Ethnicity and Personal Experiences in the Workplace

Sharon Singh, Anna M. Miller, and Alissa Kowalski

PhD Department, Niagara University

ADS 805: Research and Statistics

Dr. Sushma Marwaha

November 30, 2021

Author Note

This paper was prepared on November 30, 2021 for course ADS 805 Research and Statistics, taught by Professor Sushma Marwaha, PhD. There are no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Sharon Singh, PhD Department, Niagara University, Academic Complex, Second Floor 221C, PO BOX 1930, Niagara University, NY 14109-1930, United States. Email ssingh@mail.niagara.edu.

Table of Contents

Diversity in the workplace appears to be growing. According to various studies, it has revealed that discrimination in the workplace is persistent. Recent movements like Black Lives Matter have brought to light challenges including racism, discrimination, and equal opportunity. Through various media sources it revealed that organizations have been reviewing their diversity policies and even implemented diversity training. While organizations promote and implement training aimed at diversity in the work environment, the experiences do not seem to align with this. Minnotte (2012) mentions that experiencing discrimination in the workplace is one of the most distressing, negative workplace behaviors that can be experienced and contributes to heightened work-to-life conflict. Research by Parkin et al. (2003) discussed that women of a visible minority experienced more difficulty succeeding in the workplace. Men of visible minority were also more likely to receive promotions versus non-white women (Parkin et al., 2003). Unfortunately, experiencing discrimination (racial or gender) hinders work performance and is even worse if it is experienced from a manager (Fox et al., 2005). Research shows that a diverse workforce can actually benefit the organization if it is embraced.

With an increased awareness of various diversity challenges, this study aims to examine if there is a connection between ethnicity, perception, and personal experiences with diversity and discrimination in the workplace. Although the focus of this study is based on diversity in regards to ethnicity and race, gender will also be touched upon as the subjects are often intertwined. Further, this is a quantitative method study using secondary data analysis in which Caucasians will be compared to all other minority groups (African American, Asian/Pacific Islander, American Indian, Latino/Hispanics and other) to determine if there is a statistical significance based on ethnicity, perception, and experiences with discrimination.

Literature Review

Diversity

Demographics have changed in recent years which now includes an increase in the number of minority groups. According to Kim (2006), within 50 years after the year 2000 approximately half of the United States population will be made up of minorities. In 2011, the United States visible minority population increased 3% from 16.2% to 19.1% (Statista, 2021) while Canada reported their minority population as just over 22% (Statistics Canada, 2021). The increase in diversity in America has been referred to as the "browning" of America because the population is increasing among various minority groups (Perez & Hirschman, 2009); while Canada has become known for its multiculturalism (Statistics Canada, 2021). The rise in the minority population has also caused a rise in organizations receiving more diverse applicants; therefore, recognizing the need to create a more diverse work environment (Brimhall et al., 2018). Kim (2006) discussed that diversity management is considered essential to ensuring success within organizations; she further explained that valuing diversity instead of tolerating it actually benefits the employees and the organization. Furthermore, workplace diversity is important because it comes with benefits such as creating new ideas and will likely improve a firm's overall growth and development (Kim, 2006). Ely & Thomas (2020) also explained that organizations can benefit from increased employee diversity, however there also needs to be adjustments to corporate culture and power dynamics. Developing an environment where people can express themselves can prevent bias and systems of oppression (Ely & Thomas, 2020). By embracing different styles and voices inside the organization and utilizing employees' identity-related knowledge and experiences to learn how to best accommodate the firm's work are changes that can and should be implemented (Ely & Thomas, 2020).

Ethnicity and Race

A subcategory of diversity is ethnicity and race. Kim (2006) reported that ethnicity and race is one of the most discriminated against categories of diversity experienced in the workplace. Fitchett et

al. (2020) discussed how teachers who were of visible minority status experienced additional work-related stress; their research also indicates that teachers were often placed in classrooms with students who matched their race because it was felt that the white teachers did not share the same cultural practices and/or backgrounds as the students. Teachers, both white and of visible minority, who worked in schools with diverse populations were more likely to leave the profession mainly because of micro-aggressions and discrimination (Fitchett et al., 2020). Osseo-Asare et al. (2018) discovered that Black, Hispanic, and Native American medical students completing their residency revealed that they had additional burdens and unique challenges. Similar to teachers, these residents also experienced micro-aggressions and also bias and challenges with negotiating their professional and personal identity on a daily basis (Osseo-Asare et al., 2018).

