

Perceptions of Faculty Diversity: A Comparison of Traditional and Non-traditional African American College Students

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ABSTRACT Differences between traditional African American and non-traditional African American students were examined in terms of perceptions of diversity among faculty members, satisfaction with faculty diversity, perceptions that faculty diversity contributed to their educational experience, and perceptions of faculty respect for diversity among students. A convenience sample of 115 students (40 males and 75 females) ranging in age from 17 to 64 attending a historically Black university completed an online questionnaire assessing demographic information, major, and perceptions of faculty diversity. Results showed no significant differences in perceptions of faculty diversity between traditional African American students and non-traditional African American students.

Keywords: student-perceptions of faculty diversity, traditional college students, African American, non-traditional college students, campus climate, satisfaction with faculty diversity

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INTRODUCTION

Traditional and non-traditional college students face unique challenges as they pursue baccalaureate degree attainment. Non-traditional students are individuals between 20–65 years of age or students who are over the age of 25 years who enrolls in college or university a few years after high school completion, often financially independent, holds several social roles, and may be working part time or full time (Daiva, 2017; Tilley, 2014). Traditional college students usually refer to individuals who are 18–22 years of age, financially dependent, in college or university full time, and reside on campus. Non-traditional college students often manage multiple roles outside of academia, satisfy employers, maintain employment, and resolve time conflicts in a way that does minimal damage to their personal and professional lives (Dill & Henley, 1998). Traditional college students generally enter college environments within a year after completing high school, and they tend to not share the same time demanding multiple roles as their non-traditional college student counterparts. For both types of students, low perception of social integration, under usage of learning support services, and lack of meaning and relevance of coursework to real world contexts is predictive of the attrition rate.

Gilardi and Guglielmetti (2011) concluded that the continuation of studies for non-traditional students versus those who leave school seems to be contingent on social integration or perceiving faculty and students on campus as social support for learning. Key members of the cam-

pus community that can assist non-traditional and traditional students in successfully integrating into school and sensing support are teaching faculty members. Perceiving faculty and students on campus as social support for learning are factors related to some definitions of campus climate. Campus climate is agreed by most researchers to be a multi-dimensional construct that includes perception, behaviors, attitudes, and expectations of an organization's members. Given the role that a lack of meaning and social integration may have on non-traditional and traditional students alike, this study addresses questions related to significant differences in perceptions of campus climate across groups.

Definitions of Campus Climate

Campus climate has been operationally defined in many ways. The varying definitions of campus climate make the task of comparing research findings extremely difficult. Bean and Eaton (2001) defined campus climate broadly as perceptions of the supportiveness and accessibility of the university and stakeholders. Other researchers have elected to use dimensions related to marginalized groups in terms of discrimination, unfair treatment, and perceptions of how diversity related issues are integrated into the curriculum (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 2007). Hurtado et al. (1998) provided a useful framework of campus climate that takes into consideration inclusion and exclusion, structural diversity, psychological climate, and behavioral dimensions. Campus climate can consist of the perception of racial discrimi-

nation, stereotypes, prejudice on campus, beliefs about institutional response to racial diversity issues, and interactions between racial groups on campus (Hurtado et al., 1999). For this study, campus climate was addressed by asking students about their perceptions of faculty diversity, their satisfaction with the level of diversity among the faculty, their perceptions that faculty diversity contributed to their educational experience, and perceptions that faculty respected diversity among students (Lee, 2010). Campus climate often mediates undergraduate students' academic and social experiences in collegiate settings (Swail, Redd, & Perna, 2003).

Campus Climate: Traditional and Non-traditional College Student Experiences

Aspects of campus climate affect traditional and non-traditional students in different ways. The college student experience is often different for non-traditional college students and traditional college students. For example, non-traditional students were impacted more by bad classes and instructors than traditional students, and they expressed more desirability and enthusiasm for attending class and learning than traditional students. Traditional students actually attended class more than non-traditional students and reported greater concern about their academic performance (Dill & Henley, 1998).

