

**BRYANT ASSOCIATES CONSULTING LLC.**

**RICHARD STOCKTON COLLEGE OF  
NEW JERSEY  
Cultural Audit 2008-9**

**BY**

**Frederick V. Bryant, Ph.D., Dianne Bryant, Ph.D.,**

**Sarah Halley, B.S.**

**Copyright © 2009 Bryant Associates Consulting LLC**

<b>Table of Contents</b>	
<b>Sections</b>	<b>Page</b>
<b>INTRODUCTION : Project Summary</b>	<b>4</b>
<b>Core Recommendations</b>	<b>7</b>
<b>History: Diversity and Inclusion Context</b>	<b>9</b>
<b>Mission Imperative Diversity and Inclusion Culture</b>	<b>10</b>
<b>Challenges of Diversity and Inclusion Culture Change</b>	<b>12</b>
<b>Dimensions of Campus Diversity and Inclusion Culture A Research Model</b>	<b>18</b>
<b>METHODS AND PROCEDURES</b>	<b>19</b>
<b>Design</b>	<b>19</b>
<b>Participants</b>	<b>19</b>
<b>Study Start-up</b>	<b>20</b>
<b>Focus Groups</b>	<b>21</b>
<b>Focus Group Data Coding</b>	<b>22</b>
<b>Survey</b>	<b>23</b>
<b>Survey Variable Recoding</b>	<b>24</b>
<b>Demographic Variables</b>	<b>24</b>
<b>Diversity Variables</b>	<b>25</b>
<b>Scale Scores</b>	<b>26</b>
<b>Survey Data Analytic Strategy</b>	<b>27</b>
<b>Document Review</b>	<b>28</b>
<b>Ethical Considerations</b>	<b>29</b>
<b>RESULTS</b>	<b>29</b>
<b>Focus Group Findings</b>	<b>29</b>
<b>Highlights; Macro/Themes and Trends</b>	<b>31</b>
<b>Survey Findings</b>	<b>35</b>
<b>Narrative Description of Participants</b>	<b>35</b>
<b>Chi-Square Results</b>	<b>40</b>
<b>Regression Analysis Findings</b>	<b>55</b>
<b>Targeted Document Observation Review Results</b>	<b>56</b>
<b>Discussion</b>	<b>62</b>
<b>Conclusion</b>	<b>81</b>
<b>Diversity and Inclusion Culture Change Model</b>	<b>82</b>

<b>REFERENCES</b>	<b>88</b>
<b>APPENDICES</b>	<b>92</b>
<b>A. FOCUS GROUP CONFIDENTIALITY AGREEMENT</b>	<b>93</b>
<b>B. INFORMED CONSENT FORM</b>	<b>94</b>
<b>C. FOCUS GROUP QUESTIONS AND PROTOCOL</b>	<b>96</b>
<b>D. FOCUS GROUP SUMMARIES THEMES, TRENDS AND UNIQUE IDEAS</b>	<b>98</b>
<b>E. TARGETED DOCUMENT OBSERVATION REVIEW</b>	<b>122</b>
<b>F. DEFINITIONS: SURVEY INSTRUMENT SUBSCALES</b>	<b>138</b>
<b>G. CULTURAL DIVERSITY SURVEY</b>	<b>140</b>

### **LIST OF TABLES**

#### **Table**

<b>1. Comparison of Two Cultures</b>	<b>13</b>
<b>2. Dimensions and Their Relationships</b>	<b>18</b>
<b>3. Analysis of Participant Demographic Data</b>	<b>37</b>
<b>4. Additional Student Demographics</b>	<b>39</b>
<b>5. Additional Administration/Faculty/Staff Demographics</b>	<b>39</b>
<b>6. Regression Analysis</b>	<b>55</b>
<b>7. Targeted Document Observation Key</b>	<b>124</b>

### **LIST OF FIGURES**

#### **Figures**

<b>1. Chi-Square Results: Figures 1-25</b>	<b>40</b>
--	-----------

### **DIAGRAM**

<b>1. Dimensions of Campus Diversity and Inclusion Culture</b>	<b>17</b>
--	-----------

