

DIVISION OF AGRICULTURE AND NATURAL
RESOURCES SYSTEM WIDE CULTURAL DIVERSITY
SURVEY

REPORT

SURVEY RESEARCH CENTER

Report prepared by

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I. About the Survey

As per the request of the Office of the UC President, a system-wide survey was administered to members of the ANR (Division of Agriculture and Natural Resources) to assess their perspectives and needs in terms of ethnic and cultural diversity. Members from different levels such as regional, statewide, county, and campus programs were surveyed. A total of 2,492 members were asked to complete the internet survey of which 490 completed the surveys yielding a response rate of 20%. Although this response rate is not atypical of survey administration, it is low enough to be wary of the representativeness of the sample in the following analysis. In other words, the information gathered may not be generalizable to the entire Division of ANR.

The survey instrument consisted of demographic questions such as gender, ethnicity and languages spoken as well as questions that revealed the respondent's role within the Division. These included position, tenure, program area, as well as location of the employee within ANR. In addition, the survey asked respondents questions relating to their experiences with diversity trainings as well as their interest in receiving training in the future and their views on current practices and policies in terms of cultural diversity.

II. Profile of Respondents

A descriptive analysis of the respondents in the sample reveals the following patterns. The sample consists of predominantly White (75%) and Hispanic/Latino (11%) individuals with a remaining 14% indicating an ethnicity other than these. In terms of gender and language, there was a slightly higher representation of females (56%), and in terms of language, most respondents spoke only English (71%). It should be noted that 19% did indicate fluency in Spanish as an additional language.

With regard to their role in the Division, most of the sample has been members for a time period of 6 to 20 years (41%), predominantly holding a Staff/Administrative position (48%) or an Advisor position (34%). Moreover, the program areas represented in the sample were largely Agricultural Resources (26%) and Staff/Administration (26%) and the location most frequently represented was County (48.1%). More detailed descriptions of the sample are presented in Table 1. It provides a raw count (frequency) for each category in each variable, and then provides a percentage

to correspond. The last column provides the Mode, which indicates the most commonly found response within each question.

Table 1: Distribution of Profile of Respondents

	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Mode</i>
Gender			
Male	216	44.2%	Female
Female	273	55.8%	
Total	489	100.0%	
Ethnicity			
White	361	75.4%	White
Hispanic	51	10.6%	
Other	67	14.0%	
Total	479	100.0%	
Language			
English	347	70.8%	English
Spanish	93	19.0%	
Other	50	10.2%	
Total	490	100.0%	
Position			
Advisor	166	34.1%	Staff/Admin
Staff/Admin	236	48.5%	
Faculty	85	17.5%	
Total	487	100.0%	
Program Area			
Agricultural Resources (AR)	127	26.2%	Ag. Resources
Human Resources (HR)	82	16.9%	
Pest Management (PM)	36	7.4%	Staff/Admin
Natural Resources (NR)	56	11.6%	
Staff/ Administrative	127	26.2%	
Multiple specialties	56	11.6%	
Total	484	100.0%	
Tenure			
5 to 10 years	108	22.1%	6 to 20 years
6 to 20 years	200	40.9%	
21 or more years	181	37.0%	
Total	489	100.0%	
Location			
County	234	48.1%	County
Statewide/Regional/Oakland/REC	94	19.3%	
Campus	158	32.5%	
Total	486	100.0%	
Prior Training			
No	285	58.9%	No
Yes	199	41.1%	
Total	485	100.0%	
Prior Training Times			
1	131	65.8%	1 time
2	40	20.1%	
3 or more	28	14.1%	
Total	199	100.0%	

<i>Type of Training</i>			
Online	36	18.6%	Face-to-Face
Face-to-face	131	67.5%	
Online & Face-to-face	27	13.9%	
Total	194	100.0%	
<i>Do you use specific strategies to estimate the ethnic makeup of your audience?</i>			
No	238	54.5%	No
Yes	199	45.5%	
Total	437	100.0%	
<i>Interested in training to learn specific strategies to estimate the ethnic makeup of an audience?</i>			
No	247	53.7%	No
Yes	213	46.3%	
Total	460	100.0%	
<i>Would you be interested in training to learn how to define a clientele group?</i>			
No	248	54.1%	No
Yes	210	45.9%	
Total	458	100.0%	
<i>Would you be interested in training to learn how to reach and serve ethnically diverse clientele?</i>			
No	170	36.9%	Yes
Yes	291	63.1%	
Total	461	100.0%	