Lynch and Bishop-Clark (1998) investigated the experiences of non-traditional college students across institutions in which they were the majority and the minority. Non-traditional students reported that their instructors treated them differently than the traditional college students, that lectures were crafted with traditional college students in mind, and that their instructors seemed to be unaware that they had responsibilities outside of academia. Overall, the non-traditional students believed that instructors were more likely to design their classes with them in mind and be more inclusive of their age group within lectures when they attended college or universities in which they were the majority. Non-traditional students on campuses where they were the minority believed that their needs may go ignored by professors and their presence would not be recognized. Non-traditional students in a non-residential university setting engaged in more informal out of class social interactions than traditional students, which seems to increase the likelihood that they will continue in their studies (Gilardi & Guglielmetti, 2011). An integral factor that predicts traditional students' continuation in a college or university setting is the ability to apply meaning to their academic experience (Gilardi & Guglielmetti, 2011).

In a qualitative research study, non-traditional students expressed that they were comfortable communicat-

ing with faculty members because there was a mutual respect; many of the non-traditional students attributed their comfortability to age (Gonclaves & Trunk, 2014). Non-traditional students also voiced that many traditional students may feel uncomfortable conversing with faculty members. Though overwhelmingly most non-traditional students voiced that they were satisfied with their interactions with their professors, one individual expressed that faculty were a "strange bunch" and expressed a lack of satisfaction with their instructors. Overall, the studies seem to highlight the importance of faculty interactions, faculty respect, and inclusion inside and outside of the classroom for non-traditional college students. Perceptions of faculty diversity may impact the tendency for non-traditional college students to pursue informal and formal interactions with faculty in a way that ensures their success (Gonclaves & Trunk, 2014).

African American Students' Campus Climate Experiences

The issues that non-traditional and traditional college students face may be compounded if they are part of a minority population at certain institutions. African American students may be negatively affected by campus climate if the environment is not composed of students and faculty that look like them or understand their cultural background (Harper & Hurtado, 1997). Furthermore, if the institution fails to attend to the racial environment and there is a lack of programs that support people of color, students could potentially feel isolated and consider leaving school. African American students consistently perceive campus climate more negatively than White students, and they experience racial discrimination and prejudice at white institutions (Harper & Hurtado, 1997).

African American students often encounter more challenges and struggles at predominantly white institutions (PWI) due to a minority status. For example, Ancis, Sedlacek, and Mohr (2000) found that African Americans perceived greater pressure to conform to stereotypes and experienced less favorable formal and informal interactions with faculty members. Smedley, Myers, and Harrell (1993) found that minority students experienced stress related to social climate issues that involved not enough professors of their race, difficulty having friendships with non-minorities, and rude and unfair treatment because of race. Most of the literature on campus climate the author located focused on African American students' experiences at PWIs. The lack of literature on the aforementioned topic at a historically Black college or university (HBCU) raised some important questions for this researcher: might issues related to campus climate persist at an institution where an African American is a member of the majority population? Do African American traditional

and non-traditional students differ in their perceptions of campus climate at HBCUs given the different factors that are unique to their integration and meaningful educational experiences? This study seeks to address both of those questions.

PURPOSE OF THE STUDY

Few studies have examined student perceptions of faculty diversity and satisfaction at HBCUs. Perhaps this is due to an assumption that issues of structural diversity, interactional diversity, and classroom diversity are not worth exploring since African American students at a HBCU would likely be in the majority group. Another reason may be that the research literature shows that HBCUs provides campus climates that foster pride and confidence that can lead to success. Though some students may be in the racial or ethnic background majority and thus benefit from one or various forms of diversity that is salient to them, it is important to recognize intra-group diversity within groups of a certain demographic – in particular, the needs of non-traditional and traditional college students. Additionally, it should be noted that many HBCUs are striving to diversify the student body and faculty members. As the non-African American student body at HBCUs increase, many institutions are faced with the challenge of nurturing a campus climate that will ensure the success of all students, no matter race or ethnicity (Swail, 1995). As administrations at institutions devote more efforts to increasing diversity, it becomes ever important to assess perceptions and satisfaction of faculty diversity among African American students at HBCUs and how students perceive it factoring into their academic development. This is especially important given that student professor interactions characterized by respect and approachability, care, and interactions that occur off campus are predictive of academic self concept (Franklin, Debb, & Colson, 2017; Kommaraju, Musulkin, & Bhattacharya, 2010). Finally, researchers have highlighted that perceived quality of academic experience and degree of social integration may strongly influence student's propensity to persist in academia – especially if those experiences occur in their freshmen year (Elmers & Pike, 1997; Furr & Elling, 2002).

