up report, Workforce 2020, discussed many of these same trends and affirmed the need to plan proactively for workforce changes (Johnson & Packer, 1987; Judy & D'Amico, 1997); http://www.us.gov/dol; Cox, Jr., & Blake, 1991). The United States Department of Labor published a report, "Futurework: Trends and Challenges for Work in the 21st Century," supporting the Hudson Institute's predictions for a changing workforce. This report stated:

> By 2050, the U.S. population was expected to increase by 50 percent and minority groups would make up nearly half of the population. Immigration would account for almost two-thirds of the nation's population growth. The population of older Americans was expected to more than double. One-quarter of all Americans would be of Hispanic origin. Almost one in ten Americans would be of Asian or Pacific Islander descent and more women and people with disabilities will be on the job. (U.S. Department of Labor, Futurework Report, 2000, pgs 3-4 retrieved from http://www.dol.gov)

There has been a growing demand for workplaces to have the capabilities and skills needed to understand culturally diverse groups. Now more than ever, organizations recognize the competitive advantage of a diverse global workforce (Wlodkowski, 1995; Thomas, 2005; Fisher et al., 2000; Townsend & Carnes, 2000; Conklin, 2001; Stead, Gilbert & Ivancevich, 1999; Brislin, 2008). To prosper, American organizations have had to value, understand and better utilize the increasing cultural diversity of the American workforce (Loden & Rosener, 1999). Many organizations assumed that diversity awareness education could boost productivity and innovation in an increasingly diverse work environment (Lane, Wolf & Woodard, 2003).

In the United States, many organizations, communities, military branches, and universities have conducted some form of diversity awareness education since the 1960s. Businesses used diversity training in the late 1980's and throughout the 1990's primarily to protect their organizations against and settle civil rights suits (Thomas, 2006). Workforce development employers have dealt with learners from multiple generations, underrepresented ethnic backgrounds and women performing in fields historically dominated by men. For this reason, employers have been forced to address diversity awareness in the workplace (Thomas, 2006).

Researchers have needed to examine workplace climate and diversity initiatives for employees. Dahm (2003) concluded that these issues are contextual and situated in specific environments and needed to be examined individually. This dissertation provided an opportunity to examine the perceptions of diversity awareness among classified support staff at a large Midwestern land grant university.

Background

Diversity

The term diversity has referred to an array of descriptors such as, race, religion, color, gender, national origin, disabilities, sexual orientation, age, education, geographic origin, economic status and skill characteristics. Although there have been multiple definitions of diversity, many include at least one of the attributes listed above. Loden & Rosener (199) described diversity using the following characteristics; age, gender, race, ethnicity, sexual orientation and mental/physical abilities and characteristics. Wlodkowski's (1995) description included recognition and acknowledgement of differences as being unique to each group that is part of the multicultural community. He further explained the various interpretations of diversity and how individuals may have perceived and believed differently:

> Diversity is a word whose meanings are dependent on the context within which it is being understood. Diversity conveys a need to respect similarities and differences among human beings and to go beyond sensitivity to active and effective response.

Wlodkowski (2009) continued to define diversity as inclusive of race, gender, sexual orientation, age, language and disability, with much of his research focused on adult workforce learning and diversity in the workplace.

For this study, Raymond Wlodkowski's definition of diversity outlined above has been used because his research supported the concept that the American population had become increasingly and undeniably diverse. Wlodkowski emphasized that diversity learning experiences should also be culturally sensitive, encouraging and flexible with a variety of teaching approaches (Ginsburg & Wlodkowski, 2009). His specific definition supported the focus of the study.

Diversity Awareness

Over the years, diversity awareness and the need for additional education in this area has become an issue for many businesses and institutions. Vaughn (2004) described this as a phenomenon and explained how many employers have dealt with similar issues. Many workplaces in the United States have offered diversity education but did not focus on diversity awareness or how the rationale, assumptions and values of individuals may have changed (Vaughn, 2004; Goleman, 2006).

During the first years of the new millennium, studies, such as *The American Review of Public Administration,* Vol. 33, No. 2, 123 – 145, (Lane, Wolf & Woodard, 2003), have documented major problems in the area of diversity awareness. In accordance with key concerns of the United States anti-discrimination movement, consideration of diversity in organizational studies largely focused on race and gender (Cooke, 1999). However, within the past two decades, numerous scholars expressed the importance of diversity awareness among ages, genders, races and ethnicities in the workplace (Ross-Gordon, Martin & Brisco, 1990; Hayes & Colin, 1995; Maher & Tetrealt, 1994; Tennant & Pogson, 1995; Tisdell, 1995; Hawkesworth, 1997).

Diversity Issues in the Workplace

Major patterns and trends have consistently surfaced regarding diversity issues and employees attitudes about co-workers who are People of Color. The attitudes and prejudices that we learned from our own cultures may cause us to reject culturally different groups in the workplace (Thomas, 2006). Thomas Kochman (1981) conducted research examining Black and White cultural differences and described obstacles and failure in communication between the two groups. Primary reasons for these issues included differences between cultures being ignored

and a lack of/or inadequate interpretation of each group's behavior or expectations (Henderson, 1994; Kochman, 1981; Thomas, 2006).

Diversity awareness and diversity management have played a role in the recruitment and retention of employees in the workplace (Crosby, 1992). There has been a growing demand for individuals and leaders in the workplace who have the capabilities and skills needed to manage culturally diverse groups (Fisher et al, 2000; Townsend and Carnes, 2000). Loden & Rosener (1999) claimed that managers need to understand, value, and better utilize the increasingly diverse American workforce. While awareness of culture and diversity has increased in society, many people continued to have minimal consciousness regarding the predictable dynamics that occurred when diverse people interacted (Loden, 1996; Ivancevich & Gilbert, 2000).

Ivancevich & Gilbert (2003) claimed that attention placed on diversity in the workplace and recognition of the value of inclusion, have been essential to the positive growth and success of an organization. The authors stressed that this inclusion must be a part of the goals of an organization in order to create cultural awareness and discourage stereotyping. The outlook an organization took towards employees' culture, perceived stereotypes and inclusion played a significant role in the effectiveness of its workforce (Townsend & Carnes, 2000; Fisher et al, 2009).

The Organizational Diversity Needs Analysis (ODNA) (See Appendix A) survey used in this study identified aspects of diversity awareness and corresponding practical methods for the development of training objectives. The ODNA intended to be useful to focus training objectives to raise diversity awareness (Larkey, 1996; Dahm, 2003) described an individual's perceptions regarding diversity awareness. These dimensions included: 1) Organizational

Inclusion/Exclusion, 2) Cultural Group Inclusion/Exclusion, 3) Workload, 4) Affirmative Action and 5) Trust.

Culture

Culture has been defined as the cumulative deposit of knowledge, experience, beliefs, values, behaviors, attitudes, meanings, hierarchies, religion, symbols, notions of time, roles, spatial relations, concepts of the universe, shared systems of knowledge and material objects and possessions acquired by a group of people in the course of generations through individuals or groups (Wlodkowski, 2007; Hofstede, 1997). Some cultures traditions have been privileged and seen as superior to other cultures marginalized or silenced by the power structures in their environments (Guy, 1999). Hirsch (1987) described cultural knowledge as elitist in nature largely emanating from Western tradition. Matosumato and Juang, (2008) indicated culture made ethnic group differences meaningful by acknowledging the association between diversity and culture developed around members of a particular group.

According to Matsumoto and Juang, (2008) many psychologist used the words culture, race, nationality and ethnicity interchangeably, as if they were terms denoting the same concept. Although this is not the case, the concept of the word culture could describe and explain a broad range of activities, behaviors, and events. Ginsberg and Wlodkowski (2009) discussed the use of the words diversity and cultural diversity interchangeably. Both stated that the belief that language associated with cultural differences must acknowledge issues of racism, discrimination and the experience of exclusion. Furthermore, they reported some saw the term cultural diversity as more closely connected to issues of racial, economic and political marginalization.

Loden (1996) described cultural sensitivity as the practice of valuing diversity among individuals and encouraging individuals to respond by looking deeper to find value among others

who differ, promoting respect (Loden, 1996).   While awareness of cultural diversity has been increasing in society, he claimed many people continue to have minimal consciousness regarding the predictable dynamics that occurred when diverse people interacted (Loden, 1996). Henderson researched workplace issues and interventions and discussed how employees' learned prejudices and attitudes toward culturally different co-workers create a lack of understanding resulting in rejection of cultural differences in the workplace (Henderson, 1994; Thomas, 2006). In order to bridge diversity gaps, focus has had to be placed on reducing stereotypes that caused misperceptions.

Stereotypes

Individuals bring their attitudes about different cultures as well as their stereotypes about other cultures into the workplace which could impact the environment of an organization. Assumptions or reactions about different groups have often stemmed from a lack of awareness among groups.

Harvey & Allard (2002) described managers who have relied or acted on stereotypes when dealing with employees run the risk of making incorrect assumptions of workers' behavior and how this could lead to increased misunderstandings and conflict, resulting in a negative impact on morale and productivity among workers. They also discussed four goals that John Bowman claimed can increase multicultural understanding by uncovering stereotypes. Bowman's goals are: 1) Help individuals become aware of their values; 2) Show individuals how their culture programs them to react to and judge others in automatic and stereotypical ways; 3) Discover the types and sources of stereotypes about others; and 4) Provide an opportunity for participants to see how their stereotypes create barriers toward appreciating individual differences. In addressing each of Bowman's goals, individuals should have examined their

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assumptions and sought solutions which may have involved equal participation. Roosevelt Thomas' (2005) conducted a case study and asked leaders of the Avon Corporation to take a look at the culture of its workforce and identify any stereotypical assumptions about gender, race, age, and management style. This study of Avon, involved 107 people who were interviewed and responded to questions about promotions, feedback on performance, training and development opportunities, women in management, minorities in management, and how multiculturalism would benefit Avon. The outcome of the research offered a rich framework for understanding the experiences of the different employee groups and provided a plan of action to improve performance in the areas mentioned above. Challenging the stereotypes among different cultures may initially have been difficult but understanding the diversity of individuals within an organization could set the stage for bringing about enriched communication among groups. Initiating this type of dialogue among employees could assist in identifying areas where lack of diversity awareness exists among the workforce.

Summary

In recent years, there has been a movement towards managing diversity issues (Seeger, M., Sellnow, T., & Ulmar, R., 2003). Crosby (1992) examined diversity awareness and claimed diversity management programs played a critical role in the satisfaction of employees in the workplace. Individuals valued inclusion and recognized organizations that placed attention on diversity awareness (Ivancevich & Gilbert, 2000). The benefits of positive diversity awareness and proactive diversity management have been seen through the productivity and job satisfaction of an organization (Cox, 1991).

Statement of the Problem

The setting for this research, a large Midwestern land grant university had a number of diversity initiatives for both students and faculty members. Student enrollment peaked at 23,750 and the number of full time unclassified faculty and staff members totaled 2,544. Key offices on campus played a role in promoting a diverse campus environment for students and addressing the diversity goals of the university. Technically, the programs planned were open to all employees on campus yet they might not necessarily have been readily accessible to classified employees nor did they address diversity issues from the unique standpoint of the classified workers.

Circumstances that could have interfered with classified employees participating in existing opportunities included; scheduling, lack of information on programs offered and/or workload. Classified employees worked one of three shifts; days, evenings or late night. The majority of programs focused on diversity for the university have been held during the hours of eight o'clock in the morning until five o'clock in the afternoon. Events or activities during these hours often interfered with employees' workload, evening or family responsibilities and precluded employees from attending activities outside their normal hours of work. These resources may or may not have been available for staff working variable shifts. Additionally, classified staff work in jobs from maintenance to management and may not resemble students or faculty; they work in highly varied settings within the university with highly differing education and experience levels.

The possible absence of diversity awareness may have generated increased challenges that existed among the classified workforce in regards to developing and maintaining an environment that values diversity (Ivancevich & Gilbert, 2000). This study examined the level of diversity awareness among the classified workforce employed at a large Midwestern land

grant university. Before planning and scheduling training to increase diversity awareness,

research needed to be conducted to determine the level of diversity awareness of classified staff.

A lack of diversity awareness could be problematic and may have prohibited job satisfaction and

workforce development (Dahm, 2003). No studies of this type have been conducted with

classified staff.

Statement of the Purpose

The purpose of this study was to examine perceptions of classified support staff regarding

diversity awareness within their workforce at a large Midwestern land grant university. Issues

discussed during this qualitative study included perceptions of group and organization inclusion

or exclusion, perceptions among workers about workloads and promotional opportunities among

classified employees. The researcher examined diversity perceptions in relation to age, gender,

race and ethnicity within the classified workforce.

Research Question

This qualitative study addressed the following research question and sub questions:

Research question:

What are perceptions of classified support staff regarding diversity awareness in the

workplace at a large Midwestern land grant university?

Sub questions:

1. Do specific groups within the classified workforce feel attempts are made in the

   workplace to create diversity equity?

2. Are these perceptions of classified employees influenced based on age, gender,

   race or ethnicity?

Limitations of the Study

1. The population of the study specifically focused on classified employees at a large Midwestern land grant university.

2. The population for People of Color was small therefore the numbers for these groups was low, as anticipated.

3. Several classified employees worked outside of the office. For example, grounds maintenance workers, animal science technicians, shuttle drivers, police officers, etc. These employees may not have been able to access a computer during their hours of work; this could have made it difficult to complete an online survey.

4. The use of self-reported data could have presented a challenge for this study. The strength of this type of data depended on how open the participants chose to be and how much they wanted to share. Although the researcher made an effort to design a valuable study, build rapport and instill trust, the results yielded by the study relied on the participants and their willingness to answer questions openly and honestly.

Definition of Terms

Affirmative Action — Governmental guidelines for enhancing access to education and employment for minorities, women, and the physically challenged (Banks, 1997).

African Americans — United States residents and citizens who have African biological and cultural heritage and identity. This term is used synonymously and interchangeably with Black and Black American. These terms are used to describe both a racial and a cultural group. Persons with origins in groups of Africa. This includes people who indicate their race as Black, African American, Negro or provide written entries, such as, African American, Afro American, Kenyan, Nigerian or Haitian (2010 United States Census, http.//www.uscensus.gov).

Asian Americans	Americans who have biological and cultural heritage that originated on the continent of Asia. This group includes: Asian Americans, Chinese, Filipinos, Japanese, Asian Indians, Koreans and Vietnamese. Other groups include Laotians, Thai, Cambodians, Pakistanis, and Indonesians (2010 United States Census, http://www.uscensus.gov).
Classified Employees	A non-teaching group of employees representing a portion of the university's workforce. This group generally functions as support staff in the technical, administrative or service and maintenance areas of the institution (University Policies and Procedures Manual).
Culture	The cumulative deposit of knowledge, experience, beliefs, values, behaviors, attitudes, meanings, hierarchies, religion, symbols, notions of time, roles, spatial relations, concepts of the universe, shared systems of knowledge and material objects and possessions acquired by a group of people in the course of generations through individuals or groups (Wlodkowski, 2007; Hofstede, 1997).
Cultural Competency	Understanding and respecting the histories, traditions, beliefs, and value systems of various cultural groups (Sue & Sue, 2003).
Discrimination	Actions taken by a dominant group who apply various actions or pressures against minority groups, such as avoidance, denial, threat or physical attack (Marger, 1997).
Diversity	Recognition and acknowledgement of differences which are unique to each group that is part of the multicultural community (Wlodkowski, 2007).
Diversity Awareness	A state of mind necessary for understanding; awareness and skills in the area of diversity (Bucher, 2000).
Diversity Management	The process of helping all employees, including women and minorities, reach their full potential (Kreitner, 1995).
Diversity Education	Refers to strategies that develop consciousness, awareness, understanding and skills in the area of diversity (Bucher, 2000).

Latino/Hispanic Americans	Refers to a person of Cuban, Mexican, Puerto Rican, South or Central American or Other Spanish culture or origin regardless of race. Americans who share a culture, heritage, and language that originated in Spain (2010 United States Census, http://www.uscensus.gov).
Population	A population is an entire group of persons or elements that has at least one characteristic in common (Marger, 1994).
Prejudice	An arbitrary belief or feeling toward a specific group or its individual members. It involves a judgment or generalized unfavorable belief, based on a fixed mental image of some group or class of people and applied to all individuals of that class without being tested against reality (Marger, 1997).
Privilege	Unearned access to resources and social power, often because of social group members (Ginsberg & Wlodkowski, 2009).
Race	A population of humans classified on the basis of certain hereditary characteristics that differentiate them from other human groups (Marger, 1997).
Recruitment	The process of selection and hiring individuals to serve as part of the university workforce (Hale, 2004).
Retention	The process of maintaining the university workforce by meeting the personal, academic, social and financial needs of the workforce (Hale, 2004).
Stereotype	An unverified overgeneralization that is associated with a group of people. Lumping people into a category and making the assumption they are all alike (Bucher, 2000).
Unclassified Employees	Employees holding positions which are legitimated with annual contracts which must be renewed annually (University Policies and Procedures Manual).
White	Includes people who indicate their race as White or report entries as Irish, German, Italian, Lebanese, New Easterner, Arab or Polish (2010 United States Census, http://www.uscensus.gov).

| White Privilege | A new racism whereby white privilege is maintained through invisible, insidious operations of power that foster Whiteness and racism (Cross, 2005) a multitude of ways people who are identified as White enjoy countless, often unrecognized advantages, special provisions, codebooks or assets that one can count on and are meant to remain oblivious to in their daily lives. |

Assumptions

The following assumptions were considered for this study:

1. A lack of accessible diversity awareness initiatives among the classified employees could pose a disservice to the workforce at the university.

2. Although there are diversity initiatives in place throughout the university, the focus leans toward students and academic staff, with the possibility of few classified support staff taking advantage of these opportunities.

3. Participants would provide honest answers.

Methodology

Overview

The sample in this qualitative study has been purposefully selected from the classified full time staff at a large Midwestern land grant university. The university located in the Midwest, employed four generations of in-state residents and has attracted a growing population of both national and international students. The university workforce had an increasingly diverse population of classified, unclassified and student workers.

This qualitative study used a sample from the classified support staff population. The sample selection was determined by participant scores from responses to an online survey and demographic information administered by the researcher in order to seek a variety of perspectives or maximum variation. Research conducted examined perceptions regarding the

level of diversity awareness in the workplace. Data for the study, collected through semi-formal one-on-one interviews, allowed the researcher to obtain a richer and deeper content of information, gain knowledge and expand the understanding surrounding the issue of diversity awareness initiatives among classified support staff employed at a large Midwestern land grant university.

A pilot study conducted using two classified support staff from the workforce at the university aided the researcher in determining if the instructions for the survey and interview protocol had clarity and could easily be understood (Merriam, 2009). The participants in the pilot study responded to Dahm's Organizational Diversity Needs Analysis (ODNA) survey which measured diversity awareness and collected demographic information (See Appendix B for Demographics). The demographic questions constructed using elements of Don Dillman's Tailored Design Method, (TDM) (2000) obtained background information that gave more insight on diverse characteristics of the participants. Both participants completed an interview and the researcher questioned them about both the survey and the interview. Following the pilot interviews, the researcher reviewed the instructions for the survey and made minor grammatical and punctuation revisions.

Several studies evaluated diversity awareness instruments among workforces within public and private organizations (Cox, 1994; Henderson 1994; Marger, 1997; Fu & Stremmel, 1999; Guy, 1999; Bucher, 2000; Brown, Bettina and Lankard, 2001; Thomas, 2006; Larkey, 1996; Dahm, 2003, Brown, 2007). Subscales used in studies conducted by Larkey, (1996), Dahm, Willems & Frankiewicz (2001) and Dahm (2003) served as the foundation in this dissertation for measuring diversity awareness those include; Organizational Inclusion/Exclusion, Cultural Group Inclusion/Exclusion, Workload, Sensitivity and Flexibility,

Affirmative Action and Trust in the workplace (See Appendix C for Subscales). Dahm's (2003) research instrument, Organizational Diversity Needs Analysis, (ODNA) had eight dimensions that measured diversity within an organization. Her study developed and tested a needs analysis instrument that evaluated the diversity climate in organizations and issues that could potentially impact the diversity climate in an organization.

Participants in the survey completed the document online in approximately 20 minutes and the researcher allowed 1 ½ hours for each interview. Participants signed and received a copy of an Informed Consent (See Appendix D for Informed Consent) prior to their interview. This document described the purpose of the research and included contact information in the event the participant had questions or concerns.

Population

The population for this study included full time classified staff. Members of this population employed various departments and units throughout the university and comprised of 1,437 employees working in three different job categories; (1) Administrative Support (office and clerical), (2) Building Trades (service and maintenance) and (3) Technical and Professional.

Sample

The sample consisted of twelve participants, purposefully selected from the population of full time classified support staff who responded to the survey. Participant selection was based on scores from survey responses and results from demographic questions of individuals from different ages, race, and gender. For maximum variation, an attempt to include a broad range of characteristics determined selection.

Procedures

The method used for collecting data included the administration of an online survey instrument titled, the Organizational Diversity Needs Analysis (ODNA), (Dahm, 2003). This instrument focused on the study of diversity in the workplace. ODNA, a 39-item Likert scale instrument, allowed survey participants to respond to questions that addressed Organizational Inclusion/Exclusion, Cultural Inclusion/Exclusion, Workload, Sensitivity/Flexibility, Affirmative Action and Trust in their current workplace. Demographic questions (Appendix B) included in the survey solicited information regarding participant's age, gender, race and ethnicity. Individuals who may not have access to a computer during the day due to the nature of their work (e.g., grounds maintenance workers, animal science workers or police officers) received hard copies upon request. The researcher continuously protected the confidentiality of each participant.

All survey participants had the opportunity to answer the following question during the survey: "Are you willing to participate in a one-on-one interview with the researcher?" The researcher obtained qualitative data by conducting guided one-on-one interviews with the sample. Prior to starting the interview protocol (See Appendix E for Interview Protocol), the researcher established rapport with the participant. The interview protocol allowed for probing questions based on responses from individual participants. It also addressed issues on perceived cultural awareness, diversity awareness, organizational and group inclusion, workload, sensitivity, affirmative action concerns, stereotypes and equity within the classified workforce. Afterwards, Informed Consent forms were signed and interviews conducted in a private setting. Data collected during the interviews, digitally recorded and transcribed, was analyzed and reported in chapter four.

The researcher used the following methods of triangulation during the interview process; field notes, journal entries and member checking. Field notes included data gathered from visible observations or reactions during the interviews. Journal entries recounted the progress and any observations or participant attitudes or actions, as well as documented any discoveries surrounding additional relevant questions or issues that may have surfaced during or after the interview. Each participant received their individual transcript by email for confirmation of the content of their responses.

Employees selected to participate as part of the sample were contacted by phone or email to schedule dates and times for interviews. Digital recordings, field notes, journal entries and transcripts will continue to remain confidential and securely stored by the researcher for safe keeping for a three year period, after which the documents will be destroyed.

The participants signed an Informed Consent (Appendix D) form prior to their interview. This document included information regarding the purpose of the interview, how data would be used, maintaining confidentiality, information regarding their right to withdraw their consent to the study and details of how the security of data would be maintained. Pseudonyms were assigned to each interviewee to insure their identity remained confidential.

The interview protocol (Appendix E) developed using the subscales (Appendix C) from Dahm's Organizational Diversity Needs Analysis (ODNA) (Appendix A) served as a base for establishing specific questions surrounding diversity awareness as it was related to Organizational Inclusion/Exclusion, Cultural Group Inclusion/Exclusion, Workload, Affirmative Action and Trust in the workplace. For the purpose of this study, questions from some categories and subscales were combined based on related issues or overlapping themes among

questions. The university Human Rights Institutional Review Board (IRB) approved the interview protocol (See Appendix F for IRB Approval).

Dahm's (2003) instrument had been tested for validity and reliability; therefore, the questions selected for the researcher's protocol maintained integrity. A quantitative study conducted by Dahm used the categories and subscales previously mentioned. She suggested the need for qualitative research surrounding specific categories and subscales. The purpose for using this survey was for interview selection purposes conducted in this qualitative study. No data analysis was conducted using the results.

Analysis of Data

Data analysis used to compare participant responses and identify relevant themes, began with the first interview (Miles & Huberman, 1994). Information from qualitative interviews was transcribed, categorized, coded and examined for themes, patterns and similarities that may have emerged (Creswell & Clark, 2007). By coding the data, the researcher determined the viewpoints of classified employees regarding their work environment and the level of diversity awareness in their workplace. Data from interview transcripts was sorted and coded using the computer software Nvivo8 program designed for qualitative research assisted in the process by offering rapid data retrieval and arranging varying concepts into categories. This process allowed the researcher and peer reviewer to identify any patterns or themes. In addition, the researcher conducted manual coding using a spreadsheet to track responses from employees interviewed (See Appendix G for Coding Guide). This process allowed the researcher to compare themes that surfaced with the computer software and also identify any additional themes or patterns. The analysis of the interviews received confirmation based on the conclusion of recurring trends and or patterns determined by the researcher.