Racial bullying is another occurrence in the work environment discussed by Fox & Stallworth (2005). Racial and ethnic minorities reported higher levels of bullying, generally versus their white coworkers; this was also true for African Americans when compared to Hispanics/Latinos and Asians. As a result, these individuals were found to have less confidence in their work performance, especially if the bullying took place with a member of management (Fox & Stallworth, 2005). Research by Chambers & Alexis (2004) revealed that a lack of cultural awareness lead to employees feeling victimized, developing low self-esteem, and other negative effects.

Gender

Gender is another area of diversity that has required more attention and support within organizations. According to Hossain et al. (2020), employee initiatives involving gender have increased substantially. This research seems to discuss or at least mention how women lacked support and/or experienced negativity within the workplace (Hossain et al., 2020). There also appears to be a lack of knowledge and/or policies implemented to protect women and those who identify with the LGBTQ+ community, this point is also made by Chambers & Alexis (2004). Carver (2020) reported that women of

colour experienced comments of being “too white” by other women of color when they were trying to fit in with their white coworkers. This might show a lack of support within organizations for women of color. Parkin & Mendelsohn (2003) found that 48% of women and 38% of men of a visible minority had a more difficult time succeeding in their place of employment; this includes being considered for and getting promotions. About 40% of black women assumed that a white person would be favoured in a hiring competition, 47% of immigrants had the same assumption (Parkin & Mendelsohn, 2003). Research that looked into what was described as “dirty” workplace politics, non-sanctioned political influence tactics (NPITs) (e.g., self-serving and socially undesirable behaviors such as manipulation and intimidation), and stress outcomes mentioned that women experienced higher levels of negative emotions than men did (Webster et al., 2018). This only seems to demonstrate that women in general appear to have more challenges in the workplace.

Methodology

The data was collected by Dr. Polka, Dr. Heaggans and Dr. Marwaha through their mixed methods survey study, “Reflective Diversity Inventory: A Study of Personal Attitudes and Experiences.” The data was gathered from participants ages 21 years and older from a variety of professions including the fields of education, business, and health care. While 151 individuals originally received the survey request, only 132 returned the survey, 124 of which were complete and can be utilized for statistical analysis. Creswell (2018) explains that surveys provide researchers a, “quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population (p. 147).” However, the sample size and data collection does cause some limitations within the overall implications of the study.

The goal of the survey was to examine personal attitudes toward diversity and personal experiences with diversity. The survey was divided into four sections: Personal Attitudes Towards Diversity, Personal Experiences with Diversity Issues, Reflective Responses, and Demographic Data. Both

Personal Attitudes and Personal Experiences were measured on a 1-4 Likert scale. The survey directions for Personal Attitudes instructed respondents to identify how they feel about particular statements by circling 1 (*strongly disagree*), 2 (*disagree*), 3 (*agree*), or 4 (*strongly agree*). Similarly, the directions for Personal Experiences instructed respondents to identify how often they have experienced certain situations by circling 1 (*never*), 2 (*sometimes*), 3 (*often*), and 4 (*very often*). The final section of the survey consists of demographic data, having participants self-identify their gender, age range, ethnicity, sexual orientation, organizational diversity initiatives, disability status, and country of residence. The third section, Reflective Responses, was designed as an open-ended reflection and thus is not factored into this study as this is a quantitative study using secondary data analysis.

Data Preparation

The data was provided to the ADS805: Research & Statistics class in the form of an Excel spreadsheet which included the quantitative survey results from 58 questions and seven demographic questions. Along with the compiled survey results, the questionnaire was also provided which outlined the specific questions asked to the participants and the Likert scales, both discussed previously. The open-ended responses were not provided. Within the Excel spreadsheet, the responses were sorted so that only the completed surveys were included in the data that was uploaded into the SPSS program.

