

Climate Survey

Diversity and Minority Faculty Perception of Institutional Climate of Planning Schools

By

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A report submitted to members of the Governing Board
of the Association of Collegiate Schools of Planning (ACSP)
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Acknowledgement

This study was initiated by the Planners of Color Interest Group (POCIG), an advocacy group that strives to promote the interest of minorities among ACSP member institutions. In spring 2008 the group submitted a proposal to the ACSP Governing Board to undertake a campus climate survey of minority faculty. The ACSP Governing Board approved the project and allocated a modest fund to cover the cost of the project. In summer 2008, with a matching fund from East Carolina University, the project started and the author of this article took over the responsibility of carrying out the assignment. This report represents the culmination of the project and the reporting of the results.

I want to thank members of the Executive Committee of POCIG, June Thomas, Teresa Vazquez, and Nycole Simpkins, and Sigmund C. Shipp of the Conference Program Committee Chair of POCIG for their support and encouragement in completing the project. My special thanks go to many individuals who sent me corrections and suggestions on the content and formatting of the questionnaire. Last, but not least, I want to thank the faculty members who took their time to complete the survey.

Thank you.

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Diversity and Minority Faculty Perception of Institutional Climate of Planning Schools

1. Introduction

Recent demographic trends, the incorporation of diversity enhancement guidelines challenging planning schools (as in the case of PAB accreditation guidelines) and the introduction of diversity policies and programs (as in the case of ACSP diversity policy) have helped to increase the number of minority faculty in planning schools/programs. According to PAB, minority faculty in PAB-accredited programs represents about 22% of the total number of faculty including regular, part-time and adjunct faculty. A breakdown of the different groups by appointment category (regular, part-time and adjunct) shows that the percentage of minority faculty ranges from 13 among adjunct faculty to 32 percent among regular faculty. Table 1 shows the distribution among the various ethnic groups for the three appointment categories. To give a comparative perspective, only about 17.3 percent of the faculty in four-year, degree-granting US institutions were classified as minority faculty in 2007. However, it is important to exercise caution on how we interpret the data on minority faculty representation in planning schools. The figures are based on accredited planning programs, which are expected to maintain a diversified faculty and student body as part of accreditation requirements. Therefore, the PAB figures are likely to be on the higher side than for all planning programs, accredited and non-accredited.

Despite the data limitations, the increasing trend is encouraging and an improvement compared to conditions about a decade ago. Estimates in the mid-1990s, for instance for African Americans, show that the numbers had “stagnated”. Based on an informal listing of faculty appointments, Thomas estimated that there were only 25 African American faculty members in accredited planning programs [Thomas 1996]. A decade earlier, based on his travels to 12 prominent planning schools, Niebanck had characterized the representation of minority faculty and students in planning programs as “reprehensible, and ... embarrassing.” (Niebanck 1988). Other studies by Ross (1990), Goldsmith (1991), Galindo, et.al, Grigsby (1988) clearly pointed out the woefully poor representation of minority faculty in planning schools.

In a slightly different context, although the latest PAB figures on minority faculty representation in accredited planning schools compares favorably vis-à-vis four-year, degree-granting institutions, the numbers are relatively small compared to the national demographic representation of the different racial/ethnic groups (Table 2). Minority population, according to the US Census Bureau constitutes about one-third of the US population. By 2050, the ratio is expected to be 54 to 56 in favor of minority population. [1]. This trend demonstrates that US communities will be experiencing more pluralism of race, ethnicity, gender and nationality, and planners have to be equipped with the necessary knowledge and skills to handle the challenges of this new trend. Therefore, these developments call for planning programs to have a good representation of diverse faculty with diverse skills and ideas to train future planners.

More importantly, structural diversity (numerical and proportional representation of minorities), according to Hurtado, et al. (1999), may be a first step toward enhancing the climate for diversity, but it is not sufficient, in and of itself, to create an institutional climate that supports and values diversity. To be successful, the institutional context must improve other elements of the climate including the psychological (perceptions of the degree of social tension and discrimination on campus) and the behavioral dimension (the quality and quantity of interaction across diverse groups). The relationship

among the different elements is illustrated in a framework developed by Hurtado, et al (1999). According to the authors, the institutional context is influenced by the historical legacy of inclusion/exclusion, which in turn, influences the structural diversity or numerical representation of different racial/ethnic groups. At the same time, the numerical representation is influenced by the behavioral (relationship among groups) and psychological (perceptions and attitudes) dimensions which define the overall climate of the institution [Fig. 1]. Thus, a critical element in understanding issues of diversity in planning schools is to examine how planning faculty feel about their institutional climate, specifically, whether they feel welcomed and are viewed as valuable members of the academic community.

The purpose of this study is to address this need by analyzing the subjective perceptions and personal experiences of faculty in planning schools. Specifically, it will analyze faculty experiences and perceptions with regard to racial/ethnic discrimination in recruitment, tenure and promotion, compensation packages, and respect for one's work; whether faculty feel welcome and are viewed as valuable members of the community and how such experiences affect their work. The study will also examine faculty perception of professional journals, organizations and funding agencies since these institutions form an important element of the academic environment and serve as good indicators of the degree of receptivity of one's scholarly work.

It is important to understand that just as there are multiple factors that contribute to the low representation of minorities in academia, there are also varied perceptions of the multidimensional campus cultural environment. Therefore, one can expect that the different racial/ethnic groups may possess different perceptions of the campus academic environment due to their unique historical background, cultural values and adjustment experiences. This study will examine the difference in perception among the different ethnic groups by analyzing the response to the different dimensions of the campus climate. [2]

2. Diversity and Institutional Climate

Educators value a diverse university community because a diverse institution is believed to enhance the educational quality of all students, not just minorities. In today's global world, graduates are expected to work in an environment with people from different cultural and ethnic background, and students can be well served if they are exposed to faculty of diverse culture. Although the value of diversity is recognized, many institutions are struggling to maintain a diverse faculty. Others are having difficulty retaining the faculty they have attracted. The major question is: why are academic institutions facing the difficulty of maintaining a diverse campus?

Studies on institutional diversity have identified several factors including historical legacy, ethnic/racial discrimination, unwelcoming academic climate, and lack of qualified candidates or what is known as the "stubbornly supply-driven problem" as some of the main reasons why minority representation in academia is very low (Mooney 1989, Trower and Chait 2000; Nivet, et.al. 2008). Increasingly, several studies maintain that, more than anything else, it is the institutional climate that is discouraging qualified minorities from entering the academic world or forcing them to exit quickly. Trower and Chait (2008), in their review essay on academic diversity in the US, argue that: "despite earning the doctorate in ever-increasing numbers, many women and persons of color are eschewing academic careers altogether or exiting the academy because the groups experience social isolation, a chilly environment, bias and hostility."

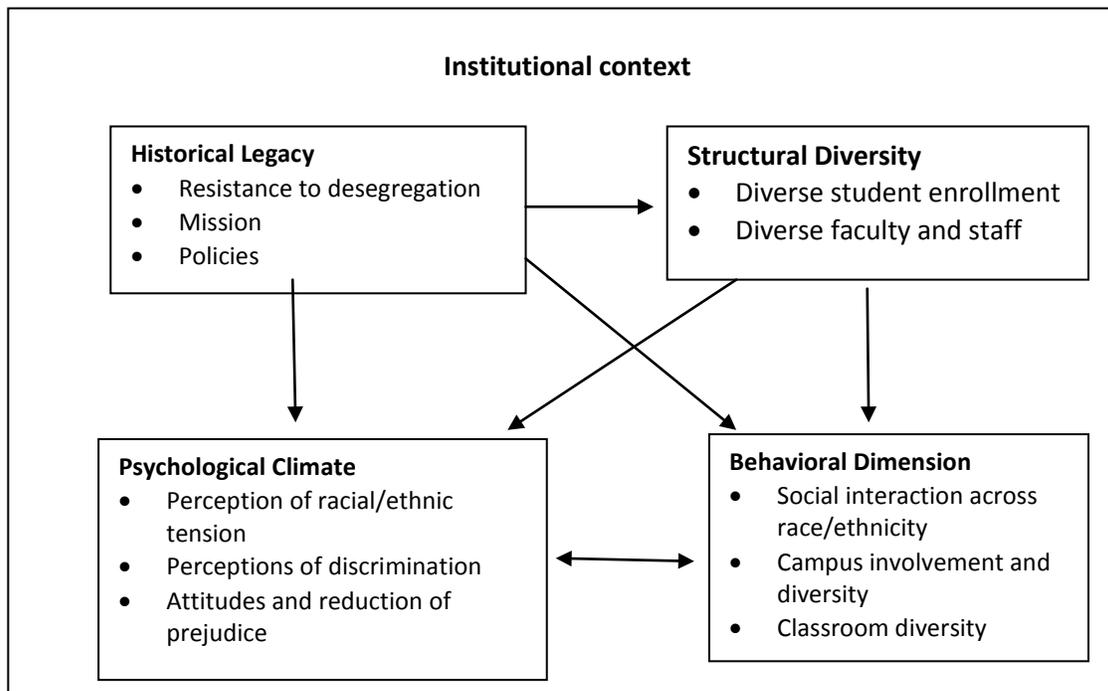


Figure 1: Factors influencing racial/ethnic diversity climate within an institution.
 Source: Hurtado, et. al. (1999).