CURRENT STUDY

The present study investigated differences in perceptions and satisfaction with faculty diversity at a HBCU between traditional and non-traditional African American college students. Another goal of the study was to assess the reliability of instruments that assess perceptions of and satisfaction with faculty diversity from a student perspective given that significant differences may not be found in the study. The current study aims to provide additional

reliability information for the *Student Perceptions of and Satisfaction with Faculty Diversity* inventory (Lee, 2010). Specifically, the factor structure of an 11-item measure will be assessed. The current study also examined the perceptions and satisfaction with faculty diversity of traditional college students and non-African American college students given changes that are occurring at HBCUs to accommodate diverse students and faculty. The researcher expects that there will be a significant difference in the perception of faculty being from diverse backgrounds between traditional college students and non-traditional college students. I also hypothesize that there will be a significant difference in the perception that faculty diversity contributes to educational experiences between traditional and non-traditional college students. The researcher expects that there will be a significant difference in the perception that faculty respects student diversity between traditional and non-traditional college students. Lastly, the researcher expects that there will be a significant difference in perception of faculty diversity on a department level between traditional and non-traditional college students.

METHOD

Participants

A convenience sample of students who voluntarily consented (N = 132) from a southeastern university with an HBCU distinction were recruited for the study. Enrollment at the institution and active class registration served as the eligibility criteria to participate in the study. Participants were compensated with extra course credit toward an in-class assignment offered by their instructor. Additionally, participants were given the opportunity to participate in a lottery for a gift card worth \$20 for their participation. The sample originally consisted of 45 males (34 %) and 87 females (66 %). Regarding ethnicity, there were 119 African American, five White individuals, three Hispanic and/or Latino individuals, and 7 individuals identified as Multi-racial. Non-African American students participated, but their data was removed due to the focus of the study. For the purposes of this study, non-traditional students were individuals over 22 years of age. The remaining sample consisted of 82 traditional college students and 33 non-traditional college students after four students were eliminated from the sample due to missing item responses (40 males and 75 females). Although the sample was mainly comprised and recruited from the Psychology Department (62%), it should be emphasized that the remainder of the sample was registered with quite several colleges and schools, including Mass Communications and Journalism, Sociology, Business, and Biological Sciences. Respondents ranged in age from 17 to 64 years, with a mean of 24.73 (SD = 9.43). The students

mean self-report GPA was 2.99.

MEASURES

Demographic Questionnaire. Personal information was collected using a series of close-ended and open-ended questions, including ethnic background, major, gender identification, chronological age, self-report grade point average, and academic classification (e.g., freshman, sophomore, junior, or senior).

Student Perceptions of and Satisfaction with Faculty Diversity. The Student Perceptions and Satisfaction with Faculty Diversity is an 11-item questionnaire that assesses perceptions of faculty diversity, satisfaction with the level of diversity among faculty, perceptions that faculty diversity contributes to students' educational experience, and perceptions of faculty respect for diversity among students (Lee, 2010). The questionnaire assessed three scales of student perceptions including satisfaction with faculty diversity, perception of faculty's respect for student diversity, and perception of faculty diversity contributing to one's educational experience. One item was designated to assess perception of faculty diversity apart from the scales, and one item was found to not load on any particular factor during the formulation stage of the questionnaire. Participants were asked the extent to which they agreed or disagreed with such items as "I am satisfied with the degree of diversity among the faculty in my Department" and "There needs to be more diversity among faculty members in my Department." The three scales yielded an acceptable level of internal consistency upon initial usage (Cronbach's $\alpha = .59 - .88$) (Lee, 2010). The perception of faculty diversity contributing to one's educational experience scale yielded an acceptable level of internal consistency (Cronbach's $\alpha = .82$).

Procedures

Students completed instruments entirely online through a secure web database as a part of a university IRB-approved study. The study was advertised as an investigation of personal beliefs and academic experiences, and students in the Department of Psychology's introductory courses were offered the opportunity to participate. The students who chose to participate in the study received and then read a brief introduction about the project including the nature of the study, topics of some questions to be answered, and a statement informing the reader that all participation was voluntary with an option of withdrawing at any time. Participants received course credit for participation in the study as well as an opportunity to enter a lottery drawing for a gift card.

