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Cultural synergy: an analysis of the impact of gender and race on the perceptions of administrators and faculty on understanding and managing diversity in higher education

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Cultural synergy: An analysis of the impact of gender and race on the perceptions of administrators and faculty on understanding and managing diversity in higher education

by

R. Mary Thomas-Gallet

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree
of

DOCTOR OF PHILOSOPHY

Major: Education (Higher Education)

Major Professors: George A. Jackson and Daniel C. Robinson

Iowa State University

Ames, Iowa

1998

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CHAPTER 1 INTRODUCTION

*All good people agree, and all good people say,
All nice people like US are We and everyone else is
THEY;
But if you cross over the sea instead of over the way,
You may end up (think of it) as a sort of (THEY).
- Rudyard Kipling*

This statement made by Kipling addresses a fundamental challenge facing institutions of higher education today - cultural diversity. Also, Kipling's statement mirrors that of the American Council on Education (1984) which addresses the subject of cultural uniqueness. Higher education is encountering major problems on how to understand and manage cultural diversity on campuses across the nation. These strong challenges accompany us into the twenty-first century.

As we enter the new millennium, American society continues to become more diverse. This creates a need for institutions of higher education to reflect this diversity within its administrative, faculty, staff, and student populations. Educational institutions also have an obligation to provide all of its constituents with powerful progressive leadership and opportunities for all members of this diverse population.

The American Council on Education (ACE, 1984) urges every institution of higher education to assume a special measure of responsibility for fostering and encouraging equality and diversity within a framework of quality. This Council advocates a redoubling of efforts, a renewed commitment to the principles and practices of civil rights. The ACE also encourages a willingness to expend needed resources, a sensitivity to the requirements of individual circumstances, and courageous leadership and follow through (American Council on Education, 1984).

Purpose of the Study

Kipling's poem speaks to the purpose of this study is to explore whether the perceptions of faculty and administrators differ on using cultural synergy as an approach to understand and manage diversity in higher education. The data from the survey will be used to examine the impact of gender and race on these perceptions. The study is being conducted at the University of Central Florida located in Greater Orlando. Perceptions of faculty and administrators are analyzed in terms of their responses to the survey questions. The ranges of responses are from strong agreement to neutral and on through strong disagreement. These ranges of responses lie on a Likert

scale of one to five. The participants respond to 10 demographic questions and 50 statements in a survey. The survey was designed, validated and used by Dr. Deborah Walker at the University of Alabama. The items on the survey address three major issues. These are recognition of culture, understanding of culture and statements supporting cultural synergy.

Research Questions

There is limited information available on cultural synergy, and according to Moran and Harris (1982) it is viewed by many as a sensitive area. The research of Springer, Palmer, Terrenzini, Pascarella, and Nora (1996), Banks (1996, 1994), Moran and Harris (1982) and Walker (1990) state that in reviewing studies in such sensitive areas as cultural synergy and diversity, the issues of gender and race are vitally important. It is for this reason that the researcher elected to examine the following eight research questions used to address the purpose of this study.

1. Is there a statistically significant difference between faculty members and administrators in their recognition and understanding of the concept of culture?
2. Is there a statistically significant difference between

- faculty members and administrators in their perceptions of the impact of cultural synergy in higher education?
3. Is there a statistically significant difference between faculty and administrators of different races in their recognition and understanding of the concept of culture?
 4. Is there a statistically significant difference between faculty and administrators of different races in their perceptions of the impact of cultural synergy in higher education?
 5. Is there a statistically significant difference between faculty and administrators of different genders in their recognition and understanding of the concept of culture?
 6. Is there a statistically significant difference between faculty and administrators of different genders in their perceptions of the impact of cultural synergy in higher education?
 7. Is there a statistically significant difference between faculty and administrators in different colleges in their recognition and understanding of the concept of culture?
 8. Is there a statistically significant difference between faculty and administrators in different colleges in their perceptions of the impact of cultural synergy in

higher education?

These questions have been modified with the permission of Dr. Walker, who conducted a similar study at the University of Alabama.

Statement of the Problem

This study addresses diversity in higher education, a problem that encompasses challenges encountered by persons in positions of power and authority on campuses across the nation. According to Bell (1993, 1989), many of these administrators and faculty say the proper things to appease diverse populations in classrooms and in the university community without practicing what they preach. Banks (1996) and Smith (1996) concur with this perspective. They state that higher education and society at large seem to possess attitudes which demonstrate that we have not yet learned to acknowledge, respect, accept and champion cultures and practices different from mainstream America. As a result most persons in positions of power and authority "talk the talk" but they do not "walk the walk."

A Society in Pain - Managing Rage

An attitude and behavior of "talking the talk and not walking the walk" was demonstrated minutes after the bombing of a federal building in Oklahoma City that killed

many men, women and children. The news reported that the explosion was the work of Arab terrorists. The painful scenes on television created a rage in need of a target, and many persons thought they had found it.

According to Bullard (1995), these perceptions were wrong - the bombing was not the work of "others (who were foreign)," but the work of Americans who hate other Americans in positions of power working in the current system. The "US and THEY" mode of thought instilled in us through the education system revealed itself in this exhibition of instinctive prejudices (Bullard, 1995). These prejudices have been learned at such a young age that they seem to be instinctual.

The education system teaches an "US and THEY" mode of thought. This influences the following logic. McDowell and Sullivan (1994) state that if there is some aberrant ideology which is being perpetuated by the mainstream culture any rationale which can be used to support this perspective will be used to also show logic in practicing prejudice. According to Bullard (1995), such errant trains of thought, which may seem perfectly logical within certain cultural conditioning, historical experiences, and assumptions of some people ("US" of mainstream America) can

render pain, and hurt many innocent people ("THEY" of minority groups).

Necessity for Inclusion

Globally, education systems are designed to teach an US and THEY mode of thought. This divisive approach resonates in most every movie, cartoon, and play ever written as they all reflect this educational perspective. Groups which do not operate in accordance with the existing system (within a particular culture) is seen as different and need to change to survive and fit into that system. In pursuit of illusive, quick solutions there is a desperate attempt to grasp at invisible straws. According to Bullard (1995), our desire to explain things, to make sense of confusion, drives the assertion of answers that may not exist.

Research has shown that any solution to such complex problems requires tolerance, respect and acceptance which all involve the ability to be open to change. One essential element of tolerance and a major challenge of learning is to be able to withhold judgment, to question our own ideas, to admit mistakes, and to be willing to change our minds (Bullard, 1995; Brislin, 1993; Callan, 1996). As the demographics of society change over the

years, the education system seems to be unable to accommodate its results. The lack of appreciation, tolerance, respect, understanding and valuing of cultural diversity in the education system is a serious problem which will only intensify with time unless systemic changes are implemented.

As the demographics change in the United States and as minority groups representation increase, higher education faces the challenge of how to deal with the cultural differences within its population. Also, as businesses operate in a global market, prospective employees are more and more required to become familiar with and capable of respectful and successful methods of communication with persons from a variety of different cultures and countries.

Some of the most fundamental problems in higher education are identical to the problems of the greater American society. Boulding (1988) states that there is a vigorous "revival" of ethnic, cultural, and racial identity in the "advanced" societies of the Western world. Whether in the form of a peaceful cultural revival or as a violent demand for political autonomy, such movements seem to have been underway over a decade ago.

Today, almost a decade later, Callan (1996) reflects

on the continuation of a cultural revival which seems to be alive and proceeding as it has been throughout time. Bell (1993) and Banks (1990) state that there seems to be a nostalgia among some, for the perception of what they thought to be the good old days, when people appeared to share common values. A nostalgia for a time when immigrants and minority groups could be counted on to disappear into the melting pot and try to behave like they had been assimilated. For these and other reasons, there is what seems to be a semblance of a fear of social disintegration.

Understanding and Managing Fear

These fears of social disintegration is reflected in the confusion being experienced by educators in their attempt to resolve the many problems created from years of implementation of ineffective solutions to manage the challenges of diversity. According to Bell (1996), some of the fears and insecurities which lie at the core of many diversity issues on campuses and across the nation are intertwined with societal diversity issues.

Deal and Peterson (1990) indicate that the culture of an educational institution has been linked to productivity in terms of student test scores, faculty morale, faculty

turnover, motivation, administrative decisions, and public confidence. Productivity in these terms, can be seen as being linked to the uniqueness and inclusion that cultural synergy addresses.

Each person has a unique diversity profile. Bullard (1996) states that each person holds a piece of the puzzle with a different set of perspectives which our varying experiences have given us. That giant puzzle, of how to make our education system and planet work, needs all of the pieces to be complete and to work together through personal growth and collaboration. From this perspective, a culture of inclusion with all of its challenges seem a viable and effective solution to increase productivity.

Creating a culture of inclusion is the key to academic excellence and improving the quality of educational institutions in America (Sweeney, 1986). Sergiovanni (1994) assents and insists that building community in education requires faculty and administrators together to develop a "community of mind" which is represented by shared values, conceptions, and ideas about education and human nature. Understanding the institutional culture is vital to create a climate of inclusion in higher education.

Significance of the Study

According to Banks (1996, 1993), Bell (1993), Brislin (1993), Smith (1996), and Walker (1990) to date, the challenges of diversity have been dealt with in a piecemeal fashion at institutions of higher education across the nation. As yet, a scholarly approach has not been taken to address the challenges of diversity in higher education in a systemic manner to design an integrated solution.

To improve the education system, Sweeney (1986) states that those with a vested interest must address the culture of both the faculty and the administration. There needs to be an understanding of both the faculty culture in pursuit of scholarship (academic excellence) as well as the administrators culture in pursuit of organizational (economic and political) effectiveness and efficiency.

Sweeney (1986) also cautions that shaping the culture of educational institutions is not a panacea, but a systematic transformation approach. Shaping educational culture transforms men and women from workers into committed, purposeful, and successful members of the most dynamic and important force in our society.

The focus of this study is to identify whether faculty and administrators perspectives differ by their race or

gender on the use of cultural synergy as an approach to understand and manage diversity at the University of Central Florida (UCF). This information would assist UCF, the locus of this study, as it designs solutions to reach its goal to become a more diverse and inclusive institution of higher education.

The university's goals is congruent with the goal of cultural synergy in this study which is to create an integrated venture to transform educational institutions through combined efforts and collaboration. It does not signify compromise, since, in a true synergistic cultural experience nothing is given up or lost.

Understanding Cultural Synergy

According to Schein (1992), culture exhibits a pattern of shared assumptions which are learned by group members as they solve problems of external adaptation and internal integration. Schein (1992) also states that these basic assumptions are considered valid and taught to new members as the "correct way" to think, perceive, feel and behave once group members have worked well in solving problems associated with those assumptions.

Synergy involves joint action of discrete agencies in which the total effect is greater than the sum of their

effects when acting independently. For example, the result of a synergistic effort may be represented by the equation $1+1=3$, where the joint effort ($1+1$) is greater ($=3$) than the sum ($=2$). In a synergistic experience a true and complete understanding of the other entity or organization and especially of the culture is necessary (Moran and Harris, 1982).

Hence, cultural synergy represents a dynamic process involving two or more often opposing views. It requires empathy, sensitivity, the ability to adapt and learn from each other. The process of developing cultural synergy can be compared to the process two individuals experience in a cross-cultural marriage. Though raised in unique cultures with unique values, they come together and develop their own new environment. There may be issues which involve discussions about such things as values, beliefs, traditions, communication models, budgeting, scheduling, time management, setting priorities, and agreement on appropriate ways to resolve conflict.

Summary

The literature and documentation concerning cultural diversity and synergistic experiences in higher education institutions is limited as an attempt is being made to

negotiate the transition toward becoming a more diverse and inclusive environment. Furthermore, the extent of documentation of cultural synergy as an approach to understand and manage diversity in higher education is extremely rare. Relatively little exists that examines perceptions of both faculty and administrators in the area of cultural synergy by race and gender across academic disciplines.

Given these limitations, the major aim of this study is to explore new territory by examining the perceptions of both faculty and administrators on cultural synergy as an approach to understand and manage diversity in higher education and more specifically to examine whether their perceptions are impacted by their race or gender. The locus of this study is one institution where every faculty and administrator from every college and department at the University of Central Florida is included in the population of the study.

It is my belief that by studying one institution located in a diverse environment that this research will make a significant contribution to better comprehend a public university community as it attempts to become a more diverse and inclusive organization. There is also a

sincere hope that this contribution would assist this institution of higher education discern the challenges of the various professional cultures within the environment.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature relevant to cultural synergy as an approach to understand and manage diversity in higher education. A review of the literature for this study provides highlights of some historic and recent changes in higher education, diversity and difference, the need for community in higher education, elements of culture, understanding culture, understanding synergy, cultural synergy approach and implications for creating an inclusive campus climate. It also explores some of the literature on cultural diversity, and valuing cultural diversity, as well as some of the future challenges of higher education for the new millennium.

Changes in Higher Education

Early in the history of America, White Anglo-Saxon Protestants (WASP) from England and Europe claimed political, economic, educational and social control of this nation by, among other approaches, dominating indigenous people already occupying the land through extermination and colonization. These groups of settlers set as a major goal of educational policy the assimilation of immigrants from

diverse cultures and nations into their own Anglo-mainstream culture called Americanization (Banks, 1996, 1990; Disch, 1993). However, Native Indians and Black Slaves were not included or accepted as part of this new American nation.

The Anglo-conformity goal meant different things to different cultures. According to Bell (1993, 1988), the goal for European immigrants were assimilation and inclusion into the dominant economic, social, political, and educational institutions. Ultimately, the result for persons of color became cultural assimilation and structural exclusion. Because of institutional racism in the United States, people of color who became culturally assimilated into the mainstream Anglo-American culture were still denied structural inclusion and full participation within US society (Banks, 1996, 1993; Bell, 1993, 1988; Smith, 1996).

Challenge of Change

Recent attempts to make changes in higher education, includes designing and offering inclusive cultural diversity education. These attempts stem from centuries of lack of recognition, inclusion and respect for the diversity within the population of the United States

(McDowell and Sullivan, 1994).

In order to better comprehend the need to understand and manage diversity in higher education it helps to examine the one-room school house and the deficiencies of the modern day mass-production model. Table 1 illustrates some of the major systemic changes necessary as the attempt is made to move from the industrial age to the information age (Reigeluth and Garfinkle, 1994). The table also offers a clearer perspective of the education system required to meet the needs of today's students, employees, businesses and society as well as for the new millennium.

Table 1. Major Differences Between the Industrial Age and the Information Age that Affect Education

Industrial Age	Information Age
Adversarial relationships	Cooperative relationships
Bureaucratic organization	Team organization
Autocratic leadership	Shared leadership
Centralized control	Autonomy with accountability
Autocracy	Democracy
Representative democracy	Participative democracy
Compliance	Initiative
One-way communication	Networking
Compartmentalization (Division of labor)	Holism (Integration of tasks)

Adapted from: "Systemic Change in Education" by Charles M. Reigeluth and Robert J. Garfinkle (1994)

There are various subject-matters which need to be addressed in order to understand and manage cultural diversity in higher education. Some of these are in the areas of economic, technological, organizational, managerial, and social change.

According to Reigeluth and Garfinkle (1994), many of these subject-matters require that institutions acknowledge those barriers to success which rest with the institution itself. Some of these barriers to success include: increasing diversity of faculty and staff; designing a more inclusive mission and value system; educating for diversity throughout the institution; and offering alternative dispute resolution skills development to deal with conflict within the environment.

All of these issues should be addressed under the relationship between education and society in the information age illustrated in Table 1 (Reigeluth and Garfinkle 1994). However, as a result of centuries of operating under the divisive, autocratic system of the industrial age, it is difficult for institutions of higher education to shift to a mode of cooperation and integration which is essential for survival in the information age (Bell, 1993).

Daniel Bell (1973), Alvin Toffler (1980), Robert Reich (1991), and others have identified several immense changes that society has undergone: from the agrarian age to the industrial age, and now into the information age (Reigeluth and Garfinkle, 1994). *The dawn of the industrial age* brought with it massive changes in all of society's systems including family, business, and education. In fact, that is the *only time in the history of the United States that education has undergone systemic change* - from the one-room schoolhouse to the industrial, assembly-line model of today. The current system of the information age is substantially the same compared to the industrial age. The reforms which have been made since then have all been piecemeal changes (Bell, 1996; Reigeluth and Garfinkle, 1994; Bolman and Deal, 1991; Banks, 1990).

As such, most administrators and faculty are uncertain about the appropriate mode of conduct in this new age of technology. In the words of President Ikenberry (ACE, June 1997, p.3), "The pace of change is outrunning our capacity to comprehend and analyze it. As a result, higher education often finds itself responding to change instead of leading." Among the challenges created by change, diversity and cultural differences are major sources of

contention tied to political correctness, respectful behavior, and treating all persons with honor and dignity in an inclusive environment (Breuder, 1996).

President Ikenberry (ACE, June 1996) shared a list of challenges faced by higher education today. These include economic, technological, and ideological challenges. As a result, the basic assumptions that underpin society are not only being questioned but they are being altered. The role of government, for example, is being redefined. The basic values and policies of higher education institutions are all being challenged. Some of these challenges include: affirmative action, the role of research, tenure, academic freedom, academic culture, the curriculum, resource allocation, outsourcing, accountability, responsibility, and the very mission and purpose of higher education are all being questioned (ACE, June 1996).

Change and Access

A commission of the American Council on Education compiled a comprehensive report on Minority Participation in Education and American Life in 1988. This report is the focus of Springer, Palmer, Terenzini, Pascarella and Nora (1996) as they share the conclusion of this national report. It states that the nation's long-term welfare

depends upon increasing educational attainment among our growing numbers of racial and ethnic minorities. This information shows that the report is as accurate and appropriate today as it was in 1988, almost a decade ago (Springer, Palmer, Terenzini, Pascarella and Nora 1996).

A letter from President Atwell (ACE, July 1996, p.4) before he concluded his term as president of the American Council on Education, composed a letter which was endorsed by more than thirty higher education associations and was sent to all university presidents urging them to continue affirmative action programs and student diversity efforts. In his letter he states, "The Supreme Court's decision in the case of *Texas v. Hopwood* does not carry the weight of a judicial precedent..." (ACE, July 1996, p.4).

President Atwell also states, "We do not believe that now is the time to reverse or abandon the hard-won progress colleges and universities have made, nor that this is the time to proclaim that the promise of higher education is available adequately to all who are qualified" (ACE, July 1996, p.4). As other states and academic institutions consider their position on these diversity issue there is much unrest and great discomfort, creating a hostile environment on campuses and communities across the nation.