## INTRODUCTION

### Project Summary

Most colleges and universities have responded to the environmental demands for diversity and inclusion in higher education. As the faces of our nation change, so does the face of college and university campuses. There is a growing recognition among educators that if our students are to succeed in the twenty-first century and beyond they must be prepared to function in a multicultural, multiethnic and multilingual America. Responses from institutions of higher education have run the gambit from views that if left alone “diversity and inclusion will take care of its self” to views that “diversity and inclusion will require mission critical efforts by educational institutions” to not only create an inclusive educational environment, but to enhance and sustain it. Educators have recognized that providing the full opportunity for their students to grow and flourish in the twenty-first century mandates that Richard Stockton College of New Jersey (RSCNJ) articulate its values for diversity and inclusion through its policies and practices, as well as through internal organizational groups such as the College Committee for Diversity, Equity and Affirmative Action (CCDEAA). Additional challenges faced by many institutions are expectations of higher education and job market demands that require higher education to produce culturally competent people prepared to transition efficiently and function effectively in the emerging multicultural workforce and the global community of the 21<sup>st</sup> century. In addition, colleges and universities have to meet the requirements of accrediting and licensing bodies seeking accountability (Smith, et al., 2000).

Fully aware of these challenges, the leadership of RSCNJ in the Fall of 2008 engaged Bryant Associates Consulting (BAC) to implement a cultural audit in the context of diversity and inclusion. A cultural audit is a study and examination of an organization’s cultural characteristics, including its norms, attitudes and values, to determine whether they help or hinder its vision and mission

(www.BusinessDictionary.com 2008). In this context, RSCNJ had a particular interest in examining the current state of its organizational culture and its congruency with espoused values such as the impressive message articulated in the College Committee for Diversity, Equity and Affirmative Action Statement that follows below:

A diverse college environment is also necessary for students to gain a greater understanding of themselves. This process of self-discovery requires that students interact in a safe, respectful, and affirming environment with people – faculty and staff as well as other students – who have different life experiences than their own. This interaction teaches that people are individuals who cannot be characterized by stereotypes and overgeneralizations. (Richard Stockton College New Jersey 2005, College Committee for Diversity, Equity and Affirmative Action. (n.d.), Retrieved September 10, 2008 from <http://www2.stockton.edu>)

This cultural audit involved an examination of the institution's current culture as experienced by a wide range of social identity groups, e.g. sexual orientation, race, ethnicity, religion, gender, age, language, people with disabilities, and student/employee "college groups." Generally, diversity and inclusion means different things to different people. Given the persistent legacy of racial inequality in the United States, some readers of this report may focus on diversity and inclusion regarding race. Still others will attend to examining the degree of negative differential treatment possibly experienced by people with disabilities, women, people with lower socio-economic status, those with various LGBT orientations and identities, or those from a variety of cultural groups for whom English may or may not be their first language. Jackson (2006) defines "Diversity" as the range of social identity groups that comprise an organization and "Inclusion" as fully, and respectfully, involving all members regardless of social identity in the activities and life of an organization. Using Jackson's definitions, this study will attempt to portray a snap shot of these issues as they have emerged through our findings.

The above influenced the direction of this exploratory study in the Fall and Winter of 2008-9. A sample population of the college community was assessed using: an on-line survey (n=789: 391 students and 398 employees); twenty-six focus groups representing multiple affinity groups (n=168: 98 students and 70 employees); a targeted review of organizational documents; and anecdotal observations by Bryant

Associates Consulting LLC (BAC), the external research team conducting the study. BAC provided a survey instrument modified through feedback from CCDEAA and collaboratively customized an on-line survey instrument for the assessment Cultural Diversity Survey (CDS). The survey instrument consisted of 49 items. Demographic variables comprised 12 items, the remaining 37 items designed to measure organizational culture rated on a 4-point (9 items) and 5-point (28 items) Likert scale. The items were sub-scaled into domains under the following categories: (1) Perception of Fairness; (2) Exposure to Negative Comments; (3) Campus Climate; (4) Engagement In Corrective Behaviors; (5) Cultural Sensitivity in College Policies and Practices; and (6) Perceived Influence of Personal Characteristics on Self and Others. These items were developed to assess the RSCNJ community membership experience of the campus/organizational culture. (Bauman, Bustillos, Brown and Bartee, 2005)

CDS regression analysis results show that race (whites vs. people of color, i.e., racial/ethnic) was a significant predictor of domains 1, 2, 3, and 5; college group (students vs. employees) was a significant predictor of domain 4; social identity group was not a significant predictor of domain 6.