The methods used to collect data from the selected sample population involved interviews, digital recordings, written field notes and journal entries. During the study, participants reviewed and confirmed their transcribed responses (Creswell & Clark, 2007). A peer examiner was used to provide an objective view of the data collected. These methods of triangulation used during the analysis of data gained quality assurance, verification and increased the credibility and trustworthiness of the study, as well as, functioned as a process for cross checking varying perspectives (Merriam, 2009).

Significance of the Study

Research has implied that there has been a need for increased diversity awareness to achieve a more cohesive workforce. Many concerns regarding employee issues have surrounded communication, job satisfaction, inclusion and how adults learn in the workforce (Henderson, 1994; Fu & Stremmel, 1999; Wlodkowski, 2005). These components may range from differences in gender, age or generational gaps, economic status, education or social indicators (Cox, 1994; Fu & Stremmel 1999; Wlodkowski, 2005; Thomas, 2006).

Although higher education has been a leader in hiring diverse employees whether for support staff the implementation and development of, there has been a lack of research that focused on classified support staff working at this Midwestern land grant university. The information from this study used to examine perspectives regarding diversity awareness and suggestions for future training of classified staff.

Summary

This chapter provided an overview of the research. The purpose of this study was to evaluate the level of diversity awareness within the workforce among classified support staff employed at a large Midwestern land grant university. The researcher asked all full time

classified staff to complete an online survey with demographic information in order to select a

sample for this study. A pilot study conducted prior to the survey, ensured that instructions and

information given for the study were clear and concise for the participants. The sample for the

study participated in semi-structured one-on-one interviews with the researcher. Data from the

interviews was transcribed, analyzed and reported in this study. The researcher continuously

protected the privacy and confidentially of all participants. This study and acknowledged

perceptions of the classified workforce and identified barriers that may have prevented

employees from having cohesive and respectful working relationships (Fu & Stremmel, 1999;

Thomas, 2006).

Chapter 2

Review of Literature

This chapter reviewed the literature related to the study of diversity awareness for classified support staff working at a large Midwestern land grant university. The literature review included; the role of human resources, affirmative action, diversity, culture, and culture, and diversity awareness in the workplace, the adult learner in the workplace, age, gender, race, ethnicity, stereotypes, managing diversity, and a summary.   In addition, descriptions of diversity by researchers who made contributions in the fields of social science, anthropology, sociology, organizational psychology, and education giving focus to the needs of adults in the workplace will be included.

The Role of Human Resources

Historically, human resources or payroll departments had been primarily responsible for hiring and terminating employees, completing payroll processes, enrolling employees in benefits programs and record retention.   Over time, the responsibilities of many human resources operations has changed and refocused on the need to develop stronger more effective and productive working relationships within organizations (Thomas, 2005). One major challenge for human resources professionals has been to establish and manage programs that encourage, train, and develop a workforce that embraced diversity (Thomas, 2005).

Thomas (2007) discussed the need to establish diversity awareness among employees through training and workforce development. He indicated this has been based on the premise that this awareness was essential to the success and growth of an organization. Researchers recognized the importance of diversity awareness in the workplace among employees and agreed that there was a lack of in-depth literature in this area (Wise & Tschirthart, 2000; Thomas, 2005).

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The professional literature discussed focused on research surrounding age, gender, race, culture and ethnicity in relation to diversity awareness within the workforce.

Wlodkowski (2009) recognized the preceding elements of diversity in the workplace but indicated the list may not be all inclusive. Research showed employees benefited when they had an opportunity to share and learn valuable traits and characteristics about themselves and their co-workers (Bucher, 2000). Bucher claimed when inclusion had not been practiced, employees might have felt discriminated against or the subject of stereotypical remarks or perceptions.

According to Dahm (2006), researchers suggested diversity may have been beneficial in organizational settings when managers could manage it effectively. Dahm developed a general, theoretically anchored instrument to measure an organizations diversity needs. This instrument could be used to evaluate the existing diversity climate in an organization. Once the climate had been assessed, managers could develop, implement, and assess a customized training program to improve their institution's diversity-management practices. A two-study approach examined, determined, and tested an eight-dimension instrument, designated the Organizational Diversity Needs Analysis survey.

Allison (1999), as cited by Dahm (2003), found human resource strategies and practices to be static in spite of organizations claim of equality and affirmation to diversity. Her research discovered hiring, promotion and mentoring activities reflective of what she described as organizational "cloning", which maintained the status quo and communicated to women and ethnic minorities that they renamed "other". This type of practice marginalized "others', and forced them to discard their own cultural identities or leave the organization (Allison, 1999; Fine 1996).

Moving past the practice of hiring individuals who fit the established organizational mold that may have suggested, thinking and acting in a specific manner has been challenging (Dressler, 2001; Pfaw & Kay 2002). The role of human resources at this study's location was influenced and regulated by state and federal governmental agencies. Affirmative Action played a role as a change agency in the functionality of diversity awareness. The Office of Affirmative Action responsibilities include overseeing diversity initiatives.

Affirmative Action

In an effort to instill equal opportunity, on June 19, 1963, Affirmative Action was established as a federal mandate. The term Affirmative Action referred to equal employment opportunity and the prevention of discrimination against employees or applicants for employment on the basis of "color, religion, sex or national origin". Two landmark legal movements surrounded the establishment of Affirmative Action. The 1954 Supreme Court case "Brown vs. Board of Education", focused on equal opportunity in racially segregated public schools. The second, triggered legislation on employment discrimination brought about the Civil Rights Act of 1964 (http://www.archives.gov/education/lessons/civil-rights-act/).

President John F. Kennedy first used the term Affirmative Action in 1961 to describe U.S. government policy, which mandated "Affirmative Action" be practiced to ensure fair and equal treatment without regard to race, creed, color or national origin. President Lyndon B. Johnson later elaborated on the importance of affirmative action by requiring all government contractors and subcontractors to take affirmative action to expand job opportunities for minorities. He also established the Office of Federal Contract Compliance (OFCC) in the department of Labor to administer the order. President Johnson outlined the importance of achieving true freedom for African Americans by combating racial inequality in the workplace.

This series of events has led our country in the march towards inclusion, diversity and cultural awareness and encouraged organizations to hire and promote People of Color (Thomas, 2005).

Definition of Diversity

Raymond Wlodkowski (2007) described diversity as recognition and acknowledgement of differences that are unique to each group and part of the multicultural community. Today's workforce has become increasingly diverse. This study addressed the following elements of diversity, age, gender, race, and ethnicity.

According to Dahm (2003), the construct of cultural diversity in the workplace extends well beyond commonly explored variables such as race, ethnicity, gender, and age to any characteristics that shapes the individual (Stuller, 1995). Researchers discussed the working definitions of diversity as being too broad (Chick, 1997; Linehan & Konrad, 1999) while others indicated it is too narrow or suffer disconnect from the definition stated and practical application (Wise & Tschirhart, 2000; Allison, 1999; Hoffman, 1997) . The generational span across today's workforce continued to widen as diverse generations work side by side in all careers, creating opportunities and challenges. Understanding how characteristics from each generation evolved and the mindset of different groups could be imperative to understanding and embracing diversity. Perspectives of diversity as they related to age may also be impacted by gender and individual or group cultures. Dahm (2003) referred to the following researcher's descriptors defining diversity as a multidimensional concept (Miller, 1994), generally encompassing the notion of both similarities and differences (Handwerker, 2002), and focused on traits that distinguish one person or group from another (Tainter, 1998).

Carr-Ruffino (1999) defined diversity as the collective programming of individuals' minds that determined how a group of individuals perceive reality. Chang (1996) defined

diversity as any difference that related to one's success in an organization, such as race, gender, age, religion, physical ability, sexual orientation and language. Miller & Katz's (2002) definition detailed cultural theories, characteristics and inclusion. This approach attempted to consider each employee when developing organization policies and procedure. Diversity has often been measured or recognized by organizations in terms of numbers or quotas rather than in terms of creating a culture of inclusion.

In addition to definitional differences, researchers have focused on different elements of the relationship of diversity and the workplace. Thomas's (1999) research uncovered cultural misconceptions surrounding historically marginalized groups, provided direction and reinforcement to implement and monitor a process aimed at educating and empowering employees. This concept allowed employees to become knowledgeable about different cultures associated with diversity in their workplace while obtaining a sense of inclusion.

Diversity and culture are terms often linked when referencing the workforce. Visible cultural group identities included; race, gender, physical ability or disability, ethnicity, class, and sexual orientation (Johnson, Barney & Cevvero, 1997; Wlodkowski, 2008). Handwerker (2002) used the term multicultural in the organizational context as he referred to those attitudes and behaviors drawn from diverse cultural backgrounds.

Culture

Young (1969) and Schein (1992) described culture as unconsciously being taught from childhood and this became one of the reasons many people found it difficult to describe themselves culturally. We may notice our uniqueness when we are in the presence of individuals who appear different from us. When we take the opportunity to engage contrast, we can begin to

examine assumptions and possibly gain a greater or deeper understanding of where we are in relation to each other.

Ginsberg and Wlodkowski (2009) outlined R. M. Williams (1970) cultural themes that reflect dominant values and counter beliefs and general characteristics of American culture that individuals bring to the workplace. Wlodkowski selected the following themes and orientations from William's research that describe the dominant culture. Along with each theme value, Williams had included alternative perspectives and reminded us that when we clarify our own cultural values and bias, we could better understand how it would influence others and allow them to feel included, respected and motivated. Williams' themes for the dominant included:

1. **Achievement and success:** There is an emphasis on the rags-to-riches story.
2. **Activity and work**: This is a land of busy people who regard disciplined and productive activity as a worthy end in itself.
3. **Moral orientation:** Life events and situations are judged in terms of right and wrong.
4. **Efficiency and practicality**: There is an emphasis on the practical value of getting things done.
5. **Progress**: There is an optimistic view that things will get better.
6. **Material comfort:** Emphasis is placed on the good life. Many people are conspicuous consumers.
7. **Freedom:** The belief in individual freedom takes on an almost religious connotation.
8. **Science and secular rationality**: There is esteem for the sciences as a means of asserting mastery over the environment.
9. **Individual responsibility:** Every individual should be independent, responsible, and self-respecting. The group should not take precedence over the individual.

Cultural Diversity

Cox (1997) offered three phases for understanding and effectively responding to demographic trends and the presence of cultural diversity. These phases proved useful when dealing with the complexities surrounding the interrelationship of race, ethnicity, gender, and age and the awareness, understanding, and action to change behavior. The first phase of awareness was to recognize that race, ethnicity, gender and age do affect behavior and outcomes. Phase two required developing insight about these concepts and understanding how and why diversity

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is good for adult education. The third phase involved taking action to change behavior. Ross-Gordon, Martin & Briscoe (1990) added to the Cox model networking, collaborating with and contacting others who have experienced success working with diverse populations.

Wells (2000) described culture as multidimensional in reference to attitudes and behaviors brought forth from various cultural backgrounds and experiences. She described how cultural diversity has been influenced by changing population and demographic components. She indicated key components that caused diversity to become a focal issue included: United States corporations expanding into more competitive global markets; our nation's workforce becoming increasingly diverse, and individuals becoming less willing to compromise their identity through assimilation (Wells, 2000; Thomas, 2006).

Hofstede's research gave insight into other cultures and promoted greater understanding of individuals. He compiled a number of other descriptions of culture that include:

- Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life for a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.
- Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

- Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.
- Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another (Hofstede, G., 1997).

As previously mentioned, culture may be defined in a variety of ways.

Where Does Culture End and Racism Begin?

Henderson (1994) researched workplace issues and interventions and discussed how employees' attitudes of acceptance of culturally different co-workers were learned. These attitudes and prejudices often rejected culturally different people in the workplace (Henderson, 1994).

In the social sciences, field studies have been conducted surrounding attitudes and behaviors of individuals within the organizational context. According to Seally (2000), his theory of micro mobilization or micro events encountered in the workplace may have become pivotal moments in an organization when discrimination and attitudes and ideas towards certain social identities might have been altered or challenged. Creed & Scully, (2000) discussed how these types of instances may have caused conflict or concern, thereby disrupting workplace environments among marginalized groups. In addition, micro events involve employee activism regarding diversity and inequity in the workplace. Taking a social movements approach to organizational change helps to understand neglected aspects of change in organization. Understanding the concerns, languages and tactics of small groups of employee activists when they mobilize and how that may look in the workplace as opposed to in a social setting without the restrictions associated with the workplace environment (Creed & Scully, 2000).

Some researchers have expressed concerns as to how acknowledgment of group diversity may have a positive or negative impact on an organization (Thomas, 1999; Lineham and Konrad,

1999). Thomas linked cultural norms and how group heterogeneity greatly affected member perception of levels of conflict and their comfort with expressing opinions. Lineham and Konrad found that a lack of group equality impacted workgroup effectiveness and reinforces social resistance, leading us backwards towards revisiting historical inequalities within our society (Lineham and Konrad, 1999).

In the field of business management, a review of the literature revealed very little research on cultural diversity in the workplace, Wise & Tschirhart (2000), as cited by Dahm, (2003). Cox (1994) has been instrumental in the intergeneration of cultural diversity in the modern business organization. Cox described the monolithic organization, for the most part, as guided by White males and failing to fully recognize diversity. He also addressed: 1) discrimination and fairness, 2) access and legitimacy, and 3) learning and integration/effectiveness (Ely & Thomas, 2001). The diversity and fairness stemmed from regulatory perspectives which may have resulted in pacification (Gilbert & Ivancevich, 1999) or superficial commitment to diversity. Legal quotas are met but discrimination and stereotypes remain a part of the organizations' culture.

Thomas Kochman's (1981) research exposed Black and White cultural differences and described obstacles and failures in communication between the two groups. Primary obstacles included ignoring cultural differences and a lack of or inadequate interpretation of each group's behavior or expectations. This issue continued to be a problem in the workplace and justified the need for increasing diversity awareness within our society (Fisher et al, 2000; Townsend & Carnes, 2000).

Both Thomas (2006) and Hofstede (1984) brought attention to the field of organizational behavior. Thomas conducted studies on the relationship between attitudes and behaviors;

Hofstede studied individualistic and collectivist culture, his research examined effects on heterogeneity in workgroup interactions.

Engaging in a dialogue on race should not be an exercise in White guilt or shame, dialogue about race could help individuals heal and become better human being in our daily relationships and throughout the world (Sheared, Johnson-Bailey, Collin, III, Peterson, & Brookfield, 2010). Expanding one's own consciousness about racial position could strengthen relationships thereby making space for inevitable mistakes while groups explore race and its associated dynamics (Sheared et al., 2010).

According to Dahm (2003), researchers have suggested that diversity is beneficial in organizational settings when managers can manage conditions effectively. Research concluded that effective organizations' commitment to diversity can be associated with higher productivity, positive attitudes among employees, job satisfaction and commitment to the organization by staff members (Finegan, 2000). Gilbert, Stead and Ivancevich (1999) examined moral and social aspects of values from the perspective of the employee and employer. They concluded this was essential for the organizations' effectiveness and an individual's sense that he or she fit into the workplace. Dahm (2003) stated diversity and culture are often linked together when referencing the American workforce.

Research on Culture and Diversity in the Workplace

Handwerker (2002) an anthropologist, described diversity as a moving target, or multi faceted issues and by using a single methodology, may cause restriction. Chestnut (2000) suggested his anthro-psychological approach to identifying with human behaviors focused mainly on ethnic identification which included a broader definition of ethnicity and culture. His definition included group attitudinal and behavioral characteristics that determined culture, such as, racial uniqueness, economic standing, religion, cultural patterns, language and a sense of

belonging (Chestnut, 2000). Dahm (2003) suggested definitions of cultural diversity revolved around a multitude of similarities and differences. Her study primarily focused on differences in gender, race or ethnicity, and age.

Fiske's (2000) complementary theory indicated cultural diversity as a product that evolved and enabled individuals to coordinate actions in culturally specific ways. These culture specific coordination devices (CCD's) such as group characteristics, outlined by Chestnut, (2000) permitted individuals to interact socially in culture specifics ways. Chick (1997) expressed concern that in social interaction, cultural complexity may have been too narrow when studied through a single discipline and methodology. Inter-disciplinary approaches could be more suitable and may avoid leaning towards ethnocentricity (Chick, 1997, Carrillo & Holzhalb, 1993).

Organizational psychologists contributed to cultural diversity research as well. MorBarak, et al., (1998) emphasized the importance of evaluating the nature of the diversity climate in order to better understand organizational dynamics. Bond (1999) referenced micro inequities and how differences vary from the outward appearance of valuing cultural diversity and openness to the lack of inward support. He stressed the need for management support and the fact that no single approach could be applied to every environment within an organizations unique correlations.

Cultural awareness and understanding diversity made it possible for one to not only recognize cultural differences and similarities, but also to grasp their meaning and significance (Thomas, 2006). Roosevelt Thomas, Jr. (2006) stressed the effort to develop a concept that focused on diversity that would be usable by all employees. This concept allowed an organization to look at its culture, identify and evaluate any negative, unconscious assumptions

about gender, race, age, and management style. Culture must first be understood in order to be managed. Thomas reported that creating and managing a diverse workforce was a process, not a destination. He believed that if done correctly, diversity in the workplace would be a plan embraced by all employees and not designed to educate one particular group (Thomas, 2006).

Efforts to embrace diversity must utilize patience, a positive disposition, the ability to listen and allow individuals a voice. Respect must be paramount; it is imperative to encourage others to embrace diversity and be committed to the well being, fair treatment and respect of others. Maya Angelou stated, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Diversity Awareness

Methods used in successful transformations toward diversity awareness were all based on the fundamental idea that major change would not happen easily. In John Kotter's book titled, *Leading Change,* he emphasized that to be effective, methods must be designed to alter strategies, reengineer processes, or improve quality. If we were to "get it right," diversity in the workplace would have included establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering a broad base of people to take action, generating short terms goals, recognizing accomplishments, producing more change and institutionalizing new approaches in the culture (Kotter, 1996). Other researchers shared similar views with Kotter and expressed the need for organizations to address pressing issues and obtain a greater understanding among all individuals.

Thomas conducted a case study of Avon, involving 107 people who were interviewed and asked questions about promotions, feedback on performance, training and development opportunities, women in management, minorities in management, and how multiculturalism

would benefit Avon. The outcome of the research offered a rich framework for awareness and understanding the diverse experiences of the different employee groups and for moving ahead with creation of an environment in which the potential of all managers could be addressed.

A study conducted with Culberson Industries examined the concerns surrounding employee development and complaints by Blacks who were initially overlooked for advancement opportunities. Those interviewed in the Culberson study included 88 employees broken down into these groups: 7 Blacks, 19 Hispanics, 19 White women, 21 Asian and 23 White males. Interview questions covered issues such as, why they were still employed with the company, what had determined their success? How was the quality of their work? What was the quality of supervision? What barriers hampered promotion? How well did the company manage diversity? The findings of these two studies can be used as a guideline to develop a diversity awareness plan.

Age in the Workplace

Social scientists have viewed culture as the perception, belief, evaluation and communication as well as behaviors shared among individuals who share the same language, historic time period and geographic location (Brown, 2007; Triandis, 1996). The belief that sharing a historic time period impacted individual's values led to the emerging trend called generational diversity in the workplace, a growing challenge for managers and supervisors. Baby Boomers, Generation Xers and Millennials have brought diverse morals, values, opinions and work ethics into their work environments. Managers should be aware of the diversity issues created by and associated with managing a multigenerational and multicultural workforce. Gronbach (2008), gave us the following descriptive breakdown of element age by generation, adulthood, however, had distinctions; twenty-five differs from forty-four. Starting with the GI

Generation, in most cases this generation had retired. This generation consisted of 56.6 million

people born between 1905 and 1924, making them the oldest living generation in the United

States. Due to immigration, their numbers have increased to 70.4 million. They were defined by

the Great Depression and their participation in World War II. This generation became the last of

many generations characterized by racial and gender intolerance. Fewer than five million

survivors of this generation with ages ranging from 84 years of age and older still live today.

The silent generation consisted of 52.5 million people born between 1925 and 1944, the smallest

generation of the century, came of the age in the shadows of the GI Generation and the next

generation to become elderly (Gronbach, 2008).

Significant markers for the Baby Boomers, a.k.a.., the "Me Generation" born between

1945 and 1964 included the Great Society, general economic prosperity, expansion of suburbs,

Nixon, color TV, and sex, drugs, and rock n' roll. They enjoyed unprecedented employment and

educational opportunities (the GI Bill) and had an ingrained sense of entitlement. The Baby

Boom Generation, determined to be the largest, with 78.2 million people born between 1945 and

1964 (Gronbach, 2008). Individuals born towards the beginning of this generation have also

been referred to as Early Baby Boomers or Matures.   This generation earned its name because of

the increase in births following World War II, during post-war prosperity.   The mindset of many

individuals during this generation might have been described as activists. Women of this

generation continued to fight for individual rights and racial equality (Gronbach, 2008).

According to Gronbach (2008) the Generation X - "Why Me?" generation, born after

1964, included; divorce, AIDS, Sesame Street, MTV, crack cocaine, Game Boy and the PC.

This generation characterized as participatory, who saw themselves as part of the new

information age driven by media and technologies. They wanted the media to provided only

what interested them, and from just a few sources (Gronbach, 2008; Smith & Clurman, 1997). Generation X showed a decline from the previous generation by 11 percent, with only 69.5 million people born between 1965 and 1984. Interestingly, Gen Xers attended college at double the rate of Boomers and had been forecasted to obtain extremely favorable employment prospects (Gronbach, 2008).

Finally, Generation Y, also called the Millennials, had a population of over 100 million people born between 1985 and 2010.   This generation would need to create its own world just as the Baby Boomers did. It would be a necessary for this generation to be forward thinking and entrepreneurial to meet their own needs (Gronbach, 2008).

Age has also been considered relevant to an individual values, norms, and expectations. Employee age should be considered an important factor when evaluating perceptions and diversity awareness in the workplace. In this study, the age groups referred to three generations; (Baby Boomers, Generation X and Generation Y).

Kimmel (1974) discussed understanding adulthood and aging and the growing number of people who are living longer and thereby multiple generations working side by side. He pointed out the importance of dismissing false myths and stereotypes about the aging population, for in fact, everyone will grow older. This in itself creates challenges and opportunities for future generations. According to Kimmel, studies have been conducted in an attempt to understand aging as individual's progress through life. Several theories have included a focus on adulthood and the importance to consider the effects of socioeconomic status, historical conditions, ethnic variation and gender differences before accepting any as applying to all people.

Gender in the Workplace

Key researchers in the field of adult learning and development who have inspired research efforts relating to diversity and women include; bell hooks (1989), and Belenky et al. (1997). A collection of ideas brought together by Belenky et al. (1997) introduced the expertise of several professionals. Through their study, they discovered many different "ways of knowing" in which women had a relationship, ownership and learned and communication differently from men.

Flannery & Hayes (2000) considered gender a type of social relation constantly changing, created and recreated through daily interactions at school, work and home. As a result, women and men are products of these adaptations. Further, women's learning takes place in a wide variety of settings, and adult educators need to recognize that the multiple realities of women's learning across race, ethnicity, gender, and age are positional.

Henderson (1994) described techniques and tips for creating cultural diversity among women in the workplace. He described how women tended to be excluded from job related experiences such as participation in conferences, mentoring opportunities, training programs, promotional opportunities and equitable wages. He also expressed that employers should realize that women are important human resources and the climate of the organization should reflect that fact.

Flannery and Hayes (2000) suggested that when it came to gender, the workplace had hidden curricula regarding an individual having their own voice and that women's participation or contributions in the workplace may have been marginalized. Hayes (2001) and Bryans and Mavin (2003) commented on the ways in which women lack voice, visibility and power in the workplace. bell hooks (1981) approached adversity head on and believed improvements could

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be made in society by embracing diversity through communication and community. bell hooks examined the devaluation and marginalization of black women as well as discrimination; an issue that African American women have been subjected to by members of White American society as well as other cultural groups for generations (hooks, 1981).

Research from several studies suggested that masculine traits helped women advance at work in certain settings (Kolb, 1999 and Bierema, 2002). Based on these studies, a woman's career success could have been determined by assuming stereotyped masculine attributes. These types of submissions have bought into the "good ole boy network" that devalues women's gender role and marginalizes their identity (Bierema, 2002, Cafferella, Clark, & Ingram, 1997).

While more women continued to enter the workforce at high rates, Jamieson & O'Mara (2000) reported the types of job training available to women had been affected by gender and the types of behavior that make men successful may not work for women. A woman who uses the same direct method of confrontation as the male manager may be perceived as overly aggressive. Likewise, women may still be asked to assume stereotypical roles such as take notes at meetings or to organize refreshments (Jamieson & O'Mara, 2000).