III. Perceptions and Attitudes towards Practices & Policies on Cultural Diversity

Perceptions and attitudes towards diversity training were measured using a 21-item index where respondents were asked to indicate whether they “strongly agree”, “agree”, “neutral”, “disagree”, or “strongly disagree” with each of the 21 statements given. The statements were generally concerned with the satisfaction level of members in the following aspects Program Delivery, Human Resources Practices, Governance and Media Outreach, Administration and Policy, and Organizational Culture; particularly satisfaction with practices and policies in terms of cultural diversity within each of these areas. For further details see survey in APPENDIX A.

In light of a statistical analysis of the responses to these items, first a numerical value was assigned to each response category. Further details on how each variable was numerically coded in preparation for statistical analysis are provided in the Codebook found in APPENDIX B. Once the items were converted into scales, a principle component analysis was used to determine the factor loadings of the scaled items (Q1-Q21) and the results indicated that the items indeed loaded very

reliably (Cronbach's Alpha¹ =.944) on a single factor with an Eigen-value of 10.5. In other words, questions 1 through 21 on the survey were highly associated with each other and related to one another in a statistically one-dimensional, strong and significant way. In short, all the items are representative of a single phenomenon. Stemming from the content of the questions, this phenomenon is most likely *member satisfaction with current practices and policies with regard to cultural diversity*. Due to the fact that all 21 items loaded so heavily and reliably on a single factor, an additive index was created which combined each of the respondents' 21 answers into a single number representative of their attitudes towards policies in each of the above-mentioned areas. The newly created additive index variable is simply the summation of each respondent's answers to the 21 questions asked concerning attitudes towards cultural diversity. Higher values on the index indicate agreement or strong agreement with current practices and policies, while lower values on the index indicate disagreement or strong disagreement.

In examining the distribution of this additive index we see that the range of this variable included a minimum of 23 (implying near total strong disagreement with each item) and a maximum of 115 (near total strong agreement with each question); the mean or average score is a 75.18 and the standard deviation² is 14. Additionally, based on Table 2 below, we estimate the median or the exact midpoint score to be 69 and knowing that the average score is 75 provides evidence that respondents were more likely to have higher scores or to agree or strongly agree with the questions on current policies and practices relating to cultural diversity. The table below presents the central tendency distributions of the additive index.

Table 2: Central Tendency Statistics for Additive Index of Attitudes

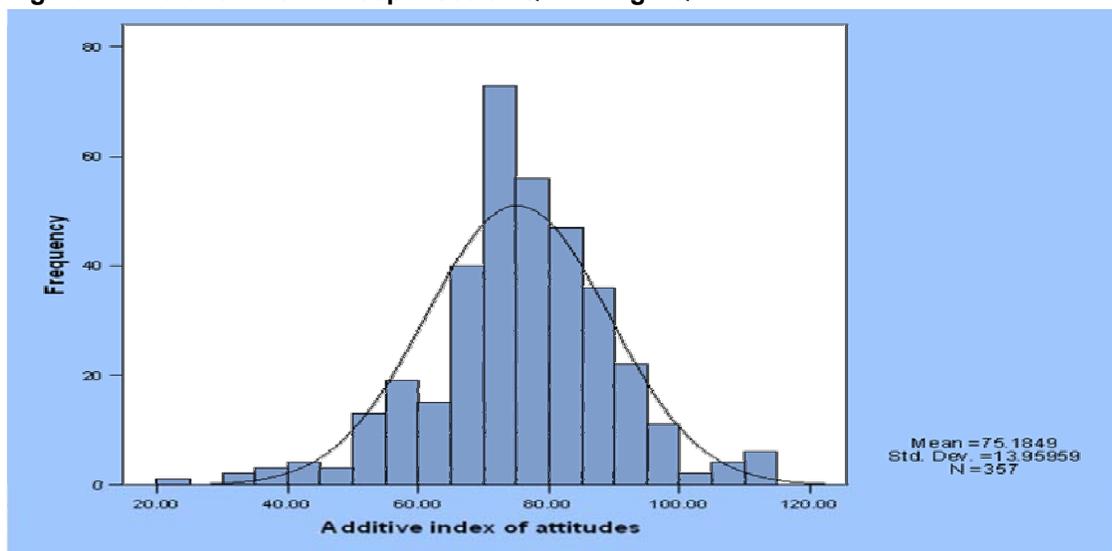
	Number of Observations (N)	Range	Min.	Max.	Mean	Std. Deviation
Additive index of attitudes & perceptions	357	92	23	115	75.18	13.960