Once the data was transferred from Excel, the headings, names, values and scales were modified to reflect the information from the accompanying questionnaire. SPSS headings are unable to have spaces, so each question was given a signifier and number to correlate back to the survey questions. Personal Attitudes Towards Diversity questions were shortened into Attitudes followed by the question number for 1-38 (e.g., Attitudes1, Attitudes2, etc.). In the same way, Personal Experiences with Diversity Issues was shortened into Experiences followed by the question number for 39-58 (e.g., experiences 39, experiences 40, etc.). The demographic data headings Gender, Age, and Ethnicity did not need to be shortened, while the remainder of the headings were shortened while still allowing the

researchers to easily identify the corresponding question. Each question was included in its entirety within the corresponding SPSS name segment for both the survey questions and the demographic data. In addition, the Likert scale was formatted in the value section for questions 1-58 to allow for accurate statistical analysis. The Likert scale varied depending on the question as identified previously. The value section for the demographic data was input to represent the various possible responses. Finally, the scale for each question was adjusted for each option as well.

As an additional step to the data preparation process, frequency analysis was performed on the demographic data in particular, both to assist the researchers in narrowing down the focus of their topic and provide a broad overview of the data spread. Salkind (2020) explains that frequency distributions are a "method of tallying and representing how often certain scores occur" and is the "most basic way to illustrate data (p. 58)." The frequency analysis highlighted some potential limitations with the survey results, as there was not an even distribution of participants within the various demographics. With these limitations in mind, the researchers moved forward with research questions focused on ethnicity and personal experiences in the workplace.

Data Used for Analysis

At the onset, data was explored for questions 1, 3, 5, 14, 34, 38, 39, 44, and 51 (see Appendix A). The data from questions 34, 38, 39, 44, and 51 were then considered for usage in this study. After running several Independent-Sample t-Tests and One Way ANOVAs in SPSS, data was narrowed down to questions 5, 38, and 51 to be analyzed. The data was analyzed several ways; first between two groups including all people of colour in group one and Caucasian people in group two (see Appendix B and Appendix C). All six groups were analyzed between each other. In doing so, a Post Hoc (Tukey) was able to be completed (see Appendix D, Appendix E, Appendix F and Appendix G). In using this comparison method, significance was found between the African American group and Caucasian group, Native American and Caucasian group, and Caucasian group and other group (see Appendix G). Data was then

analyzed in comparing the means of the African American and Caucasian groups only. Significance was found between these two groups for all three questions.

Statistical Analysis

First, a One Way ANOVA was conducted for questions 5, 38 and 51 including 2 groups by ethnicity (see Appendix B). Group one included all people of colour including a combination of groups that consisted of African American, Asian, American Indian/Aboriginal, Latino/Hispanic and Other (likely people of middle eastern descent) for a total of 60 participants. Group 2 consisted of only people of Caucasian descent for a total of 64 participants. In this test, significance was found for only question 51 between the two groups with more people of colour collectively scoring higher for the question, "I have personally felt discriminated or harassed at my workplace because of my race or ethnicity."

Then, an Independent-Samples t-Test was utilized for questions 5, 38, and 51 with the same two groups previously identified. This test resulted in the same conclusion with no significant findings for question 5 and question 38 between group one, people of colour, and group two, Caucasian people; and people of colour scoring significantly higher than their Caucasian counterparts for question 51.

Next, a One Way ANOVA was conducted for questions 5, 38, and 51 between all six groups based on ethnicity. Again, for questions 5 and 38, no significance was found, however significance between groups was again determined in question 51. The Post-Hoc, Tukey, confirmed no significance between groups for question 5. However, for the first time, significance was found amongst groups for question 38, "The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States." In particular, there was a significant difference between the African American group and the other group. The next One Way ANOVA was conducted for question 51 in which significance was determined again, with a significant difference between the African American group and Caucasian group and a significant difference between the American Indian/Aboriginal group and Caucasian group.

Based on these findings, an Independent-Samples t-Test was conducted between the African American group, labeled group 1, and Caucasian group, labeled group 2, for each of the three questions. In doing so, for the first time, significance was found for each question with question 51 having the strongest significance.