RESULTS

Descriptive statistics for each of the items as well as the scale that was used for this study are provided in Table 1 and Table 2. In general, respondents indicated that they somewhat agreed that the southeastern university faculty were from diverse backgrounds. Mean scores for most of the items indicate that students were neutral or somewhat agreed that the faculty at the southeastern university are diverse, that faculty diversity contributes to education, and that student needs were being met. The scores also indicated that students are somewhat satisfied with faculty diversity. According to the items, many respondents were neutral about the need for more diversity at the southeastern university. The item that addressed the faculty's respect for student diversity was highest with a mean of 4.31, which indicated that students ranged from somewhat agreeing to strongly agreeing that student diversity is respected.

In order to assess the replicability of the results that Lee (2010) demonstrated in the development of the Students' Perceptions of and Satisfaction with Diversity Questionnaire, a principle components analysis with oblique rotation was conducted on the 11 items included in the current study. In keeping with the aims of the current study, items were retained for a scale if they demonstrated a strong loading on a single factor ($>.50$) without cross loading onto a second factor (<0.3 on the other factor). Three components were rotated, based on the eigenvalues over 1 criterion and the scree plot. After rotation, the first component accounted for 38.45% of the variance, the second component accounted for 17.16% of variance, and the third component accounted for 9.14% of the variance.

A visual inspection of the scree plot seen in Fig. 1 suggested a factor structure of three correlated factors with an eigenvalue greater than 1, accounting for 65% of the variance. However, upon inspection of the item loadings, several factorially complex items were observed and thus eliminated from any type of scale usage. As a guideline, for something to be labeled as a factor it should have at least 3 variables, though it depends on the design of the study (Tabachnick & Fidell, 2007). The first item, which was intended to assess students' perceptions of diversity among their department's faculty, was meant to be separate. Overall, the results of the current study did not provide support for the three-structure proposed by Lee (2010). Based on the data analysis in this study, one of the three factor solutions would be most appropriate for assessing the perceived contribution of faculty diversity to students' educational experiences and it consists of items two, five, and nine. Support was not found for two separate factors that assess perceptions of faculty's respect

of student diversity and students' perception of the need for more diversity among faculty members. Due to the complex loadings and the low amount of variables loading uniquely to the factors, an additional factor analysis was not initiated. Descriptive statistics are provided for the all items (see Table 1) and the perceptions of diversity contribution to educational experience were included in subsequent analyses.

In order to test the reliability of the subscale, Cronbach alpha was calculated. The subscale for perceived contribution of faculty diversity to students' educational experiences showed strong internal consistency ($\alpha = .82$). Four independent samples t test were performed to assess whether mean perceptions of faculty diversity differ for traditional and non-traditional college students at a HBCU. Given the small sample size of individuals within the minority at this southeastern institution, the research was markedly concerned about conducting an independent samples t-test with the data. Winter (2013) suggested that a t-test could be conducted with a small sample size given that the effect size is large. Given that previous research has not indicated the effect sizes that should be anticipated, this researcher expected a moderate effect. In the case of unequal sample sizes and skewed population distributions statisticians should also be aware of false positives when working with small samples ($N < 5$) (Winter, 2013). Preliminary data screening indicated that scores on the scale and items were multimodal, but the departure from normality was not judged serious enough to require the use of a nonparametric test for any of the independent t-tests. The assumption of homogeneity of variance was assessed by the Levene Test, $F = 1.237$, $p = .269$; this indicated no significant violation of the equal variance assumption; therefore, the pooled variances version of the t test was not used. The mean Contribution to Education scale scores did not differ significantly, $t(111) = -1.035$, $p = .303$, two-tailed. Mean contribution to education scaled scores for traditional college students ($M = 3.88$, $SD = .86$) was about .18 points lower than the mean for the non-traditional college student group ($M = 4.06$, $SD = .78$). The 95% CI for the difference between the sample means, $M_1 - M_2$, had a lower bound $-.53$ and an upper bound of $.17$.

The mean scores for the first item of the measure assessing the belief that faculty at the institution were from diverse backgrounds did not differ significantly, $t(111) = .22$, $p = .825$, two-tailed. The assumption of homogeneity of variance was assessed by the Levene Test, $F = 1.273$, $p = .262$; this indicated no significant violation of the equal variance assumption; therefore, the pooled variances version of the t test was not used. Mean scores for traditional college students ($M = 4.11$, $SD = 1.08$) was about .05 points lower than the mean for the non-traditional col-

lege students' group ($M = 4.06$, $SD = 1.95$). The 95% CI for the difference between the sample means, $M_1 - M_2$, had a lower bound $-.385$ and an upper bound of $.482$.