Regarding 28 of 37 Likert questions asked, CDS chi square results show proportional differences related to gender (male vs. female), age (33 or under years vs. 34 or older years of age), ability (people with disabilities vs. non-disabled people), college group (students vs. employees), and race (white vs. people of color i.e., racial/ethnic). Gender shows proportional difference on one question, while age and ability shows proportional differences on two questions. In addition, college group shows proportional differences on six questions. By race, 18 of the 28 questions show proportional differences in response to the Likert questions on the CDS.

Focus groups generated several macro themes and macro trends, themes/trends, and unique ideas that show interrelated support for some of the above findings. Additional information was gleaned from a targeted review of organizational documents, as well as from anecdotal observations by the research team Bryant Associates Consulting LLC (BAC). All findings are presented in further detail in the findings and appendices sections of this document.

Results from the Richard Stockton College of New Jersey Cultural Audit Project (RSCNJ-CAP) influenced Bryant Associates Consulting LLC (BAC) to present the following Core Recommendations for improving diversity and inclusion at Richard Stockton College of New Jersey (RSCNJ). The recommendations are based on industry Best Practices and the field experience of BAC. As these recommendations are translated into goals, objectives, and action steps, they will support the institution in moving toward culture change based on available resources, motivation, and level of commitment. All recommendations are generated from the perspective of increasing cultural competence (skills and interpersonal effectiveness) for individuals; effective collaboration (conflict resolution, communication and team effectiveness) within and between groups (affinity, departments, professional roles, organizational levels, etc.); and increased institutional culture change capacity (policies, practices both formal and informal norms) that are mission critical for diversity and inclusion culture.

### **Core Recommendations**

- Set the tone and expectation, and promote college community buy-in for future change by communicating to the entire organization the RSCNJ Cultural Audit 2008-9 report results and anticipated potential next steps.
- Conduct Diversity and Inclusion Leadership workshop(s) for members of the president's cabinet, diversity committee, and other key leadership personnel throughout the institution.
- Make diversity and inclusion mission critical. Review, revise and update current RSCNJ's mission/vision/strategic plans and organizational goals to reflect greater depth and commitment in support of substantive diversity and inclusion institutional culture change. In addition, implement this process in every area of the institution e.g., departments, programs, projects, etc; each should have mission/vision/strategic/goals consistent with and reflective of the organization. Create mechanisms for accountability.
- Develop, integrate and implement diversity and inclusion competencies as a normative part of all employees' performance management and work evaluation process. Link these competencies to compensation, promotions, and tenure. Create mechanisms for accountability.

- Provide management development and training thoroughly enhanced by diversity and inclusion best practices for all levels of employees responsible for managing/supervising others. Create mechanisms for accountability.
- Provide awareness and skills training for all employees that enable them to behave as diversity and inclusion culture carriers (disseminators). Create mechanisms for accountability.
- Increase awareness of all students of the college's commitment to diversity and inclusion and enable them to behave as diversity and inclusion culture carriers (disseminators).
- Provide multiple opportunities for all students to interact and have meaningful conversations across race, ethnicity, gender, religion, sexual orientation, etc.
- Conduct regular internal cultural audits; review, revise, and integrate diversity and inclusion principles into documents, common language, practices, and behaviors that are reflected in every area of the college.
- Review the 2020 Strategic Planning process and make sure that key stakeholders at all levels of the College are included and have a voice in the goals and priorities for the College.
- Use this study (RSCNJ Cultural Audit 2008-9) as part of a baseline for continued research and evaluation of the organizational culture's progress over time.
- Convene an academic committee to evaluate curriculum in more depth.
- Convene meetings with people with physical disabilities (students and employees) to determine additional services and support RSCNJ can consider providing.
- Create *Diversity Champions* initiative for both students and employees. Sponsored by the office of the President, these groups would function as internal consultants to campus groups implementing various diversity and inclusion programs. They would receive in-depth advanced diversity and inclusion education and skills training.