Trower and Chait also maintain that there are a bunch of unwritten and unspoken subtle norms and fuzzy expectations, some of which include race/ethnic stereotyping, difference in relative value assigned to research output and venues (pure versus applied, disciplinary versus interdisciplinary, regional versus national outlet), that make it difficult to understand the complexities of academic culture. This perspective is reinforced by Price, et. al (2005) who, based on interaction with a focus group, argue that some of the commonly cited reasons for the low representation of minorities are that the environment is not welcoming; minorities lack role models or mentors with whom to identify; people have prejudices, and they tend to choose people who are like them when recruiting; and there is no a critical mass to have effective networking. Price et.al.(2005), also identified what they called “important components” in a successful diversity program, which include, inclusiveness, commitment and sustained mentorship, supportive and collegial environment, leadership opportunity, and means for complaints to be heard and acted upon.

Table 1: Faculty Demographics among PAB-Accredited Programs

2008 Faculty Demographics

1597	Fulltime = 662				Part-time = 375				Adjunct = 560				Total = 1597			
Combined Programs	M	F	Total		M	F	Total		M	F	Total		M	F	Total	
White	308	142	450	68.0%	222	86	308	82.1%	346	140	486	86.8%	876	368	1244	77.9%
African American	28	14	42	6.3%	7	9	16	4.3%	13	9	22	3.9%	48	32	80	5.0%
Native American	1	1	2	0.3%	1	1	2	0.5%	1	0	1	0.2%	3	2	5	0.3%
Asian American	36	18	54	8.2%	10	9	19	5.1%	13	9	22	3.9%	59	36	95	5.9%
Hispanic	27	14	41	6.2%	8	9	17	4.5%	8	4	12	2.1%	43	27	70	4.4%
Other	7	5	12	1.8%	2	1	3	0.8%	3	2	5	0.9%	12	8	20	1.3%
Foreign	34	27	61	9.2%	8	2	10	2.7%	7	5	12	2.1%	49	34	83	5.2%
Total	441	221	662		258	117	375		391	169	560		1090	507	1597	
Male	67%				69%				70%				68%			
Female	33%				31%				30%				32%			

Source: Planning Accreditation Board (PAB)

Table 2: Faculty by race/ethnicity among planning schools, four-year institutions versus minority population in the US

Race/Ethnicity and Gender Group	Planning Faculty		All Faculty		Population
	Full-time Faculty, 2008 (1)	Full and Part-time Faculty, 2008 (2)	Full-time Faculty, 2007 (3)	Full and Part-time Faculty, 2007 (4)	Minority Population in the US, 2007 (5)
Race/Ethnicity and Gender	%	%	%	%	%
White	68.0	77.8	76.8	75.6	66.4
African American	6.0	5	5.4	6.4	13.4
Asian	8.0	5.9	7.6	5.7	5
Hispanic	6.0	4.3	3.6	3.8	15
Native Am.	0.0	0.3	0.5	0.5	1.5
Other*	11.0	6.3	6.1	7.9	-
Minority Faculty (total)	(32.0)	(22.0)	(23.2)	(24.4)	(33.6)
Grand total	100.0	100.0	100.0	100.0	100**
Gender					
Male	67	68	58	46	49.3
Female	33	32	42	54	50.7
N	663	1597	703,463	3,561,428	100,700,000

* Included foreigners.

** Numbers greater than 100 because some individuals identified themselves of belonging to more than one ethnic group.

Source:

Col. 1 & 2: Planning Faculty. Data from PAB Office, 008

Col. 3 & 4: Instructional faculty in degree-granting institutions. Data from U.S. Dept. of Education, National Center for Educational Satisfaction Statistics, 2007. Tables 246 and 249.

Col.5: U.S. Census Bureau News, Thursday May 17, 2007.

3. Study Design

This study was initiated by the Planners of Color Interest Group (POCIG), an advocacy group set up to promote the interest of minority groups among ACSP member institutions. In spring 2008 the group submitted a proposal to the ACSP Governing Board to undertake a campus climate survey of the views and perspectives of minority faculty regarding their program, department or school. The ACSP Governing Board approved the project and allocated a modest fund to cover the cost of the project. In summer 2008, with a matching fund from East Carolina University, the project started and the author of this article took over the responsibility of carrying out the project. This paper represents the culmination of the project and the report includes the results of survey.

4. Data Collection and Survey Instrument

Included as an attachment to an e-mail note, we started sending the survey to all minority planning faculty in fall 2008. There were three waves of e-mails sent targeting minority faculty in planning schools/programs. The first wave of e-mail was sent to all planning faculty included in a distribution list maintained by POCIG. Although this list also included non-minority faculty, a majority of the members in this distribution list were minority faculty in planning programs. The questionnaire stated clearly that individuals should complete the survey only if they consider themselves to be minority faculty. It was necessary to include such a statement because we wanted faculty to self-identify their race/ethnicity and complete the survey rather than our trying to define who is and who is not a minority faculty. The second wave of e-mail was sent to all individuals included in the distribution list maintained by PLANET. Again, the e-mail indicated that the survey was for minority faculty and individuals should complete the survey only if they considered themselves as minority faculty. The third wave of e-mail was sent to minority faculty through a distribution list representing department heads, program directors and coordinators. In this e-mail we requested the recipients to forward the survey to minority faculty in their departments/program.

Despite our repeated effort to have a large representation of minority faculty, we were able to receive only 39 completed responses. This number represents 18.4 percent of the total full-time minority faculty in accredited planning programs or 11.0 percent of the total minority faculty in accredited planning programs as identified by their institutions. However, it is important to note that our survey is based on faculty who self-identify as being a minority; therefore, it is difficult to know how many indeed identify themselves as being minority faculty.[3] The self-administered survey asked a number of questions to determine the following:

- Faculty demographic and academic characteristics
- Assessment of academic climate in the department, college/school, university and ACSP
- Discrimination experiences or observations in hiring, tenure, promotion or salary increase and possible causes for discrimination
- Experiencing hostile or offensive conduct and possible causes for such actions
- Level of support faculty received from colleagues, department/college, administration
- Reception of scholarly work by affiliated academic planning journals, or other academic journals, funding agencies and organizations such as ACSP
- Level of support provided by programs to improve diversity in the planning field
- Level of workload and other departmental expectations

5. Definition of Variables

Faculty respondents' self-reported race/ethnicity was divided into the following categories to be included as minority or underrepresented groups.

- African American/Black
- Asian/Pacific Islander/Asian American
- Latino(a)/ Hispanic

- Native American
- Other

We asked 7 different questions to solicit a respondent's experience or observation of discrimination based on racial/ethnic bias:

1. How do you rate the climate for minority faculty at the following levels of academic program and organization – department, college, university, ACSP? The responses range from “very disrespectful” to “very respectful”, including “no opinion” option.
2. Have you observed or personally experienced discrimination in your department in the following situations: hiring, tenure, promotion, and salary increase? The choices included: observed, experienced and neither.
3. What was the basis of the discrimination, and the choices included: age, gender, race/ethnicity, sexuality, disability, immigration/citizenship, religion, and viewpoints.
4. In the past year, have you personally experienced any hostile or offensive conduct in your department? The choices included: yes, no, not sure.
5. If yes (to question 4), where did the interference come from? The choices included dean/chair/director, faculty/colleague, student, other.
6. What do you believe the conduct was based on? Check all that apply: age, gender, race/ethnicity, sexuality, disability, immigration/citizenship, religion, and viewpoints.
7. In what form was the conduct manifested? Check all that apply: anonymous letter, verbal attack, student evaluations or complaints, sexual harassment, physical intimidation or contact, degrading or offensive remarks, invalidating remarks, failure to accommodate disability, failure to accommodate religious beliefs or activities and other.

We also asked faculty their views on several subjective and objective statements regarding the level of support they received from administration, colleagues and students. They were asked to give their views on a list of statements related to: having full support of the administration to succeed in academic career; having full support of colleagues; being welcomed by colleagues, administration, staff and students; being expected to have more responsibilities (teaching, advising, research and committee) than colleagues; colleagues having lower expectations of the individual than other faculty/staff; feeling that their department/program is not committed to diversity; department not valuing one's work; being ignored/excluded. The choices included: strongly agree, agree, neutral, disagree, strongly disagree, no opinion.

To capture faculty members' opinion on improving diversity in their department/university, we asked whether they would support the following programs: diversity workshop to improve awareness; including diversity as a hiring criterion; including diversity as a promotion and tenure criterion; creating special departmental funding to attract minority faculty. The choices included: Yes, I support; no, I do not support; already sufficient.

An important factor that is related to academic climate, but often not appreciated, is minorities' view on how their work is appreciated by colleagues and institutions. To capture this view, we asked several questions related to how minorities feel their colleagues and department value their work. We also asked if their scholarship is related to topics about race/ethnicity, poverty, sexual orientation, immigration, disability and religion, with the response being yes, no. Those who responded 'yes' about their

scholarship, were asked to rate the reception of their work in the following venues: ACSP conference, JPER, JAPA, other academic journals, funding agencies. The response choices included: very welcomed and appreciated; somewhat welcomed and appreciated; neither welcomed nor appreciated; somewhat unwelcomed and unappreciated; very unwelcomed and unappreciated, no opinion.