¹ Cronbach's Alpha is a measure of internal consistency reliability in an index. A high Cronbach's Alpha indicates high correlations among the items in the index.

² The standard deviation is a number which represents on average how much each case is likely to deviate from the mean. It is a measure of dispersion, with higher values indicating that the distribution is more "spread out."

Furthermore Figure 1 below represents the distribution on a histogram which indicates a more-or-less normally distributed variable. This means that the mean, median, and mode are situated very near one another, and that we find similar rates of drop-off on either side of these mid-points. A normally distributed variable also indicates that this index is suitable for use in inferential statistics. We do find a slight “tilt” towards the higher end of the scale (positive skew), indicating that there was a slightly higher representation of responses that “agreed” or “strongly agreed” to the statements on the survey. The skew is slight, and is non-problematic.

Figure 1: Additive Index of responses to Q1 through Q21



Where do respondents land on the Attitudes and Perceptions scale?

In addition to the statistics reported above based on the whole population, the following section provides an analysis detailing how different *types* of respondents scored on the additive index. The scores are presented by categories within each variable. Table 3 presents the mean(average) score per category and the number of respondents that were included in the analysis. For instance, for gender the males reported an average index score of 77.53, while for females it is lower by 4 points (73.21).

One of the striking and statistically significant³ differences in mean scores comes from the Ethnicity variable. The mean score for White respondents is reported as 76.61 whereas the mean score

³ Significance was determined by a series of statistical tests that compare means (ANOVA's, T-Tests, & OLS Regressions)

for those in the other category is significantly less (67.53), yielding an almost 9 point difference. This indicates that those in the “other” category were on average more likely to disagree with the statements regarding current policies and practices more than the White respondents. Another statistically significant difference in mean scores is found in Program Area. Those in Agricultural Resources had an average score of 79.07 whereas those in Human Resources had an average score of 71.40 a decrease of almost 8 points suggesting that those in Human Resources are less satisfied with current diversity practices than those in Agricultural Resources. Finally, the last statistically significant difference in mean scores is found in the variable which describes Location. It is reported that County employees have an average score of 76.98. On the other hand, those employed at the State/Regional/Oakland/REC level have an average score of 72.61, a decrease of 4.5 points which indicates that State/Regional/Oakland/REC level members are slightly (but significantly) less satisfied with the policies and practices relating to diversity than those at the County level. Furthermore, we find a statistically significant difference of mean score for the question on whether the respondent received training in the past 2 years. For those that said No, the mean score is 72.60 and for those who did received training the mean score on the attitude scale increased to 78.57, an almost 6 point jump. This indicates that those who have already received training are more satisfied and in agreement with the policies and practices than those who have not received training.

Table 3: Mean Score on Perceptions & Attitudes

<i>Attitudes & Perceptions</i>	Mean Score	Number of respondents
Gender		
Male	77.53	165
Female	73.21	191
Total	75.21	356
Ethnicity		
White	76.61	267
Hispanic	75.17	36
Other	67.53	45
Total	75.29	348
Language		
English	75.63	253
Spanish	74.66	70
Other	72.94	34
Total	75.18	357
Position		
Advisor	75.57	124
Staff/Admin	75.08	175
Faculty	74.82	57
Total	75.21	356