## **History: Diversity and Inclusion Context**

The Richard Stockton College of New Jersey is named in honor of one of the 56 signers of the Declaration of Independence. Richard Stockton was a lawyer appointed judge on the Supreme Court and elected Chief Justice prior to his death in 1781. In 1969, 188 years following his death, legislation establishing the school was passed. Classes began on schedule with the commencement of the first academic year in September of 1971.

Early in its history, the College reflected the democratic attributes embodied in the man Richard Stockton. Faculty of Color were first hired in the nineteen seventies. In 1983, Vera King Farris, an African American woman, was named third President of the College. In 1990, the College opened one of the nation's first Holocaust Resource Centers hosted by a public college in the United States, an accomplishment that led in 1999 to the nation's first Master of Arts program in Holocaust and Genocide Studies and to teacher training in Holocaust education conducted for thousands of teachers.

In July of 1991, Stockton College was reaccredited unconditionally for another ten years by the Middle States Association Commission on Higher Education, with a special commendation for its efforts in achieving social and intellectual diversity. The Templeton Foundation also recognized Stockton in 1999 for outstanding leadership in the field of character development. The foundation lauded Stockton for the CHEER (Civility, Harmony, Education, Environment, and Respect) Conference to reduce prejudice, violence and bigotry in schools, its championing of cultural diversity, and for the College's leadership role in Holocaust education. The Middle States Association Commission on Higher Education reaccredited Stockton College in 2002. The action did not ask for follow-up reporting prior to 2007.

Richard Stockton College of New Jersey has a distinguished history of accomplishments in many areas of diversity and inclusion. As an institution, it is not satisfied with achievements of the past regarding this work. In recent years, the College was awarded a Bildner Family Foundation Grant to further the commitment to diversity and inclusion. In addition, Richard Stockton College of New Jersey (RSCNJ) has engaged

Bryant Associates Consulting LLC (BAC) to implement a Cultural Audit. The stated objectives of the Institution are as follows:

- Create an opportunity for dialogue among different constituencies on issues of diversity.
- Recognize the issues of unintentional exclusion that may be found in formal and informal policies and practices.
- Increase areas of our strengths and challenges as they relate to creating a more inclusive community.
- Value to a greater extent multicultural perspectives and reality.

### **Mission Imperative Diversity and Inclusion Culture**

Many institutions have achieved some degree of diversity and inclusion. However, for many institutions this means merely having a representative population (compositional diversity) that matches national and or local demographics. Compositional Diversity is important; however, this does not address inclusion, which most practitioners agree requires a paradigm shift in the organization, a breakthrough in the status quo. Jackson (2006) suggests that "inclusion" requires full, respectful, collaboration across the different social identities (compositional diversity) in the social context. When applied in earnest, his definition is fundamental to organization development-diversity and inclusion culture change. Genuine culture change must occur on multiple levels of human systems (individual/interpersonal, group, and organizational). This approach requires skilled institutional support for all levels of the system. It requires an increase in cultural competence for individuals through the development of better skills and greater interpersonal effectiveness; an increase in effective collaboration among different social identity groups (affinity groups, departments, professional roles, organizational levels etc.) through conflict resolution, communication, and team effectiveness; and an increase in institutional culture change capacity building (policies, practices, as well as both formal and informal norms) that are mission critical for diversity and inclusion culture.

Similarly, authors Milem, Chang, and Antonio (2005) assert that diversity and inclusion on college campuses require that institutions focus attention on: 1. Compositional Diversity, the numerical and proportional representation of various racial and ethnic groups on campus; 2. Psychological Climate, including views held by individuals about intergroup relations as well as institutional responses to diversity, perceptions of discrimination or racial conflict, and attitudes held toward individuals from different social identity groups such as gender, age, sexual orientation, religion, people with disabilities, cultures etc.; 3. Behavioral Climate, the status of social interaction on the campus, the nature of interactions between and among individuals from different social identity groups, and the quality of intergroup relations; and 4. Organizational/ Structural Diversity, the organizational and structural aspects of colleges and the ways in which benefits for some groups become embedded into these organizational and structural processes.