Faculty were also asked to give their views about different programs to improve diversity in the ACSP/planning field. The questions were related to organizing panels or workshops about diversity at the ACSP meetings; having a diversity representative on the ACSP Board; developing a mentoring program for faculty; creating ACSP funding sources for faculty of color; sponsoring special issues of JPER; sensitivity training or education for ACSP chairs and directors; creating special awards for ACSP programs exhibiting diversity. The choices included: Yes, I support; no, I do not support; already sufficient.

The demographic and academic status characteristics included the racial/ethnicity divisions; gender (male, female, transgender); academic status (part-time instructor, instructor/lecturer– non-tenure track, assistant professor – non-tenure track, assistant professor – tenure-track, associate professor, professor, administrator); number of years employed in current status (less than 3 years, 4 to 6 years, 7 to 10 years, 11 to 15 years, over 15 years).

Two questions related to the total number of minority faculty in the department/program and average semester workload (based on number of courses taught, committee assignment, number of advisees, and number of published articles) compared to departmental expectations were included to have a general overview of size of minority faculty and workload expectations. The last question was an open-ended statement that asked the respondents to add any comments that they have about diversity and the academic climate.

Frequency distribution and graphic representation of computations were conducted by using Excel and the SPSS statistical package

6. Results

a. Demographic and academic characteristics

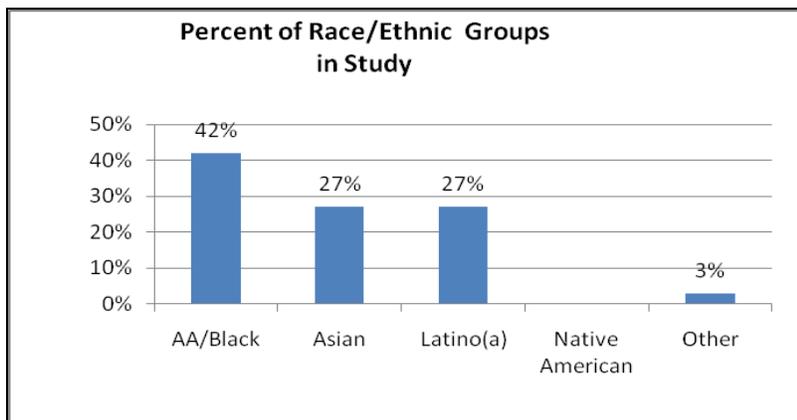
Of the 39 returned responses, 38 were usable, although the response rate among the different questions varied. In terms of the demographic and professional characteristics, 42 percent of the respondents identified themselves as African American/Black, 27 percent as Asian, 27 percent as Latino(a)/Hispanic, and 3.0 percent as other. There were no Native Americans represented in the survey. Figure 1 and Table 3 respectively indicate the distribution of the various ethnic groups.

In terms of gender, females represented 52.6 percent and males were 47.4 percent. Over 50 percent of the respondents were assistant professors (on tenure track), followed by associate professors (23.6 percent), with instructors accounting for only 2.6 percent. With regard to length of employment, 36.8 percent of the faculty were employed for only 3 years, followed by those employed for 3 to 6 years (28.9 percent) and those employed for over 15 years (18.4 percent). Assuming that it takes about 7 years to get tenure, it is plausible to assume that two-thirds of the respondents are non-tenured faculty who are often under pressure to succeed.

Table 3: Demographic and Academic Characteristics of Minority Faculty

Demographic and academic characteristics (N = 38)	
Race/Ethnicity	%
African American/Black	42.0
Asian	27.0
Lation/Hispanic	27.0
Native American	0.0
Other	3.0
Gender	
Male	47.4
Female	52.6
Academic Status	
Part-time instructor	0
Instructor	2.6
Assistant professor (non-tenure track)	7.9
Assistant professor (tenure track)	50.1
Associate professor	23.6
Professor	7.9
Administrator	7.9
Length of Employment	
Less than 3 years	36.8
3 to 6 years	28.9
7 to 10 years	7.9
10 to 15 years	7.9
More than 15 years	18.4

Figure 2: Percent of race/ethnic groups in study



b. Academic climate and perceived bias attributed to faculty race/ethnicity

Table 4 shows the institutional climate rating of the different academic units. Most of the faculty felt that the various academic units were very respectful or respectful, the percentages ranging from 55.6 for colleges to 64.8 percent for departments. The rating for ACSP was low; but, this category had also a large “no opinion” category (40.6%), which makes it difficult to capture the ‘true’ feeling of many of the respondents. The high “no opinion” category also suggests that there may be a large group that is not involved in the ACSP activities and the association should look into the reasons for the high “no opinion” category. However, when it comes to discrimination (Table 5), the percentage of faculty that indicated that they observed or experienced discrimination increased significantly (hiring – 40.7%, tenure – 22.2%, promotion – 17.0%, salary – 37.0%). Among the factors listed as possible causes for

Table 4
How do you rate the climate for underrepresented/minority scholars at the following? (N = 36)

	V/disrespectful +	V/respectful +	
Academic Level	Disresespectful	Respectful	No Opinion
Department	18.9	64.8	11.2
College	8.4	55.6	36.1
Univesity	13.5	56.7	29.7
ACSP	12.5	43.8	40.6

discrimination, race/ethnicity is identified as a major factor among all the situations included (hiring – 39.2%, tenure – 26.7%, promotion – 16.7%, salary – 30.8%), followed by personal viewpoints (16.5, 11.1, 13.7, 9.0) and gender (29.2, 7.6, 3.8, 26.1). See also Appendix A.

Figure 3 gives more insight about the personal experiences of faculty by presenting a detailed account of the responses by racial/ethnic groups. In general, 25.9 percent of African Americans reported discrimination in salary and 10 to 15 percent experienced discrimination in hiring, tenure and promotion. Among the Asians, 11 percent indicated discrimination in hiring and less than 5 percent indicated discrimination in tenure, promotion or salary. Less than 10 percent of Latinos and other groups reported discrimination in the various situations.

A comparative analysis of job satisfaction survey of tenure-track faculty by the Collaborative on Academic Careers in Higher Education (COACHE) in 2008 showed that overall, Native Americans, African Americans and Asian faculty reported significantly less satisfaction than their white colleagues with regard to opportunities for collaboration, amount of personal interaction with colleagues, and their sense of ‘fit’ in their departments. Hispanic faculty reported no significant difference with their white colleagues on the same satisfaction factors [4]. On a score of satisfaction rating ranging from 1 = very dissatisfied to 5 = very satisfied, the average score on the question “how well you fit in your department?” was 3.47 to 3.55 for Native Americans, Asians and Blacks; 3.83 for Hispanic or Latinos and 3.81 for all faculty. Similarly the score for “amount of interaction with tenured colleagues” was 3.38 to 3.61 for

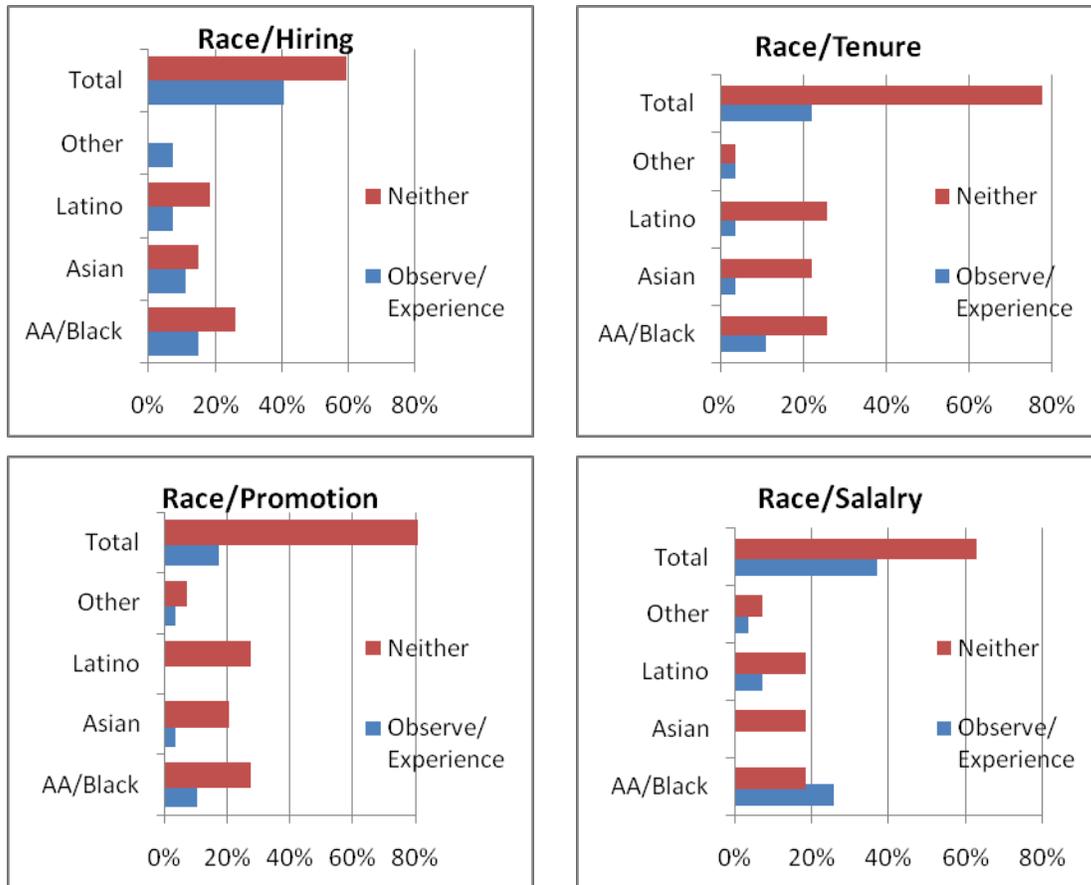
Native Americans, Asians and African Americans; 3.65 for Hispanics or Latinos and 3.70 for all faculty [COACHE 28].