Program Area		
Agricultural Resources	79.07	91
Human Resources	71.40	63
Pest Management	77.36	28
Natural Resources	73.28	39
Staff/ Administrative	74.59	91
Multiple Specialties	75.78	40
Total	75.39	352
Tenure		
0 to 5 years	74.36	74
6 to 20 years)	75.03	141
21 or more years	75.84	141
Total	75.21	356
Location		
County	76.98	174
State/Reg/Oakland/REC	72.61	71
Campus	73.94	108
Total	75.17	353
Received Training		
Yes	78.57	155
No	72.60	200
Total	75.20	355

IV. Prior Training on Cultural Diversity

Another section of the survey consisted of questions concerned with the respondents' prior training in cultural diversity. Questions such as whether or not one had received training, the number of times the training was received, and the type of training they received were asked. As a way of analyzing the responses to these items, tests were run to see whether patterns existed in terms of which groups of people indicated receiving training, as well as the number of times and the type of training they received. Statistically significant differences were found among members of different positions, program areas, as well as the location indicated. Additionally, the language variable was also found to have statistically significant differences for varying categories. Differences in terms of receiving training, the number of times training was received, and the type of training were *not* found to be statistically significant for the variables gender, ethnicity, and tenure⁴. Thus, one can conclude that the respondents were equally likely to receive training regardless of gender, ethnicity, and/or tenure. In other words, whether one is male or

⁴ This was determined by the results of a Pearson's chi-square probability test (p-value). A value of .05 is commonly accepted as the threshold. None of the stated variables (gender, ethnicity, tenure) met the criterion of having a p-value of .05 or below.

female; White, Hispanic or other; or has been at ANR for a long or short period of time, they were not significantly different in terms of prior cultural diversity training in the given sample.

Who Received Training?

First, in terms of position, 34% of the sample were Advisors and 55% of the Advisors received training. On the other hand, while Staff/Admin positions represented a larger percentage of the sample (48%), only 34% of the Staff/Admin respondents indicated having received training. Next, of the 17.4% of the sample who indicated they held Faculty positions, only 32% received training. Furthermore, of those in Human Resources and Agricultural Resources program areas representing 17 % and 26% of the total sample respectively, 56% and 52% indicated having received training. Lastly, only 40% of the remaining program areas reported that they had received some type of training in the last 2 years.

With regard to location of employment within the Division, it was found that county employees received diversity training more than members at other locations. Representing 48% of the sample, 57% of county employees indicated having received training whereas only 26% of state/regional/Oakland/REC members and 26% of Campus employees reported that they had received training. Finally, English speakers represented 71% of the total sample and were most likely to have received training (44%). Spanish speakers followed closely with 43% reporting that they had received training. Table 4 below represents the findings for all groups. The “total count” column represents the total number of respondents within each category of the variable. Based on the proportions, overall, it was found that Advisors, those in Human Resources, County employees, and English speakers were most likely to have received training in cultural diversity in the past 2 years.

Table 4: Distribution of Who Received Training?

<i>In the past 2 years I have received cultural diversity training...</i>	Yes (% of Total within)	No (% of Total within)	Total Count⁵	Chi-square (p-value)
Language				
English	44.3%	55.4%	343	.002
Spanish	43.0%	57.0%	93	
Other	14.3%	85.7%	49	
Total			485	
Position				
Advisor	55.4%	44.6%	166	.000
Staff/Admin	34.3%	65.2%	233	
Faculty	32.1%	67.9%	84	
Total			483	
Program Area				
Agricultural Resources (AR)	51.6%	48.4%	126	.000
Human Resources (HR)	56.1%	43.9%	82	
Pest Management (PM)	33.3%	63.9%	36	
Natural Resources (NR)	36.4%	63.6%	55	
Staff/ Administrative	32.0%	68.0%	125	
Multiple specialties	28.6%	71.4%	56	
Total			485	
Location				
County	56.7%	43.3%	233	.000
Statewide/Regional/Oakland/REC	26.1%	72.8%	92	
Campus	26.1%	73.9%	157	
Total			482	