Furthermore, Smith et al., (2000) build on several decades of other researchers' work that focused on many issues now known as diversity and inclusion, e.g., minority representation, curricular content, organizational and institutional culture, and hiring and recruiting practices. These previous works have led to an emerging framework of Dimensions of Campus Diversity, a research model with the following four components: 1. Access and Success, which principally attends to inclusion and success of historically underrepresented groups; 2. Climate and Inter-group Relations, which attends to historically marginalized or underrepresented groups in the context of campus environment; 3. Education and Scholarship, which is characterized by the scholarly role of the institution in educating all students to function in a pluralistic society and global community; and 4. Viability and Vitality, which focuses on perceptions of the institution and its feelings of diverse constituencies that answers the following questions: *How well is the mission supporting the three previous dimensions mentioned? To what degree has the college or university defined itself in light of the needs of a diverse society?*

These authors suggest that compositional diversity alone will not automatically yield an inclusive environment. That both diversity and inclusion on colleges and universities campuses requires a change in the organizational culture, not just the

diversity represented in numbers. Miller and Katz (2002) argue that “It is impossible to create an inclusion breakthrough if the organization fails to link and integrate strategic initiatives with its mission, vision, values, external environment, people systems and management practices” (p. 34). These demands require educational institutions to: (1) become mission imperative regarding diversity and inclusion, (2) become more deliberate and intentional when implementing these diversity and inclusion strategic plans into daily practice, and (3) concretize the mission, make it tangible i.e., (measurable), and integrate diversity and inclusion into the organizational culture of the institution. In essence, a transformation is required that reflects a notable and sustainable quality of change in the organizational culture.

### **Challenges of Diversity and Inclusion Culture Change**

Change is difficult for most large organizations. When contrasted with corporate America, change is often even more difficult in higher education than in corporate settings. Corporate America has led all other sectors of society in conducting cultural audits, in implementing culture change efforts, and in assessing progress by demonstrating how a diverse workforce and a culture of inclusion can increase opportunity, provide for greater upward career mobility, break glass ceilings, and – at the bottom line – increase business profits. The values and organizational dynamics of higher education are different and particularly difficult for effecting significant and sustainable culture change.

First, colleges and universities do not function like corporations or any other type of profit or nonprofit organization. The contributions to society made by institutions of higher education are acknowledged, valued, and immeasurable. However, those familiar with academia have observed its tenuous and numerous goal structures. Multifaceted and differentiated groups and functions, perceived and real disparity between adopted and enacted values, and loosely connected structures of organization and governance are just some of the institutional dynamics that make system level change in higher education awkward, hard and complex (Sanaghan & Napier, 2002; Kotter & Heskitt, 1992).

Second, unlike the corporate workplace environment in which participant behavior is directly linked to compensation (e.g., salary, bonuses, and promotions) and compliance to law (e.g., hostile work environment, sexual harassment), the influence over student behavior related to issues of diversity and inclusion is more fluid. Organizational culture change requires a paradigm that enables intentional and deliberate response to these complex campus dynamics as well as to the external environment (Williams, et al. 2005). Table 1 below shows a comparison of organizational cultures that highlights some challenging aspects of intentional change in the higher education.

**Table 1. Comparison of Two Cultures**

<b>Successful Corporate Culture</b>	<b>Traditional University/College Culture</b>
Climate encourages experimentation and risk taking.	Attempt to maintain status quo and traditional ways (outside of research).
Trouble shooting and inquiry is legitimized; feedback supported.	Departments are self contained and often secretive, not feedback driven.
Restructuring of systems and developing new policies common.	Reluctance to restructure and rarely address problems systemically.
Employee development a high priority; management is valued.	Performance management minimal or nonexistent among faculty and individual development optional throughout.
Personnel reluctant to change and model new values are removed.	Tenure-based system gives protection and rise to mediocrity and resistance to change. Typically, data-based feedback is limited.
Change and adapting to new needs a way of organizational life.	Change of any kind is viewed as a threat and typically resisted.
Client or customer needs highly valued and motivates change.	Reluctant to think of students as customers who should influence the product (curriculum) or the educational process.

