ACES: Developing a Valid and Reliable Survey to Assess Faculty Support of Diversity Goals
Importance

Diversity is an increasingly vital objective in higher education

- To what extent are various institutional goals supported by faculty or being met?
- Many higher education surveys about diversity currently exist, usually aimed at students
- Other surveys for faculty are usually developed at institutions for internal evaluations only
Importance

- With a valid & reliable survey we could:
  - Establish baselines and compare these measures against the effects of diversity related initiatives over time.
  - Conduct meaningful comparisons across institutions.
  - Contribute to the development of a stronger research base on diversity.
Method

- Pilot instrument with 100 items
  - “Diversity” for this survey was defined as differences of race and ethnicity, national origin, and gender.
  - Offered online to tenure-track, full-time faculty at a large, midwestern, public research university (N = 1205).
- Sample N = 332 → 28% response rate
Method

7 Item categories: options ranged from 1 – Strongly Disagree to 5 – Strongly Agree

- General attitudes & beliefs → 21
- Perception of diversity climate → 12
- Inter-personal relationships → 15
- Professional norms → 9
- Research activities → 10
- Teaching activities → 19
- Service activities → 14
Results

- EFA

- Four-factor solution provided the best balance of explanatory power and interpretability

- Explained 48% of the observed variance and resulted in readily interpretable factors

- A final set of 60 items was retained
“ACES” Survey

“All attitude” toward diversity

- Containing general attitude questions
  - Diversity should be a factor considered in student admissions to my university.
  - Hiring a more diverse faculty should be a priority at my university.
“ACES” Survey

“Career” activities related to diversity

- Containing research, teaching, service, and some professional norms questions
  - Racial and ethnic diversity is represented in the curriculum of my courses.
  - I explore questions related to race and ethnicity in my research.
“ACES” Survey

“Environment” of diversity

- Containing perception of diversity climate questions
  - There is a lot of rhetoric about diversity at my university, but not enough action.
  - My university supports the professional needs of racial and ethnic minority faculty members.
“ACES” Survey

“Social” interactions with diverse groups
- Containing inter-personal relationships questions and several from the teaching, research and service categories focused on relationship building
  - Mentoring female students in research is an important part of my work.
  - I assist in the recruitment of prospective students from racial and ethnic minority backgrounds to my academic program.
### Descriptive Statistics (N ≈ 235)

<table>
<thead>
<tr>
<th>Scale</th>
<th># of items</th>
<th>M</th>
<th>SD</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude toward diversity</strong></td>
<td>24</td>
<td>3.98</td>
<td>0.59</td>
<td>0.94</td>
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<tr>
<td><strong>Career activities related to diversity</strong></td>
<td>16</td>
<td>3.20</td>
<td>0.78</td>
<td>0.91</td>
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<tr>
<td><strong>Environment of diversity</strong></td>
<td>14</td>
<td>3.37</td>
<td>0.59</td>
<td>0.89</td>
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<tr>
<td><strong>Social interaction with diverse groups</strong></td>
<td>6</td>
<td>3.66</td>
<td>0.83</td>
<td>0.82</td>
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</tbody>
</table>

*Answer options ranged from 1 – Strongly Disagree to 5 – Strongly Agree*
## Scale Intercorrelations (N ≈ 220)

<table>
<thead>
<tr>
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<th>C</th>
<th>E</th>
<th>S</th>
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</thead>
<tbody>
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<td><strong>Attitude toward diversity</strong></td>
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<tr>
<td><strong>Career activities</strong></td>
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<td>related to diversity</td>
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<tr>
<td><strong>Environment of diversity</strong></td>
<td>-0.26*</td>
<td>-0.12</td>
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<tr>
<td><strong>Social interaction</strong></td>
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<td>0.33*</td>
<td>-0.14</td>
<td>1</td>
</tr>
<tr>
<td>with diverse groups</td>
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</tbody>
</table>

*p < 0.01; Pattern of low to moderate correlations between scales*