Number of Trainings

Now that we have established which groups were more likely to have received training, the number of times they received training can now be examined. English speakers received training 2 times more than those who spoke Spanish or other languages. However, it was also found that Spanish speakers were more likely to have received training more than once when compared to the English speakers. Similarly, it was found that most Advisors were likely to have received training than members in other positions. Members in program areas of Agricultural Resource had the highest proportion of those who received training 1 time (35%) and 3 or more times (9.5%); however, more of those in Human Resources reported receiving training 2 times in comparison to other program areas. In much the same way, County employees (38%) outnumbered campus and faculty across all the categories of number of times training was

⁵ The difference between the sum of the counts and the total listed is the # of missing cases.

received. In summary, it was found that Spanish speakers, Advisors, Agricultural Resources employees and County employees respectively received training more times than other groups.

Table 5 provides the detailed numerical values for the number of times various groups received training. The percentages reported in Table 5 correspond to the value found in the “Total count” column. For instance, Faculty made up 84 cases of the sample for this question, and of the 84 faculty, 24% reported having received training 1 time.

Table 5: Distribution of Number of Trainings

<i>If yes, How many times did you receive training?</i>	1 (% of Total within)	2 (% of Total within)	3 or more (% of Total within)	N/A No training	Total Count⁶	Chi-square (p-value)
<i>Language</i>						.006
English	29.5%	9.5%	5.8%	55.6%	342	.
Spanish	25.8%	8.6%	8.6%	57%	93	
Other	12.2%	2.0%	0.0%	85.7%	49	
Total					484	
<i>Position</i>						.000
Advisor	34.9%	10.8%	9.6%	44.6%	166	
Staff/Admin	22.8%	8.2%	3.4%	65.5%	232	
Faculty	23.8%	3.6%	4.8%	67.9%	84	
Total					482	
<i>Program Area</i>						.006
Agricultural Resources (AR)	34.9%	7.1%	9.5%	48.4%	126	
Human Resources (HR)	32.9%	15.9%	7.3%	43.9%	82	
Pest Management (PM)	20.0%	14.3%	.0%	65.7%	35	
Natural Resources (NR)	23.6%	7.3%	5.5%	63.6%	55	
Staff/ Administrative	23.2%	5.6%	3.2%	68.0%	125	
Multiple specialties	19.6%	3.6%	5.4%	71.4%	56	
Total					485	
<i>Location</i>						.000
County	37.3%	10.7%	8.6%	43.3%	233	
Statewide/Regional/Oakland/REC	16.5%	7.7%	2.2%	73.6%	91	
Campus	17.8%	5.1%	3.2%	73.9%	157	
Total					481	

Type of Training

In addition to the number of times, respondents were asked to indicate the type of training they received: face-to-face, online, or both. Highest proportion (30%) of those who received

⁶ The difference between the sum of the counts and the total listed is the # of missing cases.

face-to-face training came from the category of English speakers. Spanish speakers (11%) were more likely to have received training both online and face-to-face. With regard to position, Advisors (43%) followed by Staff/Admin (23.1%) received face-to-face more than Faculty who were more likely to receive on-line training. Although the most common type of training across program areas is face-to-face, members in Human Resources (49%) were most likely than other program areas to have received face-to-face training. Compared to other program areas, Agricultural Resources employees were most likely to have received online training and the highest proportion of the combination of online and face-to-face came from area of Pest Management.

Table 6 below is a numerical representation of the above-mentioned findings as well as some additional details. The percentages reported in Table 6 correspond to the column titled “Total Count”. For instance, for the variable location, county employees represented 232 members of the sample and 4.7% of the 232 cases indicated that they received training online.