Bell (1993) and Banks (1996, 1990) profess that within this hostile campus climate there is a heated and divisive national debate taking place about what knowledge related to ethnic and cultural diversity should be taught in the school and university curriculum (Asante, 1991; Asante & Ravitch, 1991; D'Souza, 1991; Glazer, 1991; Schlesinger, 1991; Sleeter, 1995; Woodward, 1991). This debate has heightened ethnic tension and confused many educators about the meaning of cultural education (Bell, 1993; Banks, 1996).

Within this debate, it is important to discern that those who seek to decipher the significance of recognizing the importance of addressing the dangers of racial and ethnic divisiveness and the necessity of a multicultural approach at every level are in a double bind (Bell, 1993). Bell shares the perspective of Cornell West and acknowledges that these authors, as progressive scholars, criticize and advocate for the very structures they are financially dependent upon. In a word, they must bite the hand that feeds them (Bell, 1993).

In considering ways to represent diversity among peoples, perspectives, and paradigms, in higher education it can be easily done by incorporating multiculturalism

into the curriculum (Brislin, 1993). However, in past interviews many faculty and department chairs confessed they did not know what multiculturalism was (Banks, 1994).

A basic understanding of multiculturalism is essential in order for faculty and administrators to understand the importance of incorporating diversity in the curriculum, the population, and to make it a part of the institution's mission. This lack of knowledge and understanding have resulted in faculty and administrators arguing vehemently against diversity education (Disch, 1993).

Despite this strong objection, diversity courses have been introduced as a requirement for undergraduate graduation (Disch, 1993) at many universities nationwide. Some of these universities include the University of Massachusetts, the University of Central Florida, and Iowa State University. Also, at many universities where diversity encounters the politics of curricular change, such courses are being offered as add-ons rather than an integral part of the curriculum (Disch, 1993; Gaff, Ratcliff and Associates, 1997). This approach needs to change as the student population continues to become more diverse nationwide.

Changing Demographics

The population of the United States of America consists of a diverse pluralistic citizenry. According to Smith (1996), Banks (1996, 1994) and Bowser (1993), cultural education is a key element for success when living and working among diverse populations. The Statistical Abstract of the United States (1996) projects a diverse population in the United States by Race and Hispanic origin as follows (statistics in thousands):

- ◆ WHITES: 226,268 by the year 2000 and 240,293 by 2010;
- ◆ BLACKS: 35,475 by the year 2000 and 40,227 by 2010;
- ◆ AMERICAN INDIAN: 2,382 by the year 2000 and 2,718 by 2010;
- ◆ ASIAN/PACIFIC ISLANDER: 12,121 by the year 2000 and 17,188 by 2010;
- ◆ HISPANIC ORIGIN: 31,164 by the year 2000 and 40,526 by 2010; and
- ◆ NOT OF HISPANIC ORIGIN: 245,078 by the year 2000 and 259,904 by 2010.

These statistics project a population of 226,268 thousand (30.7%) whites and 326,220 thousand (69.3%) non-whites by the year 2000.

In order for a university to prepare to meet the needs of such a diverse population, it must create a campus, which is a welcoming place for all of its student and employee populations and in particular its non-white populations. This requires systemic institutional change and a strong commitment to cultural diversity education for the entire population.

Diversity and Differences

Over the years, the education system has been teaching from the early childhood development years through the adult (university) years that the melting pot approach is the best approach - one way and one people. This practice continues even though it disregards the importance of cultural uniqueness.

This practice also extends into the education system where faculty use the same teaching style to educate a diverse group of learners (Sims and Sims, 1995). Today, one of the most significant challenges that higher education instructors and trainers face is to be tolerant and perceptive enough to recognize learning differences among their students and trainees (Sims and Sims, 1995; Hurtado, 1996).

Lester (1994) states that the changing population's

interest in equity is increasingly being expressed in their demand to make all systems, including education, more inclusive. This has been creating a great deal of fear and apprehension among groups who have been in power since the first wave of Euro-immigrants into the United States.

The question, "What about me?" expresses the underlying fear of many white males in the form of reverse discrimination, the tyranny of political correctness, or the chilling effects of sexual harassment law (Carnevale & Stone, 1995). This has an impact on workplace camaraderie and are just some of the societal issues facing the United States, today. The fate of this 25% percent of the American population, (heterosexual, white males) who currently hold more than 90% of the political, economic, and cultural power in the nation (Lester, 1994; Carnevale & Stone, 1995) is in question. It has resulted in an exhibition of painful racism incidents. Hopefully, the willingness to share power is an answer which would be given serious consideration.

The Pain of Racism

Today, racism and race superiority is alive and well as it was in the days of slavery. The television picture of Rodney King being mercilessly beaten by persons with the

authority and power to protect and serve (police officers) brought this message to the American population in a most painful and disturbing manner. Again, the message of one race being superior was sent by the legal system as the officers who did the beating were found not guilty in their first trial. This unbearably injurious and offensive message sent minorities in the Los Angeles area into a rage which resulted in the LA riots of 1992.

Differences, when they have been acknowledged, have been used often as justifications for unequal treatment, to practice prejudice, and to "prove" superiority (Lester, 1994). In order to create equitable situations for all, specific differences in cultures need to be acknowledged, honored and respected (Disch, 1993). These differences also portray the existence of different needs. There are real differences: between men and women, between people from different backgrounds, cultures, religions, and classes. Despite these challenges, diversity and differences can be a tremendous source of strength and power.

Understanding and Valuing Diversity

Understanding diversity will ultimately lead to a reduction in prejudice. A cultural synergistic approach is

one which reflects the nature of society. Society promotes democratic values, such as justice, fairness, and equality for all citizens. This also what cultural synergy promotes.

Valuing diversity means more than equal employment opportunity. Recognizing the existence of a long history of exclusion, segregation, and inequality for minorities and women, in the early 1960s lawmakers began creating a series of laws that laid the foundation for the EEO requirements and affirmative action programs.

Edley, Jr. (1996) states that affirmative action is beleaguered and besieged, but not dead. A basic question being addressed by colleges and universities is whether they would rethink their affirmative action programs in admissions and financial aid in light of recent judicial rulings and political rumblings. The White House Review of Affirmative Action, which Edley, Jr. (1996) directed, led President Clinton's declaration in July 1995 that, affirmative action has always been good for America. At that time President Clinton coined the phrase mend it, but don't end it.

It is illogical, irrational, and unjust to blame and disadvantage someone for matters over which they have no

control. In applying this argument to higher education, administrators, faculty and students all demand that their legitimate culture be respected and supported, and it is logical that they should afford others the same support and respect in return (Lynch, 1986; Edley, 1996). This action may be labeled mutuality or reciprocity where everyone wins. It is also a goal of cultural synergy.

Need for Community in Higher Education

With the decline of absolute statements covering the way in which individuals and groups relate in a culturally pluralist society, and the inadequacy of legal measures alone and a movement to instrumental regulation for all aspects of life in detail in a democracy, the need arises for new norms and mores to be generated. This can only be achieved by discourse, which includes all cultural groups, conducted on a rational basis without compulsion or coercion, i.e., in a context of maximum freedom. (Lynch, 1986, p. 15)

This statement by Lynch (1986) made over a decade ago is still relevant and has proven to be true today. When examining the future demographics of the United States, for the most part, cultural pluralism has been ignored even though as a society its importance and significance is crucial in working to achieve a hopeful future for coming generations.

Bell (1993) states that there is no basic set of principles being designed to address cultural standards and

norms for racial and ethnic minorities within campus life at most American colleges and universities. This is being ignored despite the substantial compilation of research which addresses the unwelcoming truth both about the dangers of racial and ethnic divisiveness and the necessity of a multicultural approach to education at every level. There should be for example, a set of principles designed to encourage respectful and virtuous communication among the different ethnic groups (Carnevale & Stone, 1995).

Collaboration for Success

Working together and celebrating our differences is the focus of cultural synergy in this study. Collaboration is one of the keys to success in higher education (Sweeney, 1986). According to Daryl Smith (1996), there are five major themes which emerge from a variety of studies which examined successful institutions of higher education. The five themes indicate that these successful institutions:

1. Focus on students' success and provide tools for success;
2. Have begun to develop programs for increased coordination with elementary and secondary grades and for enhanced articulation between community colleges and four-year colleges and universities;

3. Dedicate energy and resources to creating an accepting environment that nourishes and encourages success;
4. Have access to good information that focuses on the institution and students;
5. Include leaders in the faculty and administration who provide strong direction for these efforts (Smith, 1996).

All of the above themes speak to the problems of a lack of diversity and inclusion in education which ultimately creates a lack of community. The existing review of the literature suggests that colleges and universities - large and small, commuter and residential, public and private, urban and rural - will be asked to confront a number of challenges as the eventual need to address diversity emerges (Edley, 1996; Smith, 1996; Springer et al, 1996).

Almost every university with predominantly white staff and student populations has a problem with the retention of students, faculty, and administrators of color (Berube, 1996). This complex problem of retention is one, which may be resolved by building a sense of community via diverse cooperative efforts on campuses across the United States. Community is the cornerstone that lies at the origin of any

educational institution. According to Sergiovanni (1994), community creates a bond between faculty and students which lifts them to a higher level of self-understanding, commitment and productivity. A greater understanding of culture helps to build community among diverse populations as in higher education.

Elements of Culture

In a review of the literature, some major definitions of culture may be identified in an attempt to show the need for a universal theory of culture. Eight major themes emerge in the literature which identifies that culture is: a complex whole, cumulative, shared by its members, learned, diverse, useful to society, ever changing, and something which can be studied empirically (Brislin, 1993).

When people ask themselves whether or not certain ideals or expected behaviors are part of their culture, they can consider some of the following possibilities as candidates for the status of cultural influence. Then, they can proceed down the checklist and ask whether or not they pass the test implied in each checklist entry. The more entries passed, the higher the probability that the candidate is part of the culture. According to Brislin (1993), the items on the following checklist should be

considered to review features of culture:

- Culture consists of ideals, values, and assumptions about life that guide specific behaviors.
- Culture consists of those aspects of the environment that people make.
- Culture is transmitted generation to generation, with the responsibility given to parents, teachers, religious leaders, and other respected elders in the community.
- The fact summarized in the previous point means that there will be childhood experiences that many people in a community remember happening to them.
- Aspects of one's culture are not usually discussed.
- Culture can become clearest in well-meaning clashes.
- There can be acceptance and rejection of a culture's values at different times in a person's life.
- When changes in cultural values are contemplated, the reaction that this will be difficult and time consuming is likely.
- When comparing proper and expected behavior across cultures, some observations are in sharp contrasts (Brislin, 1993).

These elements of culture present characteristics

which can be used to build cultural profiles which would place an understanding of cultural behaviors in perspective. Cultural behaviors of different ethnicities are usually viewed and judged from a conventional (mainstream) perspective (Banks, 1996, 1994). As a result, culture and diversity studies are designed and implemented as piece-meal programs.

History of Cultural Education Programs

The first educational program that tackled cultural diversity in higher education were outcomes of the civil rights movement of the 1960s and 1970s. Schools, universities, and textbook publishers implemented a number of reforms in response to demands made by the African-American community (Beckham, 1997). These reforms in the education system have been implemented mainly in a piecemeal fashion. As a result they are often some of the first programs to go when institutions face budget cuts. However, as the demographics of the United States continue to change, the pressure to transform education using a more inclusive approach will persevere (Banks, 1996, 1993).

According to Disch (1993), leadership in higher education needs to keep abreast of the changes occurring at both the societal and organizational levels of our global

village. The 1990 census projects a tremendous increase in the population of people of color by the year 2000. This will have a major influence on the nation's workforce as 80% of the new entrants will consist of women, people of color, and immigrants (Bell, 1989). Collaboration across departments and the creation of a culturally synergistic workforce are keys to survival in the new millennium.

Concept of Cultural Synergy

Cultural synergy can be applied across disciplines as well as across departments and divisions. According to Moran and Harris (1982), cultural synergy exists in relation to a practical set of circumstances, and it takes place by necessity when two or possibly more culturally different groups come to the mutual conclusion that they need to unite their efforts in order to achieve their respective goals. Moran and Harris (1982, p.5) list phrases which describe the essence of cultural synergy:

- It represents a dynamic process.
- It involves two often-opposing views.
- It involves empathy and sensitivity.
- It means interpreting signals sent by others.
- It involves adapting and learning.

- It means combined action and working together.
- Synergy involves joint action of discrete agencies in which the total effect is greater than the sum of their effects when acting independently.
- It has the goal of creating an integrated solution.
- It is sometimes related by the analogy that $2+2=5$ instead of 4, but given the various cross-cultural barriers, cultural synergy may be the equation $2+2=3$. If the cultural synergy sum is not negative, progress has been made.
- For two prospective synergists to synergize effectively, true and complete understanding of the other organization and especially of the culture is necessary.
- Cultural synergy does not signify compromise, yet in true synergy nothing is given up or lost.
- Cultural synergy is not something people do, rather it is something that happens while people are doing something else that often has little to do with culture.

Cultural synergy is an approach which can be applied to two persons or to an entire system. According to Bolman

and Deal (1991), Von Bertalanffy's general systems theory of 1949, Wiener's conception of cybernetics as the science of control and communication of 1967, and Boulding's combination systems theory of 1977 are all susceptible to the cultural synergy approach. They all propose a system where the whole is more than the sum of its parts.

Cultural Synergy Creates Open Systems

Bolman and Deal (1991) review the works of researchers who propound the development of approaches, similar to the cultural synergy approach, which address issues via a systems perspective. That perspective reflects an open system with a set of interacting and interrelated parts. The boundaries of such a system are permeable. As a result these boundaries are continuously importing, transforming, and exporting matter, energy, information, and people.

The properties of an open system emerge from the relationship among its parts and from the system's relationship to its environment. As such, in the university system the classroom would be seen as a supersystem for the faculty and students, but a subsystem for the university, and so on up and down the hierarchy.

In order to maintain a steady state in such a comprehensive, multiframe approach, open systems need to

have adaptive processes. Some of the characteristics of an adaptive process includes the existence of procedures, policies and feedback loops that enable the system to sense relevant changes in the internal and external environments and to adjust its properties accordingly. These are all characteristics of the cultural synergy approach.

Cultural Synergy Approach

Cultural synergy can be approached in different ways. Alder proposes the "Ugly Foreigner" approach and the other could be called the "When in Rome do as the Romans" approach (Moran & Harris, 1982).

"Ugly Foreigner" Approach

The "Ugly Foreigner" Approach corresponds to Nancy J. Alder's "cultural dominance model" of management. In this approach the organization with the technology, capital or resources has the power to impose its business, education, or management system on the other system (Moran and Harris, 1982, p.5). History has many examples of such "Ugly Foreigner" approach to conquer and control other groups and civilizations, as well as to dominate and trivialize the importance of other cultural systems.

The "Ugly Foreigner" approach was used historically to dominate Native Americans in the United States even though

the Natives lived in this part of the world before any other group. Native people were seen as barbaric and demonic and were described as "ugly savages." It is a conventional perspective which is used to value and judge the behaviors of persons from the non-majority culture (Boulding, 1988; Brislin, 1993; Cose, 1993). Even today, in the American advertising system the images that are used to portray beauty is one of persons with light skin, light-colored eyes and petite physical stature (Cose, 1993; Berube, 1996).

"When in Rome do as the Romans" Approach

At the other end of the spectrum is the, "When in Rome do as the Romans" management approach. Basic to this strategy is the parent organization's concern for the culture or business system in which it is operating. Every attempt is made to use local labor, management and organizational style; it is a polycentric approach (Moran and Harris, 1982, p. 5). There are advantages and disadvantages to both systems.

The idea of the melting pot has various features of both the "Ugly Foreigner" approach as well as the "When in Rome Do as the Romans" approach. The melting pot has never successfully worked but to this day it is still being

promoted and advocated as one of the best approaches to educate, in many parts of society in the United States (Cose, 1993; Berube, 1996; Callan, 1996).

Hybrid Model

According to Bolman and Deal (1991), there is a hybrid model, which has many of the characteristics of cultural synergy. Bolman and Deal (1991) discuss a model designed by William G. Ouchi and Alfred M. Jaeger to identify the typical characteristics for a Type Z (modified) American organization. The theory focuses on long-term employment with slow evaluation and promotions, consensual decision-making with individual responsibility, implicit, informal control with explicit formalized measures, moderately specialized career path and a holistic concern for individuals (Bolman & Deal, 1991). This form of organization contains aspects of both the American and Japanese management systems to form a culturally synergistic type of organization.

International Model

Nancy Alder also designed a cultural synergy approach to create a new international management system. This model recognizes the similarities and differences between the two or more nationalities that make up the

organization. The cultural synergy model builds a new organizational culture that is based on the national culture of both employees and clients (Moran and Harris, 1982).

Multicultural organizations do not usually use the term synergistic. Instead, multicultural perspectives are discussed in terms of four different types of orientations namely, ethnocentric, polycentric, regiocentric, and geocentric. Moran and Harris (1982) state that ethnocentric organizations use home-country personnel in key positions everywhere in the world, believing they are more intelligent and capable than foreign managers.

Polycentric organizations leave the foreign managers alone as long as the organization is profitable. Regiocentric organizations assign managers on a regional basis, such as regional advertising campaigns.

Geocentric organizations attempt to integrate diverse viewpoints through a global systems approach to decision-making where superiority is not equal to nationality (Moran and Harris, 1982). Geocentric is the perspective most closely analogous to the concept of cultural synergy. This perspective may be appropriately implemented at the University of Central Florida.

Florida and UCF Information

This study focuses on the University of Central Florida (UCF) which is located in Orlando, Florida. The 1990 census indicates that 6,261,719 thousand of Florida's state population were male and 6,676 207 thousand of the total 12,937,926 were female. Of the total state population, in thousands: 9,475,326 were White; 1,701,103 were Black; 1,574,143 were Hispanic (of any race); 32,910 were American Indian; 146,159 were Asian or Pacific Islander; and 8,285 were other races. These demographics indicate that diversity education is essential for both student retention in higher education as well as in the preparation of students and staff for a diverse workforce in the new millennium. Thus, this study conducts an analysis of the receptivity of administrators and faculty to the use of cultural synergy as an approach to understanding, and managing diversity in higher education.

The State University System (SUS) in the state of Florida consists of ten universities. A brief history of Florida's SUS illustrates that it originated with three universities, which operated exclusively for almost 100 years. Then, the University of Central Florida (UCF) was established and in 1968 UCF admitted 1500 students for its

first official semester. The mission of the University of Central Florida integrates research, education, and outreach (community service).