In their classic study of corporate America, Kotter and Heskitt studied more than 200 organizations from 22 separate industries over an 11-year period (Kotter and Heskitt, 1992) taken from *Intentional Design and the Process of Strategies for Successful Change* (Sanaghan and Napier 2002).

Third, often the magnitude of the change necessary to achieve both a diverse and inclusive culture is often not fully understood or appreciated. As mentioned earlier, compositional diversity refers to the numerical and proportional representation of various racial and ethnic groups in the organization. Institutional programs and policies that increase the compositional diversity provide a symbolic role that conveys to interested constituents that diversity and inclusion is a priority for the college and its leaders. Hence, it is not surprising that many diversity practitioners and field researchers observe that compositional diversity is the dimension of the culture that most campus leaders think about when they consider creating programs and initiatives to improve climate. However, there is also a tendency for institutional leaders and policy makers to focus only on this one dimension (Hurtado, Millem, Clayton-Pedersen, and Allen, 1998).

Miller et al. (2002) suggest that, often and mistakenly, Affirmative Action and Diversity and Inclusion are used interchangeably as if they are equivalent. Affirmative Action is a legal remedy used to help correct historic disadvantages that women and people of color experienced in society, workplace, and higher education and has expanded to address discrimination against other groups. Through Affirmative Action, the diversity of the organization can increase; the change in the culture, however, remains on the surface because often the institution is not prepared to include the full range of social identity differences in daily activities and interactions in the organization. Diversity, when viewed from solely an Affirmative Action perspective (numbers), creates outward institutional change. From that stance, it often becomes something intended to fit, shape, and molded into the existing organizational framework. The result is a singular focus on representation and awareness, as opposed to diversity and inclusion. Miller, et al. (2002) states that what you get is "Diversity in a Box" (p. 5), a strategy of programs and policies often thought of as extraneous, untied to the culture or bottom line as value added. Nor is diversity and inclusion a strategy explicitly espoused or embodied in the vision and mission or observed in daily practice by everyone throughout the institution. On the contrary, it is too often seen as a matter of concern only to the Human Resources department, supported by a few committed diversity champions and/or a dedicated diversity committee. In such cases, the committee itself can become the "solution" rather than a channel through which to create change (Williams et al., 2005).

In addition, campus leaders often ask the same individuals to serve repeatedly because these individuals—often people of color and some white women—have a personal commitment to this work (p. 14). Institutions cannot benefit from their diversity until Diversity and Inclusion is normative. It becomes normative when viewed as mission imperative with supporting, congruent and persistent action supported by a wide range of the institution's constituencies and leadership.

Last, all change starts with an interruption in the status quo, notable change has occurred when something once new, now feels normal. Williams, Berger, and McClendon (2005) allude to work as a function of human element and interaction among employees as opportunities to deepen diversity and inclusion culture. Purposeful interruptions become opportunities to engage in the moment and dialogue about challenging diversity issues as they arise and treat them as a natural part of work. Whether the board of trustees, search committees, planning groups, or work crews that maintain the physical plant, it is for them to embrace an expectation of working together in a new way that includes interruptions if change in the culture is to occur. However, more typical are conversations of diversity in higher education that too often happen in a tone of polite conflict avoidance which leaves the issue intact. The unspoken rule is that change occurs in a tidy, cogent, and prepared pattern –motionless, emotionless, and removed from in the moment experience. The implicit assumption is that change will happen almost by magic because it is mandated from above, a simple cause and effect equation. Human systems change is not mechanical, but organic, so much of what is necessary in building diversity and inclusion culture has to do with how people feel and react in the moment when a diversity dynamic arises. When engaged as respectful teachable moments, small daily individual interruptions have a contagious effect and cumulative positive impact. The result is a shift in status quo. Evidence of the change is observed when people working together interrupt the status quo applying conscious self-examination, thoughtfulness, and assertive collaboration across social identity differences in daily practice. When this happens frequently, the change will find its way throughout the organization as a new normative institutional behavioral pattern. As a result, institutional level capacity to engage effectively around diversity and inclusion will increase. Conversely, disengagement, avoidance, fear, and withdrawal

from issues of diversity become abnormal behavior. In sum, on a daily basis individuals must be willing to lean into their discomfort and interrupt diversity dynamics to insure the intended culture change.