Table 5: Race/Ethnicity Bias: Minority Faculty Reporting Discrimination

Item	Observed	Experienced	Observed and experienced	Total	Neither
Situation					
Hiring (n = 27)	29.6	7.4	3.7	40.7	59.2
Tenure (N = 27)	7.4	11.1	3.7	22.2	77.7
Promotion (N = 29)	10.3	6.9	0	17.2	82.9
Salary (N = 27)	3.7	25.9	7.4	37.0	62.9
Race/ethnicity as a cause for discrimination					
Hiring (n = 27)	21.4	10.7	7.1	39.2	60.8
Tenure (N = 27)	10.0	10.0	6.7	26.7	73.3
Promotion (N = 29)	6.7	0.0	10.0	16.7	83.3
Salary (N = 27)	0.0	15.4	15.4	30.8	69.2
Have you personally experienced any hostile/offensive conduct? (N = 37)					
Yes	40.5				
No	51.5				
If yes, where did the interference come from? (N = 17)					
Dean, chair, director	23.5				
Faculty/colleagues	11.8				
Students	11.8				
Combination of all	52.9				
You believe conduct was based on (N = 18):					
Race/ethnicity	38.9				
Combination of factors	60.9				
Conduct manifested as (N = 19):					
Verbal attack	31.8				
Degrading or offensive remark	21.1				
Combination of factors	47.1				

Figure 3

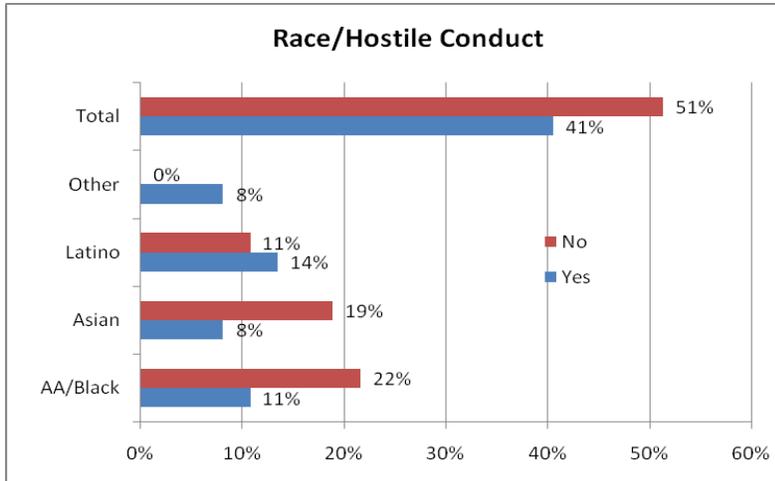
Have you observed or personally experienced discrimination in the following situations?



In response to the question, “within the past two years, have you personally experienced any hostile/offensive conduct in your department?”, 40.5 percent of the minority faculty responded “yes” and close to the same percentage (38.9%) identified race/ethnicity as being the major factor for the hostile/offensive act while over 60.9 percent identified “a combination of factors” as the base for the conduct. With regard to the sources of interference, over 52.9 percent indicated a combination of sources (dean, department head, colleagues, students) and 47.1 percent indicated that the conduct was manifested in a variety of ways – verbal attack and degrading/offensive remarks being the leading ones.

A distribution of the responses to the question: “Have you observed or experienced hostile/offensive conduct in the department” by ethnic group shows that 10.9 percent of the African Americans, 13.5 percent of the Latinos and 8.1 percent of the Asians and other groups respectively reported experiencing hostile/offensive conduct (Figure 4).

Figure 4: Within the past two years, have you personally observed/experienced any hostile/offensive conduct in your department?



c. Academic support and perceived bias attributed to discrimination

To assess how much minority faculty felt that they are welcomed by their academic unit and the level of support they received to help them succeed in their career, we asked faculty to rate the various statements related to academic support and valuing of one’s work. The survey results indicate that a majority of faculty feel welcomed by colleagues, administration and staff (61.1%) and that they have full support of the administration (63.9%), colleagues (63.9%), and they also have colleagues who help as mentors (47.2%). Only less than 20 percent felt that they do not have the support of administration, colleagues and staff, and 36 percent have no colleagues to help them as mentors. (See Table 6 and Appendix A).

The rating on whether faculty felt they were appreciated and how much their work was valued shows that between 22 to 33 percent of the respondents felt that departments and colleagues do not value their work, 28.0 percent felt that they were ignored/excluded and 30.8 percent felt that they have more responsibilities than their colleagues (Table 6). See also Figures 5 and 6 for responses by ethnic group. In terms of commitment, 27 percent felt that their department was not committed to diversity.

Table 6:

As a faculty member, how would you rate the following statements as they relate to your institution? (N = 36)

Item	Agree or Strongly agree
Feel welcome by colleagues, adm, staff	61.1
Have full support of the administration	63.9
Have full support of colleagues	63.9
Have colleagues who help as mentors	47.2
Have more responsibilities than colleagues	30.8
Colleagues have lower expectation of me	19.5
Dept/Program not committed to diversity	27.0
Colleagues do not value my work	22.2
Dept. does not value my work	33.4
Am ignored/excluded	28.0

Figure 5: Rating on whether department and colleagues value their work – Strongly disagree and disagree responses

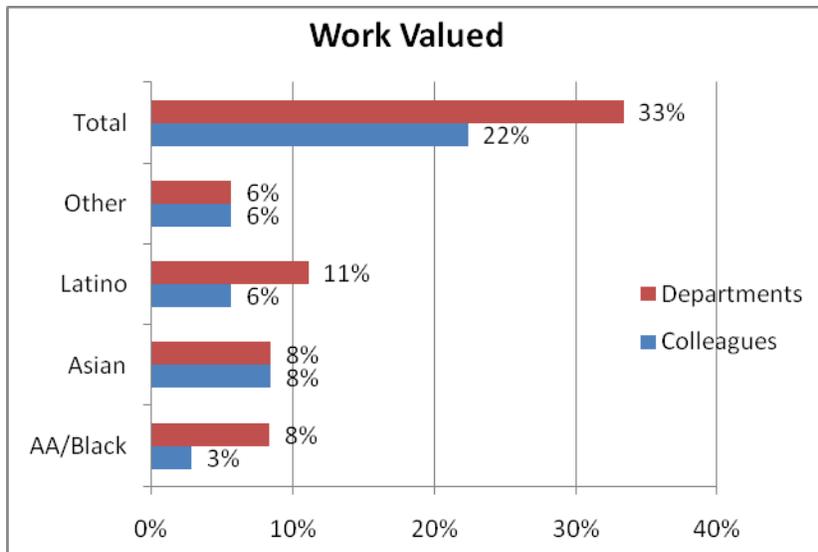
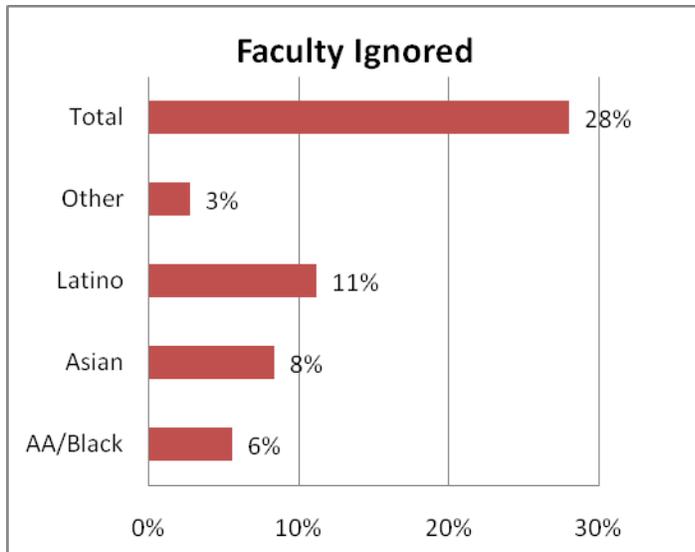


Figure 6: As a faculty member do you feel ignored /excluded – strongly agree and agree responses.