As a state institution, if UCF is committed to achieving excellence in teaching and research, while serving the university and surrounding communities, it must embrace the expertise of all of its diverse populations (cultural synergy) to achieve excellence. One of the goals of UCF's presidential accountability plan is to make the institution more inclusive and diverse. Another is to provide an international focus in both the curriculum and educational research.

In 1978, UCF had a minority student population of less than 10%. Over the past 29 years the UCF student population has increased from 1500 in 1968 to 28,324 in 1997. Over the years, the minority student population increased to 21%. This compares with the current national statistics, where 14% of all adults and 20% of all children under 17 years of age are people of color while by the year 2000, 13% of the total US population will be under 17 years old and one-third of all American school-aged children will be people of color (US Census, 1990). Also, from the early 1990s through 2008, the numbers of high school

graduates are projected to grow by almost one third (from 2.5 million in 1994 to 3.3 million in 2008) (Callan, 1996). These growth patterns will result in the largest increase in ethnic minorities occurring in the states of California (81%), Texas (39%), and Florida (73%) within the next decade. By the year 2008, it is predicted that over 85% of the nation's workforce would consist of minorities, women, and immigrants (Callan, 1996). This demographic shift poses a tremendous challenge to organizations and institutions of higher education in these states, and for the purposes of this study, the University of Central Florida.

The changing demographics are also reflected in a publication by the American Council on Education called, *One Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life*. This publication states that over a decade from the early seventies through the early eighties, the total college enrollment of racial minorities jumped 56% (ACE, 1996).

Enrollment growth in community colleges and adult education programs was especially heavy. In 1984, enrollment at all public universities consisted of 85% Whites, 5% Blacks, 2% Hispanic, 3% Asians, less than 1%

Native American, and 4% Foreign (Smith, 1989).

The US Census has predicted that this growth will continue into the next millennium. The diverse elements of today's student body include race and gender, among other factors. Despite the challenges inherent in generalizing across diverse variables, higher education faces whether it has the capacity to function in a pluralistic environment. As a result higher education needs to assess the current and future population and be proactive in creating a climate which is welcoming to all students and staff members.

Cultural Synergy Creates an Inclusive Climate

The cultural diversity aspect of an international, multicultural curriculum is vital because it needs to reflect the nation's population. Also, for a global market accurate information and a variety of perspectives are needed to better prepare students and staff to make critical decisions. As such, cultural diversity education is imperative because of America's national commitment to equality, justice, and freedom (Bowser, Auletta, & Jones 1993).

This commitment is not demonstrated on all campuses across the nation. Current literature suggests that some

campus environments are more chilly than welcoming, more alienating than involving, more hostile than encouraging (Smith, 1989, 1996). The administrators, faculty, and staff are all responsible for creating a welcoming environment at the institution. If there is tension and mistrust between administrators and faculty due to clashes in their cultures - faculty have a community of scholars culture and administrators have a corporate community culture - then there is no unity of purpose. The interaction between the two cultures may be described as evoking the picture of two male dogs walking around a telephone pole growling at each other (Schoenfeld, 1994).

Also, many faculty members work in isolation as they stay within their offices and very seldom leave the comfort of their private world to collaborate with colleagues or to interact with students outside of the classroom (Schoenfeld, 1994). In some departments this happens more often than others. These images do not project positive public relations or a welcoming climate at any institution.

Over the years, this type of behavior has resulted in a broken trust which is evident in the UCF community as well as in the surrounding communities. Higher education institutions around the nation have experienced a decline

in public trust and government confidence (Berube, 1996). Higher education cannot count on its historic reputation to counter the trend (Callan, 1996). It must become more proactive in its public relations. Schoenfeld (1994) states that the namecalling and the lack of respect demonstrated in the environment by all who choose to behave in that manner must stop. This is one of the first steps to begin the community building process to create synergy in higher education. It is a tremendous challenge for universities across the nation.

Challenges at UCF

According to the UCF Diversity Task Force Progress Report of 1992-1993, the University of Central Florida is faced with the challenge of healing a broken trust. The Report indicates that faculty and staff perceptions and attitudes toward diversity and multiculturalism are polarized... the perceptions of Caucasian male faculty tended to be incongruent with the perceptions of all other faculty, particularly Caucasian female faculty. Typically, women and minority faculty tend to believe that UCF should take an active role in promoting diversity. In contrast, the typical perception of Caucasian male faculty was that diversity should not be a goal of higher education (King,

1993).

There are many manageable factors which contribute to the challenges of attracting and retaining students (traditional and non-traditional), as well as minority faculty and administrators at the University of Central Florida. Some of these factors which need to be addressed include:

- ◆ a campus climate that is viewed by most minorities as unwelcoming,
- ◆ determinants of alienation, and a feeling of non-acceptance,
- ◆ inadequate support and lack of inclusion in community activities at the department and university levels,
- ◆ inadequate use of various methods to advocate and illustrate equitable treatment for all persons,
- ◆ a lack of alternative dispute resolution skills by university personnel to deal with issues which arise from a diverse population,
- ◆ the need to develop horizontal communication channels across colleges,
- ◆ the need to encourage practices which create an open communication policy within each college and each

department.

The administrators and faculty at UCF can mend the broken trust and address the problems creating this hostile environment. At this point in time not much is being done to confront these challenges.

Studying cultures, ideas, and perspectives other than what is prevalent in the education system is linked to the development of intellectual inquisitiveness and critical thinking. However, students are not normally exposed to such reflections but they can develop it through racial and cultural workshops and courses. Cultural studies centers, student organizations and clubs give focus to diversity and collaborative learning. Many researchers have published works addressing this focus (Terenzini, Springer, Nora and Pascarella, 1995; Gaff, Ratcliff and Associates, 1995).

Institutions can be successful in implementing both diversity education and collaborative learning which can compliment and supplement a coherent education curriculum which involves complex knowledge, skills, and abilities (Gaff, Ratcliff and Associates, 1997). These are some of the future challenges facing institutions of higher education.

The Future of Higher Education

Workforce 2020, the follow-up to the Workforce 2000 study, conducted by the Hudson Institute, reports that age, gender, and race barriers to employment opportunities (Jamieson and Omara, 1987) have broken down in this age of technology. They also declare that what little conscious discrimination remains will be swept away soon. This report is much more optimistic in its conclusions and projections than the first report (Judy and D'Amico, 1997).

The current study fails to recognize or address the increasing gap between the haves and have-nots and the vast number of minorities and women who fall in the have-nots category in the information age. As automation continues to displace unskilled and low skilled workers the problem of unemployment will continue to push more and more persons of color and women into the education system once it is an affordable option available to these groups (Judy and D'Amico, 1997).

Another issue addressed by Judy and D'Amico (1997) in their new publication is the global market. It reports that the rest of the world does matter to a degree that it never did in the past. It also recognizes that it is no longer possible to say anything sensible about the

prospects for American workers by considering only the US economy or the characteristics of the US labor force. Fast growing Asian and Latin American economies present both opportunities and challenges to the American market. Meanwhile, communications and transportation costs have plummeted resulting in distance no longer being a problem (Judy and D'Amico, 1997).

According to Carnevale and Stone (1995), in order to increase the skills of the workforce and address the aging of America, the education system must become more easily responsive to the needs of society in this global marketplace. If America wants to continue to be a major competitor, schools need to set higher academic standards for all students. The needs of these students should be addressed by providing the support necessary for them to achieve their educational goals (Hurtado, 1996).

Also, the aging American population requires alternatives to strict academic schedules and rigid educational graduation requirements (Hurtado, 1996; Carnevale and Stone, 1995). This in no way implies lowering standards but addresses the issue of the lack of flexibility at institutions of higher education in this nation, in the age of technology (Haycock, 1996).

Transforming Education Systems

Education, as a result of the information age, is in the process of being transformed. The inertia of the system is enormous, and the cost of change associated with widespread, deep integration of information technology into teaching and learning are significant (Levine, 1996).

In order for institutions to make difficult choices among strategies for change in the absence of conclusive data, each college and university must get the best advice it can from within its own community (Hurtado, 1996; AAC&U, 1995). Colleges and universities need to rely upon members of its community who have experience, knowledge, skills, and insights about teaching, learning, and technology (Haycock, 1996). Implementing the best strategies require institution-wide collaboration involving all stakeholders. The cumulative impact will be revolutionary, changing how people teach and learn, and what is taught and learned (Gaff, Ratcliff and Associates, 1997).

Challenges and Responsibilities

Three of the most visible crises in higher education are substance abuse, indolence and confusion, and excessive careerism (Willimon and Naylor, 1995). Underlying these symptoms are some fundamental challenges which include

meaninglessness, fragmentation of a student's life into unrelated, incoherent components, and the absence of community (Willimon and Naylor, 1995). The university community continues to crumble as the push into the electronic age further diminishes or fails to recognize the importance of face-to-face communication (Levine, 1996).

Carnevale and Stone (1995) explain that many of today's employees and students believe that they are not responsible for their behaviors and that they are owed something. The issues of non-traditional adult students share some of the same symptoms, however, the reasons are quite different.

Affirmative Action in Higher Education

One such issue is that of affirmative action in higher education. Countless statements supporting affirmative action have been issued over the years by higher education leaders and associations (ACE, 1996; Edley, 1997; Mealer, 1997). However, in July 1996, the supreme court declined to review a lower court decision declaring that race-conscious affirmative action in higher education, if pursued for diversity purposes, is unconstitutional in public institutions (Edley, 1996; Mealer, 1997; Lederman, 1997).

Edley (1997) states that *Hopwood v. Texas* of March 1996 has no legal effect outside the Fifth Circuit states of Texas, Louisiana, and Mississippi and even there its import is murky. The only things certain about this case and others are that Texas has a mess to clean up and that more litigation is inevitable, everywhere (Edley, 1996).

Berkeley's Eugene Garcia argues that these changes on race-based admissions make the SAT and other admissions tests high-stakes tests (Mealer, 1997). Some advocates state that if affirmative action goes out the door so should the SAT and such admissions tests. Over the past decades, many researchers have reported on the race-bias status of the SAT and other admissions tests (Bell, 1993; Banks, 1996; Smith, 1989). The president of the American Bar Association has also called on law schools to de-emphasize the role of the Law School Admissions Test scores in California and Texas (Mealer, 1997).

The *Hopwood* case, which deals with law school admission, is being used as precedent in the first lawsuit to be filed after the court rendered its decision. This case at the University of Michigan (U of MI), which deals with an undergraduate admissions policy, challenges affirmative action in admissions based on the 14th

Amendment to the Constitution and on Title VI of the Civil Rights Act of 1964. This suit seeks damages from U of MI as well as its current and a former president (Lederman 1997).

This theme continues, in politics, as the University of California Regents voted to dismantle all affirmative action - racial, ethnic, gender, in November 1996. This law Proposition 209 entitled "the California Civil Rights Initiative" (Edley, 1996) was passed and took effect on August 28, 1997. The first law suit challenging administrators support of Proposition 209 in higher education was filed on October 22, 1997 at the University of California at Berkeley's law school (Academe Today, 1997).

Career Changes and Higher Education

Numerous adults are attending college to start or change careers. Among these are a large number of women and minorities. Many have lost their jobs as a result of downsizing, displacement, and company closures (Covey, 1989). Some are returning to acquire skills in the area of technological advances to increase their qualifications to perform efficiently or for promotions.

In the information age, there is a nationwide push for institutions of higher education to meet the needs of this

changing clientele by getting into the virtual university. This decision requires input from citizens in each state as it would seriously impact their lives through the use of declining state and federal resources (Berube, 1996). However, some decisions are being made out of fear and insecurity without consulting the people who would feel the most pain from the resulting economic crunch - the community.

Universities such as UCF are cautiously adding courses on the internet as the number of working, adult students who demand this service, continue to increase. The need for collaborative efforts and group decision making opens the door to use cultural synergy with such diverse populations. This approach takes both individuality and group characteristics into consideration. Administrators, faculty members, parents, alumni, and students need to come together to take a step toward a more responsible campus culture to create a safe and welcoming environment for all (Hurtado, 1996).

Responsibility for Diversity

The First Lady of the United States of America, states that a nation of individuals who cannot read or write well, with no sense of major human questions, who cannot think

critically or show interest in learning and who are unable to act respectfully and responsibly in a diverse democratic society will be ill equipped to compete in any new world order (Rodham Clinton, 1996). A culture of neglect demands little. A culture of responsibility demands more from all citizens but it also holds the promise of far greater rewards (Willimon and Naylor, 1995; Rodham Clinton, 1996).

Undoubtedly, increasingly diverse student enrollments have presented challenges on campus and in the classroom. However, many of these changes are at the core of institutional improvements that enhance student learning and involve faculty development (Sims and Sims, 1995). Key transformations in both teaching and learning require major changes in our thinking about instructional practices that, while effective with a more homogeneous population, are proving inadequate in today's education system (Hurtado, 1996; Sims and Sims, 1995).

Also, the administrative practices and policies required to encourage and support these transformations can only be offered by leaders with open minds (Haycock, 1996; Bullard, 1995). Collaboration is indispensable to address these big changes necessary in higher education for the information age of today and the new millennium.

Summary

This literature review examined various aspects of culture, synergy and higher education issues. It provided highlights of some historic and recent changes in higher education, challenges of change examining the industrial age with the changes for the information age. It explores change and access to higher education reviewing various types of reports and research done in this area.

This chapter also looked at the perspectives of various presidents and leaders on affirmative action and diversity education. Together with this the demographic changes predicted by several reports were investigated. These issues were examined to identify some of the challenges being addressed by institutions of higher education in the technology era.

The issue of diversity and difference was also considered, by taking a look at the pain of racism, understanding and valuing diversity, and the need for community in higher education. This study then reviewed elements of culture, understanding culture through a brief history of cultural education programs and leadership in this arena.

Understanding cultural synergy and the various

cultural synergy approaches were examined in some detail. The ugly foreigner approach, the roman approach, the international model and the hybrid models were examined.

The environment at the University of Central Florida (UCF) was reviewed together with statistical information from the institution as well as from the state of Florida. Challenges experienced at UCF and the issues to create an inclusive campus climate through cultural synergy was discussed. Also, the future of higher education was examined as well as the current issues such as affirmative action and others.

Overall, there is very little information available in the area of cultural synergy so a variety of sub-topics were examined to support the use of cultural synergy as an approach to understand and manage cultural diversity in higher education. These sub-topics are all closely related to cultural diversity and synergy in higher education.

CHAPTER 3

METHODOLOGY

This study will be conducted using a survey called the Managing the Impact of Cultural Diversity Instrument (MICDI). This survey was developed, validated, and tested by Dr. Deborah Walker at the University of Alabama. Dr. Walker gave her permission to use her survey in this research. Permission was also granted by the human subjects committees at both the University of Central Florida and Iowa State University to distribute the survey to all administrators and faculty at the University of Central Florida.

This study will be conducted at the University of Central Florida (UCF) in Orlando. This institution is a public undergraduate/ graduate, historically white institution of higher education in the Greater Orlando area.

The purpose of this study is to examine whether the perceptions of administrators and faculty would be receptive to cultural synergy as an approach for understanding, and managing cultural diversity in higher education. It also explores the impact of race and gender on these perceptions using Dr. Walker's survey instrument.

The Survey Instrument

According to Gall, Borg and Gall (1996), a survey or questionnaire is utilized to gather factual information, opinions, attitudes, and interests. This study uses the Managing the Impact of Cultural Diversity Instrument (MICDI) which was designed, validated and tested by Dr. Walker at the University of Alabama.

For the purpose of this study the MICDI will be used to obtain both factual information and perceptions/opinions to determine whether faculty and administrators are receptive to cultural synergy as an approach to understand and manage the impact of cultural diversity in higher education. Fifty statements are used to address three major issues in this survey. These issues are recognition of the concept of culture, understanding of the concept of culture, and perceptions about the concept of cultural synergy (Walker, 1990).

A brief letter of explanation and a request for demographic data were included with the questionnaire. The questionnaire consisted of three parts with a total of 60 questions. The first section of the survey consisting of 10 questions requested Demographic Information, Part A addressing the concept of culture consisted of 25

statements and Part B addressing the concept of synergy consisted of 25 statements.

The demographic information collected was the same for administrators and faculty consisting of ten questions. The other two parts of the questionnaire addressing the concepts of culture and synergy were identical for both samples of the population.

The first ten questions were used to gather demographic data about the sample. Part A addressing the Concept of Culture contained 35 questions. Questions 11-20 were designed to elicit the respondents' recognition of the concept of culture. The questions were organized according to the following categories: universality of culture, general definitions of culture, and specific definitions of culture. Questions 21-35 were designed to elicit the respondents' understanding of the concept of culture after recognizing it in the first ten questions (11-20) in Part A.

Part B addressing the Concept of Synergy contained 25 questions. These were designed to assess the degree to which respondents understood the concept of synergy as an approach for understanding and managing the impact of cultural diversity. These questions assessed parochialism,

ethnocentrism, philosophy, leadership, policies and procedures, faculty development, communication processes, synergistic behavior, and overall campus conduciveness to cultural diversity.

Validity and Reliability of Survey Instrument

The diversity instrument designed, validated, and tested by Dr. Walker was used at the University of Central Florida. Before using the instrument, it was validated at UCF by having three experts at the institution examine the content and make recommendations appropriate for the UCF environment.

In order to select the most appropriate and suitable statements for the three subsections and to establish content validity of the survey, the instrument was submitted to three experts at UCF. They were Dr. Valarie King the Director, Diversity Initiatives, Dr. Cathy Co, Professor of Economics, and Dr. Chuck Dziuban, Professor of Education, Educational Foundations. These professionals were recommended for their accomplishments and reputation in their respective areas as well as for their experiences, interests and professional commitment to cultural diversity. The members of the doctoral committee for this study at Iowa State University also examined the survey

instrument.

Dr. Walker conducted her study by choosing four institutions in Alabama. In order to address questions raised by UCF's experts on the origin and appropriateness of the formula used by Dr. Walker to identify the four institutions and her survey sample, this study identified its sample by choosing all faculty and administrators in every college and department at one large public institution, the University of Central Florida.

Population and Sample

All administrators and faculty at the University of Central Florida were chosen as the population for this study because they are actively involved in policy design, research, community activities, teaching, and curricula design which are all areas of educational experiences which impact students as they prepare for their professional lives. The questionnaire was sent to all faculty and all administrators at UCF. A total of 1,907 was actually mailed to all faculty and administrators.