David Gilmore (1990) wrote about the cultural concept of masculinity and manhood and how people in different cultures conceived and experienced manhood. Specifically, he found that men everywhere were preoccupied with the concept of being a "real man" or a "true man" and that many societies built up an image of manhood through cultural ritual, sanctions, or trials of skill and endurance. In contemporary American society, Gilmore (1990) suggested there was an "official" manliness. A "real man" provided for his family and was courageous, strong, tough, and brave. The "real man" ideology suggested "big boys don't cry". This socialization set up

fundamentally different expectations for men and assigned appropriate and inappropriate roles and behaviors to each sex.

Race in the Workplace

Marger (1997) defined race as a population of humans classified on the basis of certain hereditary characteristics that differentiate them from other human groups. Larry Naylor (1997), in his discussion on the concept of race and racial classification, wrote, "It doesn't take a Ph.D. to know that people living in Nairobi look different from inhabitants of Tokyo, and that both looked different from residents living in Dublin & Calcutta (p. 55)". If we assumed people in Nairobi will continue to look different from people in Tokyo, as Naylor suggested, the concept of race would not disappear from the world any time soon. The term "race" had often been used to consider differences in diversity orientations. Naylor also suggested people consider race as the differences in physical characteristics and as a socially constructed concept that classified people into groups.

Gardenswartz and Rowe's (1998) claimed that we did not live in a color-blind society and that race was the first thing we notice about another person, and that it played into our perceptions and interactions with others. In many situations, socially constructed categories and socio cultural positions determined how people lived, what one could purchase and what kind of property rights, civil rights and other basic human rights an individual had in society. Skin color has continuously been a major factor in power disparities and unfair treatment (Johnson-Bailey, 2002).

Meacham, Campo-Flores, Smith, Breslau, Samuels, and Clemetson (2000), redrew the color line and redefined race as not just a matter of Black and White, but of nuances of brown and yellow and red by stating; "Generally associated with physical characteristics such as skin

color, eye shape, and hair texture, race formed a powerful diversity dimension because it was so visible".

Sheared, Johnson-Bailey, Colin, Peterson & Brookfield (2010) highlighted; these racism issues are not new, for as early as 1897, W.E.B. DuBois noted that people's histories are interconnected by how they see themselves as groups through the lens of race. Although individuals may attempt to ignore race as being a factor, it inevitably has served to define how people operate and communicate with each other as individuals and within groups.

Many of bell hooks writings focused on race, class, gender and their ability to perpetuate systems of oppression and domination. From a postmodern feminist perspective, she addressed race, class and gender in education. In her book titled, "*Ain't I a Woman*?" several recurring themes were examined, including the historical impact of sexism and racism on Black women, the education system, marginalization of Black women and the disregard for issues of race, class and cultural awareness within feminism (hooks, 1989).

Ethnicity in the Workplace

Like race and gender, ethnicity has been socially constructed. Gardenswartz and Rowe (1998) defined ethnicity as an individual's nationality or ethnic background. "Ethnic differences may bring variations in cultural norms, holiday observances, language proficiency, and group affiliations, (p. 30)." Ericksen (1993) purported that ethnicity had a strong influence on community status relations, character, background, and affiliation.

Kossek and Zonia (1993) used the term "racioethnicity" (biologically and/or culturally distinct groups) to refer to group characteristics, organizational characteristics, and perceptions of diversity climate. Cox (as cited in Chemers, Oskamp, and Costanzo, 1995) also used racioethnicity to label differences in physical attributes and cultural backgrounds among group

members with the same national origin (e.g. African Americans in the United States). The term

had been preferred to ethnicity because the intent was to distinguish people within a race group

such as Irish versus German ancestry. Oftentimes, ethnicities had been labeled with stereotypes.

Understanding the evolution and mindset of individual and crossover generations and

communicating these values within each generation and among races, ethnicities and gender is

crucial to the development of a cohesive, productive workforce (Thomas, R., 2001; Thomas, D.

& Ely, R. J., 2001; Chestnut, D., 2000; Gronbach, K., 2008).

The intersection of age gender race and ethnicity are powerful dynamics that will

determine whose ideas are valued, who can speak and who cannot in group environments. The

construction of these concepts in this manner can result in misread signals and mistaken

interpretations leading to frustration and misunderstanding for employees and employers.

Stereotypes in the Workplace

Ginsberg and Wlodkowski's (2009) perspectives on stereotyping indicated that it was

rooted in our assumptions about the "average characteristics of a group". Stereotype has been

defined by Bucher (2000) as an unverified overgeneralization that was associated with a group of

people, that is, lumping people into a category and making the assumption all were alike. Blank

and Sipp (1994) provided information on the importance of avoiding stereotypes. While most

stereotypes are considered in a negative light, some individuals made statements that they

considered complimentary but which have been perceived by the recipient as demeaning or

insulting. This shows a lack of awareness about what is correct, expected or acceptable. It is

this type of situation that has created learning opportunities. In the workplace, a supervisor's

ability to address issues or comments regarding stereotypes can play an important role in the

development of the workforce at all levels. This would be crucial to encouraging individuals

throughout the workforce to develop and maintain diversity awareness and play an active role in cultivating, advancing and empowering employees (Blank & Sipp, 1994).

Managers who relied on stereotypes when dealing with employees ran the risk of making incorrect assumptions based on workers' behavior. This could lead to misunderstandings and conflict, resulting in a negative impact on morale and productivity. Geertz (1973) reminded us that there were few hard and fast rules for identifying entire groups of people. Similarly, there were few hard and fast rules about how people worked together.

The responsibility of managers has been to recognize the positive traits of all employees, regardless of background or characteristic differences. Stereotypes and assumptions about people could be combated by equipping managers and other members of the workforce with diversity education resources. Many people simply may not be aware of the effects of their actions or behavior towards others or individuals may have unintentionally or subconsciously behaved in a way that had a negative effect on others (Blank & Slipp, 1994).

Stereotypes have limited how employees are utilized in the workforce and industry created norms that often tend to assign the same types of people to certain positions and reaffirms the idea that individuals tend to employee individuals who are like them or that they share commonalities. There tends to be a lack of awareness about this matter, yet by not addressing it, this may cause problems among different groups within the workforce. This issue might be addressed with effective diversity management, and by replacing stereotypes with awareness (Henderson, 1994).

Chang (1997) accepted the fact that attitudes are hard to change, yet he focused on getting individuals to accept that differences exist and should be respected. He also emphasized that this process must start at the top as an organizational goal that is reinforced and visible on a

continuous basis through newsletters and office postings. The intent was to arrive at a point whereas differences are not eliminated but whereby individuals are equipped with the means of working together and respecting each other despite differences. As cited by Dahm (2003), anthropologists and sociologists expressed concern with the social interaction of individuals in cultural environments and could provide additional insight on the dynamics of the organizations and discussion of effective ways to avoid stereotypes and manage diversity in a workplace setting.

Diversity should not be viewed as a challenge to manage, but as strength to leverage.   It is the natural by-product of a constantly evolving global community and marketplace, and if ignored, can be the cause of miscommunication, poor morale, low productivity, employee turnover and even lawsuits. The key to properly managing or leveraging diversity is to embrace it. Diversity could be the source of massive creativity, top class customer service and commitment and engagement among employees.

Dahm (2003) referred to diversity and culture as often being linked together when referred to in the workforce. Valuing diversity would include acknowledgement or both similarities and differences within and between groups of people as distinguished by both demographic and attitudinal traits. In response to the changing demographics of the workforce it has become critical to address diversity awareness among employees and determine how to effectively gain a greater understanding of how to engage and manage a diverse workforce.

Managing Diversity in the Workplace

There has been great value to hiring and managing for cultural diversity, yet organizations still have challenges managing diversity among cultures, generations, and genders. It has required appreciation of various management practices for effectively utilizing staff from

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different cultural backgrounds (Cox & Blake, 1991). Companies benefited from diversity if properly managed, tensions that interfere with productivity could be avoided and organizations could realize their full potential. The focus should be to convert differences from assumed limitations to advantages (Chang, 1997).

Recent trends or organizational initiatives surrounding diversity in the workforce have included expanding the definition of diversity and managing diversity. Not only have organizations focused on race, ethnicity and gender, but also age, religion, nationality, disability, sexual orientation, and in some cases language. Further expansion of the definition of diversity and managing diversity in the workplace could enhance recruitment, promoted employees engagement and encouraged retention of a diverse workforce (Thomas, 1996). Leveraging has been a form of managing diversity. It has been the process of encouraging employees within an organization to utilize individual differences to produce a high performing organization that will be creative and innovative (Brown, 2007).

Richard and Johnson (2001) indicated recent globalization and increased diversity differences had placed scholarly attention to managing diversity. This presented the need for positive diversity initiatives within the workplace. Employees were generally more committed to an initiative and the organization if they viewed the system or process as fair and equitable (Pope & Wilder, 2005). Diversity initiatives could not be successful without employee buy-in (Richard & Johnson, 2001).

Managers and supervisors must be equipped to manage diversity and empower the workforce. In Bucher's (2000) "*Diversity Consciousness*", he strives to open minds and provide opportunities for all cultures (Buchner, 2000). It was important to recognize whether diversity exists and if not, take action to deal with areas of concern. Contributions that have been helpful

for supervisors were identified in Blank and Sipp's, *Voices of Diversity*, (1994). This book offers insights for managers to cope with typical or unique cultural situations that occurred in a diverse workforce.

Summary

The scope of literature reviewed consisted of theoretical studies that examined diversity awareness among adults and analyzed opportunities for diversity awareness and cultural enrichment for individuals in the workforce. The purpose of this literature review was to obtain background information on diversity initiatives for classified employees employed at large Midwestern land grant institution. The relevance of this study was based on the assumption that there is a need for diversity awareness and cultural enrichment opportunities for the classified workforce at this large Midwestern land grant university. Dahm's (2003) research cited three primary objectives of diversity awareness included: 1) increased awareness about diversity issues, 2) reduced biases and stereotypes that interfere with organizational effectiveness, and to change individual behaviors with regard to organizational expectations.

The literature in this study highlighted traditional responsibilities of organizations' human resource departments. It also identified the interactive roles and responsibilities of the office of affirmative action and the working relationship between the two departments.

Other areas discussed in the literature review were: definitions of diversity, culture, and culture and diversity awareness in the workplace, age, gender, race, ethnicity, stereotypes, and managing diversity in the workplace.

In addition, descriptions of diversity by researchers who had made contributions in the fields of social science, anthropology, sociology, organizational psychology, and education giving focus to the needs of adults in the workplace will be included. The professional literature

focused on research surrounding age, gender, race, culture and ethnicity in relation to diversity awareness within the workforce will be discussed. For this study, the researcher choose Raymond Wlodkowski's definition which described diversity as recognition and acknowledgement of differences which were unique to each group that was part of the multicultural community.

Chapter 3

Research Methodology

This qualitative study examined perceptions surrounding the level of diversity awareness among classified support staff working at a large Midwestern land grant university. This chapter provided an overview of the qualitative design research methodology used for the study. The topics covered in this chapter included; rationale for the study, population, sample, instrumentation, pilot study, procedures, interview protocol, analysis of data, credibility and transferability, protection of human rights and a summary. Participation in this study was both confidential and voluntary.

Rationale for the Study

As an African American female born in the early 1960's and raised in a small rural town in Southeast Arkansas, the researcher had experienced the lack of diversity awareness as well as discrimination on many occasions. She is the granddaughter of sharecroppers and daughter of retired educators; both of these characteristics played a role in establishing the foundation for her drive for survival and perseverance. Her desire to pursue research related to diversity awareness initiatives in the workplace stemmed from personal experiences during her employment history and the desire and passion to be a voice and pilot for others faced with similar issues and for those denied fair and equitable treatment. Creswell's (1998) rationale for justifying qualitative research described exploration of situational context which required an empathetic researcher who probed participants lived experiences with salient and insightful questions. Creswell (2008) explained that qualitative research provided the researcher an opportunity to obtain an understanding of the experiences of an individual and provided insight of personal accounts and

individual stories. The researcher used one research question to guide the study and employed

relevant, sub-questions to obtain greater detail of desired information (Creswell, 2008).

Research Question

The research question explored how participants perceived diversity awareness in their

workplace. This qualitative study addressed the following research question and sub questions:

Research question:

What are perceptions among classified support staff regarding diversity awareness in the

workplace at a large Midwestern land grant university?

Sub questions:

1. Do specific groups within the classified workforce feel attempts are made in the
   workplace to create diversity equity?

2. Are these perceptions of classified employees influenced by age, gender, race or
   ethnicity?

Population

The population for this study consisted of all full time classified support staff working at

a large Midwestern land grant university employed in various departments and units throughout

the campus; the classified workforce consisted of 1437 full time support staff; of this number,

less than 25% were minority. The breakdown of the reported minority population included; 8

American Indian, 26 Hispanic, 39 Asian, 63 Black, and 1301 White. The population of full time

classified employees at the university consisted of 554 males and 883 females. The minority

population was referenced as All Others or People of Color because of too few participants in the

minority categories to group separately. The largest percentage of the classified support staff, as

well as the majority of the university was White, making up more than two-thirds of its

workforce. Gronbach's (2008) description of generation ranges used the group population based on their age and identified the generation categories for this study which included: Millennial or Generation Y (age 18-26), Generation X (age 27-46), Baby Boomers (age 47-61) and Early Baby Boomers or Matures (age 62-66). The classified workforce employed one of three different job categories: 1) Administrative Support/Office and Clerical, 2) Trades/Service and Maintenance, and 3) Technical and Professional. The researcher selected twelve full time employees from the classified support staff population as the sample for this study.

Sample

Participants for the sample were purposefully selected from the full time classified support staff population for maximum variation to balance demographics, survey scores and responses to the key demographic information obtained from Dahm's Organizational Needs Analysis (ODNA) survey as well as their willingness to participate in an interview. The scores from the electronic (Axio) ODNA survey categorized the following five identifiers; strongly agree, agree, neutral, disagree and strongly disagree (See Appendix H for ODNA survey in Axio format). Merriam (1998) commented that a sample in qualitative research is often nonrandom, purposeful and small.

The researcher intended to obtain a maximum variation to include: White, All Others, males and females, each age category and a range of ODNA scores. Although the demographics identified the participants age by one of three categories: Baby Boomers (ages 47-61), Generation X (ages 27-46) and Generation Y or Millennial (ages 18-26) the category for Baby Boomers revealed a group within this generation often referred to as early Baby Boomers or Matures.

Male, female and transgender defined gender and race and ethnic categories studied

included: White and All Others or also referred to as People of Color throughout this study.

The sample selected included; two Black males, two White males, three Black females

and five White females. These individuals represented all except for one (Generation Y) of the

generation groups the researcher introduced in this study and came from varied ranges of

Dahm's scores identified on from the Organizational Diversity Needs Analysis survey. Ages of

participants who participated in this qualitative study ranged from twenty-nine to sixty-two.

Once selected, communication with the sample participants was conducted by email, telephone

or in person, respectively, as needed and interviews scheduled at a convenient time for each

participants.

Instrumentation

Dahm's (2006) Organizational Diversity Needs Assessment (ODNA) (Appendix A)

instrument was administered online to the entire population of full time classified support staff at

the university. The ODNA, a 39- item Likert scale instrument had six dimensions that explored

and measured diversity awareness within an organization in regards to attitudes and behaviors

related to cultural diversity; they included: Organizational Inclusion/Exclusion, Cultural Group

Inclusion/Exclusion, Affirmative Action, Trust, Sensitivity/Flexibility and Workload (Larkey,

1996; Dahm, Willems & Fankiewicz, 2001; Dahm, 2003). Demographic questions (Appendix

B) regarding the diversity components; age, gender, race and ethnicity were included with the

survey in order to obtain background information for sample selection.

The ODNA instrument originated from a 79-item Likert instrument developed by Larkey

(1996) titled the Workforce Development Questionnaire (WDQ). This instrument originally

developed and tested to evaluate the diversity climate in organizations, built on previous factor

analytic research (Larkey, 1996; Dahm, Willems & Frankiewicz, 2001), a 53-item Likert scale instrument titled the Workforce Development Questionnaire II (WDQ-II) was constructed comprising eight dimensions of multicultural interaction. In their study, data was collected over a four week period from 265 employees working in a public institution (See Appendix I for WDQII).

According to Larkey (1996), a three phase statistical analysis or confirmatory factor analysis tested the reliability and validity of the instrument. First, an alpha factor analysis tested the integrity of the instrument which corroborated the presence of the eight dimensions and tested for essential unidimensionality. Second, item response determined the metric properties and developed information functions by item and subscale. The results of the item response analysis permitted concise conclusions on the properties and importance of each item and subscale to the overall instrument. The confirmatory factor analysis determined that the proposed model fit the data.

The construct validity of the instrument tested by Larkey (1996) utilized the component factor analysis which included a sample from the population. Reliability was established for the instrument based on alpha coefficients ranging between .69 - .80.   For the three dimensions that correlated to diversity awareness, the alpha coefficients were .75 for inclusion, .64 for understanding, .74 for treatment, and .84 for detail.   Both Larkey (1996) and Dahm et al., (2001) noted that through content, face validity, and limited construct validity the instrument was proposed to be a valid tool. Both authors indicated that transfer of training and permanent changes in attitudes and behaviors were more likely to occur when training objectives were derived from needs analysis specific to the workplace; therefore, results could be context specific.

Larkey's (1996) Workforce Development Questionnaire (WDQ) was the foundational research on which Dahm built her survey. In 2001, Larkey and Dahm decided to modify the format and methodology of the WDQ and titled it the Workforce Development Questionnaire (WDQ II). The rationale behind the development of the WDQ-II, from the original WDQ, was to eliminate all items that exhibited the same characteristics. Moreover, the rationale behind subsequent revisions of the WDQ II to the development of the Organizational Diversity Needs Analysis (ODNA-1), (Dahm, 2003) and later on to be modified to the ODNA, (Dahm, 2006) was to eliminate all the items that exhibited the same characteristics. Additionally, a shorter survey could also possibly increase participation and completion of the survey due to time required for taking the survey. Dahm's instrument, in its original and revised state continued to be specifically designed to study workforce diversity. One recommendation from Dahm's (2006) study suggested the need for qualitative research in the area of diversity awareness in the workplace. The researcher selected this survey because it was the most thorough in its approach to identifying unique traits of diversity attitudes and behavior and it was developed with the intent of using information obtained as the basis for examining perception of diversity awareness in the workplace.

The dimensions developed from instruments (See Appendix J for Instrument) and subscales (Appendix C) used in Dahm's study were the framework used by the researcher to develop a reliable interview protocol (Appendix E). The interview protocol yielded considerable richness in detail and personal meaning. The researcher obtained permission from Dahm to use the 39-item Likert scale instrument to survey the population in this study (See Appendix G for

Dahm's permission letter). Using this instrument could ensure a range of ODNA scores would

be represented in the interviews.

Pilot Study

A pilot study conducted using two classified university employees both full time

classified employees ages thirty-six years old and fifty years old; both White and female

responded to the Organizational Diversity Needs Analysis (ODNA) survey and demographic

questions and the interview protocol. This brief study obtained feedback regarding clarity and

understanding of the process, instructions and procedures for completing these instruments. The

interviews conducted in a small conference room setting lasted approximately one hour. The

conversations were recorded using a digital recording device. The researcher also took field

notes immediately after the interviews and later during periods of reflection, made journal entries

of her thoughts regarding reactions or comments made by each interviewee.

The researcher used the feedback from the participants to make minor spelling and

grammatical revisions to the instructions and procedures for the survey and interviews. The

results of the pilot study provided a description of the participants' perceptions of diversity

awareness in the workplace.

Procedures

The researcher's sole purpose for using the ODNA online survey as a method of

quantitative data collection was to select the sample for this study. This survey allowed the

researcher to select participants who had a wide range of scores on the ODNA. Although data

was collected from an open-ended questionnaire, no statistical analysis was conducted.

The Organizational Diversity Needs Analysis (ODNA) instrument and demographic

questions were administered online through an email list-serve provided by the university. The

total number of surveys sent electronically totaled 1437; from this number, 186 employees responded electronically and 11 hard copies of the survey were completed manually for a response rate of 19.4%. The requests for hard copies of the survey came from a combination of employees; those who expressed personal preference for hard copies and others who had a lack of access to a computer at a convenient time. The full time classified support staff population responded to an online survey which contained questions regarding how much they agreed or disagreed with issues relating to diversity awareness in their workplace. The participants also responded to demographic questions on the survey regarding age, gender and race and ethnicity. The survey administered by email over a two week period included reminders sent by email at midpoint of the two week period to encourage participation from classified employees who had not responded.

The instructions at the beginning of the survey included an appeal for participation from the researcher (See Appendix L for Letter of Appeal). This appeal indicated how much of a time commitment employees could expect in order to complete the survey. In addition, the letter included notification to the participants that they could withdraw their consent at any time without repercussion also included contact information in the event the participant should have any questions regarding the survey.

The letter also informed participants of an opportunity to win one of six $15.00 dollar gift certificates to the local shopping center for participating in the survey. Individuals were asked to respond at the end of the survey if they would like to be included in the drawing. Names were randomly drawn for the gift certificates and recipients were notified by email and telephone. All survey participants received an email thanking them for their participation and reiterating that their responses would remain confidential and their identity protected.

The survey results were categorized by responses to the 39-item Likert scale instrument and responses were numerically coded five to one using descriptors from strongly agree to strongly disagree. The demographic information provided on each survey asked age, gender, race and ethnicity, length of employment at the university, highest level of education completed, annual income, and geographic origin prior to age eighteen. The researcher used the first four demographics listed as part of the criterion for the sample selection for the qualitative interviews.

A qualitative interview protocol designed using Dahm's survey questions served as the tool for obtaining information from the participants and acquired richer, deeper data and allowed the researcher an opportunity to follow up with additional questions for clarification (Creswell, 2007; Merriam, 2009). The researcher interviewed twelve participants for this study. The interviews conducted in a quiet, secure area lasted approximately one hour. These qualitative interviews with open-ended questions were digitally recorded and transcribed. The recorded responses to the interview protocol took the form of a narrative by the participants about his or her experiences. Prolonged engagement involved investing time in building trust and rapport with the participants (Lincoln & Guba, 2000). The researcher focused on establishing trust through interactions in person and by telephone in an attempt to understand and interpret the information the participants relayed through the interviews.

At the onset of the interview, the researcher began by establishing rapport with each participant. The researcher accomplished this by providing a comfortable social setting for the interviews. Next, the conversation included general questions regarding the participants well being. Afterwards, the researcher shared an overview of the intent of the study and proceeded to address the informed consent form and obtained the necessary signature.

Upon establishing rapport, the researcher asked the participant if she could begin asking questions from the interview protocol. The interview protocol for this study was approved by the University's Internal Review Board (IRB) (Appendix F). Each participant received a copy of the informed consent form indicating their voluntary participation. The content of this document also included details regarding the purpose of the study, its benefits and information to the participant regarding the right to withdraw without penalty or loss of entitled benefits.

Interview Protocol

The researcher conducted a qualitative study based on Dahm's (2003) and Brown's (2007) quantitative studies which suggested the need for qualitative research to study diversity awareness within the workforce in the following areas: Organizational Inclusion//Exclusion, Cultural Group Inclusion/Exclusion, Workload, Affirmative Action Group Perceptions, Trust, and Sensitivity/Flexibility. Subscales from Dahm's Organizational Diversity Needs Analysis (ODNA) were used by the researcher as the framework to develop the interview protocol for this qualitative study. Merriam (2002) described interviewing as an interpretive qualitative approach to research as "understanding interpretations at a particular point in time and in a particular context". The questions in the interview protocol focused on employee perceptions surrounding diversity awareness in their workplace and the subscales listed above. The construct of the interview protocol used elements of Don Dillman's Tailored Design Method, (TDM, 2000), subscales from Larkey's (1996) Workforce Development Questionnaire, (WDQ) and Dahm's (2006) revised WDQII titled the Organizational Diversity Needs Analysis (ODNA) instrument.

Analysis of Data

The responses from the sample of classified staff at the university were used to examine perceptions regarding diversity awareness at the university and whether or not there were any

thematic agreements. To assist in making sense of participant comments, coding served as a critical tool for analyzing and interpreting the research data. Patton (2002) indicated that the first step of analysis should be to develop some manageable classification or coding scheme. He also stated that as data is accumulated, patterns emerge (See Appendix G for Coding Guide).

Data was organized by using codes and diagrams to document responses, observations about mood, manner, tone, speech, and body language of the participants (Merriam, 2009; Miles & Huberman, 1994). The researcher used the computer software application NVivo8 to group and code information, established initial categories and identified core categories.