Because the aforementioned challenges exist in other colleges and universities, there is a possibility that they also exist in varying degrees at Richard Stockton College of New Jersey. Combined with these core challenges are those that accompany diversity and inclusion culture change. The above challenges noted, the research consultants prepared the following assumptions about this cultural audit given that it could mark a new beginning of a significant and lasting change for the institution.

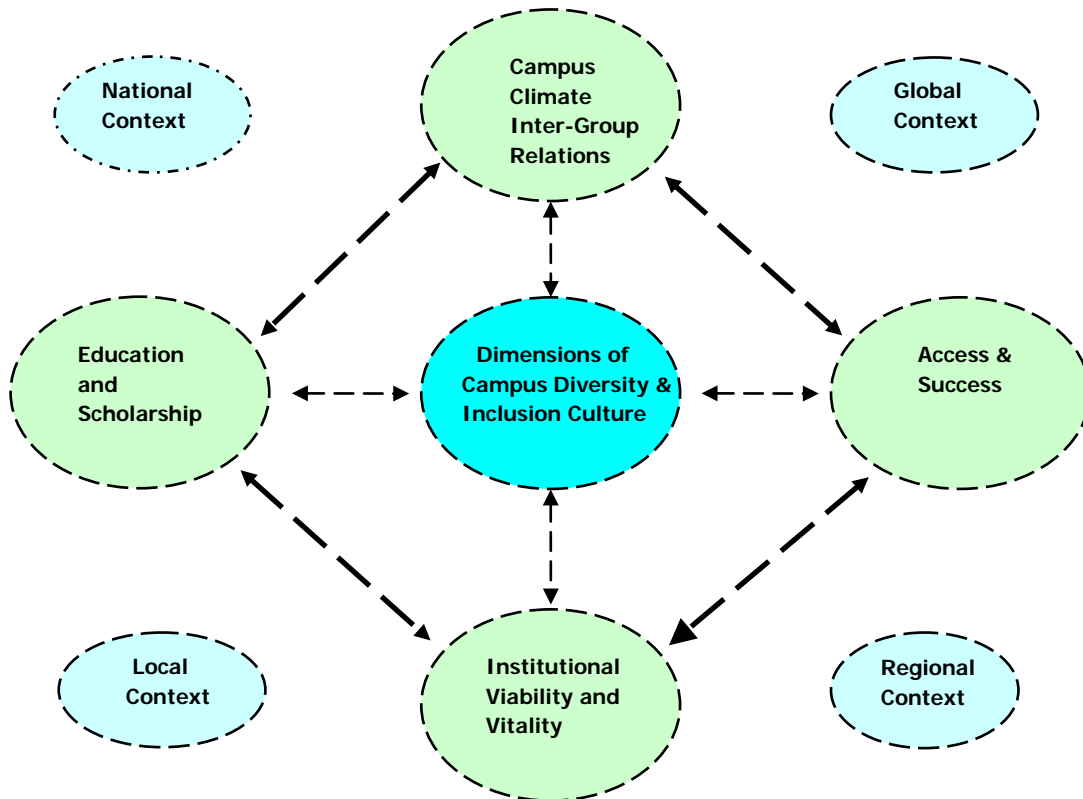
- RSCNJ is trying to establish and or confirm a baseline to determine what improvements are available to enhance the campus environment regarding diversity and inclusion.
- RSCNJ is a student centered organization and wishes to provide all students with the best education and understand that a diverse and inclusive culture supports all students.
- RSCNJ wants to attract and retain more diversity of all kind enhancing a reputation as a leader among colleges of its size.
- RSCNJ cultural audit is viewed as a step to inform future planning processes.
- RSCNJ believes just having a level of awareness to issues that inhibit inclusion and equity for all members is not enough, they plan to engage diversity more effectively through a skill based approach supporting the total community i.e., students, faculty, administration, and staff, by assisting them in learning how to create and sustain a social environment fair for all people.