Another factor related to how much minority faculty felt that their colleagues value their work is the perception that they have about how much discipline-related journals and funding agencies are receptive to their research output. This perception is very important because colleagues often serve as reviewers of the work that faculty members submit to the various journals and funding agencies. Minority faculty perception of the journals and funding agencies, therefore, influences on whether they believe that their work would be independently reviewed free of any racial/ethnic or other biases. To assess this view, we asked faculty if their scholarship is related to topics such as race/ethnicity, gender, poverty and other issues impacting minorities. Over 65% responded that their scholarship is related to some of the above issues. We also asked faculty to rate the reception of their work by the major planning journals. The responses indicate that less than half of the minority faculty believes that their work is welcome by the leading planning journals, JAPA (7.6%) and JPER (42.3%). Most of the minority faculty expressed that they have no opinion on the receptivity of these journals [no opinion/ neither category range from 49.7% for JPER to 63.0% for JAPA], which may suggest that many minority faculty have very little confidence in their work being welcomed by these journals; instead they tend to submit their work to other journals. This assumption is validated by the high percentage of receptivity they expressed for other venues (64.0%), ACSP conference (74.0%) and funding agencies (51.8%).

Table 7

How would you rate the reception of your work in the following venues? (N = 26)

	Very welcome & Somewhat welcome
ACSP Conference	74.0
Journal of Planning Ed. And Research (JPER)	42.3
Journal of American Planning Assoc. (JAPA)	7.6
Other academic journals	64.0
Funding agencies	51.8

d. Faculty workload and expectations

A major factor often cited as a cause for faculty dissatisfaction with the campus climate is the multiple demands of teaching research and service. In the case of minority faculty, there is a general perception, that minority faculty are saddled with a heavier workload of committee assignments and advising responsibilities, and this heavy load is one of the factors for the poor level of satisfaction of minority faculty. Studies on the experiences of faculty of color in predominantly white campuses indicate that faculty of color believe that they have to “work twice as hard to be treated as equal.” [Laden and Hagedorn 2000]. The stress is attributed to the heavy teaching, research and service load. For instance, according to Stanley, faculty of color often spend a great deal of time mentoring students of color [Stanley 2006]. In a 2008 job satisfaction survey of tenure-track faculty, a study by the Collaborative Academic Career in Higher Education (COACHE) found that overall (COACHE 2008, p. 11 – 12):

- African American, American Indian and Hispanic faculty felt that expectations for performance as colleagues and as campus citizens were less reasonable than white faculty.
- Asian faculty felt that expectations for performance as scholars were more reasonable but as campus citizens expectations were significantly less reasonable than did white faculty.
- All groups of minority faculty reported significantly less satisfaction than their white colleagues with regard to the fairness of their department toward tenure-track faculty.

Our survey found that one in three minority faculty (30.8%, Table 6) believes that they have more responsibilities than their colleagues. The assumption is that with the heavy workload that they have to maintain, minority faculty find it difficult to focus on research and teaching responsibilities that are highly valued and more critical in tenure decisions.

To verify the validity of some of these perceptions, we asked the minority faculty to provide us with quantitative information on their teaching, research and other responsibilities vis-à-vis their departmental expectations. The results indicate that both in teaching and research expectations, there are no significant differences between the individual faculty workload and the departmental expectations. [Table 8] However, when it comes to committee assignments, the percentages are slightly higher for minority

faculty compared to departmental expectations. For instance, 38.5 percent of the minority faculty indicated that they carry 3-4 committee work while only 20 percent indicated the same number of committee work as departmental expectations. It was not possible to report on advising responsibilities since many of the respondents indicated that it varied depending on the nature of advising, for instance, advising PhD students is different from advising masters' students or curriculum advising.

Table 8: Faculty workload versus department expectations (N = 32)

Item	Faculty workload	Department Expectation
Teaching		
1 to 2 courses	53.1	53.1
3 - 4 courses	43.7	43.7
Committee Work		
1 to 2	46.2	45
3 - 4	38.5	20
Advising		
1 to 2	Varies	Varies
3 - 4	Varies	Varies
No. of published articles/year		
1 to 2	64.3	64
3 - 4	17.1	16

e. Diversity enhancement measures and programs

In an effort to improve minority representation in the planning profession, many academic institutions and planning organizations have proposed different programs and measures that range from providing incentives to institutions to setting specific criteria and outcome targets. For instance, PAB expects programs to develop diversity plans and diversity targets. Although it is plausible to assume that these efforts have helped to improve minority representation in planning, there are no empirical data to validate whether minority faculty support diversity enhancement measures and programs. To gauge faculty perception on some programs, we asked minority faculty a series of questions related to diversity measures.

In response to the question: “Would you support any of the following programs for improving diversity in your department/program?”, over 70 percent of the faculty indicated that they would support many of the diversity programs [Table 9]. Including diversity as a criterion in promotion and tenure decisions was the only item that was not supported by a majority of the minority faculty. In contrast to academic programs, when we asked questions about programs to enhance minority representation at ACSP conferences and other venues, the results were overwhelmingly clear: a majority of the faculty felt that there is already sufficient effort demonstrated in this area. The only program that received a strong support was the effort to organize panels at ACSP to promote diversity awareness.

Table 9: Diversity Promotion Programs in departments

Would you support any of the following programs for improving diversity in your department/university? (N = 35)		
	Yes	No
Providing diversity workshop	70.6	8.8
Including diversity as hiring criterion	72.2	5.6
Including diversity as promotion and tenure criterion	41.2	41.2
Special departmental funding to attract minority	77.1	14.3

Table 10: Diversity Enhancement Measures at ACSP

Would you support any of the following programs for improving diversity in the ACSP/planning field? (N = 34)			
	Already Sufficient	NO	Yes
Panels at ACSP for diversity awareness	5.2	2.9	91.2
Diversity representatives at ACSP Board	75	18.8	
Faculty mentoring program under ACSP	85.3	5.9	
ACSP funding source for faculty of color	79.4	20.6	
ACSP funding source for student of color	97.1	2.9	
Sponsoring special issue of JPER	88.2	8.8	
Sensitivity training for ACSP chairs and directors	88.2	5.9	
Special award for ACSP program exhibiting diversity	85.3	14.7	

7. Discussion

Does institutional climate matter in promoting diversity in planning schools/programs?

In any academic institution the ability to provide a comfortable environment for learning and socializing is a key factor in facilitating maximum interaction among faculty and students and in improving the job satisfaction of faculty. As Wynetta Lee put it, the working environment or the institutional climate is central to diversity issues in that it “provides a foundation for the comfort level of those who work to fulfill the institutional mission” [Lee 2003]. More importantly, reflections of culture and institutional climate are a natural progression of thought in discourses regarding diversity.

The available literature on faculty perception of academic climate seems to suggest that there is a series of social and psychological factors that impact minority faculty [see works by Hurtado 1999, Lee 2003, Stanley 2006, and Price 2005]. Unfortunately, very little empirical work exists to substantiate the

effects of the various factors on diversity programs in academia. The available data are fragmented and often sketchy, and our knowledge of the relationship between these factors and institutional efforts to improve the learning environment is anecdotal or poor. Specifically, there is very little empirical work on minority faculty's experience attributed to racial/ethnic discrimination in academia in general and the planning field in particular. Two reasons are often cited as to why there is little empirical work, particularly studies on the experiences of faculty of color in predominantly white institutions. First, faculty of color refrain from participating in research studies because their numbers are so small that they are concerned about being identified. Second, there is a general belief that the research can be validated only with a comparison group of white faculty; however, researchers do not agree on whether a standard is needed or which comparative standard to use, white or total faculty [Stanley 2006]. To my knowledge, there is very little quantitative and qualitative study to explore, in-depth, the relationship between diversity and perception of planning minority faculty on their institutional climate.

A related problem to the lack of empirical data is that for too long we have focused on the numerical representation of minority faculty or students when we talk about diversity issues in academia. Institutions often focus on improving the number of faculty in their programs with very little understanding as to why the numbers are so low in the first place. While the numerical figures are good indicators to monitor progress, they do not in and of themselves give a full picture of the underlying problems of faculty diversity in academia. In short, the story is not in the numbers; for instance, the sheer number will not be able to help us understand why institutions cannot retain minority faculty or why minority faculty are not satisfied with their working environment. We have to critically evaluate the social and institutional climate that determines the working relationship of minority with their colleagues and the level of support and respect they expect to receive as members of the academic community. One major strategy to respond to this need is to evaluate faculty perception of their institutional climate to isolate the underlying factors of what determines the level of job satisfaction of minority faculty.

In this survey, we have attempted to develop a general idea on both the subjective perceptions and objective personal experiences of minority faculty. We found that about 40 percent of the minority faculty in planning schools have experienced or observed discrimination in the form of hostile/offensive conduct in their department, 38.9 percent believe race/ethnicity was the cause for their discrimination, while 61 percent believe that there were combination of factors. Similarly, race/ethnicity is also cited as a major contributing factor for discrimination in hiring, tenure, promotion and salary (percentages ranging from 17 percent for tenure to 41 percent for salary). While these statistics in and of themselves may neither give the whole picture nor explain why there are fewer minority faculty in the planning academic and professional world, they are major indicators that the psychological and behavioral climate (degree of social tension, discrimination, quality of interaction, and faculty perception of the working environment) that Hurtado (1999) refers to as crucial in improving the comfort level of those who work in academic environment, are at best non-conductive, at worst discouraging. No academic institution can expect optimum learning environment if its faculty believes unwelcomed, unappreciated, learning and socializing environment is uncomfortable and non-conductive, and colleagues and administrators are not supportive.