In addition, the researcher manually coded the data using key words and incidents from participant interviews to identify themes and illustrated them with numerous quotes (Merriam, 1998). This search for additional themes substantiated the initial findings. Utilizing these methods also gave the researcher and the readers, a more complete picture about the perceptions of the participants in the study (Weiss, 1994). Through qualitative coding and thematic grouping, the researcher identified patterns and themes that emerged and were consistently confirmed by multiple participants (Merriam, 2009). As a method of triangulation, a peer examiner used NVivo8 analyzed the data for common themes or patterns. For qualitative rigor, the researcher's interpretation applied coding to address data that appeared to converge in meaning as well as data that was clearly divergent, contradictory or problematic.

Credibility and Transferability

In terms of qualitative research, credibility and transferability addressed the issues of measurement, accuracy and trustworthiness of the study. Merriam (2009) stated; "in order to make an impact, research studies must have been aggressively pursued in order to provide insights and conclusions that ring true to readers, practitioners and other researchers". In

qualitative research, quality has generally been discussed in terms of two concepts; credibility

and transferability which corresponded to generalizability (Merriam, 2009).

The credibility of a study consisted of the extent to which readers accepted the

conclusions supported by the data (Lincoln & Guba, 1985; Merriam, 2009; Patton, 2002). Four

techniques used by the researcher to improve credibility included; triangulation, participatory

accountability, systematic search for alternative themes and reflexivity.

Participatory accountability meant that the qualitative researcher entered into a form of

partnership with the participants in the study. This kind of accountability required an ethical

obligation on the part of the researcher to honestly represent participants and their views

(Merriam, 2009). To implement this accountability, the researcher used member checking as a

technique whereby data, categories, interpretations and conclusions were tested with members

from whom the data was originally collected (Lincoln & Guba, 2000). Patton (2002) considered

this a form of analytical triangulation as verification of the accuracy of the interview transcripts

and checked back in with respondents to confirm that quotes were accurately placed in content

and the conclusions were appropriate.

An additional approach to improve qualitative research credibility the researcher engaged in

a systematic search for alternative themes. During the primary analysis period, the researcher

formulated, explored, and organized multiple, perhaps contradictory, themes and examined them

for support in the data.

Reflexivity supported the credibility of qualitative research (Merriam, 2009). In this case,

the researcher clearly reported the findings surrounding perceptions of participants and had to be

upfront about the strengths and weaknesses of the primary data collection and analysis

instrument. In addition, the researcher maintained field notes and journal entries during and after

each interview. The journal entries provided reflective periods to the researcher and served as a reminder to allow the interview participant to speak freely when responding to questions. In addition, the researcher noticed some unexpected responses from participants and some comments frank in nature were rich in detail. This process also allowed the researcher to reflect on experiences shared by participants and arrive at the realization of the weight and responsibility that came with voicing the true accounts and sensitive experiences of others.

Triangulation has been described by Marshall and Rossman (2006) as the use of more than one source of data or data collection method to confirm emerging findings (Merriam, 2009). Patton (2001) advocated the use of triangulation in order to strengthen a study by combining methods for collecting data. Methods such as, survey, prolonged engagements, interviews, member checks, field notes, journaling and peer examination were used to establish the credibility, validity, trustworthiness and reliability of the data collected, as well as, minimized error and enhanced the content and quality of responses.

The credibility of this study continued to be determined by the confidence in the truth of the findings and achieved through prolonged engagement, various methods of triangulation to include; online surveys, interviews, field notes, journal entries, member checking and peer examination. Lincoln and Guba (2000) described trustworthiness as an important component to evaluate the worth of a research study and considered credibility to be one of the most important components for establishing trustworthiness. In order to ensure reliability in qualitative research, examination of trustworthiness was essential (Merriam, 2009).

This data was analyzed and included in chapter four. The researcher allowed the participants to expand on their answers during the interviews by asking follow-up questions. In addition, field notes from the researcher were used to provide additional data gathered while observing the

participant before, during and after the interview. Also, each participant was asked to review

their interview transcript and also given the opportunity to clarify meaning to comments or add

any additional remarks. Any information misinterpreted by the researcher was revised or

eliminated.

According to Guba and Lincoln (1981), the concept of transferability referred to these results

and could be applied to other situations. Additionally, they stated that the researcher needed to

provide "sufficient descriptive data" to make transferability possible and the best way to have

ensured transferability was to create a thick, rich description of the context (Lincoln & Guba,

2000). Merriam (2009) recommended a description of the setting and participants of the study as

well as detailed description of the findings with adequate evidence presented in the form of

quotes from participant interviews. In particular, the researcher could consider the kinds of

information a reader would need to consider the reasonableness of comparing the results from

this study to other situations as well as more specific information about the participant's learning

environments, goals and attitudes. This research finding included the aforementioned thick, rich

description of the content.

Interviews, field notes and journal entries allowed the researcher to analyze responses and

note visual reactions from the sample participants (Merriam, 2009). This process confirmed the

existence and consistency of specific patterns and themes (Creswell & Clark, 2007; Merriam,

2009). Field notes recorded by hand after each interview included notes regarding body

gestures, tone in voice and emotional responses in general to the questions being asked.

Journal entries recorded by the researcher at a later time after the interview, allowed the

researcher to reflect upon the responses during the interview and the manner in which

participants were responding to determine if there was a need to ask additional probing questions

in order to obtain data for a thorough interview. Finally, a peer reviewer analyzed data from the study and the researcher compared analysis and discussed similar or varying themes.

Additionally, during the online survey, participants had the opportunity to include any additional comments on open-ended questions which are included in the findings. Peer examination also increased the credibility of the study by allowing a peer professional who had a general knowledge of the purpose of the study to analyze the data (Lincoln & Guba 2000; Merriam, 2009). The peer member, a recent graduate whose dissertation topic related to the topic of this study, along with the researcher, analyzed the data from the interview transcripts. Each transcript was analyzed for themes and patterns surrounding the research.

The Protection of Human Rights

The researcher obtained approval to conduct research using the Organizational Diversity Needs Analysis (ODNA) instrument and interview protocol from the universities Human Rights Institutional Review Board, (IRB) (Appendix F). Once approval was obtained, the researcher administered the online survey and conducted one-on-one interviews using a sample selected from the classified support staff within a large Midwestern land grant university.

It was the responsibility of the researcher to maintain confidentiality, ethical guidelines and standards in regards to protecting the identity of participants, treating each individual with respect, fulfilling disclosure agreements and reporting the truth as described by the participants (Bogdan & Bilken, 1992; Merriam, 2009). No actual individual names were given in this study; the names of the participants have been omitted to protect their privacy. Department names were omitted so not to be linked directly to the data collected.

Summary

This chapter provided an overview of the research methodology. The purpose of this study was to examine perceptions of classified support staff employed at a large Midwestern land grant university regarding diversity awareness in their workplace. A qualitative study was selected for this research to allow an opportunity for in-depth research and provide insight from the participants' point of view. The researcher focused on diversity awareness perceptions and experiences in the workplace shared by classified support staff.

Instruments used to collect data included an online survey and interview protocol. Dillman's (2005) guidelines for conducting online surveys guided the administration of the Organizational Diversity Needs Analysis (ODNA) survey. The design of the interview protocol stemmed from subscales identified for the Workforce Development Questionnaire (WDQII), (Dahm et al., 2003) and the Organizational Diversity Needs Analysis (ODNA), Dahm (2006).

Credibility and trustworthiness of the study were established through triangulation methods used to collect and analyze the data obtained. Methods used included; semi-formal one-on-one interviews, field notes, journal entries, member checks and peer examination. In addition, the sample survey scores of those interviewed were compared to the comments transcribed from the interviews.

Chapter 4

Findings

This chapter's presentation of data has been divided into four areas included; overview of survey results, characteristics of the qualitative sample, sample selection and themes that emerged during the data analysis. The researcher established clarity and richer meaning of themes by adding quotes from the participant interviews. The researcher used the analysis of the transcribed interviews, field notes and journal entries to further substantiate this study.

Overview of Survey Results

Of the 1437 surveys sent electronically 186 employees responded electronically and 11 completed hard copies of the survey manually. Sixty-eight agreed to participate in a one-on-one interview with the researcher. No statistical analysis occurred with Dahm's Organizational Diversity Needs Analysis (ODNA) as it served to identify participants with a range of scores for the interviews. However, the researcher used qualitative data collected from an open ended question to identify themes.

Table 4.1 Classified Support Staff Responses

Demographics for Responses to Online Survey

Gender

Male	42
Female	156
No Response	1

Age

18-25	6
26-35	19
36-45	32
46-54	91
Over 55	49

Race/Ethnicity

African American/Black	16
Asian American/Pacific Islander	3
Hispanic	2
Native American/Alaskan Native	5
Caucasian/White	166
Latino	1
Other	4

Table 4.2   Demographics of Interview Sample

Interview Sample Size	White Male	White Female	Black Male	Black Female
12	2	5	2	3

Themes

Themes emerged from the responses of overall population to a closing question seeking additional comments.

The comments from employees were coded, ranked by frequency and organized into themes. Supporting comments from several participants have been grouped together to provide the reader an overview of the populations perspective of each theme.

1) Participants saw no problem with diversity awareness (most of the participants were White) and because they felt their department practiced diversity or they did not have ethnic groups in their workplace the issues lacked relevance. Many responded that there had been diversity awareness sessions offered which they attended, a few described barriers to include; attendance, a lack of support and accessibility.

- I used vacation leave to attend the workshops. I enjoyed them, but I felt having to use my leave was a display of pettiness on the administration's part. Consequently, I don't attend them as often as I would like
- Not actively, or made easily available to all of the classified employees
- Have been offered on campus, but not in my area of the state
- They've been offered in the university, but classified people within my department are not openly encouraged to attend unless we use vacation leave
- Need buy-in of others – it's not as effective as productive if you don't have all the ingredients to be successful – if only a portion of the workforce has the tools and knowledge to approach and embrace diversity, it will be challenging to achieve desired success
- Took them to improve my understanding- but others I worked with should have done so
- I have life experience in working with diversity

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- On campus; we are always encouraged to attend
- I have attended one.

A few employees responded they had attended diversity awareness sessions but none had been recently.

- Not recently. About 20 years ago, our office participated in a diversity workshop. I have done so on an individual basis
- I was part of the circle -many years ago, but it just kinda fell by the wayside
- Yes, but not recently.

2) Almost an equal number of participants expressed concerns about a lack of or very limited diversity awareness initiatives. Some participants indicated no sessions had been offered, or they were not made aware of events, had been unable to attend due to workload, or employees would not be allowed to attend "on the clock"

- Not made aware of them until after the fact.
- Not offered.
- It was not offered, so no, I did not have an option to attend.
- Have not taken any.
- I hope to in the future.
- Haven't been offered.
- I really don't remember. I may have in the past.
- That would not be allowed on the clock.
- Workload and time constraints.
- Not yet.
- Not aware of any.
- Not that I am aware of.
- I am not aware of these workshops.
- Eight individuals commented that focusing on diversity was harmful and created problems, while a few others did not feel there was a need for diversity awareness or it was not helpful.
- I don't see a need.
- I believe all people are equal. There are people I prefer not to ever work with again or associate with (male, female, Caucasian, Asian, black, Hispanic, Philippine, Native American, Arab) because of their work ethic and/or the how they treated other people. There should be only one standard, and that standard applies to every person no matter what. No double standards should be allowed.
- Not helpful.
- It was not helpful.

3)   Some participant comments expressed personal views regarding diversity initiatives. One employee expressed hostility by indicating they would only attend if mandatory, while a few others expressed sarcasms in their comments. One employee expressed exclusion as a White male.

- A joke and waste of my time!!
- Always concerned about offense environment of minority groups, nobody gives a crap about old White men.
- I guess that I noticed that most of the questions were gender related to only women and not male. The male gender may also have the same concerns.
- Too many times in staff meetings we talk about which woman or minority is the most qualified for the job, not who is the best candidate. If you want to get ahead at (this university) and you are an old White man you would have to cut off your balls and paint yourself Black!

This qualitative data collected from the population provided an overview of the perceptions of classified support staff in addition to those selected for the sample in this study. Employees shared a range of perceptions and comments geared towards diversity awareness initiatives in respect to; the need for, availability, accessibility and effectiveness.

Characteristics of the Sample

From those who completed the survey sixty-eight individuals agreed to participate in an interview. The purposefully selected sample required all participants to be full time classified support staff employed at the university. The criteria for interview selection included gender, age, race/ethnicity and maximum variation of scores on the Organizational Diversity Needs Analysis (ODNA). Participants selected for interviews had survey scores that ranged from strongly agree, agree, neutral, disagree to strongly disagree. The intent to represent as much diversity as possible among those interviewed resulted in a sample of twelve participants; two Black males, three Black females, two White males, and five White females. The ages of the sample ranged from 29 to 62. Although there were responses from all three generations,

participants from only two age groups agreed to an interview with the researcher so the selection consisted of Baby Boomers and Generation X.

Sample

The names of the sample participants have been changed to protect the privacy of the participants. Also the researcher used ranges for individual's age and years of service with the university instead of identifying by specific ages and number of years employed to further disguise participants. Interviews conducted during the months of September through December of 2010. The average time for interviews was one hour.

Sample Selection Introductions

The following overview will introduce those individuals purposefully selected as the sample and interviewed for this study.

Billy

Billy, a Black male between the age of 46 and 55 had worked at the university for more than 20 years. He indicated that he strongly agreed that his department lacked diversity initiatives and he felt there was a need for increased diversity awareness within his workplace and that there was a lack of organizational inclusion, with a strong sense of the "good old boy" network as well as the cliché 'it was not what you knew but who you knew. Billy strongly believed neither he nor members of his ethnic group or other minority groups had the same opportunities as their white co-workers for promotion or advancement. During his interview he explained that he worked every day and did not want anything handed to him. He described situations of mistreatment due to excessive work which cause him to feel stressed. Billy also shared examples of nepotism and of individuals who behaved or looked differently being treated unfairly or labeled.

Ida

Ida, a Black female over the age of 50 had worked in her position for more than 12 years. During her interview she voiced her concerns about being treated differently because of her age and race and being overlooked for promotional opportunities. She mentioned it was hard to get ahead if you were not part of the "good old boy" network. Ida's survey scores indicated she strongly disagreed that women and People of Color were hired with fewer qualifications. She agreed they are less likely to get promoted or have the same employment opportunities as her white co-workers. She agreed some individuals felt left out because their ideas were not acknowledged and others had been talked down to or treated as if they were not smart or capable, if they talked or act differently. She also indicated some co-workers denied or played down accusations of discrimination when approached about their behavior. Ida agreed that she felt she could trust and rely on members of her ethnic group or co-workers to lend a hand if she needed help.

Ruben

Ruben, a White male over the age of 55 had been employed with the university more than 20 years. Ruben strongly agreed that there was a need for improved diversity awareness and explained instances where he felt treated differently because of his position. He shared a detailed description of the "good old boy" network and strongly agreed that people who looked or act different experienced unfair treatment (see page 81). Ruben agreed that it is not what you know but who you know and it's difficult to get ahead unless you are part of the good old boy network.

Calvin

Calvin, a Black male between the age of 46 and 55, employed with the university for more than 20 years, shared his experiences of exclusion from promotional opportunities based on educational requirements. He spoke about the difficulty of getting ahead unless you were part of the "good old boy" network and how he had been treated unfairly or excluded because of his race. Calvin strongly agreed it was not what you knew but who you knew and he had been overlooked when it came to promotions. He indicated that there have been no diversity awareness initiatives in his workplace, in-spite of the need. Calvin's survey scores showed that he strongly agreed that women and People of Color responded differently than White males when it came to communicating and understanding diversity issues. He also indicated individuals behaved differently when they were among their own ethnic groups as opposed to being surrounded by individuals from other ethnic groups. He agreed women and People of Color did not have the same employment opportunities as their White co-workers.

Luci

Luci, a White female over the age of 55, had been employed at the university the majority of her adult life. Her work environment provided equal opportunities for women mainly due to the fact that women dominated her department's workforce. Although Luci agreed there were equal employment opportunities for women in her workplace, a lack of balance in different levels of positions among classified and unclassified professionals or faculty existed. Her survey scores indicated she agreed women and People of Color had been hired with fewer qualifications.

Mariah

Mariah, a Black female over the age of 55 had worked at the university for more than 25 years. She commented her department lacked any sort of diversity awareness initiatives during her employment. Mariah's survey scores consistently indicated she agreed women and People of Color had been sensitive and understanding of diversity issues. She strongly disagreed that minority groups would be more likely to get ahead in the workplace due to Affirmative Action. She strongly agreed that women, People of Color and the working senior population did not have the same employment opportunities as White co-workers. Mariah agreed some individuals felt left out by their ideas not being acknowledged. She agreed members of specific groups had been talked down to or treated as though not smart or capable if they appeared different. She acknowledged the difficulty to get ahead unless you are part of the "good old boy" network. She disagreed with the concept that her employer had been sincere in attempts to understand the employee's views about diversity related issues or advancement. Mariah shared experiences of differential treatment and situations when she did not sense her ideas as valued based on her gender and race.

Sybil

Sybil, a White female between the age of 26 and 35, had worked at the university for more than 10 years. She felt neutral towards the amount of diversity awareness in existence in her workplace. She described her personal encounters with diversity issues as situational. She disagreed women and People of Color were more likely to get promoted, yet answered neutral when asked if these same groups had the same employment opportunities as their White co-workers. Sybil agreed certain groups had difficulty accepting ideas when offered by someone different from them. Sybil indicated

she had also been treated differently because of her age or gender and strongly agreed she had been overlooked for opportunities to advance in her position because she lacked inclusion in the "good old boy" network. Sybil agreed that she did not know where she stood with many people in her workplace. She also agreed that her workplace did not appear sincere in attempts to understand employee's point of view about diversity related issues or whether her workplace would consistently treat her equally, fairly and with respect.

Deborah

Deborah, a Black female between the age of 46 and 55, worked at the university for more than 15 years and expressed opinions about the level of diversity in her workplace and the university. She described her experiences surrounding diversity awareness issues as more specific to certain situations that had occurred at work. She strongly disagreed women, People of Color and the working senior population had the same employment opportunities as White co-workers. Deborah strongly agreed some people felt left out by their ideas not being acknowledged. She agreed individuals experienced being talked down to or treated as if not smart or capable if they appeared different. Although Deborah personally had always experienced organizational inclusion and did not feel as though she had been treated differently because of her age, gender or ethnicity. She strongly agreed that it was not what you knew but who you knew that made it possible to advance in the workplace. Deborah agreed with the question regarding difficulty to get ahead if you were not part of the "good old boy" network. Furthermore, she indicated she did not feel her department would be sincere in its attempts to understand the employee's point of view about diversity related issues.

Lola

Lola, a White female between the age of 45 and 55 had worked at the university more than eighteen years. She expressed her concerns regarding people across campus abusing their authority. She shared experiences about being talked down to or treated differently because of her lack of education. Lola strongly disagreed women, People of Color and the working senior population were more likely to get promoted or did not have the same employment opportunities as their White co-workers. She agreed that sometimes people who talked and act differently were treated as if not capable or smart. She strongly agreed that it was not what you knew but who you knew and difficult to get ahead unless part of the "good old boy" network. Lola strongly agreed that her department was sincere in its attempts to understand employee's views regarding diversity issues. She indicated that her work unit treated her fairly and with respect. Lola indicated that she felt as though she had been treated differently because of her level of education.

Annie Mae

Annie Mae, a White female over the age of 50, employed at the university for more than 18 years. She indicated there had been no experiences with the "good old boy" system and she did not feel as though she needed to be in any certain group to be promoted. She described experiences when her supervisor was unsupportive and treated her unfairly and showed her a lack of respect but she didn't tie this to age or gender. She expressed concern regarding the lack of advancement in her position. Annie Mae scored neutral on questions of organizational inclusion. She scored neutral regarding women and People of Color having the same employment opportunities as their White co-

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workers. Annie Mae did not have an opinion regarding individuals being treated differently if they looked or act differently.

Jasper

Jasper, a White male over the age of 55, had been employed with the university more than 25 years, he attributed his experiences of exclusion to be based on his gender and not being a part of the "gossip circuit" - which he considered an environment where valuable information would be shared in an informal setting (coffee pot, hallway, between offices or copy center). He indicated there had not been any sort of diversity awareness sessions in his department for several years and what he attended focused toward team building. Jasper agreed co-workers confronted him regarding mistreatment because of race or gender issues played down or denied the accusation.   He agreed sometimes people who talked and acted different were treated like they were not capable or smart. Yet, he also agreed that it was hard to get ahead if you were not part of the "good old boy" network. Jasper agreed when it came to getting support to advance in his position he had been overlooked.

Gladys

Gladys, a White female between the age of 26 and 35, had worked at the university less than ten years. She described her experiences of exclusion and how she felt as though she had been talked down to because of her age. She shared experiences when she felt disrespected by someone in a higher position within her workplace. Gladys expressed concerns regarding being overlooked for promotional opportunities. Gladys disagreed that women, People of Color and the working senior population did not have the same employment opportunities as other White co-workers or that they had been

given special consideration in hiring or promotional opportunities.   Gladys responded

neutral as to whether she felt the "good old boys" system existed. Her scores indicated

that she had not experienced any unfair treatment based on her age, gender or race nor

did she feel she had to work harder to advance in her workplace. She scored neutral

regarding her belief that her department was sincere about its support of diversity related

issues and whether or not she believed her department would always treat her fairly and

with respect.

Summary

Unlike the comments made in the open-ended survey questions, those interviewed saw

more issues with diversity awareness in their workplace and most felt diversity awareness

initiatives should be offered and promoted. Overall participants interviewed agreed their

workplace lacked diversity awareness, however two participants commented they saw no real

issues. Numerous comments indicated all university employees should participate in diversity

awareness initiatives. The data collected proved useful for addressing the research question and

identifying themes.

Findings in Regard to the Research Questions

Research Question One

What are the perceptions among classified support staff regarding diversity awareness in the workplace in a large Midwestern land grant university?

Diversity Awareness

The majority of those interviewed perceived a lack of diversity awareness among classified support staff. Thematic issues surrounding perceptions about diversity awareness included; lack of opportunities, lack of accessibility to attend diversity awareness events offered on campus or lack of support by their supervisors to attend the events. Some individuals indicated they were aware of the annual diversity awareness event offered on campus but not of any initiatives within their department. Some called into question the level of specific segments of the campus to include those in leadership roles or students especially students from different cultures. Diversity awareness did not seem to be a high priority in their department according to the following interviews. The initiative to promote or create opportunities for workers to attend diversity awareness initiatives appeared to be a low or non-existent priority.

> Billy:
>
> …As far as diversity awareness, no, there had been nothing in my department. And it's not promoted to go to anything like that. You are asked questions by your supervisor such as, "Is it really job related? How is it going to help the department or this section?"…The only thing close that we are somewhat encouraged to attend is the annual Martin Luther King luncheon.

Some claimed those is charge ignored diversity issues and needed diversity training themselves.

Ida:

… No – no absolutely not (we have not had any sessions)…Hum – I'm trying to think – you know the administrator of my department and a lot of upper management at (the university) talk about diversity and how much we need to embrace that and work on having more people of different races and ethnicities – all of that - - but when I think about it –it's very upsetting because I've been on campus for a very long time and when I look at (my department) it's not very colorful – to say that you want to embrace and have diversity on campus – start with your own department.

Ruben:

…None. But people are still afraid to talk about diversity. If we were getting it right you would have to start with putting all of your managers and supervisors in a course on diversity and how to look at things differently instead of just one way. They have got to learn how to treat everyone equally and fairly. But I know that's impossible but at least you have a start, start training them first. They are the ones that will be doing all of the evaluations they are the ones looking at our promotional skills and they have got to be aware….They will fight, kick and scratch and do everything possible because everything is working fine just as long as they are in control…We don't think our supervisors and managers have any clue about culture or try to understand. Even if they try to tell us things ended 100 years ago (racism) they are off line because things haven't ended. It's still out there.

Calvin:

…As far as really diversity awareness, no, nothing. And it's not promoted to go to anything like that. You might be asked by your supervisor, "Is it really job related"? How is it going to help this department or this section?...I think that a lot of the diversity awareness issues some of it, the majority of it is leadership. I think the leadership needs more education, more awareness. I almost wonder if when they have those retreats if it's even part of the agenda.

Other opinions seemed to be that diversity awareness did not qualify as a requirement to perform a job. For Mariah's workplace, it did not appear to even be on the radar.

Mariah:

…I don't think…, diversity seminars? None! I don't think so. I'm kind of surprised about that. Do you think they would even think about that since there are so few (minorities) that work in this department?...I don't think they see a need. I don't think they have ever thought about it.

While this training appeared not to be available, some expressed a need for training. Luci shared her experience working with students and described instances where a need existed.