Question 5 was analyzed using an Independent Samples t-Test comparing the mean scores of group 1 (African American) and group 2 (Caucasian) found the means of the two classes ($t(95) = -.520$, $p < .035$). The mean of group 1 was lower ($m = 3.15$, $sd = 1.034$) than the mean of group 2 ($m = 3.25$, $sd = .797$) (see Appendix H).

Question 38 was also analyzed with an Independent Samples t-Test comparing the mean scores of group 1 (African American) and group 2 (Caucasian) found the means of the two classes ($t(95) = 2.577$, $p < .035$). The mean of group 1 was higher ($m = 3.64$, $sd = .699$) than the mean of group 2 ($m = 3.13$, $sd = .1.016$) (see Appendix I).

Question 51 was analyzed with an Independent Samples t-Test comparing the mean scores of group 1 (African American) and group 2 (Caucasian) found the means of the two classes ($t(95) = -9.423$, $p < .001$). The mean of group 1 was significantly higher ($m = 2.45$, $sd = .905$) than the mean of group 2 ($m = 1.13$, $sd = .488$) (see Appendix J).

Results and Limitations

The study was limited for various reasons, particularly with the sample size and the unequal representation of populations. With an overall sample size of only 124 individuals, any uneven distribution among demographic factors can skew results. Caucasian participants, 64 in total, accounted for over 50 percent of the total sample size. In addition to having 33 African American participants, that leaves just 27 participants making up the other four demographics of Asian, American Indian/Aboriginal, Latino/Hispanic, and other. The category other was likely to represent individuals from the Middle East and not necessarily any other race or ethnicity. Beyond the ethnicity demographics, the compositions of

both classified disability and country of residence were vastly unbalanced. Although these factors were not the focus of this particular project, it limits the manner in which the study results can be described as representative of a larger population. Salkind (2020) suggests that if researchers believe a sample represents the population well, inferences can be made about the entire population (p. 9). With these small representations of certain populations, it is difficult to conclude the ability to generalize this data analysis.

Another limitation for the survey results is the manner in which the survey was distributed. Although the survey was administered to a variety of individuals from diverse professional backgrounds, sampling was a manner of convenience and distributed through email and WhatsApp messaging to individuals who knew, either directly or indirectly, the individuals collecting the data. According to Creswell (2018), convenience sampling, or nonprobability sampling, is “less desirable” than other methods, but is still often used as a starting point for data collection and research (p. 150). This manner of collecting data, while easy and accessible for the researcher, does not necessarily ensure an even representation of the population being studied. One vital piece of demographic information that is missing from the survey is the participant’s level of education and/or the type of employment. There is a possibility that the questionnaire was distributed to friends, family members, and colleagues of the researchers who were easily accessible to partake in the survey, but this limits the ability to generalize the collected data across different workforce environments.

Conclusion and Implications

When examining the connection between ethnicity and personal experiences with diversity in the workplace, the literature suggests that there is a clear difference between the experiences of diverse or minority populations and their counterparts. Performing a statistical analysis of the data provided to the ADS 805: Research & Statistics class, while not as drastic as some of the literature suggests, did show a significant difference between the populations chosen for the SPSS Independent

Sample t-Tests, particularly between Caucasian and African American respondents. Due to the limitations discussed above, there is a need for further research to be conducted, with a focus on expanding the distribution of the survey beyond a convenience sample model in order to create a more diverse sampling to better represent the population being studied within this survey apparatus. Having a larger sample size would allow for more comprehensive statistical analysis to determine to what extent there is a difference in experiences based on ethnicity, perception, and workplace discrimination. It is also important to include demographic data connected to education and employment, as the survey specifically identifies experiences for workplace diversity but fails to request data surrounding that area. From there, further research can be conducted so that organizations can implement policy changes, trainings, and other adjustments to improve workplace experiences for everyone involved.

References

Carver, P. P. (2020). Mission statements - Adopting intersectionality as a framework in higher education. *The Journal of Business Diversity, 20*(1), 17-27. https://ezproxy.niagara.edu/login?url=https://www.proquest.com/scholarly-journals/mission-statements-adopting-intersectionality-as/docview/2388309735/se-2?accountid=28213

Chambers, C. & Alexis, O. (2004). Creating an inclusive environment for black and minority ethnic nurses. *British Journal of Nursing (Mark Allen Publishing), 13*(22), 1355–1358. https://doi.org/10.12968/bjon.2004.13.22.17276

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* SAGE Publications.