Table 6: Distribution of Types of Training

<i>What type of training(s)?</i>	Online (% of Total within)	Face-to-Face (% of Total within)	Online & Face-to-Face (% of Total within)	N/A No training	Total Count⁷	Chi-square (p-value)
<i>Language</i>						.001
English	8.8%	30.1%	5.0%	56.0%	339	
Spanish	5.5%	25.3%	11.0%	58.2%	91	
Other	2.0%	12.2%	0.0%	85.7%	49	
Total					479	
<i>Position</i>						.000
Advisor	4.2%	42.8%	8.4%	44.6%	166	
Staff/Admin	6.6%	23.1%	3.9%	66.4%	229	
Faculty	17.1%	8.5%	4.9%	69.5%	82	
Total					477	
<i>Program Area</i>						.000
Agricultural Resources (AR)	11.9%	32.5%	7.1%	48.4%	126	
Human Resources (HR)	1.3%	48.8%	5.0%	45.0%	80	
Pest Management (PM)	8.6%	17.1%	8.6%	65.7%	35	
Natural Resources (NR)	7.3%	21.8%	7.3%	63.6%	55	
Staff/ Administrative	8.1%	18.7%	4.1%	69.1%	125	
Multiple specialties	5.5%	18.2%	3.6%	72.7%	55	
Total					479	

⁷ The difference between the sum of the counts and the total listed is the # of missing cases.

<i>Location</i>						.000
County	4.7%	44.4%	7.3%	43.5%	232	
Statewide/Regional/Oakland/REC	6.7%	13.5%	4.5%	75.3%	89	
Campus	11.6%	10.3%	3.2%	74.8%	155	
Total					476	

V. Interest in Future Training on Diversity

The following section is concerned with questions on the survey about whether respondents expressed interest in future training to learn strategies for identifying the ethnic make-up of an audience, training on learning how to define a clientele, and training on how to reach and serve ethnically diverse clientele. Similar to the prior section on experience with training, these questions were statistically analyzed⁸ to determine differences between groups in terms of their interest in future training. The criterion of statistically significant differences also applies here where certain variables did not meet the required probability level. All the questions on interest in training in various areas yielded statistically insignificant results for the variables: Language and Program Area. Particularly, for the question on interest in learning how to reach and serve ethnically diverse clientele, the variables Ethnicity, Language, Tenure, and Program were not found to hold statistical significance and for the question on interest in training to learn how to serve and reach an ethnically diverse clientele, all but 3 variables (Gender, Position, Location) yielded statistically insignificant results.

Interest in Learning Strategies to Estimate Ethnicity

First, it was found that in the given sample males were less likely to indicate interest in training on strategies to estimate ethnic make-up than were females (33% to 57%, respectively). In terms of ethnicity the largest proportion (60.0%) of those who were interested in this type of training came from the “Other” category followed closely by a large percentage of Hispanics (58.8%). With regard to position and interest in training, those in Advisor positions (54.3%) are mostly likely to express interest and those in Faculty (24%) positions were less likely to express an interest. Additionally, respondents who have been members of ANR for 0 to 5 yrs. had the highest proportion (61.3%) of expressing interest in receiving training on learning strategies to

⁸ This was determined by the results of a Pearson’s chi-square probability test (p-value). A value of .05 is commonly accepted as the threshold. None of the stated variables (gender, ethnicity, tenure) met the criterion of having a p-value of .05 or below.

estimate the ethnic makeup of an audience. Those in the categories of 6 to 20 (60.1%) years were most likely to indicate “No” to the question of interest in training. Moreover, county employees had the highest proportion (60.2%) indicating an interest in training on estimating the ethnic makeup and Campus employees were least (28.2%) likely to indicate interest in this type of training.

Table 7 presents the abovementioned findings as well as the proportions of groups that were not presented in the text. The percentages provided in Table 7 correspond to the Total Count column. For instance, examining ethnicity, it is found that of the total number of White respondents (337), 57% indicated a “No” to having interest in training to learn specific strategies to estimate the ethnic makeup of an audience. Overall, Women, those other than Whites and Hispanics, Advisors, those having a tenure of 0 to 5 yrs, and county employees respectively were most likely express an interest in receiving training on learning how to estimate the ethnicity of an audience.