There is a discrepancy between the total number of labels received and the total number of administrators and faculty at the University of Central Florida. The difference between the two is an overestimated 170 persons.

This is not a discrepancy which can be explained in this study.

The instrument was distributed to all faculty and administrators from every college and department at UCF. The response sample included representatives from each college at the institution. Whether participants were receptive to the statements in the instrument was assessed by using R^2 , the coefficient of determination, to measure the overall fit of the regression model using the statistical package Time Series Processor (TSP).

The cultural synergy questionnaire was mailed to 1907 faculty and administrators. There were 763 faculty, 898 top to mid-level administrators, and 246 low-level administrators. In order to ensure anonymity and maintain confidentiality no numbering system was used in the mailing of the questionnaire. A scantron sheet was enclosed together with the questionnaire to make the processing of the data more expeditious.

The data were used to infer whether administrators and faculty members would be receptive to cultural synergy as an approach that could help create greater equity among all populations. Recognition and understanding of the concept of culture and perceptions about the impact of cultural

diversity were used to identify whether the respondents were receptive.

Data Analysis

A Likert-type scale of one through five was used in response to each item in all three parts of the survey instrument. The five responses A, B, C, D, and E on the scantron represented "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" respectively.

Respondents were asked to use the enclosed scantron to respond to the statements on each of the three sections of the survey. The scoring of all multiple choice questions were conducted allocating increasing values to the responses on the Likert scale where "Strongly Agree" (SA) was identified as SA=1 and "Strongly Disagree" (SD) was identified as SD=5. The three subsections together contained a total of 60 questions.

The independent variables in this study were the dummy variables used in the regression model. The regression model, $Y=f(D1, D2, D3, D4, D5, D6, D7)$, was developed where Y is a function of position - administrator/ faculty (D1=0 corresponds to administrator; D1=1 corresponds to faculty), gender - male/ female (D2=0 corresponds to male; D2=1 corresponds to female), race - Caucasian/ Non-Caucasian

(D3=0 corresponds to Caucasian; D3=1 corresponds to Non-Caucasian), and college affiliation - Arts and Sciences (D4=0 corresponds to Education; D4=1 corresponds to Arts and Sciences), Business Administration (D5=0 corresponds to Education; D5=1 corresponds to Business Administration), Health and Public Affairs (D6=0 corresponds to Education; D6=1 corresponds to Health and Public Affairs), and Engineering (D7=0 corresponds to Education; D7=1 corresponds to Engineering). The base group consists of white, male, administrators, in the college of Education.

The coefficient of determination R^2 was used to test the overall fit of the model. It tells the percent of variation in the responses which is explained by the independent variables D1 through D7. A high R^2 explains a lot of the variation while a low value explains very little. Since this data were collected at one point in time, the expectation that the R^2 values would not be high is realistic. Usually, with cross-sectional data, as in this study, R^2 is typically low.

Analysis of Research Questions

Eight research questions were designed to address the purpose of the study. That purpose is to identify whether there is a difference in the perceptions of faculty and

administrators on three different issues. These issues are recognition of the concept of culture, understanding of the concept of culture and cultural synergy as an approach to understand and manage diversity in higher education.

Research Questions 1 and 2 identified whether there is a difference in perceptions on understanding the concept of culture and also on understanding the impact of cultural synergy through the use of the regression model. (Question 1: Is there a statistically significant difference between faculty members and administrators in their recognition and understanding of the concept of culture? Question 2: Is there a statistically significant difference between faculty members and administrators in their perceptions of the impact of cultural synergy?).

Research Questions 3 and 4 identified whether there is a statistically significant difference in the average responses of faculty and administrators by race on their recognition and understanding of culture and their perceptions on cultural synergy. This was done using a regression model to test the fit of the model across different group characteristics. (Question 3: Is there a statistically significant difference between faculty members and administrators of different races in their

recognition and understanding of the concept of culture?

Question 4: Is there a statistically significant difference between faculty members and administrators of different races in their perceptions of the impact of cultural synergy?).

Research Questions 5 and 6 were used to identify perceptions on recognition and understanding of culture and on cultural synergy as an approach to understanding and managing diversity in higher education among faculty and administrators of different gender. A regression procedure was used to identify factors that influence an individual's response. (Question 5: Is there a statistically significant difference between faculty and administrators of different gender in their recognition and understanding of the concept of culture? Question 6: Is there a statistically significant difference between faculty and administrators of different gender in their perceptions of the impact of cultural synergy in higher education?).

Research Questions 7 and 8 identified whether the perceptions of faculty and administrators differed on their understanding of the concept of culture and on the impact of cultural synergy across colleges. (Question 7: Is there a statistically significant difference between

faculty and administrators in different colleges in their recognition and understanding of the concept of culture?

Question 8: Is there a statistically significant difference between faculty and administrators in different colleges in their perceptions the impact of cultural synergy in higher education?).

Definition of Terms

For the purpose of this study, the following terms were used:

Culture - Consists of ideals, values, and assumptions about life that are widely shared among people and that guide specific behaviors (Brislin, 1993, p. 4). Comprises of learned behavior including the patterned, habitual actions, ideas, and values that are executed, held or cherished by individuals within an organized society, community, or family (Shapiro, 1970, p. 11). Culture is universal in man's experience, yet local or regional manifestations of it are unique (Herskovits, 1965, p. 306). Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (Taylor, 1924).

Cultural Blindness - The inability to see race, gender, or ethnicity; only seeing people as individuals and judging

them according to their skills (Walker, 1990).

Cultural Pluralism - A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in, and development of, their traditional culture or special interest within the confines of a common civilization (Walker, 1990).

Cultural Synergy - Occurs when two or more prospective parties experience a true and complete understanding of each other and especially of each other's culture. This experience does not signify compromise, since in true synergy nothing is given up or lost. It exists only in relation to a practical set of circumstances, and it takes place by necessity when two or possibly more culturally different groups come to the mutual conclusion that they need to unite their efforts in order to achieve their respective goals (Moran & Harris, 1983).

Diversity - An inclusive, umbrella terminology which encompasses a variety of individual differences such as race, gender, age, religion, disability, physically challenged, sexual orientation, class and culture.

Educational System - The means through which members of a society are provided with information, knowledge, skills, and values. Educational systems may be formal or informal

within any culture (Reigeluth & Garfinkle, 1994).

Ethnic Minorities - Minority groups designated by nationality. These groups are differentiated from the dominant group on the basis of culture.

Racial Minorities - The term racial group is reserved for majorities classified according to physical differences as opposed to cultural distinctions; the specification of physical characteristics such as race or color.

Receptive - Inclination to agree or strongly agree with a statement(s) made about an idea or topic.

Synergy - Refers to combined effects - the effects produced by the cooperative actions of two or more parts, elements, or individuals (Corning, 1986). Synergy involves joint action of discrete agencies in which total effect is greater than the sum of their effects when acting independently (Moran and Harris, 1982).

Delimitations of the Study

This research study is constrained to explore whether the perceptions of administrators and faculty differ and also to examine the impact of race and gender in their responses to the survey which addresses cultural synergy as an approach to understand and manage cultural diversity in higher education. Recognition and understanding of the

concepts of culture and synergy and the perception of the impact of cultural synergy in higher education were used to examine whether the participants were receptive or agreeable to the use of cultural synergy. The research was limited to all colleges and departments at one large public institution located in the Greater Orlando area.

While this study does not address the issues of age, disabilities, the physically challenged population, religious beliefs, or sexual orientation, it does analyze the impact of race and gender on the perceptions of administrators and faculty to the use of cultural synergy as an approach to understanding and managing diversity in higher education. Together with race and gender, this study conducts its analysis of the perspectives of faculty and administrators across academic disciplines and departments.

Summary

This study was conducted at the University of Central Florida using a survey instrument with the permission of Dr. Deborah Walker at the University of Alabama and the human subjects committees at both the University of Central Florida and Iowa State University. Dr. Walker's survey instrument on cultural synergy was used to identify whether

the perceptions of faculty and administrators differed on cultural synergy as an approach to understand and manage cultural diversity in higher education. This study also examined whether gender and race had an impact on the perceptions across colleges.

The sample was taken from the university's faculty and administrative populations. The study used regression analysis to analyze the data as well as the eight research questions.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter contains an overview of the study, an analysis of the population and sample demographics, the results of the data analysis on the three major issues (recognition of culture, understanding of culture, and perceptions of cultural synergy) and an analysis of the research questions. Together with a detailed analysis of these three issues, this section will provide an overview examining the mean and standard deviation of the statements on each issue. The analyses discussed in this study were performed by the Time Series Processor (TSP) statistical program.

Overview of the Study

The Managing the Impact of Cultural Diversity Instrument (MICDI) developed by Dr. Walker was used, with her permission, to collect the data for this study. The instrument was used to examine whether the perceptions of faculty and administrators of different races and genders differed across colleges. The area of interest of this analysis was cultural synergy as an approach to understand and manage diversity in higher education.

This study was conducted at the University of Central Florida (UCF) which is located in the cosmopolitan city of Orlando. This university serves Greater Orlando and the surrounding communities. Its student population is currently at 28,324 and the president of UCF predicts that by the year 2010 the student population would be over 50,000. This growth is projected to be continuous through the next decade.

The survey of this study was distributed by first making a request to obtain name labels for all professional administrators and all faculty with the administrators positions including all top administrators, directors and coordinators. This list was acquired through the appropriate department, Computer Services. The questionnaire was mailed to all persons on the list - 1907 faculty and administrators in all colleges and departments at the University of Central Florida.

There were 325 surveys returned to the Office of Diversity Initiatives. Of these, 269 were survey respondents and 21 were mailed without any responses to questions. Also, 35 were returned mail of surveys unable to be delivered for a variety of reasons. Some reasons may include turnover, promotions, horizontal movements to

different departments, or it could be returned as a result of someone not wanting to respond so they may have chosen to return the survey instead of simply disposing of it.

Population Demographic Analysis

According to the demographic analysis done using the university data there seem to be a discrepancy with the UCF population statistics. The numbers of labels received for this study indicated that there are a total of 1907 faculty and administrators. However, according to the analysis of this research study there are 1737 faculty (769) and administrators (968) at the University of Central Florida. The discrepancy consists of 170 more persons included in the official mailing label list of the faculty and administration population. This is a discrepancy that the researcher is unable to explain.

The UCF population, as illustrated in Table 2, consists of a total of 2332 staff members. This includes 769 faculty which represents 33.0%, 986 administrators which represents 41.5%, and 595 other staff personnel which represents 25.5%. Among this population there are 1175 females which comprises 50.4% of the staff population and 1157 males which comprises 49.6% of the staff population.

The staff population consists of 1848 Caucasians which

comprises 79.3% of that population and 484 Minorities which comprises 20.7% of the staff population. Within the Minority population there are 96 Asian-American which comprises 4.12%, 172 Blacks which comprises 7.38%, 174 Hispanic-Americans which make-up another 7.46% and 7 Native-Americans which comprises approximately 0.03%.

Table 2. Description of UCF Population

Category	Number	Percentage
Gender:	2332	
Female	1175	0.504
Male	1157	0.496
Profession:	2332	
Faculty	769	0.330
Administration	968	0.415
Other	595	0.255
Ethnicity:	2332	
Caucasian/White	1848	0.793
Minority	484	0.207 ^a
College Employees:	1147	0.492
Arts and Sciences	399	0.171
Business Admin.	318	0.136
Health/Public Aff.	154	0.066
Engineering	142	0.062
Education	134	0.057
Other UCF Employees:	1185	0.508

^aMinorities (% rounded up): Alien=35=2%; Asian=96=4%; Black=172=7%; Hispanic=174=7%; Native American=7=1%

The other 35 staff members are classified as Non-Resident Alien and comprises 1.5% of the staff population. Compared to the university population of 779 faculty and 968 administrators a small percentage responded to the survey.

Sample Demographic Analysis

The response sample of this study consisted of 269 faculty and administrators. Within the UCF population, 15.49% of administrators and faculty responded to the survey.

Examining Table 3 which illustrates the demographics of the survey sample, not all of the participants sampled responded to each question hence the non-responses make-up the total when interpreting the results of the study. The number of participants who responded to the question addressing profession was 196. This total comprised of 168 faculty which is equivalent to 85.7% of the sample and 28 administrators responded to the profession question which represents 14.3% of the sample. These statistics are very different from the UCF population which comprises of 33% faculty and 41.5% administrators.

Table 3. Demographics of Survey Sample

Category	Number Respondents	Percentage
Gender:	264	
Female	114	0.432
Male	150	0.568
Profession:	196	
Faculty	168	0.857
Administration	28	0.143
Ethnicity:	260	
Caucasian/White	220	0.846
Minority	40	0.154 ^a
College:	264	
Arts and Sciences	75	0.284
Business Admin.	40	0.152
Health/Public Aff.	33	0.125
Engineering	73	0.276
Education	43	0.163

^aMinorities (% rounded up): Asian=7=3%; Black=12=4%; Hispanic=17=6%; Native American=4=1%

^bTotal number (n) and percentage values do not always equal 269 or 100% respectively due to non-responses.

Of the 269 respondents 264 responded to the question addressing gender. There were 114 females and 150 males which equates to 43.2% female and 56.8% male. This compares to the university population which consists of 1175 females and 1157 males. This equate to 50.4% female and 49.6% male which gives the perception that the responses may be fairly random.

The sample also reveals that 260 participants identified their race. Of this number, 220 were Caucasians which comprises 84.6% and 40 were Minorities which comprises 14.3% of the sample. Taking a closer look at the 40 Minority respondents who shared their ethnicity; there were 7 Asians (2.60%), 17 Hispanics (6.32%), 4 Native Americans(1.49%), and 12 African Americans (4.46%).

Compared to the UCF staff population which indicates that 79.3% are Caucasians and 20.7 are Minorities, with 4% Asians, 7% Hispanics, 0.03% Native American and 7% Blacks, the sample seems to be a fairly good representation of the staff population.

The focus of this study is on gender and race. Comparing the population and sample statistics, overall, the survey sample appears to closely mimic that of the population by race and gender and lends support to it being an unbiased sample without faculty and administrators.

General Empirical Results

This portion of the study will examine those results which were identified as important for the purposes of this research. These results will be presented addressing the three major issues respectively. Issue one is the

recognition of the concept of culture identified by questions 11-20. Issue two is the understanding of the concept of culture identified by questions 20-34. Question 35 asked for the definition of cultural diversity and was not included in any detail in these results. Issue three identifies perceptions on the concept of cultural synergy through questions 36-60.

The responses to each question on the survey will be assessed and for the purposes of this paper, the independent variables significant coefficients will be deemed substantive if the beta weight is significant at the .10 level. This section of the study will also report the results of the analysis of the eight research questions.

Recognition of the Concept of Culture

Table 4 illustrates the dependent variables (survey questions 11-20) and identifies which statements received significant levels of responses on perceptions of the recognition of culture in relations to the following independent variables. These variables addressed in Table 4 are D1=administrators/faculty, D2=Male/Female, and D3=Caucasian/Non-Caucasian. The positive sign represents that particular statement which coincides with a significantly positive coefficient. It identifies the base

Table 4: Recognition of Culture: Personal Characteristics

<u>Qu. 11-20</u>	<u>^aIndependent Variables</u>		
Culture is:	D1	D2	D3
11. Universal		+	-
12. Acquired			
13. Individualistic			
14. Learned			+
15. Subconscious	-	-	
16. Processes			
17. Perceptual			
18. Communicated			
19. In higher education			
20. Traditional	-		+

^aD1=Administrators/Faculty; D2=Male/Female; D3=Caucasian/Non-Caucasian; +/- represents significant ($p \leq .10$) standardized beta coefficient

group when that particular group (independent variable) is significantly more likely to agree with that specific statement. The negative sign represents the particular statement which coincides with a significantly negative coefficient. It identifies the base group when that particular group (independent variable) is significantly more likely to disagree with that specific statement. The significant coefficient are standardized and the values of all coefficients are reported in Table 15, the Estimated Results in Appendix F.

When examining the responses of administrators and faculty (D1) in Table 4, there seems to be very little

difference in responses by both groups. Upon closer scrutiny of Table 4 there is a significant difference in both group's responses to the statement number 15, "Culture subconsciously impacts a person's behavior". This is in conjunction with responses to the statement number 20, "Cultural traditions influence people's attitudes about life, death, and the hereafter" where there is also a significant difference in both groups responses to statements addressing the recognition of the characteristics of culture. In both instances administrators are significantly more likely to disagree with these statements compared to faculty.

Regarding the independent variable, males and females (D2), Table 4 indicates that females were significantly more likely to disagree with statement #11, "Culture is a universal phenomenon" than males. However, responses to statement number 15 indicate that males were significantly more likely to disagree with that statement, "Culture subconsciously impacts a person's behavior" than females. For all other questions there were no significant differences by males or females on the recognition of culture.

Table 4 also assesses the responses of Caucasians and

Non-Caucasians (D3). It indicates that Caucasians were significantly more likely to disagree with statement 11, "Culture is a universal phenomenon in one's experience". It also presents the result that Non-Caucasians were significantly more likely to disagree with statement numbers 14 and 20. Statements 14 and 20 say the following respectively, "Culture is learned behavior" and "Cultural traditions influence people's attitudes, about life, death, and the hereafter".

Table 5 identifies the survey questions (11-20) which reported significant results on the recognition of culture by academic divisions. The base group consisted of Caucasian, male, administrators from the college of Education. According to Table 5, there was only one questions which indicated some level of significance. The participants from the college of Health and Public Affairs (D6) were significantly more likely to disagree with statement number 16 compared to the participants from the college of Education. Statement number 16 asserts, "Culture constitutes a set of processes, which can be used for specific problem solving".