Luci:

… I think every person on this campus including students need to go to diversity training. Even the ones coming in who are international students and some of them are great, they are awesome, but they still need diversity training to show what life is like in America.

A few employees discussed there had been training several years ago and mentioned others who may have benefited from diversity awareness.

Calvin:

…I'm thinking in the twelve years…As far as diversity awareness-no, nothing… I think a lot of diversity awareness issues, the majority is leadership. I think leadership needs more education, more awareness.

Billy:

… They tried to teach us to get along with people of different groups. I remember seeing that in the 1990's, it's been a long time.

Deborah:

…I feel like it's been years (since any diversity awareness seminars).

Jasper:

…I really only remember one or two over the years I've been here…and it was probably over 10 years ago.

Two individuals did not agree with the majority of the responses. Annie Mae did not see diversity awareness as an issue because there were no minorities working in her department and Lola did not see the issue as a problem in her workplace.

Annie Mae:

…We have a lot of diversity in my department (age and gender)….No we do not have any diversity seminars in my department…there isn't much offered for classified staff regarding diversity…there are no minorities working in my department.

Although agreeing with Annie Mae, Lola felt acceptance of diversity had diminished.

Lola:

…I feel like the university is diverse, accepting…Yeah, I do…I feel like (the university) is diverse, accepting. And now that is kind of breaking down over time with younger faculty and how they look at degrees verses non-degree people, it's changing.

The majority of responses indicated a lack of diversity awareness in their workplace. Although some mentioned the annual diversity awareness event, some employees indicated that they were not encouraged to participate while one received support and their department paid for them to attend.

The university had very few People of Color in leadership roles. Therefore, the

perception of many classified employees appeared to be that women and People of Color did not have the same promotional opportunities. Many felt as though some individuals in leadership should be among the first to attend sessions because they lacked diversity awareness when it came down to treating diverse individuals fairly and with respect.

Some employees from outlying research and extension area offices expressed concerns due to the lack of accessibility and feasibility to attend diversity related events because of their geographic location from the main campus where most events took place.

Research Question Two

Do specific groups within the classified workforce feel attempts are made in the workplace to create diversity equity?

One of the dominate themes that emerged from this study was the lack of inclusion. Several employees stated that they did not feel that there were equal opportunities for women and People of Color to advance or promote in their positions. They indicated that there was a network or a "good old boy" network that one must be a part of to have opportunities for advancement.

The majority of the participants interviewed indicated they had experienced exclusion at some point in their current employment. Most stated they were excluded because they were not part of the "good old boy" network. The term "good old boys" implied a network of relationships often long standing, that excluded those of differing races or gender. White males could also be excluded either because they lacked the necessary status or social relationship or longevity with the network. Individuals who experienced exclusion felt unfair treatment, lack of respect and suggested the need for diversity awareness initiatives to improve promotional opportunities and working relationships.

Exclusion: Good Old Boy Network

Ida:

…I think that's absolutely true, if you are not like them then they will find ways that you don't fit in.   I don't know what else to say about that---possibly not being asked to attend meetings – on a personal level not being asked to join certain activities outside work – given grunt jobs…and made to feel less than…I don't feel that if you are not within a certain circle raises won't happen for you – I totally believe that.

Sybil:

…You see others that are equally qualified or less qualified – go to seminars or training and others left out – not being asked if they are interested… I don't know that it has to do with their race or ethnicity but they are not in the "good old boy network", no they don't get ahead… Absolutely – when in fact they can do their job.

Calvin:

…The way the structure is set up at the University I think it's the good old boys network, basically. Part of a certain group, there is a distention, and it's always been that way ever since I've been on campus…but being here for a long time, it's a definite network within the University structure and a good old boy network. And it's a whole lot worse than what it was.

Gladys:

…I feel like it's almost decided (who gets promoted) most of the time it seems that people are given opportunities to promote… I have seen that as well.

Ruben described the "good old boy" network and provided insight on how some groups form their exclusive network. During his interview, he spoke of the lack of inclusion.

Ruben:

…Well the good old boys are those in leadership positions...they would meet it perfect. The good old boys here, is that they have been here for many, many years in a management role and they all stick together no matter if they are right or wrong. It is like they all got into a room before and practiced their answers. This is what we are going to do and we all stick together against this employee; this who we will groom for promotion and that one we will not…It's like a lawyer before you go to court, they bring you in a room, this is how you answer this question and this is how you answer this question. This is how you respond or don't respond. They get into a room and no matter even if they know their supervisors is wrong, you don't disagree we all stick on the same page until we have the same answer so it looks like that is the way it really is…

Ida:

…I do feel that if you are not within a certain circle raises won't happen for you. I totally believe that…Oh yes, most of us perceive promotions are received based on who you know. If you went out and played golf with a few of the managers, we already know who is going to get promoted...If there is a supervisor's job they will go around and ask them "will you apply for that?" We want you in that position…We have several people in management that have family members working here (nepotism)… "well why should I even put in for it?" We know who's going to get it. We have been seeing it. They have already started training that person. It's little steps at a time…You wonder why people aren't applying-...It's because we already know. It's not fair to the people trying to get into the doors and it's not fair to the people already here…How are these people getting their own family members hired here when they haven't even been out in the workforce, when we know there are others of us that have been here for years and we are getting by-passed.

This group Mariah spoke of selected their members and those who challenged their unofficial authority might pay in terms of promotion.

Mariah:

… As far as being a part of a network of the good old boys, I think that would help a lot if I was in tune to that but I'm not…It depends on if they like you. And not so much of how hard you work, but I have seen it does depend a lot on how they feel about you as a person and even though how they feel about you could be very wrong, because it should not have a thing to do whether you get promoted…You have to go along with the agenda. You have to go along with your supervisor because it is contingent on whether you will be promoted or not…The way the structure is set up at the University I think it's the good old boys network, basically. Part of a certain group, there is a distinction, and it's always been that way ever since I've been on campus…Right, but being here for a long time it's a definite network within the University structure and a good old boy network. And it's a whole lot worse than what it was.

Calvin:

… The way the structure is set up at the University I think it's the good old boys network, basically. Part of a certain group, there is a distinction, and it's always been that way ever since I've been on campus. Oh, it's worse. Oh it's a lot worse.

Ruben:

…The good old boys here is that they have been here for many, many years in a management role and they all stick together no matter if they are right or wrong.

Luci:

… You have to be one of the good old boys to get ahead, one that will bow down to say yes all of the time to get ahead and I am not one of those.

Billy:

… I believe too many people feel there is nothing that can be done about the "good ole boy" system at the university and they do nothing until someone comes after them.

Sybil:

…I would describe the good old boy system as top administration, male and white and I would also say probably early to mid 50's in age.

Ida:

… If you are not like them then they will find ways that you don't fit in. When I say not fit in, I mean not asked to attend meetings… on a personal level, not being asked to join certain activities outside work, given grunt jobs…and made to feel less.

Gladys:

…I do feel like there are certain sections (of employees) that are overlooked and some that do get ahead. I feel like it's almost decided…I feel like it falls in more the good old boy category.

Descriptions and experiences shared regarding the good old boy network provided specific characteristics of this 'network'. Individuals would need to model their behavior after members of this network to succeed.

Inclusion

There were a few participants who spoke of their place of employment as engaging and inclusive. They indicated that they believed that if they had an interest in promotional opportunities, they would not have any problems applying and they did not feel as if it was necessary to be part of any specific network.

Annie Mae:

…I feel that you are judged on your work as long as you are coming to work and getting our work done…I feel that if I wanted to I would be welcomed to try (apply for a position). You don't have to be in that group to try or get a promotion.

Jasper:

…I think if I were looking for promotional opportunities they would be there, regardless. I don't think I need any particular in or need to favor with anybody in order to get promoted. If I wanted to apply for any promotions I think I would be considered on my merits…We have quite a variety of people and it's kind of stayed that way over the years with new people coming in. So I think we do pretty well.

Lola:

…Yeah as of lately, everyone in this department has an equal chance to work and be recognized. We have an awesome department head.

The examples given under inclusion are an indication of the difference it made to have strong supportive leadership. Each of these individuals were White and had not had a recent promotion, yet they felt included and supported by their employer.

Research Question Three

Are perceptions of these classified employees influenced based on age, gender, race or ethnicity?

Most of the participants shared personal experiences of exclusion based on one or more of these characteristics. Perceptions of age discrimination appeared to be felt by both young and older employees; males as well as females described feeling left out of opportunities because of gender; and everyone except White participants shared experiences of exclusion because of their race or ethnicity.

Age Discrimination

As stated earlier in this study, the workforce of the United States continues to grow and individuals postponing retirement and remaining active in the workforce longer. Some participant responses during the interviews revealed specific groups of people or work environments that were affected negatively based on perceptions about age. They shared their experiences regarding mistreatment or lack of respect and how they felt that they were not considered for promotions or overlooked because of their age.

> Luci:
>
> …I think with the age group from what I can tell, if you are 50 years old plus, you're not good enough anymore, you know you may go on interviews and they are not going to say it, but age is a factor…I have been treated differently because of my age…I think they think I'm not young enough to learn new stuff and they can't teach me anything. Like you can't teach an old dog new tricks…I would say gender and race are not an issue but age yes, because we have all been there so long we are all old…I have been treated differently because of my age, I'm almost 60 (years old) and I am proud of it… I think they think I'm not young enough to learn new stuff and they can't teach me anything. Like you can't teach an old dog new tricks…I would say gender and race are not an issue but age? - yes, because we have all been there so long we are all old…

A younger worker described feeling discriminated against because of their youth.

> Gladys:
>
> …I have seen where some individuals talk to me in baby talk – to some I appear younger than I am – that could be offensive as well…Sometimes I don't feel that I get the respect that someone else would. They talk down to me. I think it is because at times I may look a lot younger than I am…Age is also an issue – sometimes people talk to me different because they think I am younger or I look younger… I have some individuals talk to me as baby talk – that could be offensive as well.

Difficulties arose when younger employees supervised older employees.

Deborah:

…Yes, I think I'm seen that - especially when you have an older employee with a younger supervisor – that age thing can ruffle the feathers - like "what can this young buck tell me".

Gender Discrimination

During this study, both males and females shared their experiences of unfair treatment and attributed it to gender discrimination. Yet while some males felt discriminated against by women, more males are in leadership positions. Certain jobs appeared to be stereotypically male or female and some workers resisted what they considered inappropriate gender work roles.

Jasper:

…Well, there are times when I think because of my gender, I'm treated just a little, on a personal basis not by the department or the institution. I'm not part of the "gossip circuit" and sometimes a lot of business is conducted in the gossip circuit and I miss out on things occasionally. And I notice that from time to time…So many things are distributed too informally here. You can miss out on some key things…

Calvin:

…A lot of times, yeah. Oh yeah. That happens a lot…It can be as something as simple as a group of ladies in the office going out to lunch at certain times, well if we (they) hire a guy into that position, how will that work?...It will mess up our chemistry or whatever. … Several employees spoke of their workplace being mostly males or females. The conversations addressed the lack of diversity based on gender.

Luci:

…In "my department" it's dominated by women so by hiring a man, that is diversity.

Gladys:

…I have because of my gender – not necessarily within the department…There was a gentleman who came in the office and spoke down to me and I felt it was because I was a female, because when a male came to talk to him his entire mood improved. I was not sure of his race (or cultural background)… I think it's a cultural thing towards women when men from certain nationalities approach me for assistance and they are insistent, demanding or demeaning and not very courteous.

Some participants offered examples of gender stereotyped work.

Billy:

…It can be as something as simple as a group of ladies in the office going out to lunch at certain times, well, if we hire a guy into that position, how will that work?...It will mess up their chemistry or whatever. Or the fitting in can be anything from again, like a custodial position, but I know we have male custodians (housekeeping) they have a perception that guys don't clean like ladies do…Or it could be the same as women working in the construction position in the maintenance department…You know, they might think a lady couldn't handle a sledge hammer or jack hammer or whatever and that's not always the case.

Ida:

…I think it would be great to see males in positions of clerical, women in trades or equipment operator positions – you don't see as much of that.

Lola:

…I think it's women breaking into the male dominated fields.

Gender may be seen as another area which we make assumptions. The natural assumption is there are certain jobs "assigned" to females and other jobs "designated" for men. In addition, pockets of society have formed stereotypes regarding gender from both sides of the spectrum.

Race

The population of People of Color or "All Others" as the researcher has identified the minority population of employees available for this study was small. Therefore, the majority of the participants in this study identified themselves as White. All of the participants identified as People of Color, "other" or "all others", described experiences of racism at some point in their work history at the university.

Deborah:

…I'm not one that likes to use or play the race card but sometimes it's so blatant that there's no other thing that it could be. When I started with this department I felt like the "token". I think probably part of a network and a god old boy system the consensus as a whole….Change is kinda hard out of fear or things have always been done in a certain way.

Mariah described an experience from several years ago and realized how it still had an impact on her feelings.

Mariah:

…Yes, I have been treated differently because of my race. When we were making decisions to hire someone and I would make a suggestion about the person we interviewed, I never did think it was right to hire someone if they were cute or they looked good. My thing was to hire them because of their application they filled out or their work ethics and so forth. But my supervisor wouldn't listen to that, she didn't want to hear that. Every time we hired someone it was never was on anyone I suggested. I will never, never forget that.

Calvin's experience led him to be a short timer in a position where co-worker's made it evident that they did not desire his presence.

Calvin:

…Oh yeah, on campus. I know I took one position and I don't think I was wanted for the position but I think because I was a black male…I was qualified, I met the minimum qualifications for the position but because the supervisor didn't really want me there it made it very difficult for me.

Billy's comments included an array of themes discussed throughout this study, such as, unfair treatment, the need to be part of a network to advance at work, communication barriers and level of education.

Billy:

…It is quite obvious, a Black and White line, they separate… Most of the other (work areas) they were predominantly Caucasian. It seems like they divide people there. It is like Black and White in some…I was treated like a second class employee (because of my race)…no respect by my supervisor…Basically you would have to be someone in the network. The opportunities for advancement are very limited…It seems like sometimes what you know but who you know is pretty much an in thing around here. You can tell certain people are the same communities…and they got promoted a lot faster than others who have been here for a number of years…Yes, I believe some supervisors treat people that are not like them differently…people come to me that were complaining about their supervisor was treating them, looking down on them for the way they dressed, even for somebody that didn't have a lot of money or anything like that. They felt like they were not being treated fairly by their supervisors just because of that…Oh yes. Yes, I've seen that (mistreatment) happen because of (a person's) appearance or language, even if that person had an accent. I've seen where they are talked down to or spoken to in a way like they aren't educated.

Ida:

…We talked a couple of times on the phone, we agreed that we need to meet. When we met I could tell he was not expecting a person of color. It's not anything he said or did,

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it's just I could feel it, it was the look on his face…Well, you know, the one thing I would like to see – regarding the race is for minorities to be in front line positions. I mean like, you come into a department and you don't see a minority or if you do see them they may be in the back not working with people for whatever reason…

Ruben:

…I had a Black worker come up to me the other day and told me when he first started working here when they would walk by a group of White workers they would quit talking until they passed by. Then after they walked by they would start their conversations again.

Some employees claimed this resulted from poor leadership. They felt managers should treat all individuals with the same level of respect.

Billy:

…diversity is lacking as far as leadership. I know for a fact in the last 22 years there hasn't been any people of color in director jobs in Facilities, not one. You can check back, they have promoted people who have been workers up through the ranks but none of them have been people of color. We need to diversify the University, we need to try to recruit people of all races, color and creed, it doesn't matter. We should start to look at the content and character of the person and not their skin color. It's really a shame we are here in 2010 and people are still looking down on people in 2010 as inferior, it is quite obvious to people of color we see that. But the people themselves seem blind to that fact. …They can't see that they need to diversify and treat people with the same level of respect that they are receiving, that they want… On that situation we have, how can I say this?

Some Whites rationalized their behavior or lack of awareness on seeing others as individuals not groups.

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Jasper:

… And another thought that I had is that we may not very frequently think of ourselves as belonging to a particular group. We may think of ourselves as individuals most of the time and only occasionally do we or in certain circumstances be aware that we are part of a group, or that I'm aware of diversity. It's just a part of the air a lot of the time…Your experiences kind of promote things in a way or what you are aware of.

Observations of the researcher included displeasure in many aspects among some participants regarding their work environments. Exclusion repeatedly surfaced as an issue among those interviewed.

Disability appeared as an additional characteristic in the study. Some employees described situations of individuals treated unfairly if they looked or act differently from others in the workplace.

Workers with Disabilities

Disabled workers tended to be grouped together based on the fact that they had a disability. If they looked at act differently, some supervisors talked down to or treated as if they were not smart. Ruben agreed that individuals are treated differently or talked down to because they are different. He explained that if the co-worker is approached about the issue they would down play or deny it.

Ruben:

…Oh yeah, there's no doubt about that (people are treated differently or talked down to if they appear different). Even if it's not directly. I've been in a room where the manager tells me things then says, "but if you say anything I will deny that I said anything, I'll deny it"…So yes, people are categorized or labeled…Oh yeah, there aint' no doubt about that. I had …tell me that we had an employee that had a severe injury. But…told me if it ever gets out I'll deny it but, we are going to …this guy to another (job) because …other people like that and I can't handle it…And they…look… he is just weird. I don't want to

deal with it. This (supervisor)… already had a couple like that… Let's ship (the
employee) out…and put (the employee) over there. So yes, people are categorized.

Sybil:

…Individuals are treated differently if they are not in the group…Yes, especially if they
have physical disability...Absolutely when in fact they can do their job… They have been
successful for several years.

The information shared during the interviews indicated that both young and older

employees experienced unfair treatment based on their age. Gender did not receive as much

discussion by females as it did by male participants. Discussions centered around race were

quite in-depth and gave a clear view of the perceptions especially from the People of Color.

Disability surfaced during the discussion and it appeared there were pockets of this sort of

behavior taking place.

Additional Themes

Themes repeatedly surfaced surrounding additional exclusion based on education and

positional power. Many of the interview participants expressed situations whereby they

experienced one or more of these issues. Individuals stated that their negative experiences were

not due to a deficiency of the university overall, but specific individuals or a select group. The

individuals mentioned were generally supervisors or other employees in higher paying positions,

such as leadership and management and select groups, such as faculty or unclassified employees.

Additional Areas for Exclusion

During the interviews, participants spoke candidly about their work environment and

experiences on the job; the following additional themes surfaced during the conversations; 1)

positional power, 2) exclusion based on education, 3) culture. Individuals felt they experienced

unfair or poor treatment due to differences in levels position or job titles in their workplace.

Others had concerns regarding disparity among co-workers based on different levels of education. Some employees experienced different treatment because of communication barriers between ethnic groups.

Positional Power

Positional power involved status level, frequently referred to job levels, job titles and how an individual with a position of authority behaved or treated others. Several participants in this study gave examples of situations where employees in higher level positions misused their positions or power by treating other staff unfairly or without respect.

Calvin:

…Yeah, again I have the tendency to give people the benefit of the doubt when situations like that happen. I doubt you automatically try to think that way but then when in retrospect you think "man why is that". Because then in another situation where I have brought up what I think is another solution to something and in a meeting that could have been over 45 minutes ago and when the same suggestion came up from somebody else it was accepted and entertained and looked into. There are some people who do have in their minds of hierarchy. They think of people depending on who you are or your position title or they will be more apt to listen to you and they lose a lot of really good suggestions or solutions that way. Because I remember years ago I think it was GM or one of the car companies they started getting suggestions from the employees that are actually putting the vehicles together and the quality control got better. They didn't care who you were, as long as you were doing your job, you knew how to put that door on. You knew you the process that there are a lot of situations that I have seen because it could be something they didn't think of. It could be because of their age, I don't know. In some situations I don't know if it's because of age, gender, race, I'm just not sure, or just position.

Millie:

…Yes, definitely, yes people are talked down to…I think could be job title mostly because it's classified and faculty or unclassified professional. We were getting rid of those lines between the unclassified professional and the faculty but now the lines are back and it's like we are the lower human beings that work there…That's right…One time in a meeting the classified were called non-professional. I said "wait just a minute, I consider myself a professional in my job"…I said "no I don't have your degrees but I'm professional".

Lola:

…That aspect does happen. Some of the female faculty they don't want to listen and we still have a couple of them here in this department. But don't let that happen to you. I didn't find it as much in the department I worked in previously as much as I do in my current department and I don't know why. I think it's women breaking into the male dominated fields...Yeah, I mean with the female faculty…No it's not all of them so it's a choice yes...There are some that are just a little bit younger than me but the new fresh faculty that are just coming in don't have that chip on their shoulder…And if you don't jump when they want something verses male faculty are just more laid back…Now we did have a faculty that was from another country and he did tell one of our former staff members that she was driving a vehicle that was above her class…Yes, she was driving a (model of vehicle) and that was above her, but that goes back to cultural piece where women are treated as second class citizens in his homeland.

Luci:

…Well, more people get talked down to because they are classified anymore over there. That is hardship of working over there. That is why people aren't motivated… I am treated the way I am treated over there which is like dirt…they treat you like you are dumb, like I don't know the rules and regulations on campus.

Gladys:

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…not necessary appearing differently but maybe the position they are in – you get asked to do something that they may not ask someone else to do, it could be very offensive.

Ester:

…I have seen that as well and, not necessary appearing differently but maybe the position they are in – you get asked to do something that they may not ask someone else to do, it could be very offensive…I believe that they use their authority in the wrong way. As far as I'm concerned that was abusive.

Gladys:

…and, not necessary appearing differently but maybe the position they are in – you get asked to do something that they may not ask someone else to do, it could be very offensive.

A few employees discussed how they felt marginalized when working with employees with a higher level of education and often faculty members or co-workers with a higher level of education treated them as though they were not smart or professional.

Exclusion Based on Level of Education

Several participants expressed their feelings regarding how they experienced or witnessed other employees being treated differently because of their level of education. In many cases employees felt individuals with a higher level of education did not show or speak to them with respect. Some female participants were of the opinion that female women professors talked down to them. Others talked about not being allowed to apply for certain positions because they did not have a degree, yet other individuals without a degree were promoted into the same type of positions. Participants described situations when they were treated differently based on the level of education between the two parties, in some instances the other person was a faculty

member. Two employees discussed how promotional opportunities have been eliminated or now require a degree.

Luci:

…I've been told in the years that I worked over there that I can't learn…it's just that they have their "degree" and I don't, like I am not smart enough to get my "degree" if I wanted to…That's right. One time in a meeting someone referred to the classified staff as "non-professionals". I said "wait just a minute, I consider myself a professional in my job"…I said "no I don't have your degrees but I'm professional.

Lola:

There is no room for movement in our department. But on campus they've taken away all of the upward momentum by requiring degrees for higher level administrative support positions.

Lola:

…And on that aspect I have found that female PhD's are worse than male PhD's…Really, I don't know what it is but I'm finding the younger females are different but now there are the (Mary X's) of the world, equal rights for woman only mattered if you had letters behind your name. And they only applied if you had a PhD behind your name. They didn't apply to you if you were clerical staff. A female faculty member once asked me to move boxes for her because she might hurt her back…I told her I might hurt my back too. I walked off…I don't know because when (X employee) was hired …I was told I couldn't even apply for it. It was when (X employee) was hired I was told I couldn't even apply for it because I didn't have a degree but yet when (X employee) told (X employee), call me, she can tell you how to do it. I had the qualifications to do the job but not the degree…Why can't years of experience in doing those jobs count?

Jasper:

…I think it's a little bit on an individual basis, not really from an institution, but just on a people to people basis…I've noticed that a little more. -- mental acuity maybe. Some people give the appearance as maybe not being as smart or with it, or sharp. And I think they get talked down to a little bit sometimes by their co-workers.

Employees discussed situations where other co-workers were excluded or treated differently based on communication barriers. Ruben expressed the need to take time to listen and try to understand individuals who may appear different.

Cultural Exclusion

Ruben:

…I work with a lot of international individuals, you have got to learn and listen to them very closely. They have a different culture. They are very family oriented...Supervisors don't even try to understand the cultures…We don't think our supervisors and managers have any clue about culture or try to understand. Even if they try to tell us things ended 100 years ago they are off line because things haven't ended. It's still out there.

Summary

This chapter addressed the findings of the study. Initially the researcher gave a brief overview of the population surveyed and results which had been obtained from an online survey titled the Organizational Diversity Needs Analysis (ODNA) developed by Molly Dahm (2006).

The themes from open-ended survey received from the entire participating classified population briefly highlighted patterns. Themes that emerged included:
1) Many employees felt the current status of diversity awareness was sufficient, 2) an equal number of others felt that their needed to be an increase in diversity awareness initiatives among employees, 3) others felt as though diversity awareness was problematic or 4) the need did not exist for diversity awareness initiatives. The researcher gave an introduction of each sample

participant which included an overview of their survey scores and responses during the interview.