The mean scores for the eleventh item assessing the belief that faculty at the institution respected diversity among students was not significant, $t(111) = -.997$, $p = .331$, two-tailed. The assumption of homogeneity of variance was assessed by the Levene Test, $F = .487$, $p = .487$; this indicated no significant violation of the equal variance assumption; therefore, the pooled variances version of the t test was not used. Mean scores for traditional college students ($M = 4.25$, $SD = .942$) was about .19 points lower than the mean for the non-traditional college students ($M = 4.44$, $SD = .914$). The 95% CI for the difference between the sample means, $M_1 - M_2$, had a lower bound $-.577$ and an upper bound of $.196$.

The mean scores for the third item assessing satisfaction with the diversity in one's department did not differ significantly, $t(111) = -.467$, $p = .642$, two-tailed. The assumption of homogeneity of variance was assessed by the Levene Test, $F = .110$, $p = .740$; this indicated no significant violation of the equal variance assumption; therefore, the pooled variances version of the t test was not used. Mean scores for traditional college students ($M = 4.00$, $SD = .949$) was about .06 points lower than the mean for the non-traditional college students' group ($M = 4.09$, $SD = .995$). The 95% CI for the difference between the sample means, $M_1 - M_2$, had a lower bound $-.492$ and an upper bound of $.304$.

DISCUSSION

Perceptions of and satisfaction with faculty diversity is an integral factor that influences academic outcomes for African American and non-African American students. It is extremely important to understand differences between groups at HBCUs so that key stakeholders in higher education settings can use the information to create better environments for students. The current study investigated the factor structure of 11 items for a preliminary instrument used for a self-study to contribute to the body of instruments assessing student perceptions of and satisfaction with diversity. Results from this study do not support a three-factor structure as proposed by Lee (2010). A one factor structure was supported in this study which focused on student perceptions of how faculty diversity contributes to their educational experience. Many of the items may have loaded onto multiple factors given the similarity of the items. It appears that the assessment of student perceptions of faculty interactions has been problematic for other researchers whom have developed scales with low internal consistency (Helms et al., 1998).

None of the hypotheses were supported in this research

study. There were no significant differences between non-traditional college students and traditional college students as it relates to a department needing to increase diversity, the faculty representing diverse backgrounds, how diversity affects education, and the notion that faculty respect student diversity. An analysis of the descriptive statistics reveals that overall the students were relatively neutral about the need for more diversity to be present in their department. Additionally, most of the students in this study were relatively neutral about the notion that faculty affects how comfortable they feel within a classroom. Overall, traditional and non-traditional college students thought they were respected in the classroom, which is contrary to some findings that indicate that traditional and non-traditional college students may process the classroom environment and faculty differently (Dill & Henley, 1998; Lynch & Bishop-Clark, 1998). Perhaps different findings would result if faculty diversity was more related to how comfortable students feel within a classroom setting.

The institution utilized for this study has a reputation for serving students from underrepresented backgrounds as well as serving military personnel, family members, and many other non-traditional college students. Perhaps differences between non-traditional college students and traditional college students are not occurring in this study because non-traditional college students think that they are included in the instructors' lesson plans, lectures, and demonstrations and thus perceive inclusion. Additionally, the students in this study only somewhat agreed that faculty diversity contributes to their educational experience. Perhaps the findings would be different if the students strongly agreed that faculty diversity contributed to their education. Lower scores on the question assessing the belief that instructors' respect diversity among students could possibly affect perspectives on the need for more diversity, and students wondering if faculty respect diversity.

This study may help administrators, policy makers, and practitioners consider how diversity may improve campus climate by making it more welcoming of all students at HBCUs. This study could also serve as a prototype for personnel interested in assessing student perceptions of faculty diversity on an ongoing basis as a means of improving student satisfaction. Separating faculty diversity instrumentation from questionnaires involving other personnel may be recommended given the consistent presence of professors in the lives of students over the course of a semester. This study also highlights a need to ensure nontraditional college students at HBCUs think that they are included and valued in the academic environment since the results highlight the positive effects of doing so. Lastly, the study highlights the utility of the student

perception of faculty employed in this study though there are limitations given the brevity of the factor structure.