Table 5: Recognition of Culture: Academic Departments

Qu. 11-20 Culture is:	^a Independent Variables			
	D4	D5	D6	D7
11. Universal				
12. Acquired				
13. Individualistic				
14. Learned				
15. Subconscious				
16. Processes				+
17. Perceptual				
18. Communicated				
19. In higher education				
20. Traditional				

^aD4=Arts and Sciences; D5=Business Administration;
D6=Health and Public Affairs; D7=Engineering;
+/- represents significant ($p \leq .10$) standardized beta
coefficient

Overview of Recognition of Culture

Table 6 illustrates the means and standard deviation of the responses to questions 11-20. Overall these values alone do not share any specific information about the responses. The highest and lowest mean values of the responses to statements 11-20 are the following. In Table 6 question 19 has the lowest mean value at 1.51 with a standard deviation of 0.66. Also, question 15 has the highest mean value in Table 6 at 2.20 with a standard deviation of 0.98. Customary with statistical analyses, assuming a normal distribution approximately 95% of

Table 6: Recognition of Culture: Means/Standard Deviations

Qu. 11-20 Culture is:	$\bar{\mu}$	σ	n
11. Universal	1.71	0.91	168
12. Acquired	1.63	0.77	173
13. Individualistic	1.54	0.68	177
14. Learned	1.63	0.77	177
15. Subconscious	2.20	0.98	176
16. Processes	1.71	0.73	173
17. Perceptual	1.60	0.83	174
18. Communicated	1.87	0.96	176
19. In higher education	1.51	0.66	177
20. Traditional	1.93	0.86	174

$\bar{\mu}$ = mean; σ = standard deviation; n = number of respondents

respondents are likely to lie within + or - two standard deviations of the mean. One example of such an analysis is for question number 11 it is probable that 95% of the responses to the statement, "Culture is a universal phenomenon is one's experiences" are likely to have scores which lie between 0.11 and 3.53. This translates to 95% of the responses lying between Strongly Agree and Neutral. This analysis applies to all of the questions in Table 6, numbers 11-20.

Understanding the Concept of Culture

Table 7 illustrates the dependent variables (survey questions 21-34) and identifies which statements received significantly different responses on perceptions of the

understanding of culture in relations to the following independent variables. These variables addressed in Table 7 are D1=administrators/faculty, D2=Male/Female, and D3=Caucasian/Non-Caucasian. The positive sign represents the particular statement which coincides with a significantly positive coefficient, where the base group is significantly more likely to agree with that specific statement. The negative sign represents the particular statement which coincides with a significantly negative

Table 7: Understanding of Culture: Personal Characteristics

Qu. 21-34	^a Independent Variables		
	D1	D2	D3
Culture in:			
21. Problem solving			
22. People of color			
23. Communication			
24. College history			
25. Admin. decisions			
26. Teaching		+	
27. Important knowledge			
28. Institutional leadership		+	
29. Sensitive policies		+	+
30. Diverse curriculum		+	+
31. Teaching philosophy		+	
32. Faculty development		+	
33. Sensitivity		+	
34. Campus environment			

^aD1=Administrators/Faculty; D2=Male/Female; D3=Caucasian/Non-Caucasian; +/- represents significant ($p \leq .10$) standardized beta coefficient

coefficient, where the base group is significantly more likely to disagree with that specific statement.

When examining the responses of administrators and faculty (D1) there seems to be no difference in responses by both groups. Upon closer scrutiny of Table 7 there is a significant difference in both groups responses by gender (D2).

Question numbers 26 and 28-33, a total of 7 questions, all indicate that males were significantly more likely to agree with these statements compared to females. Question 26 states, "Teaching styles are based on one's background and experiences". Numbers 28-33 address policies and procedures in higher education as well as continuing education for faculty which would influence curriculum development. All of these questions indicate that females were significantly more likely to disagree compared to males.

Table 7 also indicates that on the issue of race (D3), Caucasians were more likely to agree with questions 29 and 30. These questions state, "Policies and procedures are sensitive to the ethnic, gender, and religious make-up of the institution" and "The curriculum includes subject matter content directed towards understanding culture".

Table 8 illustrates the survey questions which reported significant results on the understanding of culture by academic divisions. According to Table 8, there is only one statement on this issue which illustrates that the college of Arts and Sciences (D4) was significantly more likely to disagree compared to the base group - the college of Education. The statement is number 31 which states, "The teaching philosophy reflects sensitivity to various cultural learning styles".

Table 8: Understanding of Culture: Academic Departments

<u>Qu. 21-34</u>	<u>^aIndependent Variables</u>			
Culture in:	D4	D5	D6	D7
21. Problem solving		+	+	
22. People of color				
23. Communication		+		
24. College history				
25. Admin. decisions				
26. Teaching				
27. Important Knowledge		+	+	
28. Inst'l. Leadership				
29. Sensitive Policies				
30. Diverse Curriculum			+	
31. Teaching philosophy	+			+
32. Faculty development				
33. Sensitivity				
34. Campus environment				

^aD4=Arts and Sciences; D5=Business Administration;
D6=Health and Public Affairs; D7=Engineering;
+/- represents significant ($p \leq .10$) standardized beta coefficient

Table 8 also reflects that several questions (21, 23, 27) indicate that the college of Business Administration, (D5) was significantly more likely to disagree compared with the college of Education. These questions are, "Specific cultures give rise to specific problem solving methods," "Verbal and non-verbal communications are distinctive from one cultural group to another," and "How one views the importance of specific knowledge is culturally based".

The college of Health and Public Administration (D6) was significantly more likely to disagree with three statements compared to the college of Education. They are numbers 21, 27 and 30. These questions state, "Specific cultures give rise to specific problem solving methods," "How one views the importance of specific knowledge is culturally based," and "The curriculum includes subject matter content directed towards understanding cultural diversity".

Table 8 also reveals that the college of Engineering (D7) was significantly more likely to disagree with one statement compared to the college of Education. It is number 31 which states, "The teaching philosophy reflects sensitivity to various cultural learning styles".

Overview of Understanding of Culture

Table 9 illustrates the means and standard deviations of the responses to questions 21-34. The lowest and highest mean values in Table 9 which contain data on statements 21-34 are as follows. The lowest mean value is 1.54 with a standard deviation of 0.68. Also, the highest mean value is 2.84 with a standard deviation of 1.09. Assuming a normal distribution approximately 95% of respondents are likely within + or - two standard deviations of the mean.

Table 9: Understanding of Culture: Means/Standard Deviations

Qu. 21-34 Culture in:	^a μ	^a σ	^a n
21. Problem solving	2.02	0.81	176
22. People of color	1.83	0.85	177
23. Communication	1.54	0.68	177
24. College history	1.96	0.84	177
25. Admin. decisions	1.82	0.84	176
26. Teaching	2.20	1.00	176
27. Important knowledge	2.77	1.14	177
28. Institutional leadership	2.60	1.10	177
29. Sensitive policies	2.42	1.00	176
30. Diverse curriculum	2.67	0.99	174
31. Teaching philosophy	2.84	1.09	175
32. Faculty development	2.79	1.01	174
33. Sensitivity	2.58	0.94	176
34. Campus environment	2.69	1.26	176

^a μ = mean; σ = standard deviation; n= number of respondents

One example of the calculation of the range of values within two standard deviations is applied to statement 23, "Verbal and non-verbal communications are distinctive from one cultural group to another". With a mean of 1.54 and a standard deviation of 0.68, 95% of the responses are likely to have scores which lie between 0.18 and 2.90. This means that 95% of the responses would lie between Strongly Agree and Neutral. This rationale can be applied to all of the questions in Table 9, numbers 21-34.

Perceptions of Cultural Synergy

Table 10 illustrates the dependent variables (survey questions 36-60) and identifies which statements received significantly different responses on perceptions of cultural synergy in higher education. The independent variables addressed in Table 10 are administrators/faculty (D1), gender (D2), and race (D3). The positive and negative signs represent the sign and direction of the significant coefficients. Positive signs illustrate that the base group is significantly more likely to agree with that particular statement. Negative signs indicate that the base group is more significantly more likely to disagree with that specific statement.

When examining the responses of administrators and

Table 10: Perceptions of Cultural Synergy: Personal Characteristics

Qu. 36-60 <i>Cultural Synergy is:</i>	^a Independent Variables		
	D1	D2	D3
36. Similarities among people			
37. Traditional beliefs		-	+
38. Relinquish background		+	
39. Preservation		+	
40. Share same values		+	
41. Best institution			
42. Ethnic centers			
43. Monocultural faculty	+	+	
44. Assimilation			
45. Dominant culture		+	
46. "Do unto others"		+	
47. Maintain history		+	+
48. Best to educate			
49. Cultural distinction	+		
50. Many good ways to do			-
51. Promote cooperation			
52. New ways of thinking			
53. Education supports values			
54. Teach, promote diversity	-	-	
55. Faculty development		-	+
56. Barriers to education	+		+
57. One way to teach		+	
58. Quality education	-		
59. Sensitive communication			
60. Encourage diversity			-

^aD1=Administrators/Faculty; D2=Male/Female; D3=Caucasian/Non-Caucasian; +/- represents significant ($p \leq .10$) standardized beta coefficient

faculty (D1), Table 10 demonstrates that there are five questions which show some significance. This means that questions 43, 49, and 56 which have positive coefficients which indicate that administrators were significantly more

likely to agree with these statements compared with faculty, and questions 54 and 58 which have negative coefficients indicate that administrators were significantly more likely to disagree with these statements.

The three statements to which faculty were significantly more likely to disagree are "There is a monocultural faculty," "People assume that each cultural group is distinct," and "People at the institution recognize the barriers to the education of particular cultural groups," respectively. These three statements all address different faculty skills.

The two statements to which administrators were significantly more likely to disagree are "Teaching strategies and instructional materials promote and enhance cultural diversity" and "People believe that the institution offers diverse populations a quality education" respectively. These two questions deal with a diverse and quality education.

According to Table 10, there are 11 questions which received significantly different responses by gender (D2). Among these questions three were significantly negative which means that males were significantly more likely to

disagree with these questions and eight were significantly positive which means that females were significantly more likely to disagree with these questions.

The three questions to which males were significantly more likely to disagree compared with females are 37, 54, and 55 which state "Administrators, faculty, and students uphold traditional institutional values and beliefs," "Teaching strategies and instructional materials promote and enhance cultural diversity" and "Faculty development and recruitment activities reflect the continually changing cultural diversity of the geographic area served by the institution" respectively.

The 11 questions to which females were significantly more likely to disagree compared with males are numbers 38-40, 43, 45-47, and 57. Questions 38-40 address values and institutional beliefs. Question 43 states, "There is a monocultural faculty". Questions 45-47 address dominant cultures, maintaining cultural history and the golden rule. Question 57 states, "People at the institution believe that all students should be taught the same way".

According to Table 10, when examining the responses to questions 36-60 by race (D3) there are six question which received significantly different responses. Questions 50

and 60 indicate that Non-Caucasians were significantly more likely to agree to these statements compared with Caucasians. These two statements are, "People assume that there are many equally good ways to reach a goal, depending on the people involved" and "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution" respectively.

Also, four questions indicate that Non-Caucasians were significantly more likely to disagree with those statements compared with Caucasians. These statements are numbers 37, 47, 55 and 56. Question 37 states "Administrators, faculty, and students uphold traditional institutional values and beliefs". Question 47 states, "People are encouraged to maintain the history and tradition of the institution". Question 55 and 56 state, "Faculty development and recruitment activities reflect the continually changing cultural diversity of the geographic area served by the institution" and "People at the institution recognize the barriers to the education of particular cultural groups" respectively.

Overall, the responses in Table 10 are sporadic and no conclusive statements can be made about responses of any group. However, there are a large number of questions with

significant results compared to the rest of the sections. In this table, one observation which can be made is that males were significantly more likely to agree with more statements in this section, according to Table 10, compared with females.

Table 11 illustrates the dependent variables (survey questions 36-60) and identifies which statements received significantly different responses on perceptions of cultural synergy in higher education. The independent variables addressed in Table 11 are academic departments. These departments are Arts and Sciences (D4), Business Administration (D5), Health and Public Affairs (D6) and Engineering (D7). The positive and negative signs represent the sign and direction of the significant coefficients. The positive sign indicates that the base group is significantly more likely to agree with those particular statements. The negative sign indicates that the base group is significantly more likely to disagree with those specific statements.

According to Table 11, the perceptions in the college of Arts and Sciences (D4) are reflected in 13 questions receiving significantly different responses from the base group, the college of Education. Among these responses

Table 11: Perceptions of Cultural Synergy: Academic Departments

Qu. 36-60 <i>Cultural Synergy is:</i>	^a Independent Variables			
	D4	D5	D6	D7
36. Similarities among people				
37. Traditional beliefs				
38. Relinquish background				
39. Preservation				
40. Share same values	-			
41. Best institution				
42. Ethnic centers	+			
43. Monocultural faculty	+			+
44. Assimilation	+		+	+
45. Dominant culture	+			
46. "Do unto others"		+		
47. Maintain history	+			+
48. Best to educate	+		+	
49. Cultural distinction	+			+
50. Many good ways to do	-		+	
51. Promote cooperation		+		
52. New ways of thinking		+	+	
53. Education supports values	+	+	+	+
54. Teach, promote diversity			+	
55. Faculty development			+	
56. Barriers to education	+	+	+	+
57. One way to teach				
58. Quality education		+		
59. Sensitive communication	+	+		
60. Encourage diversity	+	+	+	+

^aD4=Arts and Sciences; D5=Business Administration; D6=Health and Public Affairs; D7=Engineering; +/- represents significant ($p \leq .10$) standardized beta coefficient

there are two questions where the college of Education was significantly more likely to disagree compared to the college of Arts and Sciences.

These two questions are numbers 40 and 50. They state

the following, "The institution only hires people who share the same values about education" and "People assume there are many equally good ways to reach a goal, depending on the people involved" respectively.

There are also 11 questions to which the college of Arts and Sciences were significantly more likely to disagree compared with the college of Education. These questions are 42-45, 47-49, 53, 56, 59 and 60. Questions 42-45 address issues about maintaining and flexing to a dominant culture. Questions 47-49 address the historically dominant culture, how to best educate and cultural distinctions.

Questions 53, 56, and 59-60 all address sensitivity to different cultural values. Question 53 states, "People believed education should support a shared political and economic value system". Question 56 states, "People at the institution recognize the barriers to the education of particular cultural groups". Question 59 states, "People are most sensitive to the style of communication specific to one particular culture". Question 60 states, "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution".

Table 11 also illustrates the eight questions to which

the college of Business Administration (D5) was significantly more likely to disagree compared to the college of Education. These responses are to question numbers 46, 51-53, 56, and 58-60. Some examples of these questions are, "People take the position "do unto others as we would have them do unto us" (#46)".

Other questions include 53, 56, and 60 which all address sensitivity to different cultural values. Question 53 states, "People believed education should support a shared political and economic value system". Question 56 states, "People at the institution recognize the barriers to the education of particular cultural groups". Question 60 states, "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution".

According to Table 11, the college of Health and Public Affairs (D6) were significantly more likely to disagree with nine statements compared to the college of Education. These questions are numbers 44, 48, 50, 52-56, and 60.

Some of the questions to which the college of Health and Public Affairs were significantly more likely to disagree are, "It is ensured that ethnic and racial

minorities are assimilated into the life of the campus (#44)" and "People assume that there are many equally good ways to reach a goal, depending on the people involved (#50)".

Other questions are 53, 56, and 60 which all address sensitivity to different cultural values. Question 53 states, "People believed education should support a shared political and economic value system". Question 56 states, "People at the institution recognize the barriers to the education of particular cultural groups". Question 60 states, "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution".

Table 11 identifies seven questions to which the college of Engineering (D7) was significantly more likely to disagree compared to the college of Education. These seven questions are numbers 43, 44, 47, 49, 53, 56, and 60.

The first four questions are, "There is a monocultural faculty (#43)," "It is ensured that ethnic and racial minorities are assimilated into the life of the campus (#44)," "People are encouraged to maintain the history and tradition of the institution (#47)," and "People assume that each cultural group is extinct (#49)".

The other three questions 53, 56, and 60 all address sensitivity to different cultural values. Question 53 states, "People believed education should support a shared political and economic value system". Question 56 states, "People at the institution recognize the barriers to the education of particular cultural groups". Question 60 states, "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution".

Overall, there are three questions to which every college was significantly more likely to disagree compared to Education. These questions as illustrated in Table 11 are numbers 53, 56 and 60. These are the only questions which were significantly more likely to have disagreement by all of the colleges (D4, D5, D6, D7) being compared to the college of Education.

Overview of Perceptions of Cultural Synergy

Table 12 illustrates the means and standard deviations of the responses to questions 36-60. The mean values of all of the responses (36-60) in Table 12 lie between 1.63 and 3.58 with the standard deviations between 0.77 and 1.26 respectively. Assuming normal distribution approximately 95% of respondents are likely to lie within + or - two

Table 12: Perceptions of Cultural Synergy: Means/Standard Deviations

<u>Qu. 36-60</u>			
Cultural Synergy is:	^a μ	^a σ	^a n
36. Similarities among people	2.76	1.06	175
37. Traditional beliefs	3.26	1.11	174
38. Relinquish background	2.94	1.00	175
39. Preservation	3.43	1.17	176
40. Share same values	3.06	1.20	177
41. Best institution	2.50	1.07	177
42. Ethnic centers	3.58	1.26	174
43. Monocultural faculty	2.63	1.18	174
44. Assimilation	3.12	1.16	174
45. Dominant culture	2.48	1.25	174
46. "Do unto others"	2.48	0.91	174
47. Maintain history	2.05	0.97	175
48. Best to educate	2.72	1.10	172
49. Cultural distinction	2.03	0.93	172
50. Many good ways to do	1.85	0.92	174
51. Promote cooperation	2.10	0.87	173
52. New ways of thinking	3.58	1.26	174
53. Education supports values	2.25	1.05	173
54. Teach, promote diversity	2.19	1.02	174
55. Faculty development	2.31	1.02	175
56. Barriers to education	3.32	1.24	173
57. One way to teach	2.05	0.95	174
58. Quality education	2.68	1.10	171
59. Sensitive communication	2.07	1.00	170
60. Encourage diversity	1.63	0.77	173

^a μ = mean; σ = standard deviation; n= number of respondents

standard deviations of the mean.

An example to indicate the range of values which lie within two standard deviations is the following. Question number 52, "People develop a new way of thinking about the education of America's diverse population", 95% of the

responses to statement number 52 are likely to have scores which lie between 1.06 and 6.1. This can be interpreted to say that 95% of the respondents answered question 52 by Strongly Agreeing through Strongly Disagreeing. This rationale applies to all the other responses in Table 12.

There is one question which is a catch all statement about the institution. It is question 60 and it states, "People are encouraged to implement diverse strategies in saying that 95% of the responses are likely to lie between 0.09 and 3.17 which represents the responses Strongly Agree to Neutral.

Analysis of Research Questions

Eight research questions were designed to address the purpose of this study. The first research question, "Is there a statistically significant difference between faculty members and administrators in their recognition and understanding of the concept of culture?" will be addressed using the results in Tables 4-9. The overall results indicate that there is no significant difference between faculty members and administrators in their recognition and understanding of the concept of culture.