Some White participants indicated that they may have responded differently if questions on the survey regarding women, People of Color and the senior working population had been separated. Therefore, it seemed that some answered neutral or had no opinion yet when a specific question focused on one specific group or subject, the responses scored were either agree or disagree.

Data used to analyze the findings of the sample included; survey scores and member checked interview transcriptions. Data analysis conducted used electronic coding software NVivo8 and manual coding by the researcher and a peer reviewer answered the three research questions and revealed themes about ill treatment of individuals from low positional and educational levels. Themes included; employee perceptions regarding "the good old boy" network, age, gender, race, disability, positional power and exclusion based on level of education.

Chapter 5

Analysis and Discussion

Overview

The final chapter of this research on perceptions of diversity awareness among classified support staff employed at a large Midwestern Land Grant University included a restatement of the problem, discussion of the findings, additional themes and conclusions. Also included in the chapter are; additional themes, implications of the research, recommendations, reflections of the researcher and recommendations for additional research.

Restatement of the Problem

There had been limited research conducted on the perceptions of classified support staff regarding diversity awareness within their workplace at large Midwestern land grant universities. This study specifically addressed the full time classified support staff employed at a large Midwestern land grant university.

This qualitative research purposefully selected a sample from the university's full time classified support staff population using online survey scores and demographic information collected on the survey. Individual survey scores taken from an instrument developed to measure diversity awareness in the workplace, the Organizational Diversity Needs Analysis (ODNA) (Dahm, 2006), served as a tool to select participants to be interviewed and collect qualitative data through open-ended questions on the survey. The demographics age, gender, race and ethnicity served as the foundation used for the sample selection. Individual employees participated in interviews and shared their experiences regarding diversity awareness in their workplace. The researcher purposefully selected and interviewed twelve full time classified support staff working at the university and asked them questions surrounding their views and

perception about: 1) Sensitivity, 2) Workload, 3) Affirmative Action, 4) Cultural

Inclusion/Exclusion, 5) Organizational Inclusion/Exclusion, and 6) Trust.

Discussion of Findings and Conclusion

This research has been based on interviews that elicited and described the perceptions of

classified support staff perceptions regarding the level of diversity awareness at a large

Midwestern land grant university. During the interviews the participants spoke openly and

frankly about their experiences and perceptions. The interviews differed from the survey

comments which surfaced few diversity issues. Those interviewed shared their experiences with

barriers placed before them by supervisors, situations of exclusion, racism, ageism and being

stereotyped.

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The Survey

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The response rate for individuals completing the survey was 19.4%. Although a higher

response rate had been hoped for, the intent of the survey was to identify individuals to interview

with varied scores on diversity awareness. The results of the survey provided a rich pool of

individuals with varied perceptions on diversity awareness. Responses gathered from the survey

on an open ended question also provided a valuable window into the perceptions of 186

individuals most of whom were White.

Low response rate could have occurred because a large population of the classified

support staff was employed in the service and maintenance or trades profession and performed

their duties outside of an office and the majority of this group may not have had an opportunity

to access the survey. While all surveys were delivered electronically, the option of requesting a

hard copy was available. In order to increase the response rate, a hard copy of the survey mailed

to the groups who typically work outside of the office may have satisfied this issue. One reason

the researcher choose the online survey was in consideration of cost to mail and return postage for over one thousand surveys. Another concern was if an individual would take the time to fill out the paper copy or discard it as opposed to completing a survey online from a computer outside of work - although, there were some individuals from this work group who did request a hard copy. In any case, there could be a mixture reasons for not returning the surveys. The researcher must keep an open mind regarding this issue.

Themes emerged from the overall population who did respond based on an open ended question at the end of the survey. The comments from employees were coded, ranked by frequency and organized into themes. Supporting comments from several participants have been grouped together to provide the reader an overview of the populations perspective of each theme.

1.   Participants saw no problem with diversity awareness (most of the participants were White) and because they felt their department practiced diversity or they did not have ethnic groups in their workplace the issues lacked relevance. Many responded that there had been diversity awareness sessions offered which they attended, a few described barriers to attendance include; a lack of support and accessibility. A few employees responded they had attended diversity awareness sessions but none recently.

2. Almost an equal number of participants expressed concerns about a lack of or very limited diversity awareness initiatives. Some participants indicated no sessions had been offered, or they were not made aware of events, had been unable to attend due to workload, or employees would not be allowed to attend "on the clock".

3. Eight individuals commented that focusing on diversity was harmful and created

problems, while a few others did not feel there was a need for diversity awareness or it was not helpful.

4. Some participant comments expressed personal views regarding diversity initiatives. One employee expressed hostility by indicating they would only attend if mandatory, while a few others expressed sarcasms in their comments. One employee expressed exclusion as a White male.

It became evident that people in this workplace had varied opinions. Perceptions ranged from a few who either participated in diversity awareness initiatives in their workplace – (a small number reported the training had not been recent) to those who saw no need either based on the fact they did not work with diverse co-workers or received no support to attend events. Some found the subject to be problematic indicating just bringing the matter up caused conflict, others expressed open hostility about diversity awareness initiatives. Several expressed the need for diversity awareness training and suggested employees in management and leadership roles actively participate. A small number of participants indicated that had attended diversity awareness sessions, although it had not been recent.

One of the key issues that surfaced from these comments focused on diversity awareness initiatives in the workplace. There seemed to be no acknowledgement that diversity awareness should be at the forefront of the organizations direction for all employees. Diversity awareness initiatives had not been perceived as important enough to have been maintained or kept current.

There appeared to be a denial that issues existed or since there was no diversity in their workplace, therefore they did not see any need for initiatives. The fact that they might have to interact with diversity in their interactions across campus was either ignored or considered unimportant. Those who were not People of Color did not see a need to acknowledge

individuals who were different from them. They tended to see things through a different lens and seem to think having conversations about diversity issues, would make the other individuals uncomfortable when in fact it could have been their own discomfort level.

It is imperative to have dialogue with individuals to define diversity awareness and communicate why it is critical to the well being of our society. There has to be dialogue to determine where everyone is on the subject, how individuals define diversity and how it looks to them. Some people naturally assume that the term diversity implied someone had done something wrong, thereby creating a defensive, resentful or hostile tone. Earlier in this study, a multitude of descriptors were given in an attempt to describe diversity. The focus should start at this point when it comes to diversity awareness. Diversity awareness should be introduced with a broad definition to avoid individual's feeling excluded or defensive. Loden (1996) described diversity using the following characteristics; age, gender, race, ethnicity, sexual orientation and mental/physical abilities and characteristics. Wlodkowski (1995) supported those descriptions yet included recognition and acknowledgement of differences as being unique to each group that is part of the multicultural community.

There will always be the fear of the unknown or uncertainties about issues with which we are not familiar. It in no way should imply that to have conversation about diversity would be harmful or detrimental to the well being of an individual or the workforce. Individuals who have not been exposed to diversity whether age, race, gender or any of the other multitudes of descriptors, may not have seen the situation as problematic; some might relate these circumstances to the saying "you can't miss what you never had" or maybe we should ask ourselves, "how do we know what we don't know"? Working in an environment that was occupied by; all male, female, a specific age group, or inclusive of only one race could be

detrimental to the growth of an organization. Diversity initiatives should be all inclusive of staff, managers, and administrators and presented in a non threatening manner. Recognizing our own individual diversity components without group affiliation shows not only how unique each person may be but more so, surprisingly, how much we all are alike.

Wlodkowski (2007) described diversity as recognition and acknowledgement of differences which are unique to each group that is part of the multicultural community. Both Presidents' John F. Kennedy and Lyndon B. Johnson outlined the importance of combating racial inequality in the workplace by mandating the laws establishing Affirmative Action policies to ensure fair and equal treatment without regard to race, creed, color or national origin.

Although the survey and the interviews addressed the same issue of diversity awareness in the workplace, the responses were quite different. In the survey most respondents were White; in the interviews a more balanced number of People of Color was involved.

Research Question One

What are perceptions among classified support staff regarding diversity awareness in the workplace in a large Midwestern land grant university?

The majority of those interviewed expressed a desire to have more diversity awareness in the workplace. They indicated that there had not been any diversity awareness initiatives during their employment history or if so, it had been several years ago. During the interviews, employees stressed the need to make individuals aware of actions and comments that were unfair or offensive to others. There was a strong message regarding the lack of practice, implementation or support of diversity initiatives.

The perception of many seemed to be a lack of support or barriers put in place, such as, requiring employees to use personal leave time to attend diversity awareness events or

suggesting that they not attend if it did not appear to be job related. Employees should not feel as though they would be punished or penalized for participating in diversity awareness initiatives. Managers and supervisors should support these initiatives and communicate the importance and a high level of expectation of its success.

An employer is responsible for providing a safe work environment for its employees. That includes but is not limited to, a workplace free of discrimination and unfair treatment. An employer should ensure that no barriers interfere with individuals participating in diversity awareness initiatives by creating a safe, non-threatening environment, accessible to all employees. This may require scheduling events at a time during the day which would catch those employees on swing shifts or offering a session in the evening to reach employees who do not work between the hours of eight a.m. and five p.m., in addition to providing opportunities for outlying locations. The employer should attempt to ensure that all members of the university community participate in diversity initiatives to include: faculty, staff and students. Although the university has a small population of People of Color, there should not be a lack of urgency for effective diversity awareness initiatives. Kotter (1996) explained if we were to "get it right" diversity would include a sense of urgency with a vision enabling and empowering individuals to embrace diversity.

According to Thomas (2005), as we come to define and understand diversity awareness and what it means to each individual, an organization should be equipped to manage its diverse workforce by implementing programs and measuring and modifying those programs as needed to acquire the best fit for a specific organization.

Although accessibility and feasibility appeared to be an issue for remote locations, this could be corrected through various means of technology such as: 1) webcast, 2) video

conferencing, or 3) providing diversity initiatives onsite, and 4) making arrangements to include employees in their local area training or professional development opportunities which were comparable to those offered on the main campus. Not only should all staff, managers and administrators participate, there should be a means to measure the success of the organizations efforts. It should be expected that each employee be accountable for their level of diversity awareness.

Calvin said:

…I think alot of diversity awareness issues, the majority is leadership. I think leadership needs more education, more awareness…(in the past) I heard alot of talk about diversity. I heard alot of lip service about what we need to do, but I haven't seen the change…(currently), I haven't heard anything. I haven't heard that was one of our goals. I haven't seen an increase in faculty, especially in People of Color, and I don't feel like there is an effort to increase that number, or a conscious effort to retain…

An employee should not have the perception that something is being forced on them. In most instances, if a thorough explanation is given to an individual, the objective may make more sense or they may see the rationale behind the situation. If there is continued resistance, the employer still has the responsibility to indicate expectations of inclusion and diversity awareness and the employee has the responsibility of meeting performance expectations in the workplace. Individuals should not view it as being "forced" to participate; diversity awareness should be part of the climate of an organization, therefore, it is a requirement just as there are other requirements and expectations in any job.

Research Question Two

Do specific groups within the classified workforce feel attempts are made in the workplace to create diversity equity?

When conducting the interviews there arose a greater need more strongly conveyed than through the surveys. Even the White participants interviewed agreed that their work environment needed improvement; even among White participants there was no data collected to indicate that sufficient attempts have been made to consistently create diversity equity in the workplace.

One of the most dominant themes of this study proved to be "the good old boys" network. Described in detail as "alive and well" and in existence for many years, employees discussed being excluded and being denied promotional opportunities because they did not "fit in".

The perceptions of Black participants indicated a lack of representation in leadership and management positions and individuals being marginalized by members of the "good old boy" network. In many instances, individuals included in the "good old boy" network exerted their White Privilege and claimed not to understand the barriers created within the workforce. As indicated by Thomas (2006), this type of exclusiveness makes it difficult if not impossible in some instances for individuals who are not a part of the network to be promoted, advanced or feel any sense or group or organizational inclusion.

Many Black individuals interviewed described their workplace as failing to recognize diversity or that it could impact their jobs, even though these individuals were employed at a major educational institution working among a diverse population. Cox (1997) described this type of organization as monolithic and lacking cultural inclusion.

There were some individuals who looked at addressing diversity awareness as harmful or created problems. They did not want to be a part of any situations that may make other feel uncomfortable or they do not want to talk about issues because they assume a Person of Color would be offended, yet in many instances it could be more offensive to be dismissed or listen to comments such as, "I never thought about you being Black" or "I'm color blind" or "race doesn't matter". The same offense occurred when individuals are overlooked, dismissed or avoided because no one wanted to take the time to communicate with them due to their race or ethnicity.

In some instances a younger worker may be excluded because the perception had been that they would not have enough experience to make a contribution to the discussion or project. In other situations it may have been the case of an older employee who felt as though they were excluded and marginalize because they were viewed as too old to learn anything new or the mentality that they would be retiring soon therefore there was no need to train or invest in them.

When gender had been considered as a component of diversity, there had been situations where males expressed their concerns of being excluded. These situations were just as problematic as women being excluded from male dominant fields. While not to diminish men's sense of being excluded in a White patriarchal society, males as a category are privileged. This concept of privilege especially applies in the discussion on Whiteness. The underlying reality was that we lived and worked in a society that continued to be dominated by men. The majority of the most powerful positions have been occupied by men.

The idea of assuming greater knowledge or superiority of White's over People of Color is defined as White privilege. Peggy McIntosh (1989) discussed White privilege and used sixty-two quotes to described how she and most Whites do not recognize White privilege which consisted of assumptions passed on to them through their White culture. Because of privilege,

individuals have the luxury of enjoying unearned skin privilege and are conditioned to be unaware of their position. Many doors have been opened for certain people through no virtues of their own and their skin color has been an asset for any opportunities they choose to pursue.

Peggy McIntosh shared a list of many ways in which she ordinarily exercised her White privilege, reversed language has been used to reflect the situation of those who were not White. This shortened list will portray what it means to NOT have White privilege and describes common every day realities for many People of Color and specifically Black people.

Below are a few of the realities People of Color's experience:

As a Person of Color:

- If I should need to move, I can't be sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
- I can't be sure that my neighbors in such a location will be neutral or pleasant to me.
- I can't always go shopping alone and be well assured that I will not be followed or harassed.
- I can't always turn on the television or open to the front page of the paper and see people of my race widely represented.
- When I am told about our national heritage or about "civilization," I am not shown that people of my color made it what it is.
- I can't always be sure that my children will be given curricular materials that testify to the existence of their race.
- I can't always be sure of having my voice heard in a group in which I am the only member of my race.

White privilege gives Whites an advantage even when they do not seek it or want it.

The perceptions of exclusion described by the participants interviewed were over whelming. The idea that one would need to be part of a certain network or the "good old boy" system seemed insulting but appeared to truly be the perception of the majority interviewed. This totally voided any expectations of fair and equal opportunities nor did it create a productive workplace where employees were satisfied with their jobs and felt valued. Employees should feel a sense of inclusion and be recognized for their contributions to the workplace. When

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workers felt they could not fairly compete in the workplace, motivation to achieve could be impacted.

According to those interviewed, the "good old boy" network consisted only of men. The term may reference any group who purposefully excludes others from equal opportunities and intentionally selects individuals to promote or include in their "network". Researchers discussed women who have been successful breaking through barriers designed by the "good old boy" network and how they become one of "them" and the compromises or loss of identity they had to pay.

Wlodkowski discussed establishing inclusion by setting the tone so that individuals know they are respected and there is a connection and sense of community between members. He describes the challenges that lie with creating an environment for all that respect different cultures and maintains a common culture, one that everyone can accept. This format involved; becoming acquainted, find common ground and extend goodwill regardless of age, gender race or ethnicity.

Research Question Three

Are these perceptions of classified employees affected based on age, gender, race or ethnicity?

The majority of the participants responded that they had negative experiences based on being a member of one or more of these categories.

Ageism

Dennis and Thomas (2007) discussed intentional ageism occurred when a person or organization held ideas, rules, attitudes, or practices against older persons or groups because of age-related biases. When individuals have been overlooked, dismissed or avoided because no

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one wants to take the time to communicate with them due to their age, it will be offensive. Levy (2003) described ageism and the impact of negative stereotypes as similar to other prejudices, such as sexism and racism. Speaking to someone in a patronizing or demeaning manner this may result in low morale (Thomas, 2006). Bridging the generation gap must be part of the climate of the workplace. In some instances age may not act alone; some cultures view elders differently. There are some cultures that demand respect of elders and others that make no reference to the reality of multiple generations functioning together in the workplace. The number of younger employees supervising older workers continues to increase. Kasworn, Rose and Ross-Gordon (2010) described a class project which involved established intergenerational connections and mentoring among younger adults and older adults. The project allowed for a powerful learning opportunity. Functioning in a learning environment, the older people were invigorated by being surrounded by young people, while traditional students enjoyed the insight and memories of the older adults. This sort of situation may be transferrable into the workplace and aid in establishing similar working relationships.

Overall, no serious conflict among generations surfaced during the study. The older employees interviewed expressed a sense of pride in their employment even though they were not always treated with respect or may not have felt valued.

Gender

There was not as much discussion around gender from females as had been anticipated. It seemed as though a lot of the workplaces had been segregated by gender. This type of work environment would lend itself to perpetuate systems of oppression and domination as described by bell hooks (1989) referencing regarding the historical impact of sexism and marginalization of women. Gender stereotype appeared to be strong; many places employed predominately

males and other departments predominately females. It is apparent that there is a lack of balance between men and women in leadership positions at the university. It is important in achieving a diverse workforce to realizing that women are vital human resources, and their contributions should not be marginalized (Henderson, 1994 & Hayes & Flanery 2000).

Racism

> 'If a White individual declares there is a racial issue at hand, or there isn't a racial issue at hand, their race will lend them more credibility for either position than a Person of Color will have' (Peggy McIntosh).

Racism implied that superior or inferior behavior was determined by race. Racism implied discrimination and prejudice will be (Henderson, 1994, Thomas, 2006, Young, 1969). Henderson cited Benjamin Disraeli's (1849) comments when he warned the British Parliament "the difference of race was one of the reasons why he feared war may always exist; because race implied difference, difference implied superiority and superiority lead to predominance". Henderson explained that regardless of the manner one choose to define race, researchers have observed that the individual differences within races were greater than the differences between them. However, effectively communicating between races can be problematic.

Wlodkowski reported on related studies by Cochran-Smith (2004) and Ouellettt (2005) who described twenty-five university faculty members from different disciplines anonymously responding to the question "what made you nervous about raising issues about racism in your classroom". Concerns of the faculty fell around the following five issues: 1) Confronting one's own multiple identities and inner conflicts, 2) Having to confront or being confronted with one's own bias, 3) Responding to biased comments from a member of a targeted group, 4) Doubts and ambivalence about one's own competence, and 5) Need for approval. These are generalizations that may be applied to any group facing similar issues and could be applied to this study.

Cultural issues as well as communication impacted the workforce. Ginsberg and Wlodkowski (2009) cited William's (1970) description of racism as one of many cultural themes and related group superiority by stating that people believed that racism represented a value conflict in the culture of the United States because it emphasized differential evaluation of racial, religious, and ethnic groups. They argued for a color-blind ideology based on the assumption that social and economic advantage in contemporary life was the consequence of merit and hard work. Furthermore, Williams provided an alternative for this theme which stated:

"People believe that racism combines prejudice with power and is personal, institutional, and cultural. It has been used for over four hundred years as a way to secure the psychological, educational and material dominance of a select group. Without acknowledgement of its existence, it is impossible for members of a society to examine the implications of advantage and power and develop practices that level the playing field" (Williams, 1970).

Some of the individuals in this study may have thought that the number of individuals impacted by their actions was so low that it didn't matter or it did not validate the concerns of those speaking out. People still used the plea of denial or tried to claim that you misunderstood the situation or you are the one who is over reacting and they do not take responsibility for their actions therefore it brings us back around to the exclusive networks and White privilege which give permission to treat others who are different from you in such a way.

Additional Themes

During this research, two themes repeatedly surfaced surrounding positional power and exclusion based on level of education and cultural exclusion. Many of the participants interviewed described situations during their work history whereby on numerous occasions they experienced one or both of these issues. Although the interviews focused on diversity awareness perceptions, individuals expressed concern that negative experiences were not caused by the university as a whole but specific individuals or a select group. The individuals mentioned were generally supervisors and select groups who were typically members of the "good old boy" system or other employees in higher paying positions, such as leadership and management.

One major factor involved with managing diversity in the workforce is the relationships between individuals and the use and misuse of power. Positional power is a term defined as the disproportionate ability for some people or groups to control others' outcomes (Fiske, 1993; French & Raven, 1959). This definition of power correlates with terms such as; status, wealth, position, and job title.

Individuals abuse their power when they marginalize another person. The reason some people misuse their power may be due to an attempt to exclude another or deny or discourage them promotional opportunities and lieu of rewarding someone less qualified for the position. Stephen Brookfield (2005) described how this may have occurred and not totally be intentional. Of course all people who display these types or negative behaviors are not always acting with malice. It is important to know how we as a society have arrived at our current position. This will enable us to overcome the situation and avoid regression.

A conscious effort needs to be made to prioritize diverse supervisory staff.   If the "good old boy" network suddenly had "good old girls" or women in a variety of ages, this changes the dynamics of the "good old boy" network.

Power Relationships

Johnson-Bailey and Cervera's (1997) research addressed how power relationships structure our lives. Johnson-Bailey cited McIntosh's (1995) reference to the word baggage as a metaphor during a discussion on White privilege and male privilege. McIntosh described it as "important socially-structured power relationships that affect our lives in and out of educational settings; these privileges are an 'invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes compass, emergency gear, and blank checks' that can be used in any situation in people's everyday lives" (McIntosh, 1995).

Johnson-Bailey also cited some of McIntosh's examples from a White female perspective that were relevant to educational settings which included:

1) I can be fairly sure of having my voice heard in a group in which I am the only member of my race.

2) I am never asked to speak for all the people of my racial group.

3) If I have low credibility as a leader, I can be sure that my race is not the problem.

McIntosh's analysis can be extended to include other ways that power structures our social relations, such as class, age, gender, ability/disability, sexual orientation, and organizational position. McIntosh's definition of power asked us to see individuals not as generic individuals but rather as people who had differential capacities to act based on their place in the hierarchies of our social world.

Johnson-Bailey described how this theme addressed cultures, gender, race, ages, and sexual orientation of individuals, how they act and interact among each other. These positionalities more than any other factor dictate patterns and behavior (Maher and Tetrault 1994). The study showed many complex ways in which power relations in the larger society play out and had an influence on individuals. Goodwin, Operario and Fiske (1998) described situational power as specific and gave an example of a manager who may have control of an employees' pay increases, but not control other outcomes or other employees. Nevertheless, even limited situational power may have involved controlling the distribution of important information or outcomes for those with relatively less power. This could be to the extent that powerful people make biased decisions to distribute outcomes in favor of dominant social groups. Such decisions will maintain social hierarchies, be prone to intergroup bias and reinforce the status quo or "good old boy" system (Goodwin, Operario and Fiske, 1998). This sort of play on power in motivational differences associated with outcome control and interpersonal dominance facilitated stereotypical behavioral and responses that, in turn, maintained social hierarchies and disparities that promoted social conflict (Goodwin, Operario and Fiske, 1998).

Exclusion Based on Level of Education

Female employees felt talked down to by other female co-workers who had higher levels of education. This situation occurred primarily among women who had doctorate degrees. Individuals felt marginalized by the way they were talked to or task they were told to do. Also, the term "professional" was used in a conversation to reference unclassified staff and it seemed that what was intended and what was interpreted by a classified staff member caused another employee to feel marginalized. The interpretation was because the classified employee did not

have a degree, she was not professional and it was not the intent of the unclassified staff at all. This sort of dialect or communication barrier may cause tension in the workplace.

Other employees felt they had been denied opportunities because they did not possess a higher level of education. Most classified jobs required a degree whereas most unclassified jobs did not require a degree. Classified individuals felt as though if they had the skills and expertise to often train unclassified individuals they should not have to deal with the degree barrier required. This issue surfaced unexpectedly and the researcher found it interesting that primarily women spoke of this situation as problematic.

Implications of the Research

1) Survey results indicated Whites and People of Color had differing views on issues of diversity awareness with Whites holding views ranging from there were no problems to talking about diversity creating problems, to outright hostility. Therefore, they appeared resistant to diversity consciousness, only a few other Whites sensed serious problems in the work environment. People of Color agreed that they had experienced racism or lack of opportunities. The issues that made individuals feel resentful, raised anxiety or inflamed prejudices should be identified in order to allow progress. Since there were such varied perspectives of diversity awareness in this workplace, any attempts at planning training would have to take into account these varied attitudes.

2) There were some participants who indicated there had been no diversity awareness sessions. People had varied ideas about how much diversity initiatives training there had been. Since some said there were sessions offered and others said they were not; there were different perspectives about whether initiatives are available and offered to all

persons. This might mean that some are to attuned to this information or that the information has not been presented in all work settings.