Minority faculty are also subjected to subtle racist/sexist remarks and disrespectful behaviors that they have to deal with on a daily basis. Here are some examples drawn from the remarks made by the respondents to the survey [5].

- It is subtle behavior that is more difficult to address and change; comments made in the context of a one-on-one conversation, gendered comments on teaching evaluations, comments in faculty meetings that border on racist, sexist, etc., and are then picked up and interpreted that way by other faculty, and all the pervasive ‘jokes’.
- I have seen countless instances of disrespectful behavior. It’s not always directed to me, but it’s oppressive nonetheless. One colleague from Britain ‘jokingly’ referred to himself as my ‘former master’ when talking with me in a hallwaySexist phrases such as ... were used in a faculty meeting.
- A lot of faculty in this university are very hostile toward black professors. I have one faculty in my department who is very terrible.

The comfort level of minority faculty can also be judged by evaluating faculty perception of how much they feel that their work is valued. The survey results demonstrate that one in five faculty feel that their colleagues and one in three feel that their departments do not value their work. These results show that minority faculty face problems of validation of their work by their peers, a factor that is very important in determining the psychological and behavioral dimensions of the campus climate and in improving the comfort level of the individual faculty. Colleagues and department heads often sit on committees that make critical promotion and tenure decisions that affect the lives of faculty, and if the perception is that these two critical groups do not value ones work, it is obvious that the individual faculty member would feel unwelcomed.

The question of validation of one’s work is a real issue that has affected many minority planning faculty as illustrated in the following comments drawn from the survey.

- I work on immigration – some of my reviewers have explicitly said that I should be focusing on the welfare of native born workers and not on that of immigrant workers, particularly in a time of economic crisis.
- I think there are disciplinary barriers that reinforce narrow (and often unsubstantiated) criteria for assessing scholarly rigor. These blinders make it difficult for mainstream academic journals to understand and appreciate the utility of much of my scholarship, particularly scholarship that is community engaged.
- My perception is that the majority of those in power (those who have significant decision-making authority, either formal or informal), are not trained or interested in research that expresses paradigms that examine the phenomenon in the topics listed above (race/ethnicity, poverty, gender ... etc).

Faculty perception of how their work is valued goes beyond the campus environment. It includes journals professional organizations and funding agencies. These institutions are the venues through which faculty work is recognized and disseminated (as in the case of journals and professional meetings) or funded (as in the case of funding agencies). Our survey of the faculty perception of journals and funding agencies found that less than half of the minority faculty believe that their work is not

welcomed/valued by planning journals, with about 50-63 percent expressing “no opinion”. These responses illustrate that minority faculty have little confidence in their work being welcome by their academic journals. Perception of receptivity of one’s work by academic journals is an important component of the academic environment since publishing is one of the major criteria in making tenure decisions. The survey results demonstrate that minority faculty have little confidence in the academic environment which values publishing as a sign of academic success as illustrated in the following comments:

- I get along well with my white fellow academicians one-on-one. Journals are hard to crack. My work and writing style (which is not white middle class) is viewed poorly. Journals are basically based on white standard. Other cultures need not apply. Books are different story, more open.
- I believe JAPA maintains a narrow definition of empirical evidence that relies heavily on the quantitative. It also lacks a progressive approach to the above topics, relying heavily on the rational model.
- The problem with JEPER was its obsession with research method. The editor who made the decision was not a planner either. We should never have as editor who is not a planner.
-JAPA editor has a serious problem with any planning issue not related to land use, economic modeling or other so called “mainstream” or “traditional” planning areas. His control over the journal is total, way greater than any other publication I have worked with, and his ideas are out of touch.

Another factor affecting minority faculty members’ job satisfaction is the work load and other expectations of departments/programs. Although there is a general belief that minority faculty are often asked to carry a heavy load of advising, committee work and other departmental responsibilities that often impact on the amount of time available to conduct research, our survey did not find any significant difference between faculty load and departmental expectations, irrespective of one’s race/ethnic background.

In conclusion, this survey was undertaken to solicit information on the experiences and perceptions of minority faculty regarding their campus climate with respect to racial/ethnic discrimination, respect for one’s work and the extent to which they feel welcomed and are viewed as valuable members of the academic community. The survey has generated a wealth of information that can help planning departments/programs to understand how their minority faculty colleagues feel about their campus climate and why their robust diversity programs often fail to meet their targets. Many academic institutions focus on the sheer number of minority faculty and how they can attract more without understanding why they cannot retain them. Departments/programs cannot keep what they attracted if they fail to create the “right” environment – an environment where faculty feel appreciated as equals and can be successful in their academic endeavor.

I hope this survey is the first of many initiatives that ACSP will undertake to help planning departments/programs. More quality information on the campus climate can encourage planning departments/programs to improve their academic climate, develop diversity programs that are based on

facts rather than personal impressions and cultivate a culture that values every member of its communities for what they can contribute irrespective of racial/ethnic background, gender, sexual orientation or personal opinion.

Notes

1. US Census Bureau latest projections of changes in the American population with respect to race and ethnicity up to 2050. Adapted from *The New York Times*. See Roberts (2008)
2. We could not, unfortunately, conduct statistical tests to determine whether there are significant differences in the relative perception of the different groups on the various elements of the institutional climate because of small table cells.
3. It is also important to note that historically, minority faculty do not like to participate in opinion surveys because of fear of being identified. For more on this, see Stanley (2006).
4. The responses were given to a series of questions on climate, culture and collegiality that included the following: amount of professional interaction, how well one fits – sense of belonging, and comfort level. For more on the results see pp 13 and 28. [COACHE, 2008].
5. The comments from the survey were taken verbatim.

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Appendix A

Demographic and academic characteristics (N = 38)		
Race/Ethnicity	%	
African American/Black	42.0	
Asian	27.0	
Latino/Hispanic	27.0	
Native American	0.0	
Other	3.0	
Gender		
Male	47.4	
Female	52.6	
Academic Status		
Part-time instructor	0	
Instructor	2.6	
Assistant professor (non-tenure track)	7.9	
Assistant professor (tenure track)	50.1	
Associate professor	23.6	
Professor	7.9	
Administrator	7.9	
Length of Employment		
Less than 3 years	36.8	
3 to 6 years	28.9	
7 to 10 years	7.9	
10 to 15 years	7.9	
More than 15 years	18.4	
How do you rate the climate for underrepresented/minority scholars at the following		
	% Very disrespectful & disrespectful	% Very respectful & respectful
Academic Level		
Department (N=37)	18.9	64.8
College (N = 36)	8.4	55.6
University (N = 37)	13.5	56.7
ACSP (N = 32)	12.5	43.8
Have you observed or personally experienced discrimination in the following situations		
	% Observed & Experienced	% Neither
Situations		
Hiring (n = 27)	40.7	59.3
Tenure (N = 27)	22.2	77.8
Promotion (N = 29)	17	82.8
Salary (N = 27)	12.5	63

Causes for Discrimination		
Hiring		
Age (N = 20)	0	0
Gender (N = 24)	29.2	70.8
Race/ Ethnicity (N =28)	39.2	60.7
Sexuality (N = 21)	14.3	0
Disability (N = 20)	0	0
Immigration/citizenship (N = 21)	4.8	0
Religion (N = 20)	5	0
Personal viewpoints (N = 24)	16.5	83.3
Tenure		
Age (N =25)	4	96
Gender (N = 26)	7.6	92.3
Race/ethnicity (N = 30)	26.7	73.3
Sexuality (N = 25)	0	0
Disability (N = 25)	0	0
Immigration/citizenship (N = 27)	7.4	0
Religion (N = 25)	0	0
Personal viewpoints (N = 27)	11.1	88.9
Promotion		
Age (N =26)	7.6	92.4
Gender (N = 26)	3.8	96.2
Race/ethnicity (N = 30)	16.7	83.3
Sexuality (N = 26)	0	0
Disability (N = 26)	0	0
Immigration/citizenship (N = 26)	0	0
Religion (N = 21)	0	0
Personal viewpoints (N = 29)	13.7	86.2
Salary		
Age (N =20)	5	0
Gender (N = 23)	26.1	73.9
Race/ethnicity (N = 26)	30,8	69.2
Sexuality (N = 20)	0	0
Disability (N = 20)	0	0
Immigration/citizenship (N = 26)	9.6	4.8
Religion (N = 26)		0
Personal viewpoints (N = 29)	9	0.9
Within the past two years, have you personally experienced any hostile offensive conduct in your department...? (N = 37)		
Yes	40.5	
No	51.4	
If yes, where did the interference come from? (N = 17)		
Dean, chair, director	23.5	
Faculty/colleagues	11.8	
Students	11.8	
Combination of all	52.9	