The results show that the only statements to which administrators were significantly more likely to disagree

are numbers 15 and 20 which address the recognition of the concept of culture. These statements are, "Culture subconsciously impacts a person's behavior" and "Cultural traditions influence people's attitudes about life, death, and the hereafter ". They both also indicate that faculty are significantly more likely to agree with these statements.

The second research question, "Is there a statistically significant difference between faculty members and administrators in their perceptions of the impact of cultural synergy in higher education?" will be addressed using Tables 10-12. The overall results indicate that there is no significant difference between faculty members and administrators in their perceptions of the impact of cultural synergy in higher education.

Progressing along the dependent variables in Table 10, the statements which indicate that there is some level of significance which address the perception of the impact of the concept of cultural synergy are numbers 43, 49, 54, 56, and 58. Of these statements, three have significantly positive coefficients and two have significantly negative coefficients. One of the statements with which administrators were significantly more likely to agree is,

"There is a monocultural faculty". One of the statements with which faculty were significantly more likely to agree is, "Teaching strategies and instructional materials promote and enhance cultural diversity". Both statements seem to indicate a significant level of agreement sharing different perceptions, the positive coefficient by administrators and the negative coefficient by faculty, that the ideal synergistic institution would consist of both of these ideologies.

The third research question asks, "Is there a statistically significant difference between faculty and administrators of different races in their recognition and understanding of the concept of culture?" The overall results in Tables 4-9 indicate that there is no significant difference between faculty members and administrators of different races in their recognition and understanding of the concept of culture.

When examining questions 11 through 20 in Table 4, which address the recognition of culture, there are two statements which have significantly positive coefficients, numbers 14 and 20. These statements are, "Culture is learned behavior" and "Cultural traditions influence people's attitudes about life, death, and the hereafter".

Caucasians were significantly more likely to agree with these statements. There is also one statement which is significant and negative which is, "Culture subconsciously impacts a person's behavior". This indicates that Non-Caucasians were significantly more likely to agree with this statement compared with Caucasians on the recognition of culture.

In their understanding of culture, statements 21 through 35, there are two statements, numbers 29 and 30, to which Caucasians were significantly more likely to agree. These statements are, "Policies and procedures are sensitive to ethnic, gender, and religious make-up of the institution" and "The curriculum includes subject matter content directed towards understanding cultural diversity".

The fourth research question, "Is there a statistically significant difference between faculty and administrators of different races in their perceptions of the impact of cultural synergy in higher education?" The overall results in Tables 10-12 indicate that there is no significant difference between faculty members and administrators of different races in their perceptions of the impact of cultural synergy in higher education.

Altogether, in Table 10, there are six statements

which indicate some significance, by race. Of these five have significant positive coefficients and one has a significant negative coefficient.

The first five statements in this section address parochialism. The only statement in this section with a significant value is also positive. It states, "Administrators, faculty, and students uphold traditional values and beliefs". The results indicate that Caucasians were significantly more likely to agree with this statement compared with Non-Caucasians.

The next seven statements address ethnocentrism. Among these there is one statement, #37, which indicates a positive significant coefficient. This statement is, "Administrators, faculty, and students uphold traditional institutional values and beliefs". The results indicate that Caucasians were significantly more likely to agree with this statement.

The final 12 statements address the concept of cultural synergy. Among these there are three with significant positive coefficients, numbers 55, 56 and 60, and one with a significant negative coefficient, number 50. One of the statements to which Caucasians were significantly more likely to agree is, "Faculty development

and recruitment activities reflect the continually changing cultural diversity of the geographic area served by the institution". Another such statement is, "People are encouraged to implement diverse strategies in problem solving and decision-making at your institution".

The statement with the significant negative coefficient is, "People assume there are many equally good ways to reach a goal, depending on the people involved". The results indicate that Non-Caucasians were significantly more likely to agree with this statement.

The fifth research question, "Is there a statistically significant difference between faculty and administrators of different gender in their recognition and understanding of the concept of culture?" The overall results indicate that there is no significant difference between faculty members and administrators of different gender in their recognition and understanding of the concept of culture.

The independent variable D2 represents gender. Tables 4, 7 and 10 indicate that this independent variable has the largest number of questions at the .10 significance level.

Among the statements which identify the recognition of culture there is only one statement, #15, which appears to be significant with a negative coefficient. This statement

is that "Culture subconsciously impacts a person's behavior". The results indicate that females were significantly more likely to agree with this statement.

Understanding culture however seems to have a greater number of statements with significant values, eight to be exact, and they are all positive. These statements are numbers 11, 26, and 28-33. These statements include, "Teaching styles are based on one's background and experiences," "Your institution's administrative, faculty, and student leadership reflect the diversity of students," "Policies and procedures are sensitive to the ethnic, gender, and religious make-up of the institution," and "The teaching philosophy reflects sensitivity to various cultural learning styles". The results indicate that males are significantly more likely to agree with all seven statements including the four listed above.

The sixth research question, "Is there a significant difference between faculty and administrators of different gender in their perceptions of the impact of cultural synergy in higher education?" The overall results in Tables 10-12 indicate that there is no significant difference between faculty members and administrators of different gender in their perceptions of the impact of cultural

synergy in higher education.

In addressing the issue of parochialism, four out of five statements exhibit significantly positive coefficients. Of these three have positive coefficients, numbers 38-40 and one has a negative coefficient, #37. The statement with the significant negative coefficient is, "Administrators, faculty, and students uphold traditional institutional values and beliefs". The results indicate that females were significantly more likely to agree with this statement. One of the statements to which males were significantly more likely to agree is, "The institution only hires people who share the same values about education".

The issue of ethnocentrism indicates that four statements exhibit positive significant coefficients. These statements are numbers 43 and 45-47. One such statement is, "The dominant cultural group serves as a role model for racial and ethnic minorities". The results indicate that males were significantly more likely to agree to all four statements including the one mentioned above.

The seventh research question, "Is there a statistically significant difference between faculty and administrators of different colleges in their recognition

and understanding of the concept of culture?" The overall results indicate that there is no significant difference between faculty members and administrators of different colleges in their recognition and understanding of the concept of culture.

Compared to the college of Education (the base group) the college of Arts and Sciences indicate that there is one statement under the understanding of culture, #31, which has a significant positive coefficient. This statement is, "The teaching philosophy reflects sensitivity to various cultural learning styles". The results indicate that the college of Arts and Sciences are significantly more likely to agree with this statement.

The college of Business Administration has three statements with significantly positive coefficients. These indicate that they were significantly more likely to disagree with all three statements compared to the college of Education. One of the statements, #21, is on understanding culture which states, "Specific cultures give rise to specific problem solving methods".

There other two statements which deal with the issue of understanding culture which has a significant positive coefficient are numbers 23 and 27. They state, " Verbal

and non-verbal communications are distinctive from one cultural group to another" and "How one views the importance of specific knowledge is culturally based".

In the college of Health and Public Affairs (HPA) there are four statements which have significant positive coefficients. One of these statements, #16, is on the recognition of culture. This is, "Culture constitutes a set of processes, which can be used for specific problem solving". The results indicate that HPA is significantly more likely to disagree with this statement compared with the college of Education.

The other three significant statements, numbers 21, 27 and 30, are on the understanding of culture. They state, "Specific cultures give rise to specific problem solving methods," "How one views the importance of specific knowledge is culturally based," and "The curriculum includes subject matter content directed towards understanding cultural diversity".

In the college of Engineering there was only one statement with a significant coefficient and it was positive. This one statement, #31 addresses the understanding of culture. It is, "The teaching philosophy reflects sensitivity to various cultural learning styles".

The results indicate that the college of Engineering are significantly more likely to disagree with this statement compared with the college of Education.

The eighth research question, "Is there a significant difference between faculty and administrators of different colleges in their perceptions of the impact of cultural synergy in higher education?" The overall results in Table 14 indicate that there is no significant difference between faculty members and administrators of different colleges in their perceptions of the impact of cultural synergy in higher education.

However, the college of Business Administration which exhibits 8.2% significance is an indication that there seems to be more similarities in the responses between the college of Education and the college of Business Administration than any other college at the institution. This may be an indication that the perceptions of faculty and administration in both these colleges share similar perspectives on some issues addressed in this study.

On the issue of parochialism there is one statement, #40, where the college of Arts and Sciences was significantly more likely to agree compared to the college of Education. This statement states, "The institution only

hires people who share the same values about education".

The issue of ethnocentrism indicates that there are five statements, numbers 42-45 and 47, which all have positive significant coefficients for the college of Arts and Sciences. One such statement is that, "It is ensured that ethnic and racial minorities are assimilated into the life of the campus". The results indicate that the college of Arts and Sciences are significantly more likely to disagree with all five statements compared to the college of Education.

On the issue of synergy, the college of Arts and Sciences have seven significant coefficients, six are positive, numbers 48, 49, 53, 56, 60, and one is negative, #50. The statement with the negative coefficient states, "People assume there are many equally good ways to reach a goal, depending on the people involved". The results indicate that Arts and Sciences are significantly more likely to agree with this statement. One of the six statements to which Arts and Sciences are significantly more likely to disagree is, "People assume that each cultural group is distinct".

In the college of Business Administration there are eight statements, numbers 46, 51-53, 56, and 58-60 with

significant positive coefficients. Only one statement, #46 addresses ethnocentrism. This statement is, "People take the position to "do unto others as we would have them do unto us"". The other seven statements address synergy. The results indicate that for all eight statements the college of Business Administration are significantly more likely to disagree with every statement compared with the college of Education.

In the college of Health and Public Affairs (HPA) one statement, #44 with a significant positive coefficient addresses ethnocentrism. That statement is, "It is ensured that ethnic and racial minorities are assimilated into the life of the campus". There are also eight other statements with significant positive coefficients addressing synergy. The results indicate that HPA is significantly more likely to disagree with all nine statements compared with the college of Education.

The college of Engineering has that there are three statements, 43, 44, and 47, which address ethnocentrism with significant positive coefficients. One such statement is, "There is a monocultural faculty". There are also four other statements with significant positive coefficients addressing synergy. The results indicate that the college

of Engineering is significantly more likely to disagree with all seven statements compared with the college of Education.

Continuing the examination of the statements addressing cultural synergy. Three statements, numbers 53, 56 and 60, on cultural synergy have a significant positive coefficient across all colleges. Overall, with each independent variable whether it is race, gender or college affiliation the vast majority of the statements with significant coefficients are positive which indicate that the base group is significantly more likely to agree with all of the positive statements.

Summary

Table 13 in Appendix F illustrates a complete report of the values of all significant coefficients as well as all other results. Most of the information contained in this table has already been addressed in other sections of the study. Overall, there are several statements on the survey which seemed to indicate various levels of significance on the issues of culture and cultural synergy. However, these results do not indicate a significant difference among the responses of the white, male, administrators in the college of Education compared to all

administrators and faculty of both genders and of all races in all colleges at the institution.

According to the result of the regression model, overall, there seems to be some statements where one group is significantly more likely to disagree with specific statements compared to the base group by gender, race, and across colleges. The responses to this survey seem to indicate some sporadic significance for specific statements.

The results indicate that the respondents are saying the right things but are not actually practicing what they say they believe. Again, overall, the model does not show a statistically significant difference in responses between faculty and administrators by race, gender or college affiliation.

CHAPTER 5**SUMMARY, IMPLICATIONS, DISCUSSION,
LIMITATIONS AND RECOMMENDATIONS**

When those who have the power to name and to socially construct reality choose not to see or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.

- Adrienne Rich

This chapter provides a summary of the study and its findings, followed by the implications of these findings. It further discusses the results, limitations of the study, and identifies recommendations for further practice and research.

Summary of the Study

This study examines the impact of race and gender on the perceptions of faculty and administrators at the University of Central Florida (UCF) to the use of cultural synergy as an approach for understanding and managing diversity in higher education. Simply defined, cultural synergy means the value of the different cultures together is greater than the individual cultures by themselves.

The study was conducted at the University of Central Florida using a survey designed by Dr. Deborah Walker at the University of Alabama. The survey instrument was used to collect data with the permission of Dr. Walker and 269 administrators and faculty responded. Regression analysis was used to analyze the data with the following findings.

Summary of Findings

Within this study, perceptions on cultural synergy were examined using three variables. These variables were "the recognition of culture," "the understanding of culture" and "the impact of cultural synergy on higher education".

Eight research questions were designed to address whether faculty and administrators were receptive to cultural synergy as an approach to understand and manage diversity at UCF. The following is a summary of the findings of this study:

1. Overall there was no statistically significant difference between the responses of faculty and administrators in their recognition and understanding of the concept of culture.
2. Overall, there was no statistically significant difference between the responses of faculty and

administrators in their perceptions of the impact of cultural synergy in higher education.

3. Overall, there was no statistically significant difference between faculty and administrators of different races in their recognition and understanding of the concept of culture.
4. Overall, there was no statistically significant difference between faculty and administrators of different races in their perceptions of the impact of cultural synergy in higher education.
5. Overall, there was no statistically significant difference between faculty and administrators of different genders in their recognition and understanding of the concept of culture.
6. Overall, there was no statistically significant difference between faculty and administrators of different genders in their perceptions of the impact of cultural synergy in higher education.
7. Overall, there was no statistically significant difference between faculty and administrators in different colleges in their recognition and understanding of the concept of culture.
8. Overall, there was no statistically significant

difference between faculty and administrators in different colleges in their perceptions of the impact of cultural synergy in higher education.

The results of the study were found by conducting a regression analysis which indicated that overall, there was no significant difference in the responses of white, male administrators in the college of Education (base group) compared to any other participant of this study.

This study indicates that the perceptions of the faculty and administrators who responded to the survey believe that the changes required to improve the education system may be possible. Reviewing some of the results of the study, 14.3% (seven out of 49) of the questions yielded responses from faculty that significantly differed from those of administrators indicating that both groups may share a similar perspective on this topic.

Also, 42.9% (21 out of 49) of the questions had significantly different responses between males and females. This indicates that gender is a deterministic factor in almost half of the questions with an emphasis on questions addressing the university system and the understanding of culture within the environment.

Also, 8.2% (11 out of 49) of the questions had

significantly different responses between persons from the college of Business Administration and the college of Education. This seems to indicate that there may be a some similarities in the perceptions of persons from Education and Business Administration.

While statistically, this study presents no significant difference in perceptions of administrators and faculty of different genders and races on the issue of cultural synergy. It implies that both groups seem to understand the importance of cultural inclusion. Yet, their actions seem to demonstrate otherwise. To this end, the faculty and administrative populations at the University of Central Florida still reflect a disproportionately high number of persons with characteristics from the base group occupying positions of power and authority.

Additionally, the student body still does not reflect the diversity of the Greater Orlando population. Moreover, the campus continues to be a difficult place for ethnic minorities to become a part of the university community at UCF despite the fact that the faculty and administration seem to understand the importance of cultural pluralism and the advantages of cultural inclusion. These findings have lead this researcher to conclude that with respect to

cultural synergy and cultural pluralism both faculty and administrators seem to have learned the correct things to say but they have not applied the appropriate behaviors.

Implications of the Study

To date, diversity has been dealt with in a piecemeal fashion at institutions across the nation and a scholarly approach has not yet been taken to address the challenges of diversity in higher education in a systemic manner to design an integrated solution (Bell 1993; Banks, 1996). The goal of cultural synergy is to create an integrated solution through combined action by working together as a community. It does not signify compromise since, in true synergy nothing is given up or lost.

At UCF, in order to meet the university's goal to become more inclusive and diverse, the environment requires that faculty and administrators trust each other. This can only happen if there is an openness to understand and manage diversity issues. It involves discussions about such things as values, culture of personnel, organizational culture, adaptation of personal culture to organizational culture, perceptions of culture in the organization, time management, budgeting, scheduling, setting priorities, and agreement on appropriate ways to resolve conflict.

According to the results of this study, both faculty and administrators seem to respond in a similar fashion to the statements on the survey indicating that they seem to be saying the same thing. Hence, if previous research studies indicate that diversity is important at institutions of higher education, and this study indicates that it is important to the sample surveyed, then the priority and support for diversity programs should reflect that level of importance. This study also seems to support the position that despite these perceptions that cultural synergy and diversity are important, the steps to address these issues using systemic methods are not being taken at an institutional level.

With state budget constraints, changing demographics and continuing growth at UCF, this institution seems to be an ideal environment to implement cultural synergy as an approach to understand and manage diversity. The faculty and administrators surveyed overall, seemed to share similar perceptions on cultural synergy. This study presents a practical set of circumstances where cultural synergy can take place by necessity and by request. This study also seems to verify that both faculty and administrators, two culturally different groups, may be

willing to come to the mutual conclusion that they need to unite their efforts in order to achieve their respective goals.

The results of this study also indicate that despite the issue of different races, both the faculty and the administrators of every college at UCF seem to attest to a similar perspective in their willingness to be receptive to cultural synergy as an approach to manage and understand diversity. These results are promising as they imply that the idea of cultural synergy may be well received by at least 269 members of the faculty and administrative staff at this institution.

This sample size sanctioned the reporting of significant p -values at both the 1% and 5% levels. Though this would have been adequate for the purposes of the study, the importance and uniqueness of the topic is such that the researcher chose to also report the p -values at the 10% level for the purposes of sharing information which would be valuable for further research.

The University of Central Florida is experiencing rapid growth in its diverse populations with a projected student growth to 50,000 within the next decade. In order to reflect the changing demographics of the state at the

university, the institution needs to be in closer touch with its constituents to better identify the needs of its immediate and surrounding communities. This study indicates that the university staff may be willing to make a stronger commitment to diversity at both the administrative and faculty levels. Strong administrative and faculty leadership is necessary to increase awareness of cultural differences and to teach the skills required for collaboration on all institutional initiatives.

Discussion

From this study one can conclude the following:

1. Not much information is available in the area of cultural synergy as an approach to understand and manage diversity in higher education.
2. This topic is one that continues to be fairly controversial.
3. A high level of sensitivity and a variety of skills are required to design goals and initiatives to encourage the practice of inclusion and collaboration in higher education.
4. At the University of Central Florida the faculty and administration seem to be sending similar messages about cultural synergy as an approach for understanding and

managing diversity at their institution.

As we examine the environment at the University of Central Florida with respect to cultural synergy, the institution seems to have taken a piecemeal approach to implementing programs of cultural diversity. The problem of cultural inclusion still exist and there are no systemic solutions being implemented at this institution.