3) Several expressed barriers that interfered with attendance. Those barriers seemed to focus on accessibility and supervisory resistance to attendance. The timing and accessibility of these initiatives should be available to everyone.

4) The Good Old Boy network - most of those interviewed thought it existed and there was the sense that individuals in order to get ahead, had to be included in the network. The Good Old Boy network – tended to choose people who looked like them, including relatives and neighbors. Therefore, there was a sense of exclusion and unfair treatment based on their age, gender race or ethnicity. There were also those who desired to be part of the "good old boy" network, yet they were not accepted. It seemed as though you could not apply or invite yourself, you could enter - only if invited.

5) Leadership needed training. Individuals in these positions should be serious, listen, pay attention and be held accountable for participation and implementation. Participants' interviews felt that people in greatest need of diversity training were many of those in leadership positions.

6) Age – it's not just getting older that can create problems, being young and supervising older employees could be problematic.

7) Certain possibilities could be closed for individuals outside the represented gender. There were work areas which were segregated by gender, either all male or all female employees working together. This sort of work environment could potentially impact an individual's employment or promotional opportunities.

8) There were people who appeared to feel that some individuals in positions of power misused their positions creating a negative work environment.

Recommendations

Based on the findings of this study, the researcher had the following recommendations:

1) Identify any diversity awareness initiatives; find out where they have been offered, analyzing how they have been promoted and where.

2) Diversity programs should be highly visible and addressed as part of the organizations culture. Programs should be inclusive and comprehensive and include age and gender. Content should include education intended to reduce stereotyping, increase cultural sensitivity and develop skills for working in multicultural, intergenerational environments. There should be focus on similarities of individuals and when conducting training, adult education techniques, such as, facilitation should be used. Allow multiple opportunities for people to share their experiences in a safe and inclusive environment.

3) Include classified support staff, unclassified professional and faculty and students, regardless of their work schedule or work location. This type of diversity awareness initiative can be used as a vehicle to convey the message that diversity matters and is important to the university. Communication skills need to be emphasized in training that focuses on interpersonal skills that need to be offered and promoted. Leadership at the highest level needs to emphasize to supervisors and managers the importance of diversity equity and that as part of their job, they are expected to create an inclusive climate. Efforts towards this goal will be part of their performance evaluation in an annual review.

4) Individuals in leadership or supervisory roles should actively participate in diversity awareness training and initiatives. There should be an opportunity to obtain feedback from all employees regarding specific needs and expectations. There should also be an analysis to measure the effectiveness of the training and make any adjustments or modifications to improve the overall initiative. This should take place multiple times a year. An ongoing format would regularly include any newly hired employees.

Future Research

The instrument used to select the sample for this study collected demographic data on participant's educational level and geographic assimilation. Additional research should be conducted in the following areas to determine if these issues have any impact on an individual's level of diversity awareness while working at a large Midwestern land grant university or modified as needed to serve in any other workforce environment:

1) More research should be conducted to determine how co-workers level of education impacts perceptions of each other within the workplace. Are co-workers treated differently (included or excluded) by their peers based on their level of education?

2) More research should be conducted to examine gender in the workplace, such as, male and female dominated fields and stereotypical perceptions about certain jobs or occupations that are assumed gender specific.

3) More research should be conducted to explore age and technology in the workplace.

4) Conduct an analysis of who receives training and the type of training offered.

5) Implications of the "good old boy" network among mixed genders.

6) Implications of age and the "good old boy" network.

7) During the survey, some individuals who had lived in multiple locations or different geographic regions prior to their residency in this Midwestern community described their experiences with diversity as being more or less inclusive. This would lend one to ask, "What impact does an individual's geographic origin prior to age eighteen or during early adult development years, have on their level of diversity awareness?" Did their geographic location impact their level of diversity awareness?

8) Involve more Generation Y individuals in future research. It is important to hear their voices to know their view points.

Reflections

Reflecting over the research, interviews and conversations with participants, it was encouraging to hear individuals express an interest in the results of the study. Each interview participant shared their own personal story about their employment experiences. There was a huge sense of responsibility, knowing individuals had trusted the researcher with their experiences. The researcher maintained a journal during this study, it proved useful to record thoughts and ideas to open dialogue and obtain detailed information from those interviewed. It also allowed the researcher to reflect on what comments may have been anticipated as opposed to what had actually been stated. Initially the researcher had not felt the field notes were useful because the indicators were all typically normal, calm relaxed, comfortable conversations. After further reflection, the researcher realized although they were all normal conversations, it revealed that there was a level of confidence and trust. This added to the validity and credibility of the study; individuals appeared to respond openly and honestly to the interview protocol.

The researcher reflected on the climate of the interviews, some participants appeared to want to do a really good job during the interviews. By no means did it seem as though they were

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trying to tell the interviewer what she wanted to hear, but a few participants appeared to really want to give a well thought out answer and contribute to the study. After collecting the data and recognizing how rich and powerful the messages expressed had been, the researcher knew time had to be allowed to be as thorough with the comments and thoughts and clear in describing the position of those who participated in the study.

There were survey questions that may have been interpreted differently by participants; some questions that combined gender and ethnicity may need to be sorted or an additional question asked to be more inclusive of all participants. Several participants took the opportunity to include statements under any section that allowed additional comments on the survey. Other questions may need that option. A good indicator would be to review remarks and connect those back to the relative question and insert a comment box in that area.

The researcher struggled with the desire to give all of those who agreed to an interview the opportunity to express their voice, yet felt privileged to have had the opportunity to study the classified population and interview support staff as part of the sample.

In Closing

The objective of this research was to examine perceptions of full time classified support staff regarding the level of diversity awareness among different age groups, genders, and race or ethnicities in the workforce at a land Midwestern land grant university. This study highlighted experiences and perceptions as described by those employees.

The information provided by participants could serve as a resource for driving diversity awareness initiatives for classified support staff among colleges and universities or any other workforce with or without a diverse employee population. Due to the lack of research specific to classified support staff in the workforce at land grant universities, this study may equip

employers and hiring managers with information to better serve their workforce in respect to diversity awareness, organizational and group inclusion, communication and job satisfaction thus increased retention and increased productivity. The results of this study may prove useful to hiring managers and university administrators interested in improved diversity initiatives, employee job satisfaction and future workforce development endeavors.

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ORGANIZATIONAL DIVERSITY NEEDS ANALYSIS (ODNA)

PLEASE DO NOT WRITE YOUR NAME OR ANY OTHER IDENTIFIER ON THIS DOCUMENT

Age_____   Department_____

Gender: Male Female

Race/Ethnic Origin _____

Are you willing to participant in a one-on-one interview with the researcher (researcher's name)?   ____Yes   ____ No

This survey will ask you many questions about working here. As you consider each question, think about the people you work with regularly, particularly those you consider to be your workgroup or team. Please respond by indicating how much you agree or disagree with each statement <u>as it relates to your experience in your workgroup</u>. For example:

(KEY):

s/a = strongly agree	**n = neutral**	**d = disagree**
a = agree		**s/d = strongly disagree**

(EXAMPLE)

People are careful to correct all of their mistakes
in written documents.   s/a   a   n   d   s/d

This response indicates that you somewhat disagree – you think that people in your workgroup are not too careful to correct their mistakes.

There is space at the end of the survey for you to make comments if you wish. <u>All</u> of your input is important to this project. Thank you.

ORGANIZATIONAL INCLUSION/EXCLUSION

1. It's hard to get ahead here unless you are part of the 'good old boys' network.

                                    s/a   a   n   d   s/d

2. People often believe the real reason People of Color and women are denied promotions or raises is because they do not fit as part of the "good old boy" network.

                                    s/a   a   n   d   s/d

3. When it comes to getting support for advancement I my position, I am overlooked.

                                                            s/a   a   n   d   s/d

4. I have to work harder to advance to the next position in my workplace because of my gender and ethnic background.

         s/a   a   n   d   s/d

5. Performance evaluations seem to be biased against People of Color because supervisors focus on very traditional ways of getting work done.

         s/a   a   n   d   s/d

6. Whenever I've confronted co-worker regarding mistreatment because of my race or gender, the issue is denied or played down.

         s/a   a   n   d   s/d

7. I feel I have been treated differently in my workplace because of my age, gender or race/ethnicity

         s/a   a   n   d   s/d

CULTURAL GROUP INCLUSION/EXCLUSION

8. People in some groups are "talked down to" because they are different.

         s/a   a   n   d   s/d

9. Sometimes people who talk and act differently are treated like they aren't capable or smart.

         s/a   a   n   d   s/d

10. There are people in our group who have a hard time accepting ideas when they are offered by someone who is different from them.

         s/a   a   n   d   s/d

11. When working with people from different racial/ethnic groups, with different perspectives, we have a hard time understanding multiple points of views.

         s/a   a   n   d   s/d

12. Mainstream ways of doing things are abandoned here in favor of People of Color opinions or ways of doing things.

         s/a   a   n   d   s/d

13. When people from different backgrounds work together in groups, some people feel slighted because their ideas are not acknowledged.

         s/a   a   n   d   s/d

14. It's not what you know but who you know.

                                                  s/a   a   n   d   s/d

VALUING DIFFERENCES

15. My company is sincere in its attempts to understand the employee's point of view about diversity related issues or advancement.

                                                  s/a   a   n   d   s/d

WORK LOAD

16. The amount of work I have makes me feel extremely stressed at the end of the day.

                                                  s/a   a   n   d   s/d

17. I feel like I am given more work than I can reasonably handle.

                                                  s/a   a   n   d   s/d

18. My workload is so heavy that I feel like I can't possibly finish during an ordinary workday.

                                                  s/a   a   n   d   s/d

19. The amount of work I have interferes with how well I can do my job.

                                                  s/a   a   n   d   s/d

AFFIRMATIVE ACTION GROUP PERCEPTION

20. Women, People of Color and older people are more likely to get promoted and get ahead now.

                                                  s/a   a   n   d   s/d

21. People are sometimes hired for a job with less qualifications than other applicants because they are People of Color or women.

                                                  s/a   a   n   d   s/d

22. Sometimes women, People of Color and the working senior population should be given special consideration in hiring and promotions.

                                                  s/a   a   n   d   s/d

23. Women, People of Color and the working senior population don't adjust their style to fit the business context.

                                                  s/a   a   n   d   s/d

24. Women, People of Color and the working senior population don't have the same employment opportunities as white co-workers.

                              s/a   a   n   d   s/d

TRUST

25. People of the same ethnicity or gender tend to look out for each other.

                              s/a   a   n   d   s/d

26. With many people, you don't know how you stand.

                              s/a   a   n   d   s/d

27. If I were having difficulties, I know members of my workgroup would try to help me out.

                              s/a   a   n   d   s/d

28. I can rely on people in my work group to do what they say they are going to do.

                              s/a   a   n   d   s/d

29. Members of ethnic groups behave differently when surrounded by a diverse group verses same group members.

                              s/a   a   n   d   s/d

30. I can trust people I work with to lend me a hand if I need it.

                              s/a   a   n   d   s/d

31. I feel confident that my company will always try to treat me equally and with respect.

                              s/a   a   n   d   s/d

ADAPTATION

32. Diversity issues keep some work groups here from performing to their maximum effectiveness.

                              s/a   a   n   d   s/d

SENSITIVITY AND FLEXIBILITY

33. It seems that People of Color and women have a special sensitivity and understanding of diversity issues.

                              s/a   a   n   d   s/d

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34. Women and People of Color take on different approaches regarding work habits and sensitivity and flexibility observations, than white male

<div align="right">s/a   a   n   d   s/d</div>

35. Women and People of Color often interpret things differently than white males.

<div align="right">s/a   a   n   d   s/d</div>

36. Women and People of Color use the diverse backgrounds of others to help with group problem-solving.

<div align="right">s/a   a   n   d   s/d</div>

37. Women and People of Color often encourage others to express their opinion about diversity in the workplace issues.

<div align="right">s/a   a   n   d   s/d</div>

38. It seems that People of Color and women are more likely to adjust their styles of work when necessary by adjusting their work habits to the workplace.

<div align="right">s/a   a   n   d   s/d</div>

39. It seems that women and People of Color express more empathy for others than white males.

<div align="right">s/a   a   n   d   s/d</div>

APPENDIX B

DEMOGRAPHICS

1. What is your age group?

    18 – 25

    26 – 35

    36 – 45

    46 – 55

    Over 55

2. What is your gender?

    Male

    Female

    Transgender

3. What is your racial/ethnic background? *(US Census Definition for race)*

    African American/Black

    Asian-American/Pacific Islander

    Hispanic

    Native American/Alaskan Native

    White

    Latino

    Other *(write in)* _____

4. How long have you worked at this university? _____ **(e.g. 14.5 yrs**)

5. What is your highest level of education completed? ***(select one)***

High School

Certification

Community College/Associate degree

College

Graduate

6. What is your annual income for work at the university? ***(select one)***

Less than $15,000

$15,000 to $25,999

$26,000 to $40,999

$41,000 to $60,999

$61,000 to $75,000

7. What regions, cities and states(s) did you live in prior to age 18?
(Write in city, state)

East coast

West coast

Midwest

South

North

Other-list region, country, multiple locations

8. What is your current place or residency?
(Write in city and state) _____

9. Are you willing to participant in a one-on-one interview with the researcher
    (Cheryl Grice)?   ____Yes   ____ No

10. Are there different types of diversity awareness seminars offered in your workplace?
    _____ Yes   _____ No

    If yes, have you attended any sessions? _____ Yes _____ No

    Use this part of the page to write any comments about this questionnaire or how you feel
    about diversity in your work group or organization.

    _____

    _____

    _____

    _____

    _____

    _____

    Please indicate what question, if any, was the most confusing to answer

    _____.

    Would you like to be included in the drawing for one of six $15.00 gift certificates to the

    local mall? _____Yes   _____No

    Thank you for participating in this research project. Your contribution is greatly

    appreciated.

WDQ-II SUBSCALES

Author source indicated after each item. Further indication of "(a)" means original item wording was slightly altered.

Organizational Inclusion/Exclusion

It's hard to get ahead here unless you are a part of the old boys' network. (Larkey, 1996b) It seems that the real reason people are denied promotions or raises is that they are seen as not fitting in. (Larkey, 1996b)

When it comes to getting support for getting ahead here, I feel like I have fallen through the cracks. (Larkey, 1996b)

I have to prove myself more and work a lot harder to get into that next position because of my gender or ethnic background. (Larkey, 1996b)

Performance evaluations seem to be biased against those who are different because supervisors focus on very traditional ways of getting things done. (Larkey, 1996b)

Whenever I've confronted someone for giving me a hard time because of my race or gender, they have denied the problem. (Larkey, 1996b)

I feel I have been treated differently here because of my race, ethnicity, gender or age. (MorBarak et al., 1998)(a)

Cultural Group Inclusion Exclusion

People in some groups are "talked down to" because they are different. (Larkey, 1996b)(a)

Sometimes people who talk and act differently are treated like they aren't capable or smart. (Larkey, 1996b) (a)

There are people in our group who have a hard time accepting ideas when they are offered by someone who is different from them. (Larkey, 1996b)

Author source indicated after each item. Further indication of "(a)" means original item wording was slightly altered.

When people begin working on a problem from a very different perspective they have a hard time seeing each other's point of view. (Larkey, 1996b)

When people from different backgrounds work together in groups, some people feel slighted because their ideas are not acknowledged. (Larkey, 1996b)

People get ahead by using "pull" and not because of what they know. (Fey, 1950)

Diversity issues keep some work groups here from performing to their maximum effectiveness. (MorBarak et al., 1998)

Valuing Differences

When people have a different orientation or style, they take the time to explain and try to understand the other person's point of view. (Larkey, 1996b)

When people in our group take the offense or miscommunicate they sit down and talk about the differences until they understand each other. (Larkey, 1996b)

Employees share their knowledge/expertise with other employees regardless of their gender or race. (Larkey, 1996b)

We all seem to learn and grow from our differences. (Larkey, 1996b)

When someone is timid or reluctant to assert their ideas, others will point it out and ask for their opinion. (Larkey, 1996b)

People in our workgroup don't notice culture or gender differences since we are really all the same. (Larkey, 1996b)

Peoples' habits or ways of thinking may be different because of their background, but when it comes to working, we're pretty much all the same. (Larkey, 1996b)

Author source indicated after each item. Further indication of "(a)" means original item wording was slightly altered.

Work Load

The amount of work I have makes me feel extremely stressed at the end of the day. (Larkey, 1996b)

I feel like I am given more work than I can reasonably handle. (Larkey, 1996b)

My workload is so heavy that I feel like I can't possibly finish during an ordinary workday. (Larkey, 1996b)

The amount of work I have interferes with how well I can do my job. (Larkey, 1996b)

Affirmative Action Group Perceptions

Women, minorities and older people are more likely to get promoted and get ahead now. (Larkey, 1996b)

Women, minorities and older people don't adjust their style to fit the business context. (Larkey, 1996b)

People are sometimes hired for a job with less qualifications then other applicants because they are minorities or women. (Larkey, 1996b)

Members of some ethnic groups have a unique way of acting in workgroups which makes them stand out as being different. (Larkey, 1996b)

Sometimes women, and minorities and older people should be given special consideration in hiring and promotions. (Katz & Hess, 1988) (a)

Women, minorities and older people don't have the same employment opportunities as others have. (Katz & Hess, 1988) (a)

Author source indicated after each item. Further indication of "(a)" means original item wording was slightly altered.

Trust

People of the same ethnicity or gender tend to look out for each other. (Larkey, 1996b)

With many people, you don't know how you stand. (Fey, 1950)

If I were having difficulties, I know members of my group would try to help me out. (Cook & Wall, 1980)(a)

I can trust people I work with to lend me a hand if I need it. (Cook & Wall, 1980)(a)

I feel confident that my company will always try to treat me fairly. (Cook & Wall, 1980)(a)

My company is sincere in its attempts to understand the employee's point of view. (Cook & Wall, 1980)

Adaptation

I feel like it's up to me to adjust to others when their race or gender presents differences in styles or mannerisms. (Larkey, 1996b)

Working with employees with different backgrounds forces me to reconsider how I approach things. (Larkey, 1996b)

I go out of my way to learn about others' cultural backgrounds, traditions and points of view. (Larkey, 1996b)

Knowing more about the cultural norms of diverse groups would help me to be more effective in my job. (MorBarak et al., 1998)

I think that diverse viewpoints add value. (MorBarak et al., 1998)

I can enjoy being with people whose race, ethnicity, gender or age is very different from mine. (Fey, 1950)(a)

I believe women, minorities and older people should adopt the values and lifestyle of the dominate culture. (Stanley, 1996)(a)

Author source indicated after each item. Further indication of "(a)" means original item wording was slightly altered.

Sensitivity/Flexibility

It seems that people of color and women have a special sensitivity and understanding of diversity issues. (Larkey, 1996b)

Women and minorities are better able to value the different ways of looking at things and doing work than white males. (Larkey, 1996b)

Women and people of color often interpret things differently than white males. (Larkey, 1996b)(a)

Women and minorities use the diverse backgrounds of others to help with group problem-solving. (Watson & Michaelson, 1998)(a)

Women and minorities often encourage others to express their opinion. (Watson & Michaelson, 1988)(a)

It seems that people of color and women are more likely to adjust their styles of work when necessary. (Watson & Michaelson, 1988)(a)

It seems that women and people of color express more empathy for others than white males. (Watson & Michaelson, 1988)(a)

APPENDIX D

KANSAS STATE UNIVERSITY

INFORMED CONSENT

PROJECT TITLE:	A Study of the Diversity Awareness Initiatives Among the Classified Support Staff Within a Large Midwestern Land Grant University.

APPROVAL DATE OF PROJECT: _____   EXPIRATION DATE OF PROJECT: _____

PRINCIPAL INVESTIGATOR: CO-INVESTIGATOR(S):	Dr. Sarah Jane Fishback
CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS:	(785) 532-5554
IRB CHAIR CONTACT/PHONE INFORMATION:	(785) 532-3224
SPONSOR OF PROJECT:	N/A
PURPOSE OF THE RESEARCH:	The objective of this research is to examine perspectives of classified support staff regarding the level of diversity awareness among different age groups, genders, and races/ethnicities in the workforce at the university. This study will highlight any unique attributes described by employees and their experience with diversity awareness as well as identify any areas which may lack awareness surrounding diversity issues to include; age, gender, race or ethnicity.
PROCEDURES OR METHODS TO BE USED:	Online Survey will be administered to all classified employees and semi-structured interviews with a time allotment of 1 to 1 ½ hours. This study will involve administering an online Organizational Diversity Needs Analysis survey to all classified support staff. A sample will be selected from the above population for interviews. This selection will be based on scores and responses to demographic questions. The

researcher will use an interview protocol to obtain additional details and richer data about the employees experiences regarding diversity awareness in the workplace.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT: N/A	

LENGTH OF STUDY:	6 months
RISKS ANTICIPATED:	The researcher will ensure the confidentiality of the participant's responses to the survey and their interview transcripts. Recorded data and transcripts will be retained by the researcher in a locked, safe deposit box for a period of three years at which point they will be destroyed.
BENEFITS ANTICIPATED:	The information provided by participants may serve as a resource for driving diversity awareness initiatives for classified support staff among colleges and universities or any other workforce with a diverse employee population. Due to the lack of research specific to classified support staff in the workforce at land grant universities, this study may equip employers and hiring managers with information to better serve their workforce in respect to organizational and group inclusion, workload balance and job satisfaction thus increase retention while achieving greater productivity for the employer. This information may prove useful to hiring managers and university administrators interested in improved diversity initiatives, employee retention and recruitment modeling positive diversity awareness initiatives and overall job satisfaction for the employees.
EXTENT OF CONFIDENTIALITY:	The researcher will maintain the confidentiality of all participants. Their responses will be coded to protect their identity and all materials will be maintained in a locked safety deposit box of the researcher.

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IS COMPENSATION OR MEDICAL TREATMENT
AVAILABLE IF INJURY OCCURS:

N/A

PARENTAL APPROVAL FOR
MINORS:

N/A

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

      I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

      (Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant

Participant Name: _____

  Participant
  Signature: _____

                                      Date: _____

Witness to Signature: _____
(project staff)

                                        Date: _____

APPENDIX E
INTERVIEW PROTOCOL

1. Do you feel that you have ample promotional opportunities in your current position or department or do you feel that an individual has to be part of a certain network, group or one of the "good old boys" to get ahead?

2. Are employees denied promotions or raises because they are viewed as not "fitting in"?

3. Are performance evaluations biased against those who are different because supervisors focus on very traditional ways of getting things done? (Larkey, 1996b)

4. Do you work with employees who have a hard time accepting ideas when they are offered by someone who is different from them? (Larkey, 1996b)

5. Have diversity issues kept some groups from performing to their maximum effectiveness?

6. Are individuals "talked down to" because they appear different?

7. Are you stressed by the amount of work you are required to do?

8. Have you ever been treated differently because of your race, ethnicity, gender or age? (MorBarak et al., 1998)(a)

9. What type of diversity awareness seminars does your work unit offer?

APPENDIX F

IRB APPROVAL

K-STATE
Kansas State University

University Research
Compliance Office
203 Fairchild Hall
Lower Mezzanine
Manhattan, KS 66506-1103
785-532-3224
Fax: 785-532-3278
www.k-state.edu/research/comply

TO: Sarah Jane Fishback   Proposal Number: 5544
        Educational Leadership
        354 Bluemont

FROM: Rick Scheidt, Chair
        Committee on Research Involving Human Subjects

DATE: September 1, 2010

RE: Approval of Proposal Entitled, "Diversity awareness initiatives among the classified
        support staff within a large Midwestern land grant university."

The Committee on Research Involving Human Subjects has reviewed your proposal and has granted full
approval. This proposal is approved for <u>one year</u> from the date of this correspondence, pending
"continuing review."

APPROVAL DATE: September 1, 2010

EXPIRATION DATE: September 1, 2011

Several months prior to the expiration date listed, the IRB will solicit information from you for federally
mandated "continuing review" of the research. Based on the review, the IRB may approve the activity
for another year. If continuing IRB approval is <u>not</u> granted, or the IRB fails to perform the
continuing review before the expiration date noted above, the project will expire and the activity
involving human subjects must be terminated on that date. Consequently, it is critical that you are
responsive to the IRB request for information for continuing review if you want your project to
continue.

In giving its approval, the Committee has determined that:

☒   There is no more than minimal risk to the subjects.
☐   There is greater than minimal risk to the subjects.

This approval applies only to the proposal currently on file as written. Any change or modification
affecting human subjects must be approved by the IRB prior to implementation. All approved proposals are
subject to continuing review at least annually, which may include the examination of records connected
with the project. Announced post-approval monitoring may be performed during the course of this
approval period by URCO staff. Injuries, unanticipated problems or adverse events involving risk to
subjects or to others must be reported immediately to the Chair of the IRB and / or the URCO.