Table 7: Distribution of Interest in Training to Estimate Ethnicity

<i>Would you be interested in training to learn specific strategies to estimate the ethnic makeup of an audience?</i>	Yes (% of Total within)	No (% of Total within)	Total Count	Chi-square (p-value)
<i>Gender</i>				.000
Male	33.0%	67%	206	
Female	57.1%	42.9%	254	
Total			460	
<i>Ethnicity</i>				.002
White	42.7%	57.3%	337	
Hispanic	58.8%	41.2%	51	
Other	60.3%	39.7%	63	
Total			451	
<i>Position</i>				.007
Advisor	54.3%	45.7%	164	
Staff/Admin	48.2%	51.8%	220	
Faculty	24.0%	76.0%	75	
Total			459	
<i>Tenure</i>				.001
0 to 5 years	61.3%	38.7%	106	
6 to 20 years)	39.9%	60.1%	188	
21 or more years	44.0%	56.0%	166	
Total			460	
<i>Location</i>				.000
County	60.2%	39.8%	231	
Statewide/Regional/Oakland/REC	39.3%	60.7%	84	
Campus	28.2%	71.8%	142	
Total			457	

Interest in Learning to Define Clientele

In terms of the question on learning how to define a clientele, it was found that females had a higher likelihood (58.3%) of expressing interest than males in the sample. Furthermore, respondents belonging to ethnicities other than White and Hispanic were most (60%) likely to express interest in learning to define a clientele group. Unlike the last type of training, Staff/Administrative positions rather than Advisors were most likely to express interest in training to define a clientele with 52% of them indicating a “yes”. Faculty positions were least likely with 72% of them indicating a “no” to interest in training to define a clientele group. Those who have been in the division for the shortest amount of time (0 to 5 yrs) had the highest percentage (63%) for expressing interest in learning how to define a clientele and those with the longest tenure (21 or more yrs) had the highest proportion (64%) of those who did *not* express interest in learning to define a clientele. With regard to location, county employees had the highest percentage (56%) of those who expressed interest in learning to define a clientele than employees at other locations. These findings and more numerical representations are provided in Table 8. The percentages reported in the table correspond to the Total Count column. For instance, for the variable position, of the 75 faculty members 72% indicated a “No” to having interest in learning how to define a clientele group.

Table 8: Distribution of Interest in Training to Define Clientele

<i>Would you be interested in training to learn how to define a clientele group?</i>	Yes (% of Total within)	No (% of Total within)	Total Count	Chi-square (p-value)
<i>Gender</i>				.000
Male	30.4%	69.6%	204	
Female	58.3%	41.7%	254	
Total			458	
<i>Ethnicity</i>				.012
White	42.3%	57.7%	336	
Hispanic	56.9%	43.1%	51	
Other	59.7%	40.3%	62	
Total			449	
<i>Position</i>				.000
Advisor	45.3%	54.7%	16	
Staff/Admin	52.5%	47.5%	221	
Faculty	28.0%	72.0%	75	
Total			457	
<i>Tenure</i>				.000
0 to 5 years	62.9%	37.1%	105	
6 to 20 years)	45.2%	54.8%	188	
21 or more years	35.8%	64.2%	165	

Total			450	
Location				.000
County	56.3%	43.7%	229	
Statewide/Regional/Oakland/REC	48.8%	51.2%	84	
Campus	27.5%	72.5%	142	
Total			455	

Interest in Learning to Serve Diverse Clientele

The last aspect dealt with learning how to reach and serve ethnically diverse clientele. It is important to note that only three variables were found to be significant in the findings for this section. Concerning gender, as has been the pattern with interest in other trainings, a higher percentage of women (73%) indicated that they had interest in training to learn to serve diverse clientele. Additionally, Advisors (72%) were more likely to express interest in this type of training than other positions and lastly, and not surprisingly given the pattern, county employees expressed interest in training to learn to serve diverse clientele at a higher proportion (78%) than employees at other locations. Campus employees were least likely (45%) to express interest. Table 9 below represents the numerical proportions per category per variable. The percentages reported correspond to the Total Count column. For instance, of the 83 Statewide/Regional/Oakland/REC employees who responded to this question, 53% indicated a “Yes” and 47% indicated a “No” to having interest in learning to serve ethnically diverse clientele. Overall, one finds that women, Advisors, and county employees respectively have interest in training to serve diverse clientele.