In the book, *It Takes a Village*, the words of President Clinton, in a speech given in Austin, Texas, in October 1995, he shared his perspective on bias and racial conflict. President Clinton said, "Every one of us has been made aware of a simple truth, White Americans and Black Americans often see the same world in drastically different ways... The reasons for this divide are many. Some are rooted in the awful history and stubborn persistence of racism. Some are rooted in the different ways we experience the threats of modern life to personal security, family values, and strong communities. Some are rooted in the fact that we still haven't learned to talk frankly, to listen carefully, and to work together across racial lines (Rodham Clinton, 1996, p.187)". This statement applies to any and all "-isms" (sexism, classism, ageism...) which result in discrimination and creates an

environment of fear and distrust.

When examining the ways in which society is changing as evolution of the human condition continues into the information age, there are definite trends in the workplace, the family, and decision-making systems. From those changes there are new features which can be identified as essential for an information-age educational system to meet the needs of society. Unfortunately, educators are not taking this type of needs-based, systems-design approach to improve the education system.

Education is key in our attempts to resolve these tremendously complex diversity issues on our campuses and in our society across the nation. The top nine issues affecting colleges in this nation are: 1) Affirmative Action; 2) Prepaid Tuition; 3) Out-of-States Students; 4) Surcharge for Excess Courses; 5) Tuition Levels; 6) Faculty Workloads; 7) Performance-Based Budgeting; 8) Core Curricula; and 9) Welfare Recipients (Chronicle Reporting, 1997). These issues are tied to both the education system and the society identifying yet another area where collaboration seems to be necessary to resolve issues important to all constituents of higher education.

Faculty and administrators need the necessary skills

to be able to address these issues openly and honestly before they can bring about change in their immediate environments. The institution's responsibility lies in its commitment to provide the necessary training to its faculty and administrators to prepare them to include diversity in the curriculum and resolve diversity conflicts in the campus environment. This type of training and skill development in turn, is required for the student to be able to be competitive in the global marketplace of the present and the future. Without a systemic, needs-based approach, institutions of higher education would continue to operate as a system which falls short in meeting the needs of its constituents and society as a whole.

In the words of Derrick Bell (1993, p. 9), researchers in search of answers to the question, "How could so great a nation with so many advantages over its outside adversaries allow itself to be destroyed from within?" will undoubtedly discover that ours is a society that preached inclusiveness and equality while vigorously practicing an ever more pernicious and ultimately destructive discrimination that disadvantaged all those not affiliated closely with mainstream, upper-class whiteness. Predictably, the theories put forth to explain this contradiction will be

more complex than accurate.

Limitations of the Study

The following limitations should be considered by others attempting to find applications of these findings to other settings. Limitations of this study includes:

1. It may not be possible to generalize all of the findings of this study to all public universities.
2. A limited amount of time was available to gather the data used in this study.
3. This study examined the perceptions of faculty and administrators in each college and department but there is some sample bias simply by respondents self-selecting to participate in the study.
4. This study did not examine the impact of religion, disability, age, sexual orientation or educational background on perceptions of faculty and administrators.
5. Neither the perceptions of students nor the community members were examined in this study. All have an impact on the institution and its culture.

Recommendations

This study should be conducted at every level of the university's hierarchy and also expanded to survey students as well. It is important to identify if students and staff

are on the same wave-length when dealing with issues of diversity. The survey can also be distributed to every university in the state to identify the level of receptivity of faculty, staff and administrators to cultural synergy across all institutions of higher education in the state.

After identifying whether faculty, staff, students and administrators are receptive to cultural synergy as an approach to understand and manage diversity in higher education, a training program should be designed to increase awareness on the campus. This approach should systematically be offered to all administrators, staff and faculty at the institution. When designing this program it is important to recognize that training to increase awareness is only the first step in the education process.

Diversity education as a priority requires its implementation throughout the institution in its mission, goals, procedures, education initiative, faculty development and student development. Having isolated courses and departments of one and two individuals are initial steps to address the issues of diversity in a piecemeal fashion. It does not address issues such as institutional racism problems at the foundation of the education system.

Institutions of higher education need to make the commitment to create new opportunities for both public and campus learning about diversity. Institutions also need to make the commitment to be more inclusive and to equally value beliefs of all participants on the campus.

There are many recommendations which can be made to implement cultural synergy as an approach to manage and understand diversity in higher education. This study supports and identifies with recommendations of the Association of American Colleges and Universities (AAC&U) whose study was conducted in 1996 across 3,300 universities on issues of diversity and pluralism. This study suggests the following eight recommendations in support of the findings presented earlier.

Recommendations for Practice

The following eight recommendations are made in support of the findings of this study:

1. Begin at the home campus. Recognize campuses as meeting grounds for American pluralism and make dialogue a valued tradition. Engage in study-dialogues involving faculty, staff, and students on cultural synergy. The point of dialogue is to work through differences, not to suppress it.

2. Engage the centrality of cultural diversity in higher education's responsibilities to build community.

Campuses have an obligation to create environments in which all participants despite their culture are equally welcome, equally valued, and equally heard.

3. Identify and work with a range of internal community partners to indicate a genuine commitment to inclusion through cultural synergy.
4. Recognize and support the need for new learning of the American cultures that were not taught or insufficiently explored in schools and colleges.
5. Help students find their own sources and expressions of self and voice by actively working against dichotomies of mind and of politics which allow students to be defined stereotypically as unidimensional rather than multidimensional. Resist false dichotomies.
6. Transform the curriculum so that it acknowledges and prepares students for the multiplicity of contemporary society and cultural variations. Embrace complexity and confront contradictions to discover their possibilities.
7. Learn how to foster human capacities supportive of a culturally diverse community recognizing that learners are citizens of the world.

8. Train faculty to design and develop effective and mutually respectful seminars and teaching practices. Diverse participation and respectful exchange among participants, with space for genuine difference and the conflict that can accompany it, is extremely important.

Problems occurring as a result of cultural diversity issues can only be eradicated through systemic changes. It first requires strong leadership and earnest commitment to the issues of diversity which is an integral part of every problem on campuses and society as a whole across the nation. The characteristics of diversity seem to change over time. As a result diversity issues will never die and unless institutions of higher education make the commitment to address them throughout its hierarchy, the problems will only escalate with time.

Recommendations for Further Study

Research of this nature needs to be done at the institution, the state and the national levels. As such the following recommendations are being made for future research:

1. Institutions of higher education should first conduct a comprehensive study of its administration, faculty, staff, and students willingness to participate in

cultural synergy as an approach to understand and manage diversity.

2. These studies should be used to design programs which increase awareness in the area of cultural diversity.
3. Comparisons of survey responses of public universities within each state should be made in order to share these findings with political leaders to design and implement policies to promote cultural diversity throughout the education system.

**APPENDIX A: QUESTIONNAIRE- CULTURAL SYNERGY AS AN
APPROACH TO UNDERSTAND AND MANAGE DIVERSITY**

This questionnaire solicits demographic information from faculty and administrators and their perceptions regarding concepts of culture, diversity, and synergy. In order to facilitate the implementation of policies, which will improve your university's environment, your input is essential. Please respond to questions by shading the appropriate letter on the scantron sheet.

Results will be individually and institutionally confidential and anonymous. Your candid responses will be greatly appreciated. The results will be placed in your institution's main library. Thank you for contributing to a greater understanding of the concept of culture, diversity, and synergy at your institution of higher education. Please return your responses and questionnaire to: **Mary Gallet, UCF Office of Diversity Initiatives, AD 329, Orlando, FL 32816-0008.**

Mary Thomas-Gallet
Iowa State University

DEMOGRAPHICS:

1? Which college do you represent?

- | | |
|------------------------------|----------------------------|
| A. Arts and Sciences | B. Business Administration |
| C. Health and Public Affairs | D. Engineering |
| E. Education | F. Other _____ |

2? Are you classified as faculty? A. Yes B. No

C. Do not know

3? If you are a member of the **teaching faculty**, what is your current job classification?

- | | |
|------------------------|-------------------|
| A. Instructor | D. Full Professor |
| B. Assistant Professor | E. Adjunct |
| C. Associate Professor | F. Other _____ |

4? If you are an **administrator**, what is your current job classification?

- A. Department/Division Chair B. Academic Vice-President
 C. Dean of an Academic Division D. Associate Dean
 E. Assistant Dean F. Other _____

5? Please indicate your gender. A. Female B. Male

6? What is the highest level of education you have acquired?

- A. Bachelors of Arts/Science B. Masters of Arts/Science
 C. Doctor of Philosophy D. Doctor of Education
 E. Doctor of Jurisprudence F. Other _____

7? Which of the following represents your ethnic background?

- A. Asian-American B. Hispanic/Latino/Latina
 C. Native American/American Indian
 D. African-American/Black E. Caucasian/White
 F. Other _____

8? Please identify your age group. A. 21-30 B. 31-40
 C. 41-50 D. 51-60 E. 61+

9? Please check **ALL** of the categories, which apply to you.

- A. Physical Disability D. Gay/Lesbian
 B. Belong to a religion other than Christianity
 C. Heterosexual E. Bisexual

10? Please share your race and country of origin.

●●●●●●●●

**CULTURAL SYNERGY AS AN APPROACH TO UNDERSTANDING AND
MANAGING DIVERSITY IN HIGHER EDUCATION**

Part A: CONCEPT OF CULTURE

Please respond to the following statement by circling the appropriate column where:

A =Strongly Agree, B =Agree, C =Neutral, D =Disagree, E =Strongly Disagree

- 11?Culture is a universal phenomenon in one's experience.
- 12?Culture includes knowledge, belief, art, morals, law, custom as well as capabilities and habits acquired by a people as members of society.
- 13?Culture is the way in which individuals and groups perceive, emulate, and behave.
- 14?Culture is learned behavior.
- 15?Culture subconsciously impacts a person's behavior.
- 16?Culture constitutes a set of processes, which can be used for specific problem solving.
- 17?Culture is both perceptual and conceptual.
- 18?Communication and language are characteristics common to all cultures.
- 19?Institutions of higher education are cultural systems.
- 20?Cultural traditions influence people's attitudes about life, death, and the hereafter.
- 21?Specific cultures give rise to specific problem solving methods.
- 22?People of color perceive themselves differently on historically white campuses than they do on a campus, which predominantly reflects their cultural background.
- 23?Verbal and non-verbal communications are distinctive

- from one cultural group to another.
- 24?Colleges and universities operate from their history of assumptions, beliefs, and values.
- 25?Culture influences the kinds of administrative decisions made at colleges and universities.
- 26?Teaching styles are based on one's background and experiences.
- 27?How one views the importance of specific knowledge is culturally based.
- 28?Your institution's administrative, faculty, and student leadership reflect the diversity of students.
- 29?Policies and procedures are sensitive to the ethnic, gender, and religious make-up of the institution.
- 30?The curriculum includes subject matter content directed towards understanding cultural diversity.
- 31?The teaching philosophy reflects sensitivity to various cultural learning styles.
- 32?The concept of cultural diversity is a substantive component of the faculty development program.
- 33?The communication processes are structured to ensure sensitivity to all cultural groups on campus.
- 34?The overall campus environment is welcoming to a culturally diverse population.
- 35?How would you define cultural diversity?
-

●●●●●●●●

Part B: CONCEPT OF SYNERGY

Please respond to the following statement by circling the appropriate column where:

A =Strongly Agree, B =Agree, C =Neutral, D =Disagree, E =Strongly Disagree

The Ideal Institution Would Be One In Which:

- 36?Similarities among people outweigh differences.
- 37?Administrators, faculty, and students uphold traditional institutional values and beliefs.
- 38?Various racial and ethnic groups relinquish aspects of their background that are not compatible with the institution's norms.
- 39?People are oriented to support the preservation of the institution's values.
- 40?The institution only hires people who share the same values about education.
- 41?People believe that the institution is, by far, the best one available.
- 42?There are ethnic centers for minority students.
- 43?There is a monocultural faculty.
- 44?It is ensured that ethnic and racial minorities are assimilated into the life of the campus.
- 45?The dominant cultural group serves as a role model for racial and ethnic minorities.
- 46?People take the position to "do unto others as we would have them do unto us."
- 47?People are encouraged to maintain the history and tradition of the institution.

- 48?Faculty and administrators periodically assess institutional beliefs, policies, and assumptions about how to best educate its students.
- 49?People assume that each cultural group is distinct.
- 50?People assume there are many equally good ways to reach a goal, depending on the people involved.
- 51?People promote working together as a creative whole to achieve a common goal.
- 52?People develop new ways of thinking about the education of America's diverse population.
- 53?People believed education should support a shared political and economic value system.
- 54?Teaching strategies and instructional materials promote and enhance cultural diversity.
- 55?Faculty development and recruitment activities reflect the continually changing cultural diversity of the geographic area served by the institution.
- 56?People at the institution recognize the barriers to the education of particular cultural groups.
- 57?People at the institution believe that all students should be taught the same way.
- 58?People believe that the institution offers diverse populations a quality education.
- 59?People are most sensitive to the "style of communication" specific to one particular culture.
- 60?People are encouraged to implement diverse strategies in problem solving and decision-making at your institution.

APPENDIX B: LETTER OF APPROVAL FOR QUESTIONNAIRE



Consultation
Management
Training

Deborah J. Walker, Ph.D.
Senior Consultant

January 27, 1997

Ms. Rachel Mary Thomas-Gallet
1700 Woodbury Road
#2104
Orlando, Florida 32828

Dear Rachel:

It was a pleasure talking with you on January 21, 1997. Per your request, this letter serves to grant permission to replicate my study "An Analysis of the Receptivity of Administrators and Faculty Members to Cultural Synergy as an Approach for Managing the Impact of Cultural Diversity in Higher Education" in support of the study you will conduct on diversity education. I understand you are replicating this study as a part of the requirements for completing your doctoral studies at Iowa State University. My study was completed in 1990 to meet the requirements for a Doctor of Philosophy degree at the University of Alabama.

I know the rigors of being a doctoral student. Best wishes as you take the study of cultural diversity in higher education a step further. Please feel free to call if I can be of other assistance.

Sincerely,

Deborah J. Horne Walker

DJHW/jh

APPENDIX C: LETTER OF VALIDATION-
DR. VALARIE KING



Diversity Initiatives

March 12, 1997

Ms. Mary Gallet
674 Appleton Place
Oviedo, FL 32765

Dear Mary:

I have reviewed your research instrument and other materials on "Cultural Synergy as an Approach to Understand and Manage Cultural Diversity in Higher Education." I find the instrument to be valid for the purpose of your study here at the University of Central Florida.

I wish you every success and know that this study will be helpful to both you and us at UCF as we continue to identify ways to make our campus a more inclusive and harmonious environment.

Best wishes in your research. Please feel free to call if I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Valarie King', written over a white background.

Valarie G. King, Ph.D., Director
Diversity Initiatives

APPENDIX D: LETTERS OF VALIDATION-
DR. CATHERINE CO



Department of Economics

March 15, 1997

Mary Gallet
674 Appleton Place
Oviedo, FL 32765

Dear Mary,

I have reviewed your cultural diversity questionnaire for your research paper: "Cultural Synergy as an Approach to Understand and Manage Diversity in Higher Education". I thought the survey instrument was well done. The questions were unambiguous and covered issues which I think are relevant in understanding diversity. Also, you should be able to derive statistically meaningful conclusions from it. I strongly recommend its inclusion in your study.

Sincerely,

A handwritten signature in cursive script that reads 'Catherine Y. Co'.

Catherine Y. Co
Assistant Professor

College of Business Administration
P.O. Box 161400 • Orlando, FL 32816-1400 • (407) UCF-ECON

**APPENDIX E: LETTERS OF VALIDATION-
DR. CHARLES DZIUBIN**



UNIVERSITY OF CENTRAL FLORIDA
BREVARD CAMPUS
COLLEGE OF BUSINESS ADMINISTRATION

March 17, 1997

Mary Gallet
674 Appleton Place
Oviedo, FL 32765

Dear Mary,

In connection with your research on: "Cultural Synergy as an Approach to Understand and Manage Cultural Diversity in Higher Education," I have reviewed all of your materials and I recommend that the instrument is valid for to survey faculty and administrators at the University of Central Florida. I am strongly in support of inclusion and I believe that this study would be useful to us as we work to create a friendly environment at UCF.

I wish you success in your studies. Please inform me if you would like to discuss your research further.

Best regards,

A handwritten signature in black ink, appearing to read 'Charles Dziubin'.