APPENDIX G

Sample Participant Coding Guide	GOOD OLD OYS	EXCLUSION	INCLUSION	DIV-YES	DIV-NO	AGE	GENDER	RACE	EDUCATION	FACULTY	STUDENTS	TRAINING	POSITIONAL POWER	UNFAIR TREAT-MENT	CULTURAL ISSUES	SITUA-TIONAL	STRESS	LEADER-SHIP ACCOUNT-ABILITY	WORK-LOAD	
Totals																				
Numbering under each heading indicates the amount of times comments or quotes were mentioned about the subject by each participant.																				

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AXIO SURVEY

Classified Support Staff Workforce Diversity Awareness Survey

Survey Description

This survey will ask you questions about your work experiences and work environment here at the university. As you consider each question, think about your work environment and the people you work with regularly, particularly those you consider to be your workgroup or team. Please respond by indicating how much you agree or disagree with each statement as it relates to your experience in your workgroup. Your privacy will be protected and responses will remain *completely* **confidential**.

Opening Instructions

Dear Fellow Employee,

My name is Cheryl Grice and I am a full time employee here at a large Midwestern land grant university. I am also completing my doctoral degree in Educational Leadership with a focus on the Adult Learner in the Workforce. I have been employed with the university and served as a liaison for classified workforce development for the past 15 years and I truly enjoy my job. As a former Classified Senator and past President of Classified Senate, I am sensitive to the *needs*, *interests* and *accomplishments of classified employees.*

Currently, I am conducting my research and need your assistance. This survey should take no longer than 20 minutes to complete. Please respond to this survey by **September 14**. The responses to this survey and the identity of the participants will be protected by the researcher and remain confidential.

This is a research project and your participation is completely voluntary. Should you decide to participate in this survey, you may withdraw your consent at any time. There will be no need for explanation, penalty or loss of benefits which you may otherwise be entitled.

This survey will examine the perceptions of the classified workforce regarding diversity awareness at this university. For the purpose of this study, the definition of diversity includes; age, gender, race and ethnicity, economic background, religion or education. The information collected will aid in determining if there is a need to improve the level of diversity awareness within the workforce for classified employees or identify current initiatives in place at this university.

Responses collected from this survey will remain confidential and there will be no identifiable information released or published. All respondents will have the opportunity to be included in a drawing to receive one of six - $15 gift certificates to the local shopping center. Please respond to the question at the end of this survey if you would like to be included in this drawing. Again, your identity will remain confidential.

By submitting this survey you are giving your consent for the researcher (Cheryl Grice) to include your responses in the data summary. Based on your response to the survey questions, you may be contacted for an interview. Please indicate if you are willing to participate in a one-on-one interview with the researcher. If you are selected for an interview, you will receive an Informed Consent document describing the purpose, benefits and confidentiality of this study. If you have any questions or concerns you may contact the following number for assistance; (785) 532-6865 or (785) 532-5554.

If you would like a copy of the results of this survey you may contact me at cdgrice@ksu.edu or by phone at 785-341-8260. Your participation would be a tremendous help in this process and as stated previously, the data collected will remain confidential and your identity protected. Thank you in advance for your participation.

Best regards,

Cheryl Grice

Page 1

Think about the people you work with regularly, particularly those you consider to be your workgroup or team. Please respond by indicating how much you agree or disagree with each statement <u>as it relates to your experience in your workgroup.</u>

For example:

(KEY):

1 = strongly agree   **2** = agree   **3** = neutral   **4** = disagree   **5** = strongly disagree

(EXAMPLE)

People are careful to correct all of their mistakes in written documents.   1   2   3   4   **5**

This response indicates that you strongly disagree – you think that people in your workgroup are not too careful to correct their mistakes.

There is space at the end of the survey for you to make comments if you wish. All of your input is important to this project. Thank you.

Question 1

Sensitivity

1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree
5 - Strongly disagree

1.1 Women and People of Color use diverse backgrounds of co-workers to help with group problem-solving.					
1.2 It seems that women and People of Color have a special sensitivity and understanding of diversity issues.					
1.3 Women and People of Color take on different approaches regarding work habits, sensitivity, flexibility and observations, than white males.					
1.4 It seems that women and People of Color are more likely to					

adjust their styles of work when necessary by adjusting their work habits to the workplace.					
1.5 Mainstream ways of doing things are abandoned in the workplace in favor of women and People of Color opinions or ways of doing things.					
1.6 Women and People of Color often encourage others to express their opinion about diversity in the workplace issues.					
1.7 Women and People of Color often interpret communication differently than white males.					

Question 2

Workload

1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree

5 - Strongly disagree

2.1 I can not finish my assignments by the end of the day.					
2.2 The amount of work I have interferes with how well I can do my job.					
2.3 The amount of work I have makes me feel extremely stressed at the end of the day.					

Question 3

Affirmation Action

1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree

5 - Strongly disagree

3.1 Members of ethnic groups behave differently when surrounded by a diverse group verses same group members.					
3.2 People are sometimes hired for a job with fewer qualifications than other applicants because they are women or People of Color.					
3.3 Women, People of Color and the working senior population are more likely to get promoted and get ahead now.					
3.4 Women, People of Color, and the working senior population members don't have the same employment opportunities as white co-workers.					
3.5 Sometimes women and People of Color and the working senior population should be given special consideration in hiring and promotions.					
3.6 Women, People of Color and the working senior population do not adjust their style to fit the business context.					

Question 4

Cultural Inclusion

1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree

5 - Strongly disagree

4.1 There are people in our group who have a hard time accepting ideas when they are offered by someone who is different from them.					
4.2 Diversity issues keep some work groups from performing to their maximum effectiveness.					

	1	2	3	4	5
4.3 When people from different backgrounds work together in groups, some people feel left out because their ideas are not acknowledged.					
4.4 People in some groups are "talked down" to because they are different.					
4.5 When working with people from different racial/ethnic groups, with different perspectives, we have a hard time understanding multiple points of view.					
4.6 People of the same ethnicity or gender tend to look out for each other.					
4.7 Sometimes people who talk and act differently are treated like they aren't capable or smart.					
4.8 It's not what you know, but who you know.					

Question 5

Organizational Inclusion

1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree

5 - Strongly disagree

	1	2	3	4	5
5.1 I feel I have been treated differently in my workplace because of my age, gender or ethnicity.					
5.2 Performance evaluations seem to be biased against women and People of Color because supervisors focus on very traditional ways of getting work completed.					
5.3 I have to work harder to advance to the next position in my workplace because of my gender and/or ethnic background.					

5.4 When it comes to getting support or advancement in my position, I am overlooked.					
5.5 It's hard to get ahead here unless you are part of the "good old boys" network.					
5.6 Whenever I've confronted a co-worker regarding mistreatment because of my race or gender, the issue is denied or played down.					

Question 6

Trust

<p align="center">1 - Strongly agree | 2 - Agree | 3 - Neutral | 4 - Disagree</p>
<p align="center">5 - Strongly disagree</p>

6.1 I can trust people in my ethnic group membership to lend a hand should I need it.					
6.2 If I were having difficulties, I know members of my work group would try to help me.					
6.3 With many people you don't know how you stand.					
6.4 I can rely on people in my work group to do what they say they are going to do.					
6.5 My department or work unit is sincere in its attempts to understand the employee's point of view about diversity related issues or advancement.					
6.6 I feel confident that my department or work unit will always try to treat me equally, fairly and with respect.					

Question 7

If you answer 'yes' to the following question, please include your name, telephone number and email address in the box below your response.
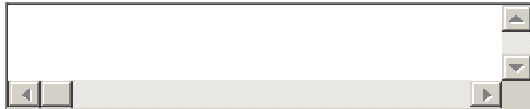
All information will remain confidential.

Are you willing to participate in a one-on-one interview with the researcher?

Yes

No

Further comments about your response:

Question 8

Please select one of the following responses.

What is your age group?

18-25

26-35

36-45

46-55

Over 55

Question 9

Please select one of the following responses.

What is your gender?

Male

Female

Transgender

Question 10

Please select one of the following responses.

What is your racial/ethnic background? (US Census Definition for race)

African American/Black

Asian American/ Pacific Islander

Hispanic

Native American/Alaskan Native

Caucasian/White

Latino

Other

Further comments about your response:

Question 11

Please respond to the following questions.

How long have you worked at this university? (For example; indicate - 14.5 yrs in the

box below)

Question 12

Please select one of the following responses.

What is your highest level of education completed?

High School

Certification

Community College Associate Degree

Some College

College Degree

Some Graduate School

Graduate School Degree

Question 13

Please select one of the following responses.

What cities and states(s) did you live in prior to age 18?

(Write in city, state)

East coast

West coast

Midwest

North

South

Other (list region, country or multiple locations)

Further comments about your response:

Question 14

Please respond to the following question.

What is your current place of residency? (Write in city and state)

Question 15

Please respond to the following question.

Have diversity awareness workshops or seminars been offered in your workplace"?

    Yes

    No

Further comments about your response:

[text input box]
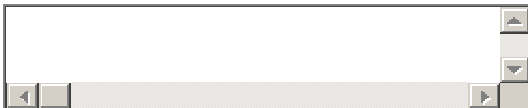
Question 16

Please respond to the following question.

If yes, have you attended any sessions?
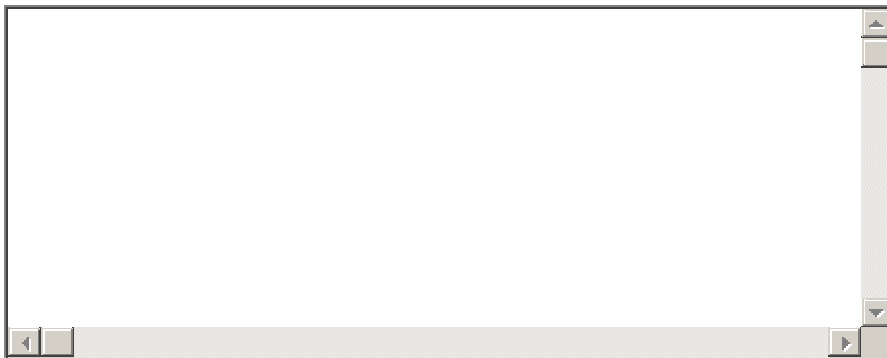
    Yes

    No

Further comments about your response:

[text input box]

Question 17

Use this part of the page to write any comments about this survey or how you feel about diversity in your work group or organization.

[text input box]

Question 18

Please respond to the following question.

Indicate what question, if any, was the most confusing to answer.

Question 19

Please include your name and telephone number or email if you are interested in having your name included in the drawing for a $15.00 shopping center gift certificate. ***All responses to this survey will remain confidential.***

Enter name and telephone number and or email address.

Thank you for participating in this study. Your responses will remain confidential and are greatly appreciated.

(ORIGINAL)

WORKFORCE DIVERSITY QUESTIONNAIRE II

PLEASE DO NOT WRITE YOUR NAME OR ANY OTHER
IDENTIFIER ON THIS DOCUMENT

Age_____

Department_____

Gender: Male Female

Race/Ethnic Origin_____   Job Level (select one):

                                                                 ____Salaried

                                                                  ____Hourly

       This survey will ask you many questions about working here. As you consider each question, think about the people you work with regularly, particularly those you consider to be your workgroup or team. Please respond by indicating how much you agree or disagree with each statement <u>as it relates to your experience in your workgroup.</u> For example:

      (KEY):

s/a= strongly agree   a= agree   n= neutral   d= disagree   s/d= strongly disagree

      (EXAMPLE)

      People are careful to correct all of their mistakes

      in written documents.   s/a   a   n   d   **<u>s/d</u>**

This response indicates that you strongly disagree—you think that people in your workgroup are not too careful to correct their mistakes.

There is space at the end of the survey for you to make comments if you wish. <u>All </u> of your input is important to this project. Thank you.

(KEY):

s/a= strongly agree   a= agree   n= neutral   d= disagree s/d= strongly disagree

1.   People in some groups are "talked down to" because they are different.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

2. When people have to a different orientation or style, they take the time to explain and try to understand the other's point of view.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

3. The amount of work I have makes me feel extremely stressed at the end of the day.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

4. Women, minorities and older people are more likely to get promoted and get ahead now.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

5. People of the same ethnicity or gender tend to look out for each other.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

6. I feel like it's up to me to adjust to others when their race or gender presents differences in styles or mannerisms.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

7. It seems that people of color and women have a special sensitivity and understanding of diversity issues.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

8. It's hard to get ahead here unless you are part of the old boys' network.

$$s/a \quad\quad a \quad\quad n \quad\quad d \quad\quad s/d$$

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9. Sometimes people who talk and act differently are treated like
    they aren't capable or smart.

    s/a   a   n   d   s/d

10. When people in our group take offense or mis-communicate,
    they sit down and talk about the differences until they understand each other.

    s/a   a   n   d   s/d

11. Women, minorities and older people don't adjust their
    style to fit the business context.

    s/a   a   n   d   s/d

12. With many people, you don't know how you stand.

    s/a   a   n   d   s/d

13. Working with employees with different cultural backgrounds forces me
    to reconsider how I approach things.

    s/a   a   n   d   s/d

14. Women and minorities are better able to value the different
    ways of looking at things and doing work then white males.

    s/a   a   n   d   s/d

15. It seems that the real reason people are denied promotions
    or raises is that they are seen as not fitting in.

    s/a   a   n   d   s/d

16. There are people in our group who have a hard time accepting
    ideas when they are offered by someone who is different from them.

    s/a   a   n   d   s/d

17. Employees share their knowledge and expertise with other
    employees regardless of their gender or race.

    s/a   a   n   d   s/d

18. I feel like I am given more work than I can reasonably handle.

          s/a   a   n   d   s/d

19. People are sometimes hired for a job with less qualifications than other applicants because they are minorities or women.

          s/a   a   n   d   s/d

20. If I were having difficulties, I know members of my workgroup would try to help me out.

          s/a   a   n   d   s/d

21. I go out of my way to learn about others' cultural backgrounds, traditions, and points of view.

          s/a   a   n   d   s/d

22. Women and people of color often interpret things differently than white males.

          s/a   a   n   d   s/d

23. When it comes to getting support for getting ahead here, I feel like I have fallen through the cracks.

          s/a   a   n   d   s/d

24. When people begin working on a problem from very different perspectives, they have a hard time seeing each

    other's point of view.

          s/a   a   n   d   s/d

25. We all seem to learn and grow from our differences.

          s/a   a   n   d   s/d

26. Mainstream ways of doing things are abandoned here in favor of minority opinions of ways of doing things.

          s/a   a   n   d   s/d

27. Most of the people in my workgroup can be relied on to do
    what they say they'll do.

                                                     s/a   a   n   d   s/d

28. Knowing more about the cultural norms of diverse groups
    would help me to be more effective in my job.

    s/a   a   n   d   s/d

29. Women and minorities use the diverse backgrounds of
    others to help with group problem-solving.

    s/a   a   n   d   s/d

30. I have to prove myself more and work a lot harder to get into
    that next position because of my gender or ethnic

    background.

    s/a   a   n   d   s/d

31. When people from different backgrounds work together in
    groups, some people feel slighted because of their ideas

    are not acknowledged.

    s/a   a   n   d   s/d

32. When someone is timid or reluctant to assert his/her ideas,
    others will point it out and ask for his/her ideas.

    s/a   a   n   d   s/d

33. My workload is so heavy that I feel like I can't possibly
    finish during an ordinary workday.

    s/a   a   n   d   s/d

34. Members of some ethnic groups have a unique way of acting in workgroups which makes them stand out as being different.

                                                      s/a   a   n   d   s/d

35. I can trust people I work with to lend me a hand if I need it.

                                                      s/a   a   n   d   s/d

36. I think that diverse viewpoints add value.

                                                      s/a   a   n   d   s/d

37. Women and minorities often encourage others to express their opinion.   s/a   a   n   d   s/d

38. Performance evaluations seem to be biased against those who are different because supervisors focus on very traditional ways of getting things done.

                                                      s/a   a   n   d   s/d

39. People get ahead by using "pull", and not because of what they know.

                                                      s/a   a   n   d   s/d

40. People in our workgroup don't notice culture or gender differences since we are rally all the same.

                                                      s/a   a   n   d   s/d

41. Sometimes women, minorities and older people should be given special consideration in hiring and promotions.

                                                      s/a   a   n   d   s/d

42. I feel confident that my company will always try to treat me fairly.

           s/a a   n   d   s/d

43. I can enjoy being with people whose race, ethnicity, gender or age is very different from mine.

           s/a a   n   d   s/d

44. It seems that people of color and women are more likely to adjust their styles of work when necessary.

           s/a a   n   d   s/d

45. Whenever I've confronted someone for giving me a hard time because of my race or gender, they have denied the problem.

           s/a a   n   d   s/d

46. Diversity issues keep some work groups here from performing to their maximum effectiveness.

           s/a a   n   d   s/d

47. People's habits or ways of thinking may be different because of their background, but when it comes to working, we're

pretty much all the same.

           s/a a   n   d   s/d

48. The amount of work I have interferes with how well I can do my job.   s/a a   n   d   s/d

49. Women, minorities and older people don't have the same employment opportunities as others have.

           s/a a   n   d   s/d

50. My company is sincere in its attempts to understand the employee's point of view.

　　　　　　　　　　　　　　　　　　　　s/a　　a　　n　　d　　s/d

51. I believe women, minorities and older people should adopt the values and lifestyle of the dominate culture.

　　　　　　　　　　　　　　　　　　　　s/a　　a　　n　　d　　s/d

52. It seems that women and people of color express more empathy for others than white males.

　　　　　　　　　　　　　　　　　　　　s/a　　a　　n　　d　　s/d

53. I feel I have been treated differently here because of my race, ethnicity, gender or age.

　　　　　　　　　　　　　　　　　　　　s/a　　a　　n　　d　　s/d

Please indicate what question, if any, was the most confusing to answer

_____.

Use this part of the page to write any comments about this questionnaire or how you feel about diversity in your work group or organization.

_____

_____

_____

_____

_____

_____

Thank you for participating in this research project. Your contribution is greatly appreciated.

WORKFORCE DEVELOPMENT QUESTIONNAIRE II (WDQ-II)

INSTRUMENTS

SCALE NAME/DESCRIPTION	AUTHOR(S)/SOURCE
Acceptance of Others	Fey (1955)
Balanced Inventory of Desirable Responding	Paulhus (1991)
Bem Sex Role Inventory	Bern (1991)
California F Scales	Adorno, Levinson, Frenkel-Brunswik, & Sandord (1950)
Cohesiveness	Watson & Michaelson (1988)
Collective Self-Esteem Scale	Luhtanen & Crocker (1991)
Commitment to Decision	Saks & Cronshaw (1990)
Commitment to Group	Thomas, Ravlin & Wallace (1996)
Communication Competence	Canary & Spitzberg (1987)
Comparative Emphasis Scale	Ravlin & Meglino (1987, 1989)
Cooperation Scale	Campion, Medsker & Higgs (1993)
Constructive Conflict	Kirchmeyer & Cohen (1992)
Cultural Awareness Instrument	Motwani, Harper, Subramanian & Douglas (1993)
Cultural Perspectives Questionnaire	Maznevski, Di Stefano, Gomez, Nooderhaven & Wu (1997)

Disability Social Relationship	Grand, Bernier & Strohmer (1982)
Distributive Justice Index	Price & Mueller (1986)
Diversity Perceptions Survey	MorBarak, Cherin & Berkman (1998)
Egalitarian Sex Role Preference Scale	Kirsch (1974)
Emotional Conflict/Substantive Conflict	Pelled (1994)
Facts on Aging Quiz	Palmore (1988)
Group Effectiveness	Thomas (1999)
Group Style Description	Watson & Michaelson (1988)
Humanitarian-Egalitarian Scales	Katz & Hass (1988)
Impression Management & Self-Deceptive Enhancement	Paulhus (1991)
Job Diagnostic Survey	Hackman & Oldham (1975)
Job Complexity	Glick, Jenkins & Gupta (1985)
Job Satisfaction Scale	Warr, Cook & Wall (1979)
Marlow-Crowne Social Desirability Scale	Crowne & Marlowe (1964)
Maslach Burnout Inventory-General Survey	Schaufeli, Leiter, Masslch & Jackson (1996)
Meaning of Work Scale	Claes & Quintanilla (1987)
Military Equal Opportunity Climate Survey Test	Talking Paper (1991)
Minnesota Importance Questionnaire	Lofquist & Dawes (1971)
Modern Racism Scale	McConahay, Hardee & Batts (1981)
Organizational Citizenship	Williams & Anderson (1991)
Organizational Commitment	Cook & Wall (1980)
Organizational Commitment Scale	Meyer, Allen & Smith (1993)
Personal Values Questionnaire	England (1967)
Pluralism and Diversity Attitude Assessment	Stanley (1996)
Pro-Black, Anti-Black	Katz & Hess (1988)

Protestant Ethic	Katz & Hess (1988)
Relational Values List	Chen & Eastman (1997)
Satisfaction with Group	Hackman & Oldham (1975)
Satisfaction with Process	Thomas, Ravlin & Wallace (1996)
Self-Construal Scales	Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kin & Heyman (1996)
Self-Report Behavior Measure (& Importance)	Hanover & Cellar (1998)
Sex Attribution Questionnaire	Zeldow & Greenberg (1975)
Simpatia	Rosenfeld & Booth-Kewlwy (1994)
Skill Utilization	O'Brien (1983)
Social Impairment	Thomas (1999)
Taxonomy of Values	McDonald & Gandz (1991)
Teacher Multicultural Attitude Survey	Ponterotto, Baluch, Greig & Rivera (1998)
Trust	Thomas & Ravlin (1995)
Values Scale	Nevill & Super (1989)
Warr's Well-Being and Mental Health	Warr (1990)
White Racial Identity/Black Racial Identity Attitude Scale	Helms & Carter (1990)
Withholding Effort	Watson & Michaelson (1988)
Work Environment Measure	Hanover & Cellar (1998)
Work Values Inventory	Super (1970)

APPENDIX K

Permission to use Organizational Diversity Needs Analysis (ODNA) research instrument by Dr. Molly Dahm,
Lamar University

I have attached a pdf file of the recommended version of the instrument (ODNA-1) - with 39 items. I would appreciate Cheryl's sharing her study purpose and results with me once she has concluded her dissertation. I have numerous researchers testing the instrument and plan to compile and evaluate that data for the purposes of instrument validation.

Please forward the instrument to Cheryl, then let her know I'll be glad to answer any further questions should they arise.

I apologize for causing concern.
Molly Dahm

APPENDIX L

Dear Fellow Employee,

My name is Cheryl Grice and I am a full time employee here at a Midwestern land grant university. I am also completing my doctoral degree in Educational Leadership with a focus on the Adult Learner in the Workforce. I have been employed with the university and served as a liaison for classified workforce development for the past 15 years and I truly enjoy my job. As a former Classified Senator and past President of Classified Senate, I am sensitive to the *needs*, *interests* and *accomplishments of classified employees.*

Currently, I am conducting my research and need your assistance. This survey should take no longer than 20 minutes to complete. Please respond to this survey by **September 14**. The responses to this survey and the identity of the participants will be protected by the researcher and remain confidential.

This is a research project and your participation is completely voluntary. Should you decide to participate in this survey, you may withdraw your consent at any time. There will be no need for explanation, penalty or loss of benefits which you may otherwise be entitled.

This survey will examine the perceptions of the classified workforce regarding diversity awareness at this university. For the purpose of this study, the definition of diversity includes; age, gender, race and ethnicity, economic background, religion or education. The information collected will aid in determining if there is a need to improve the level of diversity awareness within the workforce for classified employees or identify current initiatives in place at this university.

Responses collected from this survey will remain confidential and there will be no identifiable information released or published. All respondents will have the opportunity to be included in a drawing to receive one of six - $15 gift certificates to the local

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shopping center. Please respond to the question at the end of this survey if you would like to be included in this drawing. Again, your identity will remain confidential.

By submitting this survey you are giving your consent for the researcher to include your responses in the data summary. Based on your response to the survey questions, you may be contacted for an interview. Please indicate if you are willing to participate in a one-on-one interview with the researcher. If you are selected for an interview, you will receive an Informed Consent document describing the purpose, benefits and confidentiality of this study. If you have any questions or concerns you may contact the following number for assistance; (XXX) XXX-XXXX or (XXX) XXX-XXXX.

If you would like a copy of the results of this survey you may contact me at cdgrice@ksu.edu or by phone at X85-XXX-XXXX. Your participation would be a tremendous help in this process and as stated previously, the data collected will remain confidential and your identity protected. Thank you in advance for your participation.

 Best regards,

Cheryl Grice