LIMITATIONS AND FUTURE RESEARCH

There were several limitations within this study. A major limitation was the relatively small sample size and sampling from a single institution. Given the small size, results should be interpreted with caution. Generalizability cannot be assumed to transfer to other HBCUs and PWIs. Future studies should try to incorporate larger samples with equal proportions of male and female students to provide a stronger basis for causal and predictive models. If possible, future studies should also include a non-HBCU control group, and assess information as it relates to academic outcomes. On average, none of the scale or item ratings dropped below neutrality. It would be interesting to see comparisons across HBCUs in an effort to understand how students perceive respect from faculty as well as the other items related to student perceptions of diversity. Measures assessing perceptions of faculty diversity are needed given the sparse number of instruments with multiple three plus item scales that are designed to assess the phenomenon. An investigation of how perceptions of faculty diversity relate to specific academic outcomes, such as grade point average and academic self-concept, would offer more rationale for enhancing faculty diversity.

The current study's definition of diversity was broad in it included race, gender, ability/disability, age, culture, language, religion, sexual orientation, and socio-economic status. The survey used in this study included items that were worded to fit that definition. Future studies may want to limit the definition of diversity to a specific characteristic in order to assess perceptions.

Table 1. *Descriptive statistics for items measuring perceptions of faculty diversity and satisfaction with faculty diversity*

	1	2	3	4	5	
	n (%)	n (%)	n (%)	n (%)	n (%)	M (SD)
The faculty members at (college) appear to be from diverse backgrounds.	3 (2.6)	7 (6)	18 (15.4)	35 (29.9)	54 (46.2)	4.11 (1.04)
Diversity among the faculty contribute to my educational experience.	6 (5.20)	5 (4.30)	31 (27)	46 (40)	27 (23.50)	3.72 (1.04)
I am satisfied with the degree of diversity among the faculty in my Department.	2 (1.70)	6 (5.20)	20 (17.40)	44 (38.30)	43 (37.40)	4.04 (.959)
There needs to be more diversity among the faculty members in my Department.	14 (10.40)	29 (21.50)	56 (41.50)	21 (15.60)	14 (10.40)	2.95 (1.10)
Having a diverse faculty is enriching for the students.	3 (2.60)	7 (6.10)	14 (12.20)	46 (40)	45 (39.10)	4.07 (.99)
Faculty diversity affects how comfortable I feel in my classes.	13 (11.30)	24 (20.90)	35 (30.40)	26 (22.60)	17 (14.80)	3.09 (1.22)
Educational needs of students from diverse backgrounds seem to be met by faculty.	2 (1.70)	8 (7)	42 (36.50)	34 (29.60)	29 (25.20)	3.70 (.98)
Educational needs of students whose first language is not English seem to be met by the faculty, in-class and outside of class.	5 (4.30)	15 (13)	49 (42.60)	26 (22.60)	19 (16.50)	3.34 (1.05)
Diversity among faculty members is important for the educational growth of students.	2 (1.70)	5 (4.30)	19 (16.50)	50 (43.50)	37 (32.20)	4.02 (.92)
I think the Department needs to increase the diversity among its faculty.	8 (7)	23 (20)	49 (42.60)	28 (24.30)	7 (6.10)	3.03 (.99)
I believe the instructors of my classes respect diversity among students.	2 (1.70)	3 (2.60)	16 (13.90)	30 (26.10)	64 (55.70)	4.31 (.93)

Table 2. *Factor loadings for oblique rotation of 11 item version of Student Perceptions of Diversity Questionnaire*

Item	Factor 1	Factor 2	Factor 3
The faculty members at Norfolk State University appear to be from diverse backgrounds.	.743		
Diversity among the faculty contribute to my educational experience.	.827		
I am satisfied with the degree of diversity among the faculty in my Department.	.480		.453
There needs to be more diversity among the faculty members in my Department.		.911	
Having a diverse faculty is enriching for the students.	.829		
Faculty diversity affects how comfortable I feel in my classes.		.545	.378
Educational needs of students from diverse backgrounds seem to be met by faculty.	.461		.398
Educational needs of students whose first language is not English seem to be met by the faculty, in-class and outside of class.			.862
Diversity among faculty members is important for the educational growth of students.	.802		
I think the Department needs to increase the diversity among its faculty.		.839	
I believe the instructors of my classes respect diversity among students.			.606

Note. Loadings <.30 are omitted. Highlighted items comprise the “Diversity Contributes to Educational Experience” subscale.

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