Table 9: Distribution of Interest in Training to Reach Diverse Clientele

<i>Would you be interested in training to learn how to reach and serve ethnically diverse clientele?</i>	Yes (% of Total within)	No (% of Total within)	Total Count⁹	Chi-square (p-value)
Gender				
Male	51.2%	48.8%	204	.000
Female	72.7%	27.3%	256	
Total			461	
Position				
Advisor	72.4%	27.6%	163	.000
Staff/Admin	62.9%	37.1%	221	
Faculty	44.7%	55.3%	76	
Total			460	

⁹ The difference between the sum of the counts and the total listed is the # of missing cases.

Location				
County	78.4%	21.6%	231	.000
Statewide/Regional/Oakland/REC	53.0%	47.0%	83	
Campus	45.1%	54.9%	144	
Total			458	

Furthermore, along with whether members were interested in diversity training respondents were asked which ethnic groups they would specifically like to be trained about in terms of both reaching them and serving them. For this question, statistical significance was not found in terms of which groups (e.g. Advisors, Males etc.) would be more likely to be interested in training to target which ethnic groups in their clientele. However the most commonly found response (75%¹⁰) for this question was “multiple/other”. This category included responses that indicated more than one ethnic group and those few that indicated wanting to be trained in reaching the disabled and/or the poor.

VI. Conclusion

In summary, the findings of this report suggest that the respondents of the ANR survey were generally female, White, English speaking, with Staff/Administrative positions, in the program area of Agricultural Resources and Administration, have been members for 6 to 20 years and tend to work at the county level. The examination of the findings reported above yields explanations for what may be happening. First, the overrepresentation of Staff/Administration both in terms of position and program area suggests that those who were most likely to be present in front of a computer for an extended period of time were also most likely to have completed the survey. Second, in terms of training, those out in the field (Advisors, County employees, Spanish speakers) are most likely to receive training more times perhaps due to higher frequency of interaction with clients who are often from diverse cultures. Also, the type of training is also attributable to the level of interaction with clients. The finding that faculty were more likely to complete online trainings, is indicative of the emphasis on face-to-face or more intense training for those who are more likely to have “face-to-face” interaction with clients, rather than an indirect interaction that faculty may most often have within the Division. Similarly, the same explanation applies to interest in future training. Those who are most likely

¹⁰ The percentage reported is of those who provided a response to the question, excluding cases where respondents indicated ‘no interest’.

to be in the field and interacting with clientele on a more intense basis (Advisors, County employees) were most likely to express interest in future training. In terms of ethnicity, the finding that “whites” were least likely to express interest may also be indicative of the ethnic makeup of employees out in the field in comparison to those “behind the desk”. Additionally, the finding that respondents who have been around for the least amount of time (0 to 5 yrs.) may be attributable to the fact that they have not been around long enough to have received training and therefore are interested in receiving training in the future.

Finally, with regard to their perspectives and attitudes towards the current practices and policies related to cultural diversity at ANR, the respondents overall tend to be satisfied and in agreement. Agreement falters for minority ethnicities, State/Regional/Oakland/REC employees, Human Resources employees and those who have not received training in the past 2 years. I shall now discuss each of these groups in turn.

First, the finding that minority status employees are in disagreement with the statements may be attributable to their personal experiences that lead to understanding and relating to clientele of diverse backgrounds. This, in turn, contributes to slight dissatisfaction and to wanting more tools and training in cultural diversity.

Second, State/Regional/Oakland/REC employees’ dissatisfaction is a finding that is interesting and beyond the scope of this report as to why this might be the case. Perhaps those more familiar with the characteristics of the particular locations may be better equipped to put forth an explanation.¹¹

Third, dissatisfaction among those in Human Resources may stem from their direct and intense contact with those in diverse backgrounds, or perhaps being in a position to hear about the complaints of employees with regard to needing more tools and training in cultural diversity.

Finally, not having received training in the past 2 years may lead the employees to think that cultural diversity issues are not being addressed which in turn leads to disagreement or dissatisfaction with current policies. All in all, it seems as though demographic characteristics such as ethnicity, position, and activity relating to participation in training have the most effect

¹¹ Some fruitful avenues of exploration may include: amount of face time, infrastructural factors, interactional patterns, etc.

on attitudes towards cultural diversity policies in ANR. Particularly, the respondent's level of interaction with clientele seems to play an important role in determining attitudes and perceptions towards current policies and practices on cultural diversity.