Ely, R. J. & Thomas, D. A. (2020). Getting serious about diversity: Enough already with the business case. *Harvard Business Review, 98*(6), 114–122.

Fitchett, P. G., Dillard, J. B., McCarthy, C. J., Lambert, R. G., & Mosley, K. (2020). Examining the intersectionality among teacher race/ethnicity, school context, and risk for occupational stress. *Education Policy Analysis Archives, 28*(87).

Fox, S. & Stallworth, L. E. (2005). Racial/ethnic bullying: Exploring links between bullying and racism in the US workplace. *Journal of Vocational Behavior, 66*(3), 438–456.

Hossain, M., Atif, M., & Ahmed, A. (2020). Do LGBT workplace diversity policies create value for firms? *Journal of Business Ethics, 167*(4), 775–791. doi:http://dx.doi.org/10.1007/s10551-019-04158-z

Kim, B. Y (2006) Managing workforce diversity. *Journal of Human Resources in Hospitality & Tourism, 5*:2, 69-90, doi: 10.1300/J171v05n02_05

Minnotte, K. L. (2012). Perceived discrimination and work-to-life conflict among workers in the

United States. The Sociological Quarterly, 53(2), 188–210. https://doi.org/10.1111/j.1533-8525.2012.01231.x

Osseo-Asare, A., Balasuriya, L., Huot, S. J., Keene, D., Berg, D., Nunez-Smith, M., Genao, I., Latimore, D., & Boatright, D. (2018). Minority resident physicians' views on the role of race/ethnicity in their training experiences in the workplace. *JAMA Network Open, 1*(5), e182723. https://doi.org/10.1001/jamanetworkopen.2018.2723

Parkin, A. & Mendelsoohn, M. (2003) A new Canada: An identity shaped by diversity. Centre for Research on Information on Canada. https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/cric-gmnc-03-not_000.pdf

Perez, A. D. & Hirschman, C. (2009) The changing racial and ethnic composition of the US population: Emerging American identities. *Popul Dev Rev. 35*(1): 1–51. doi:10.1111/j.1728-4457.2009.00260.x.

Salkind, N. J. & Frey, B. B. (2020). *Statistics for people who (think they) hate statistics*. SAGE Publications.

Statista Research Department. (2021). *Percentage of U.S. population as of 2016 and 2060, by race and Hispanic origin.* https://www.statista.com/statistics/270272/percentage-of-us-population-by-ethnicities/

Statistics Canada. (2021) Immigration and ethnocultural diversity in Canada. https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm

Webster, J. R., Adams, G. A., Maranto, C. L. & Beehr, T. A. (2018). "Dirty" workplace politics and well-being. *Psychology of Women Quarterly, 42*(3), 361–377. https://doi.org/10.1177/0361684318769909

Appendix A: Preliminary Data Using Independent-Samples t-Test and One Way ANOVA

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
1. My previous experiences created positive images of people who were different from me.	african american	33	3.09	.914	.159
	caucasian	62	3.26	.723	.092

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
1. My previous experiences created positive images of people who were different from me.	Equal variances assumed	.636	.427	-.977	93	.165	.3
	Equal variances not assumed			-.910	53.732	.183	.3

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer	Point Estimate	Lower	Upper
1. My previous experiences created positive images of people who were different from me.	Cohen's d	.794	-.211	-.633	.213
	Hedges' correction	.800	-.209	-.628	.212
	Glass's delta	.723	-.231	-.655	.194

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
3. My previous experiences taught me that all cultural groups should be respected.	african american	33	3.48	.939	.164
	caucasian	62	3.55	.761	.097

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
3. My previous experiences taught me that all cultural groups should be respected.	Equal variances assumed	.756	.387	-.357	93	.361	.7
	Equal variances not assumed			-.334	54.769	.370	.7

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of				
						Significance		
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Differe
. My previous education romoted the importance of equal ghts amongst all people.	Equal variances assumed	3.962	.049	-.554	93	.290	.581	
	Equal variances not assumed			-.514	53.238	.305	.609	