Combination of all	36.5		
In what form was the conduct manifested? (N = 19)			
Anonymous letter	0		
Verbal attack	31.8		
Student evaluations or complaints	5.3		
Sexual harassment	0		
Physical intimidation or contact	0		
Degrading or offensive remarks	21.1		
Invalidating remarks	5.3		
Failure to accommodate disability	0		
Failure to accommodate religious beliefs or activities	0		
Combination of all	36.5		
As a faculty member, how would you rate the following statements as they relate to your institution? (N = 36)			
Item	Agree or Strongly agree	Disagree or Strongly disagree	
Feel welcome by colleagues, adm, staff	61.1	11.1	
Have full support of the administration	63.9	19.4	
Have full support of colleagues	63.9	13.9	
Have colleagues who help as mentors	47.2	36.1	
Have more responsibilities than colleagues	30.8	47.2	
Colleagues have lower expectation of me	19.5	61.1	
Dept/Program not committed to diversity	27.0	48.6	
Colleagues do not value my work	22.2	61.1	
Dept. does not value my work	33.4	55.5	
Am ignored/excluded	28.0	61.1	
Would you support any of the following programs for improving diversity in your department/university? (N = 35)			
	Yes	No	
Providing diversity workshop	70.6	8.8	
Including diversity as hiring criterion	72.2	5.6	
Including diversity as promotion and tenure criterion	41.2	41.2	
Special departmental funding to attract minority	77.1	14.3	
Does your scholarship relate to topics about race/ethnicity, poverty, gender, sexual orientation,? (N = 38)			
Yes	65.8		
No	34.2		
If yes, how would you rate the reception of your work in the following venues? (N = 26)			
	Very welcome & Somewhat welcome	Very unwelcome & Somewhat unwelcome	Neither/ No Opinion
ACSP Conference	74.0	7.4	
Journal of Planning Ed. And Research (JPER)	42.3	7.6	49.7
Journal of American Planning Assoc. (JAPA)	7.6	19.2	63.0
Other academic journals	64.0	8.0	
Funding agencies	51.8	22.2	

Would you support any of the following programs for improving diversity in the ACSP/planning field? (N = 34)			
	Already Sufficient	NO	Yes
Panels at ACSP for diversity awareness	5.2	2.9	91.2
Diversity representatives at ACSP Board	75	18.8	
Faculty mentoring program under ACSP	85.3	5.9	
ACSP funding source for faculty of color	79.4	20.6	
ACSP funding source for student of color	97.1	2.9	
Sponsoring special issue of JPER	88.2	8.8	
Sensitivity training for ACSP chairs and directors	88.2	5.9	
Special award for ACSP program exhibiting diversity	85.3	14.7	
How many other minority/underrepresented faculty are in your department/program? (29)			
Zero	13.8		
1 to 3	55.1		
4+	31.1		
What is your average workload compared to your department's expectation? (N = 32)			
Item	Faculty workload	Department Expectation	
Teaching			
1 to 2 courses	53.1	53.1	
3 - 4 courses	43.7	43.7	
Committee Work			
1 to 2	46.2	45	
3 - 4	38.5	20	
Advising			
1 to 2	Varies	Varies	
3 - 4	Varies	Varies	
No. of published articles/year			
1 to 2	64.3	64	
3 - 4	17.1	16	

Appendix B

As part of the survey, an open-ended question was included to allow respondents to add any comments or reactions they may have regarding the survey or the academic climate. There were also a few cases where respondents were encouraged to add any additional ideas they may have as they answer each question. The following are comments taken verbatim from the responses given by the participants.

- I get along well with my white fellow academicians one-on-one. Journals are hard to crack. My work and writing style (which is not white middle class) is viewed poorly. Journals are basically based on white standard. Other cultures need not apply. Books are different story, more open.
- My major complaint among white faculty on campus is that when they talk about diversity, to them it doesn't seem to matter if the professor is from India, China, or South Central Los Angeles. They don't seem to understand that U.S. people of color are in a different class than, say a PhD from Colombia or Nigeria. One more thing: of the students who gave me trouble, about 90 percent of them were students of color. The students of color tended to hassle me; the white students tended to respect me. May be due to social class and social capital, in theory.
- I think visibility, recognition and thoughtful discussions with leaders would be essential.
- I believe JAPA maintains a narrow definition of empirical evidence that relies heavily on the quantitative. It also lacks a progressive approach to the above topics, relying heavily on the rational model.
- At the outset of my career, I didn't really expect to face any discrimination. I knew (in theory) that discrimination happens, but for some reason I didn't expect it to happen to me. However, I (and other women of color...) have consistently received smaller annual raises than our white male colleague (of the same rank/junior faculty) even though I have brought in significantly larger amount of grant money into the school than him (he does not have more publications... no clear criteria for raises). It's a very demoralizing situation.
- I have seen countless instances of disrespectful behavior. It's not always directed to me, but it's oppressive nonetheless. One colleague from Britain 'jokingly' referred to himself as my 'former master' when talking with me in a hallway; in another meeting the same person referred to a different colleague (a person of color) as 'Hitler-like;' sexist phrases such as 'tits and arse' was used in a faculty meeting.
- The problem with JEPER was its obsession with research method. The editor who made the decision was not a planner either. We should never have as editor who is not a planner.
- The barriers for diversity in my situation arise at the administrative level, and largely as a function of rhetorical support with actual material commitment....
- I think there are disciplinary barriers that reinforce narrow (and often unsubstantiated) criteria for assessing scholarly rigor. These blinders make it difficult for mainstream academic journals to understand and appreciate the utility of much of my scholarship, particularly scholarship that is community engaged. I often get the response "your very interesting research does not fit into the criteria for this particular grant." I'm not at all sure what to do about this, but it is enormously frustrating.

- I am new to this institution...this institution is a breath of fresh air. My previous...institution was extremely racist, hostile and cruel. I have also experienced extreme racism on job interviews...On another job interview I got into a shouting match with an interviewer who verbally attacked me saying that I did not know what I was talking about...why would a department have such a person interview...? Obviously, they were using me as a statistic to complete their hiring diversity check list.
- My chair...here has been supportive. However, I have told him that I will not be their diversity 'it' for everything.
- My perception is that the majority of those in power (those who have significant decision-making authority, either formal or informal), are not trained or interested in research that expresses paradigms that examine the phenomenon in the topics listed above (race/ethnicity, poverty ...etc). For those that do, it seems the analysis tends to be somewhat generic and not as critical as my theoretical orientation to examine community phenomena.
- JAPA editor has a serious problem with any planning issue not related to land use, economic modeling or other so called 'mainstream' or 'traditional' planning areas. His control over the journal is total, way greater than any other publication I have worked with, and his ideas are out of touch.
- A lot of faculty in this university are very hostile toward black professors. I have one faculty in my department who is very terrible.
- Some of my faculty agree with me...than my department head...who does not respect me. Part of this reaction to me is my own doing; faculty in planning are far more supportive than the faculty in landscape architecture.
- College/department administration does not hold the same standards for all faculty; expected to do research and carry same course load as those not doing research; merit salary not given for meritorious work.
- It is very hard to change mind setup of these people. I don't think anything will help. May be time will change their way of thinking.
- It is subtle behavior that is more difficult to address and change; comments made in the context of a one-on-one conversation, gendered comments on teaching evaluations, comments in faculty meetings that border on racist, sexist, etc., and are then picked up and interpreted that way by other faculty, and all the pervasive 'jokes'.
- I work on immigration – some of my reviewers have explicitly said that I should be focusing on the welfare of native born workers and not on that of immigrant workers, particularly in a time of economic crisis.

The climate is friendly and collegial among faculty and administration. However, in committee meetings, unless my contributions are supported by another faculty member, generally a male colleague, they remain invisible or ignored. In general most students are polite toward all faculty.

- However, more than a few are intolerant of ethnic, cultural and racial diversity and can be disdainful in class toward faculty who do not fit the ‘professorial’ mold, typically that of an American white male professor. These students, irrespective of their gender and racial background, are overtly hostile to non native faculty and to non American English accents. The ‘client is right’ approach toward student preferences exhibited by many university administrations and by departments whose existence depends on growing student FTEs pays a blind eye to this issue. Thus, despite efforts at minority recruitment and honest ‘for diversity’ statements in PAB documents and other declarations for external consumption, the internal culture of the department has remained rather unsupportive of diversity in its day to day social practices. Regrettably, this climate can make students leery of instruction dissimilar from the aforementioned mold and prompts some to prematurely underrate the instructor and their educational experience even before it takes place. As a few of the old ‘professorial’ faculty have recently left the department reducing the number of ‘first-rate’ professors, a heightened sense of distrust, intolerance and hostility has been displayed toward minority faculty by certain students including some in leadership positions. In addition to sensitivity training and education for Chairs and Directors, I would advocate for sensitivity training and education of student leadership. Regrettably, a few intolerant students have been also officers of the department’s student organization. I say regrettably because we’re in the business of forming urban planning professionals, who will play future leadership roles in an increasingly diverse society, and we should be teaching them to embrace diversity both in and outside the classroom. I must add, however, that students once made aware, are the first to rise to the occasion, so I have great hope for ACSP programs geared to addressing this issue.

Appendix C



Association of Collegiate Schools of Planning **Academic Climate Survey of Planning Programs/Departments**

This survey of academic climate of planning programs is sponsored by the Association of Collegiate Schools of Planning (ACSP). Developed by the Planners of Color Interest Group (POCIG), the survey tries to solicit the views of underrepresented (minority-- race/ethnicity) faculty on the overall academic climate of their programs/departments. Academic climate refers to attitudes, behaviors and standards maintained by programs/departments. The objective is to assess the experiences and perceptions of minority faculty in their institutions. For the purpose of this survey, underrepresented and minority faculty are used interchangeably.