Charles Dziubin, Ph. D.
Educational Research Center

TELEPHONE (407) 632-0098

FAX (407) 632-1111/65605

With Brevard Community College, a Partner in Education for Brevard County
1519 Clearlake Road • Cocoa, Florida 32922-6598 • (407) 632-1111

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APPENDIX F: ESTIMATION RESULTS**Table 13: Estimation Results**

Independent Variables	Dependent Variables				
	X11	X12	X14	X15	X16
C	1.869 ^a (6.577)	1.971 ^a (8.069)	1.665 ^a (7.941)	2.012 ^a (8.500)	1.994 ^a (6.453)
Admin./Fac.	-0.078 (-0.330)	-0.217 (-1.063)	-0.128 (-0.727)	-0.375 ^c (-1.882)	0.053 (0.206)
Male/Female	0.278 ^c (1.818)	-0.147 (-1.132)	0.007 (0.063)	-0.296 ^b (-2.376)	0.001 (0.002)
Caucasian/ Non-Caucas.	-0.469 ^b (-2.138)	-0.234 (-1.238)	0.312 ^c (1.912)	0.199 (1.083)	-0.032 (-0.135)
Arts & Sc.	-0.182 (-0.848)	-0.100 (-0.547)	-0.216 (-1.391)	-0.057 (-0.326)	0.122 (0.534)
Bus. Admin.	-0.107 (-0.451)	-0.141 (-0.688)	-0.038 (-0.220)	0.004 (0.020)	0.136 (0.527)
Health & Pub. Aff.	-0.089 (-0.353)	0.066 (0.307)	0.167 (0.906)	0.298 (1.429)	0.216 (0.794)
Engineering	-0.249 (-0.841)	-0.099 (-0.380)	0.167 (0.763)	0.145 (0.585)	0.559 ^c (1.730)
R ²	0.059	0.026	0.070	0.076	0.020
F	1.426	0.640	1.809	1.993	0.496
u	1.714	1.630	1.537	1.627	2.199
σ	0.910	0.771	0.683	0.774	0.980
N	168	173	177	177	176

Table 13. (continued)

Independent Variables	Dependent Variables				
	X17	X18	X19	X20	X21
C	1.897 ^a (8.255)	1.653 ^a (6.266)	1.933 ^a (6.477)	1.927 ^a (9.609)	1.714 ^a (6.245)
Admin./Fac.	-0.223 (-1.155)	0.054 (0.244)	0.023 (0.092)	-0.339 ^b (-2.005)	-0.062 (-0.267)
Male/Female	-0.066 (-0.535)	-0.059 (-0.415)	-0.153 (-0.967)	-0.128 (-1.209)	-0.027 (-0.186)
Caucasian/ Non-Caucas.	0.143 (0.804)	0.088 (0.431)	0.134 (0.578)	0.289 ^c (1.851)	0.025 (0.120)
Arts & Sc.	-0.099 (-0.581)	-0.190 (-0.971)	-0.159 (-0.719)	-0.213 (-1.431)	0.214 (1.071)
Bus. Admin.	0.132 (0.683)	-0.082 (-0.370)	-0.241 (-0.972)	-0.147 (-0.882)	0.349 (1.559)
Health & Pub. Aff.	0.122 (0.606)	0.033 (0.143)	0.162 (0.618)	0.133 (0.751)	0.394 ^c (1.653)
Engineering	0.106 (0.445)	-0.106 (-0.385)	0.446 (1.431)	-0.022 (-0.104)	0.612 ^b (2.171)
R ²	0.031	0.013	0.052	0.083	0.035
F	0.752	0.315	1.316	2.197	0.871
μ	1.705	1.598	1.869	1.514	1.925
σ	0.731	0.832	0.962	0.658	0.860
N	173	174	176	177	174

Table 13. (continued)

Independent Variables	Dependent Variables				
	X22	X23	X24	X25	X26
C	1.967 ^a (7.625)	1.921 ^a (7.381)	1.928 ^a (7.045)	1.826 ^a (7.000)	1.511 ^a (5.932)
Admin./Fac.	0.014 (0.065)	-0.124 (-0.567)	-0.164 (-0.713)	0.075 (0.034)	0.190 (0.884)
Male/Female	-0.002 (-0.014)	-0.132 (-0.962)	-0.026 (-0.182)	-0.002 (-0.012)	0.258 ^c (1.907)
Caucasian/ Non-Caucas.	-0.236 (-1.184)	-0.082 (-0.407)	-0.081 (-0.380)	-0.084 (-0.416)	0.270 (1.365)
Arts & Sc.	0.027 (0.139)	-0.121 (-0.629)	0.178 (0.877)	-0.034 (-0.175)	-0.116 (-0.612)
Bus. Admin.	0.104 (0.484)	0.215 (0.991)	0.158 (0.694)	0.029 (0.131)	-0.055 (-0.256)
Health & Pub. Aff.	0.108 (0.475)	0.454 ^b (1.982)	0.288 (1.198)	0.305 (1.330)	0.339 (1.511)
Engineering	0.169 (0.626)	0.009 (0.034)	0.433 (1.512)	0.377 (1.383)	0.076 (0.287)
R ²	0.014	0.063	0.019	0.037	0.084
F	0.330	1.630	0.464	0.925	2.187
μ	2.017	1.825	1.537	1.961	1.818
σ	0.811	0.845	0.683	0.835	0.836
N	176	177	177	177	176

Table 13. (continued)

Independent Variables	Dependent Variables				
	X27	X28	X29	X30	X31
C	1.865 ^a (5.982)	2.632 ^a (7.595)	2.358 ^a (6.979)	2.031 ^a (6.826)	2.178 ^a (7.391)
Admin./Fac.	0.079 (0.303)	-0.010 (-0.035)	0.159 (0.561)	0.033 (0.130)	-0.082 (-0.332)
Male/Female	-0.054 (-0.329)	0.554 ^a (3.033)	0.414 ^b (2.326)	0.401 ^b (2.537)	0.540 ^a (3.449)
Caucasian/ Non-Caucas.	0.033 (0.138)	-0.038 (-0.142)	0.559 ^b (2.132)	0.817 ^a (3.531)	0.282 (1.238)
Arts & sc.	0.184 (0.796)	0.146 (0.569)	-0.098 (-0.390)	0.064 (0.290)	0.564 ^b (2.567)
Bus. Admin.	0.218 (0.835)	-0.319 (-1.107)	-0.405 (-1.441)	0.001 (0.002)	0.128 (0.511)
Health & Pub. Aff.	0.639 ^b (2.329)	-0.266 (-0.874)	-0.028 (-0.093)	0.084 (0.032)	0.106 (0.407)
Engineering	0.596 ^c (1.829)	0.009 (0.027)	0.028 (0.079)	0.857 ^a (2.756)	0.776 ^b (2.519)
R ²	0.048	0.081	0.076	0.134	0.143
F	1.207	2.130	1.983	3.769	3.951
μ	2.199	2.774	2.599	2.415	2.672
σ	1.003	1.136	1.104	1.001	0.992
N	176	177	177	176	174

Table 13. (continued)

Independent Variables	Dependent Variables				
	X32	X33	X34	X36	X37
C	2.853 ^a (8.401)	2.595 ^a (8.346)	2.458 ^a (8.456)	2.487 ^a (6.259)	2.966 ^a (9.240)
Admin./Fac.	-0.324 (-1.135)	0.032 (0.122)	0.079 (0.325)	-0.120 (-0.360)	-0.502 ^c (-1.858)
Male/Female	0.323 ^c (1.794)	0.351 ^b (2.100)	0.329 ^b (2.135)	0.193 (0.919)	0.399 ^b (2.337)
Caucasian/ Non-Caucas.	0.003 (0.011)	0.174 (0.722)	-0.014 (-0.062)	-0.124 (-0.401)	-0.176 (-0.703)
Arts & Sc.	0.280 (1.114)	0.201 (0.872)	-0.041 (-0.191)	0.268 (0.910)	0.269 (1.129)
Bus. Admin.	-0.214 (-0.075)	-0.216 (-0.824)	-0.206 (-0.847)	0.214 (0.647)	-0.049 (-0.181)
Health & Pub. Aff.	0.154 (0.515)	-0.224 (-0.818)	0.029 (0.112)	0.388 (1.110)	0.183 (0.649)
Engineering	0.295 (0.830)	0.207 (0.638)	-0.219 (-0.722)	0.487 (1.174)	-0.112 (-0.334)
R ²	0.048	0.062	0.047	0.019	0.089
F	1.999	1.555	1.183	0.471	2.332
μ	2.840	2.787	2.580	2.693	2.760
σ	1.092	1.006	0.935	1.259	1.056
N	175	174	176	176	175

Table 13. (continued)

Independent Variables	Dependent Variables				
	X38	X39	X40	X41	X42
C	2.568 ^a (7.872)	2.835 ^a (9.111)	3.015 ^a (8.388)	2.975 ^a (7.914)	2.448 ^a (7.331)
Admin./Fac.	0.209 (0.762)	-0.070 (-0.267)	-0.002 (-0.005)	-0.144 (-0.454)	-0.296 (-1.054)
Male/Female	0.803 ^a (4.608)	0.458 ^a (2.751)	0.505 ^a (2.651)	0.171 (0.862)	-0.240 (-1.365)
Caucasian/ Non-Caucas.	-0.099 (-0.389)	-0.155 (-0.643)	-0.446 (-1.600)	-0.120 (-0.411)	-0.074 (-0.285)
Arts & sc.	0.346 (1.431)	0.021 (0.091)	-0.448 ^c (-1.678)	0.354 (1.271)	0.456 ^c (1.840)
Bus. Admin.	0.114 (0.413)	0.017 (0.065)	0.179 (0.598)	-0.017 (-0.056)	0.394 (1.419)
Health & Pub. Aff.	0.205 (0.715)	-0.080 (-0.292)	0.156 (0.493)	0.033 (0.101)	0.711 (2.421)
Engineering	0.330 (0.949)	0.210 (0.646)	0.449 (1.196)	0.289 (0.736)	0.383 (1.097)
R ²	0.145	0.048	0.076	0.027	0.043
F	4.015	1.555	1.972	0.681	1.076
μ	3.264	2.937	3.426	3.062	2.497
σ	1.107	1.001	1.174	1.197	1.072
N	174	175	176	177	177

Table 13. (continued)

Independent Variables	Dependent Variables				
	X43	X44	X45	X46	X47
C	2.622 ^a (6.914)	2.595 ^a (8.346)	2.335 ^a (6.565)	1.960 ^a (5.116)	1.974 ^a (7.190)
Admin.' Fac.	0.621 ^c (1.946)	-0.460 (-1.506)	0.293 (0.978)	0.083 (0.259)	0.002 (0.008)
Male/Female	0.344 ^c (1.706)	0.160 (0.821)	0.428 ^b (2.249)	0.389 ^c (1.928)	0.350 ^b (2.401)
Caucasian/ Non-Caucas.	0.061 (0.208)	0.207 (0.734)	-0.223 (-0.808)	0.225 (0.760)	0.589 ^a (2.763)
Arts & Sc.	0.500 ^c (1.777)	0.615 ^b (2.285)	0.603 ^b (2.289)	0.263 (0.917)	0.348 ^c (1.706)
Bus. Admin.	-0.228 (-0.722)	0.428 (1.401)	0.252 (0.842)	-0.032 (-0.101)	0.285 (1.251)
Health & Pub. Aff.	0.175 (0.519)	0.833 ^a (2.609)	0.224 (0.716)	0.784 ^b (2.322)	0.322 (1.334)
Engineering	0.986 ^b (2.437)	0.780 ^b (2.058)	0.663 (1.748)	0.490 (1.198)	0.671 ^b (2.293)
R ²	0.108	0.076	0.078	0.091	0.106
F	2.859	1.939	2.009	2.374	2.821
μ	3.581	2.632	3.115	2.483	2.477
σ	1.259	1.184	1.162	1.253	0.911
N	174	174	174	174	174

Table 13. (continued)

Independent Variables	Dependent Variables				
	X48	X49	X50	X51	X52
C	1.905 ^a (6.361)	1.777 ^a (5.298)	2.110 ^a (7.353)	1.947 ^a (6.771)	2.210 ^a (8.185)
Admin./Fac.	-0.316 (-1.252)	0.582 ^b (2.061)	-0.366 (-1.524)	-0.254 (-1.050)	-0.366 (-1.611)
Male/Female	0.046 (0.291)	0.0008 (0.005)	-0.124 (-0.811)	-0.150 (-0.982)	-0.097 (-0.676)
Caucasian/ Non-Caucas.	0.230 (0.902)	-0.292 (-1.122)	-0.416 ^c (-1.877)	0.133 (0.596)	-0.178 (-0.830)
Arts & Sc.	0.447 ^b (2.014)	0.637 ^b (2.553)	-0.502 ^b (-2.341)	0.150 (0.703)	0.239 (1.195)
Bus. Admin.	0.327 (1.315)	0.298 (1.063)	0.169 (0.702)	0.006 (0.024)	0.238 (1.056)
Health & Pub. Aff.	0.609 ^b (2.315)	0.365 (1.240)	0.526 ^b (2.080)	0.480 ^c (1.889)	0.482 ^b (2.036)
Engineering	0.513 (1.606)	0.918 ^b (2.568)	0.197 (0.643)	0.290 (0.945)	0.383 ^b (2.259)
R ²	0.055	0.088	0.071	0.041	0.055
F	1.391	2.272	1.798	1.015	1.381
μ	2.051	2.715	2.029	1.845	2.104
σ	0.967	1.100	0.927	0.921	0.870
N	175	172	172	174	173

Table 13. (continued)

Independent Variables	Dependent Variables				
	X53	X54	X55	X56	X57
C	2.158 ^a (6.420)	2.546 ^a (7.914)	2.346 ^a (7.662)	1.356 ^a (4.472)	2.706 ^a (7.057)
Admin./Fac.	-0.089 (-0.315)	-0.529 ^b (-1.966)	-0.298 (-1.162)	0.599 ^b (2.347)	0.266 (0.823)
Male/Female	-0.084 (-0.457)	-0.361 ^b (-2.125)	-0.328 ^b (-2.049)	-0.209 (-1.305)	0.444 ^b (2.175)
Caucasian/ Non-Caucas.	-0.235 (-0.879)	-0.241 (-0.946)	0.603 ^b (2.490)	0.706 ^a (2.926)	-0.291 (-0.956)
Arts & Sc.	0.623 ^b (2.504)	0.215 (0.896)	-0.031 (-0.136)	0.370 ^c (1.647)	0.457 (1.608)
Bus. Admin.	0.531 ^c (1.871)	0.405 (1.490)	0.331 (1.287)	0.461 ^c (1.819)	0.131 (0.408)
Health & Public Aff.	0.844 ^a (2.860)	0.642 ^b (2.265)	0.354 (1.314)	0.775 ^a (2.911)	-0.093 (-0.276)
Engineering	0.942 ^b (2.561)	0.846 ^b (2.462)	0.697 ^b (2.131)	0.480 (1.484)	0.608 (1.487)
R ²	0.108	0.095	0.119	0.122	0.066
F	2.859	2.478	3.199	3.325	1.655
μ	3.581	2.254	2.190	2.309	3.318
σ	1.259	1.053	1.017	1.015	1.242
N	174	173	174	175	173

Table 13. (continued)

Independent Variables	Dependent Variables			
	X58	X59	X60	X13
C	2.310 ^a (7.883)	2.139 ^a (6.208)	1.643 ^a (5.350)	1.971 ^a (8.069)
Admin./Fac.	-0.531 ^b (-2.152)	0.125 (0.431)	-0.157 (-0.612)	-0.217 (-1.063)
Male/Female	-0.003 (-0.017)	0.019 (0.103)	0.076 (0.464)	-0.147 (-1.132)
Caucasian/ Non-Caucas.	0.094 (0.401)	-0.314 (-1.144)	0.428 ^c (1.764)	-0.234 (-1.238)
Arts & Sc.	0.118 (0.541)	0.603 ^b (2.361)	0.472 ^b (2.056)	-0.099 (-0.547)
Bus. Admin.	0.212 (0.867)	0.555 ^c (1.916)	0.504 ^c (1.957)	-0.141 (-0.688)
Health & Public Aff.	0.649 ^b (2.522)	0.403 (1.332)	0.709 ^a (2.625)	0.066 (0.308)
Engineering	0.034 (0.110)	0.522 (1.347)	0.966 ^a (2.794)	-0.099 (-0.380)
R ²	0.073	0.044	0.085	0.027
F	1.879	1.064	2.143	0.640
μ	2.046	2.684	2.065	1.630
σ	0.955	1.103	0.998	0.771
N	174	171	170	173

Note: In parentheses are t-statistics from 2-tailed test

^a Statistically significant at $p \leq .01$ level

^b Statistically significant at $p \leq .05$ level

^c Statistically significant at $p \leq .10$ level

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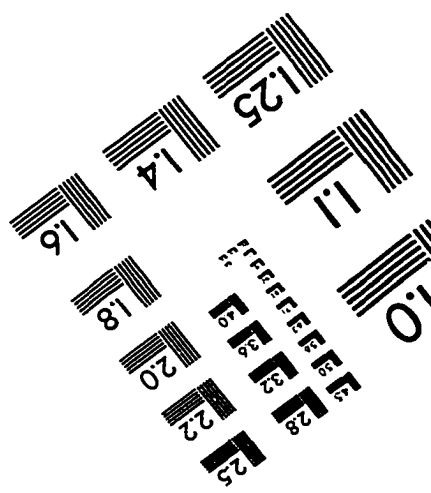
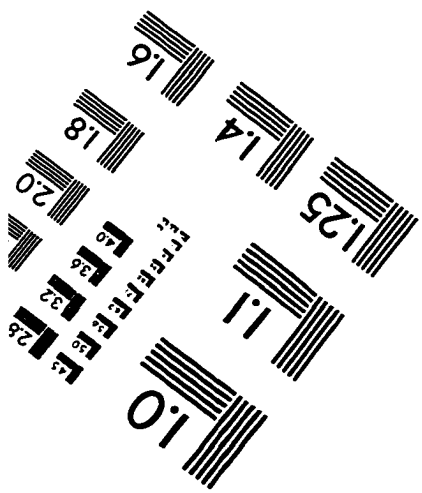
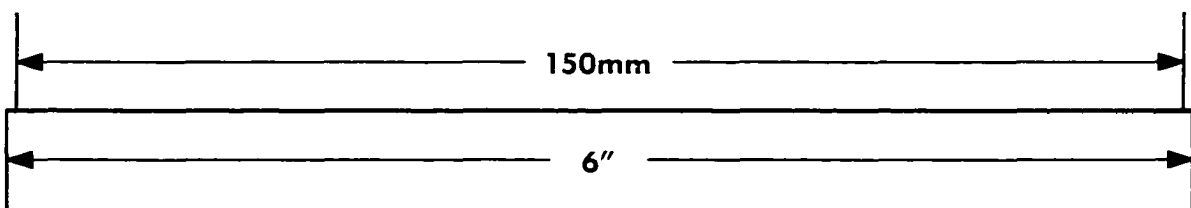
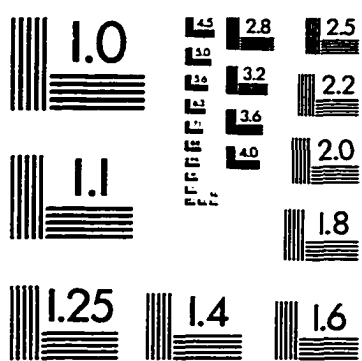
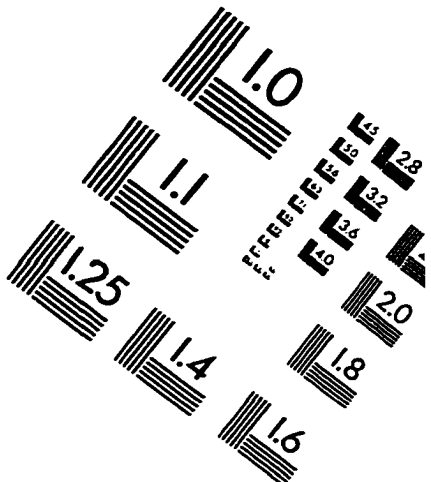
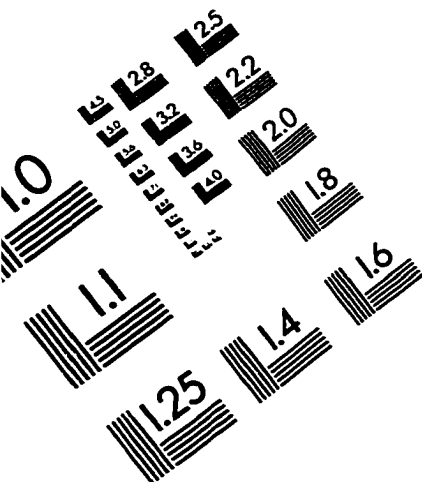
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