Independent Samples Effect Sizes

			95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
3. My previous experiences taught me that all cultural groups should be respected.	Cohen's d	.827	-.077	-.499	.346
	Hedges' correction	.834	-.076	-.495	.343
	Glass's delta	.761	-.083	-.506	.339

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
5. My previous education promoted the importance of equal rights amongst all people.	african american	33	3.15	1.034	.180
	caucasian	62	3.26	.808	.103

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
5. My previous education promoted the importance of equal rights amongst all people.	Cohen's d	.893	-.119	-.542	.304
	Hedges' correction	.900	-.118	-.537	.301
	Glass's delta	.808	-.132	-.554	.292

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
14. I can learn a great deal from people who have different cultural backgrounds.	african american	33	3.67	.692	.120
	caucasian	62	3.76	.592	.075

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
14. I can learn a great deal from people who have different cultural backgrounds.	Equal variances assumed	1.243	.268	-.675	93	.251	.5(
	Equal variances not assumed			-.644	57.208	.261	.5:

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
14. I can learn a great deal from people who have different cultural backgrounds.	Cohen's d	.628	-.145	-.568	.278
	Hedges' correction	.633	-.144	-.563	.276
	Glass's delta	.592	-.154	-.577	.269

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
	african american	33	2.97	.847	.147

Independent Samples Test

			Levene's Test for Equality of Variances		t-t			
							Significance	
			F	Sig.	t	df	One-Sided p	Two-Sided p
34. I believe that the climate at my workplace is friendly towards different people or groups.	Equal variances assumed		.123	.727	-.961	93	.170	.3
	Equal variances not assumed				-.961	65.351	.170	.3
34. I believe that the climate at my workplace is friendly towards different people or groups.	caucasian	62	3.15	.846	.107			

Independent Samples Effect Sizes

			95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
34. I believe that the climate at my workplace is friendly towards different people or groups.	Cohen's d	.847	-.207	-.630	.217
	Hedges' correction	.854	-.205	-.625	.215
	Glass's delta	.846	-.207	-.630	.218

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Equal variances assumed	4.227	.043	2.702	93	.004	.0
	Equal variances not assumed			3.021	86.990	.002	.0

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	african american	33	3.64	.699	.122
	caucasian	62	3.10	1.020	.129

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Cohen's d	.922	.582	.150	1.011
	Hedges' correction	.929	.578	.149	1.003
	Glass's delta	1.020	.527	.092	.957

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
39. I have witnessed racial discrimination at my workplace.	african american	33	2.25	.614	.107
	caucasian	62	1.62	.670	.085

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
39. I have witnessed racial discrimination at my workplace.	Equal variances assumed	1.097	.298	4.483	93	<.001	<.0
	Equal variances not assumed			4.606	70.589	<.001	<.0

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
39. I have witnessed racial discrimination at my workplace.	Cohen's d	.651	.966	.519	1.408
	Hedges' correction	.657	.958	.515	1.397
	Glass's delta	.670	.939	.482	1.389

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	african american	33	2.45	.905	.157
	caucasian	62	1.13	.495	.063

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Equal variances assumed	29.492	<.001	9.248	93	<.001	<.0
	Equal variances not assumed			7.817	42.464	<.001	<.0

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Cohen's d	.665	1.993	1.479	2.499
	Hedges' correction	.671	1.977	1.467	2.479
	Glass's delta	.495	2.676	2.036	3.305

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of				
						Significance		
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Differe
4. I have witnessed exclusion of eople of different backgrounds t my workplace.	Equal variances assumed	.219	.641	3.619	93	<.001	<.001	
	Equal variances not assumed			3.419	55.827	<.001	.001	

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
44. I have witnessed exclusion of people of different backgrounds at my workplace.	african american	33	2.12	.893	.155
	caucasian	62	1.50	.741	.094

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
44. I have witnessed exclusion of people of different backgrounds at my workplace.	Cohen's d	.797	.780	.341	1.215
	Hedges' correction	.803	.774	.338	1.205
	Glass's delta	.741	.838	.388	1.283