As an underrepresented faculty member in a planning program, we hope you will participate in this survey. We believe your response is critical to our understanding of the problems and issues that underrepresented faculty members face in the academic world. We are confident that the results of this study will assist planning schools as well as ACSP to understand (a) why the representation of minorities in planning programs is low and (b) how programs/departments can develop strategies and programs to attract minorities.

Please note that your response will remain confidential and will not be attributed to individuals or to institutions; rather your response will be included as part of a group response for any analysis or reporting. After the conclusion of the study, the survey instruments will be destroyed.

Should you have any questions about this survey and how findings will be reported, please contact me. If you have any concerns as a participant or if you feel that your rights have been placed at risk as a subject/participant in this survey, you can contact the Chair of the East Carolina University Institutional Review Board (IRB) through the Office of the Vice Chancellor for Research and Graduate Studies at (252) 744-2284.

Thank you for your assistance.

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Statement of Consent

I have read the information on the cover sheet of this survey and I consent to participate in this survey

_____ *Yes*

_____ *No*

Please provide the following information so that we can contact you in the event of a question/clarification regarding your response [optional]

Name _____

Department/Program _____

Institution _____

Phone No. _____

E-mail _____

1. How do you rate the climate for underrepresented/minority scholars at the following levels of academia?

a. Your department

1----- ----- Very Disrespectful	2----- Disrespectful	3----- Neutral	4----- Respectful	5----- Very Respectful	no opinion--
--	-----------------------------	-----------------------	--------------------------	----------------------------------	--------------

b. Your college

1----- ----- Very Disrespectful	2----- Disrespectful	3----- Neutral	4----- Respectful	5----- Very Respectful	no opinion-
--	-----------------------------	-----------------------	--------------------------	----------------------------------	-------------

c. Your university campus

1----- ----- Very Disrespectful	2----- Disrespectful	3----- Neutral	4----- Respectful	5----- Very Respectful	no opinion-
--	-----------------------------	-----------------------	--------------------------	----------------------------------	-------------

d. ACSP

1----- ----- Very Disrespectful	2----- Disrespectful	3----- Neutral	4----- Respectful	5----- Very Respectful	no opinion-
--	-----------------------------	-----------------------	--------------------------	----------------------------------	-------------

2. Have you *observed* or *personally experienced* discrimination in your department in the following situations?

(Check all that apply.) What was the basis of that discrimination?

a. Hiring

What was the basis? (Underline all that apply.)

observed Viewpoints Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious

experienced Viewpoints Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious

neither

b. Tenure

What was the basis? (Underline all that apply.)

observed Viewpoints Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious

experienced Viewpoints Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious

neither

c. Promotion

What was the basis? (Underline all that apply.)

- observed Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious
Viewpoints
- experienced Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious
Viewpoints
- neither

d. Salary

What was the basis? (Underline all that apply.)

- observed Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious
Viewpoints
- experienced Age Gender Race/Ethnicity Sexuality Disability Immigration/citizenship Religious
Viewpoints
- neither

3. Within the past year, have you personally experienced any hostile or offensive conduct in your department that interfered with your productivity or performance as a faculty member?

- Yes
 No
 Maybe/not sure

4. If yes, where did the interference come from? Check all that apply.

- (Dean, chair, director)
 Faculty/colleague
 Students
 Other (staff,)

5. What do you believe the conduct was based on? Check all that apply.

- Age
 Gender/sex
 Race/ethnicity
 Sexual orientation
 Disability
 Religion
 Individual views [political/academic/liberal/conservative]
 Citizenship/immigration status
 Other - Please identify _____

6. In what form was the conduct manifested? Check all that apply.

- Anonymous letter
 Verbal attack
 Student evaluations or complaints
 Sexual harassment
 Physical intimidation or contact
 Degrading or offensive remarks
 Invalidating remarks
 Failure to accommodate disability
 Failure to accommodate religious beliefs or activities
 Other - Please identify _____
-

7. As a faculty member, how would you rate the following statements as they relate to your institution?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I have full support of the administration to succeed in my academic career.						
I have full support of my colleagues.						
I feel I am welcome by colleagues, administration, staff and students.						
I have colleagues who help me as mentors.						
I feel I am expected to have more responsibilities (teaching, advising, research and committee) than my colleagues.						
My colleagues have lower expectations of me than other faculty/staff.						
I feel that my department/program is not committed to diversity.						
I feel that my colleagues do not value my work.						
I feel that my department does not value my work.						
I feel I am ignored/excluded.						
Other:						

8. Would you support any of the following programs for improving diversity in your department/university?

a. Providing diversity workshops to improve awareness

- Yes, I support
 No, I do not support
 Already sufficient

b. Including diversity as a hiring criterion

- Yes, I support

- No, I do not support
- Already sufficient

c. Including diversity as a promotion and tenure criterion

- Yes, I support
- No, I do not support
- Already sufficient

d. Creating special departmental funding to attract minority faculty

- Yes, I support
- No, I do not support
- Already sufficient

e. Other ideas? -

-

9. Does your scholarship relate to topics about any of the following: race/ethnicity, poverty, gender, sexuality, sexual orientation, immigration, disability, or religion?

- Yes
- No

10. If yes, how would you rate the reception of your work in the following venues?

a. ACSP conference

- | | | | | |
|---|---|---|---|--|
| 1-----
Very welcomed
and
appreciated | 2-----
Somewhat
welcomed and
appreciated | 3-----
Neither welcomed
nor appreciated | 4-----
Somewhat
unwelcomed and
unappreciated | 5-----
no opinion-----
Very
unwelcomed and
unappreciated |
|---|---|---|---|--|

b. JPER

- | | | | | |
|---|---|---|---|--|
| 1-----
Very welcomed
and
appreciated | 2-----
Somewhat
welcomed and
appreciated | 3-----
Neither welcomed
nor appreciated | 4-----
Somewhat
unwelcomed and
unappreciated | 5-----
no opinion-----
Very
unwelcomed and
unappreciated |
|---|---|---|---|--|

c. JAPA

- | | | | | |
|---|---|---|---|--|
| 1-----
Very welcomed
and
appreciated | 2-----
Somewhat
welcomed and
appreciated | 3-----
Neither welcomed
nor appreciated | 4-----
Somewhat
unwelcomed and
unappreciated | 5-----
no opinion-----
Very
unwelcomed and
unappreciated |
|---|---|---|---|--|

d. Other academic journals

- | | | | | |
|---|---|---|---|--|
| 1-----
Very welcomed
and
appreciated | 2-----
Somewhat
welcomed and
appreciated | 3-----
Neither welcomed
nor appreciated | 4-----
Somewhat
unwelcomed and
unappreciated | 5-----
no opinion-----
Very
unwelcomed and
unappreciated |
|---|---|---|---|--|

e. Funding agencies

1-----	2-----	3-----	4-----	5-----	no opinion-----
Very welcomed and appreciated	Somewhat welcomed and appreciated	Neither welcomed nor appreciated	Somewhat unwelcomed and unappreciated	Very unwelcomed and unappreciated	

11. Would you support any of the following programs for improving diversity in the ACSP/planning field?

a. Organizing panels or workshops at the ACSP conference to create awareness regarding diversity

- Yes, I support
- No, I do not support
- Already sufficient

b. Having a diversity representative on the ACSP board

- Yes, I support
- No, I do not support
- Already sufficient

c. Developing a mentoring program for faculty under ACSP leadership

- Yes, I support
- No, I do not support
- Already sufficient

d. Creating ACSP funding sources for students of color?

- Yes, I support
- No, I do not support
- Already sufficient

e. Creating ACSP funding sources for faculty of color

- Yes, I support
- No, I do not support
- Already sufficient

f. Sponsoring special issues of JPER

- Yes, I support
- No, I do not support
- Already sufficient

g. Sensitivity training or education for ACSP Chairs and Directors

- Yes, I support
- No, I do not support
- Already sufficient

h. Creating special awards for ACSP programs exhibiting diversity

- Yes, I support
- No, I do not support
- Already sufficient

i. Other ideas?

12. In the space provided below, please feel free to add any comments and reactions you may have regarding this survey or any matter concerning the academic climate in your program/department.

Demographics

- a. Which of the following best explains your racial/ethnic identity?
- African American/black
 - Asian/Pacific Islander/Asian American
 - Latino(a)/Hispanic
 - Native American
 - Other - Please identify
- b. Which of the following explains your gender identification?
- Male
 - Female
 - Transgender
- c. What is your academic status in your department/program/school? Check all that apply
- Part-time instructor
 - Instructor/lecturer (non-tenure track)
 - Assistant Professor (non-tenure track)
 - Assistant Professor (tenure track)
 - Associate Professor
 - Professor
 - Administrator [Director/Chair/Dean.....]
- d. How long have you been employed in the current status?
- Less than 3 years
 - 4 to 6 years
 - 7 to 10 years
 - 11 to 15 years
 - Over 15 years

DONE - THANK YOU