Based on the assumptions mentioned and after a review of several research frameworks, the following model was selected for this study.



DIAGRAM 1.

## Dimensions of Campus Diversity and Inclusion Culture



For the purposes of this study the language has been changed to reflect consistency; we modified the name of the model, however, not the content of *Dimensions of Campus Diversity* (Smith, 2000) to *Dimensions of Campus Diversity and Inclusion Culture*. This study is a cultural audit – exploratory in nature – with an emphasis on an examination of the organization’s cultural characteristics such as its norms, attitudes, and values to determine whether they help or hinder its vision and mission (Business Dictionary. COM, 2008). By this definition, we can remain focused and mindful of using this model purposefully for our research aims.

## Dimensions of Campus Diversity and Inclusion Culture: A Research Model

A robust research framework was used that accounts for multiple dimensions of diversity (Smith et al., 2000). *Dimensions of Campus Diversity* is a research model that has four components: 1. Access and Success principally attends to inclusion and success of historically underrepresented groups. 2. Climate and Inter-group Relations attends to historically marginalized or underrepresented groups in the context of campus environment. 3. Education and Scholarship characterize the scholarly role of the institution on educating all students to function in a pluralistic society and global community. 4. Viability and Vitality focuses on perceptions of the institution and the feelings of diverse constituencies. How well is the mission supporting the three previous mentioned dimensions? To what degree has the college or university defined itself in light of the needs of a diverse society (Garcia, Hudgins, Musil, Nettles, Sedlacek & Smith, 2001). See below: *Dimensions and Their Relationship* is a chart that encompasses the dimensions and their relationship to data sources used in the study.

**Table 2. Dimensions and Their Relationship**

Access and Success	Campus Climate and Inter-group Relations	Education and Scholarship	Institutional Viability and Vitality
<p><b>Survey Domains:</b></p> <p>1. Perception of Fairness</p> <p>2. Exposure to Exclusionary Comments</p> <p>3. Campus Climate</p> <p>4. Inclusive Engagement Behaviors</p> <p>5. Cultural Sensitivity in College Policies and Practices</p> <p>6. Perceived Influence of Personal Characteristics on Self and Others</p> <p><b>Employee/Student Focus Groups:</b> Applicable Themes/Trends</p> <p><b>Targeted Documents Review:</b> Relevant to Access and Success</p>	<p><b>Survey Domains:</b></p> <p>1. Perception of Fairness</p> <p>2. Exposure to Exclusionary Comments</p> <p>3. Campus Climate</p> <p>4. Inclusive Engagement Behaviors</p> <p>5. Cultural Sensitivity in College Policies and Practices</p> <p>6. Perceived Influence of Personal Characteristics on Self and Others</p> <p><b>Employee/Student Focus Groups:</b> Applicable Themes/Trends</p> <p><b>Targeted Documents Review:</b> Relevant to Campus Climate and Inter-group Relations</p>	<p><b>Survey Domains:</b></p> <p>1. Perception of Fairness</p> <p>2. Exposure to Exclusionary Comments</p> <p>3. Campus Climate</p> <p>4. Inclusive Engagement Behaviors</p> <p>5. Cultural Sensitivity in College Policies and Practices</p> <p>6. Perceived Influence of Personal Characteristics on Self and Others</p> <p><b>Employee/Student Focus Groups:</b> Applicable Themes/Trends</p> <p><b>Targeted Documents Review:</b> Relevant to Education and Scholarship</p>	<p><b>Survey Domains:</b></p> <p>1. Perception of Fairness</p> <p>2. Exposure to Exclusionary Comments</p> <p>3. Campus Climate</p> <p>4. Inclusive Engagement Behaviors</p> <p>5. Cultural Sensitivity in College Policies and Practices</p> <p>6. Perceived Influence of Personal Characteristics on Self and Others</p> <p><b>Employee/Student Focus Groups:</b> Applicable Themes/Trends</p> <p><b>Targeted Documents Review:</b> Institutional Viability and Vitality</p>