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Independent Samples Test

		Levene's Test for Equality of Variances		t-t			
						Significance	
		F	Sig.	t	df	One-Sided p	Two-Sided p
45. I have witnessed racial/ethnic jokes/comments/slurs at my workplace.	Equal variances assumed	.158	.692	2.393	93	.009	.0
	Equal variances not assumed			2.218	53.070	.015	.0

T-Test

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
45. I have witnessed racial/ethnic jokes/comments/slurs at my workplace.	african american	33	2.06	.899	.157
	caucasian	62	1.66	.700	.089

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
45. I have witnessed racial/ethnic jokes/comments/slurs at my workplace.	Cohen's d	.774	.516	.086	.943
	Hedges' correction	.781	.512	.085	.935
	Glass's delta	.700	.570	.134	1.003

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Frequencies

Statistics

44. I have witnessed exclusion of people of different backgrounds at my workplace.

N	Valid	124
	Missing	0

44. I have witnessed exclusion of people of different backgrounds at my workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	60	48.4	48.4	48.4
	sometimes	41	33.1	33.1	81.5
	often	14	11.3	11.3	92.7
	very often	9	7.3	7.3	100.0
	Total	124	100.0	100.0	

Frequencies

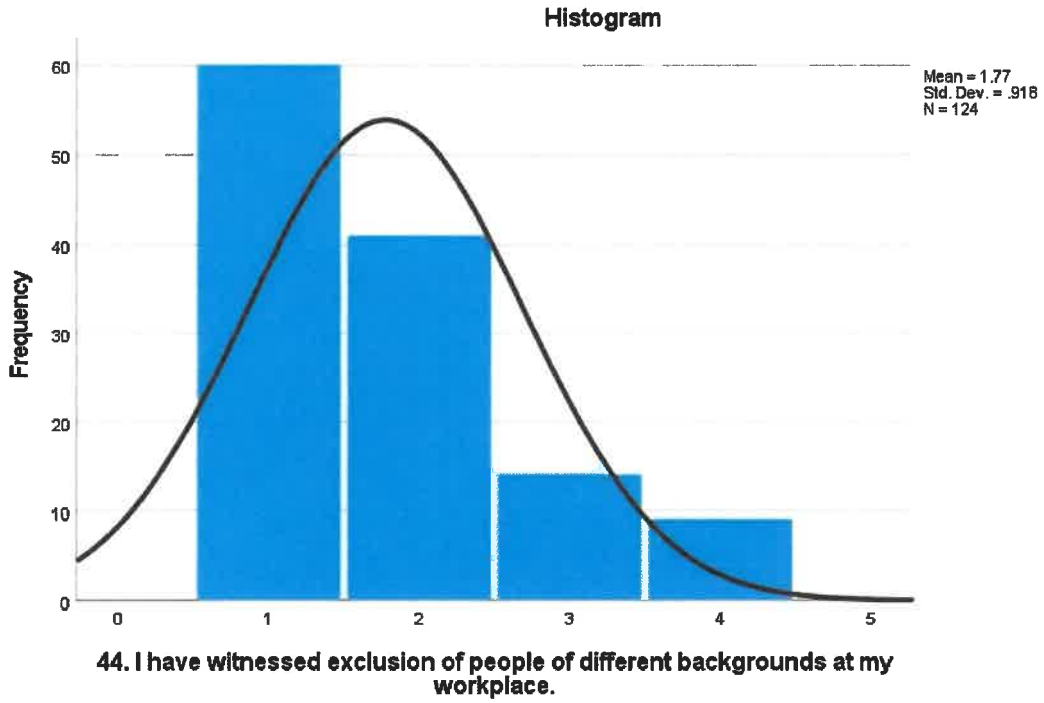
Statistics

44. I have witnessed exclusion of people of different backgrounds at my workplace.

N	Valid	124
	Missing	0

44. I have witnessed exclusion of people of different backgrounds at my workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	60	48.4	48.4	48.4
	sometimes	41	33.1	33.1	81.5
	often	14	11.3	11.3	92.7
	very often	9	7.3	7.3	100.0
	Total	124	100.0	100.0	



Frequencies

Statistics

		44. I have witnessed exclusion of people of different backgrounds at my workplace.	Ethnicity
N	Valid	124	124
	Missing	0	0

Frequency Table

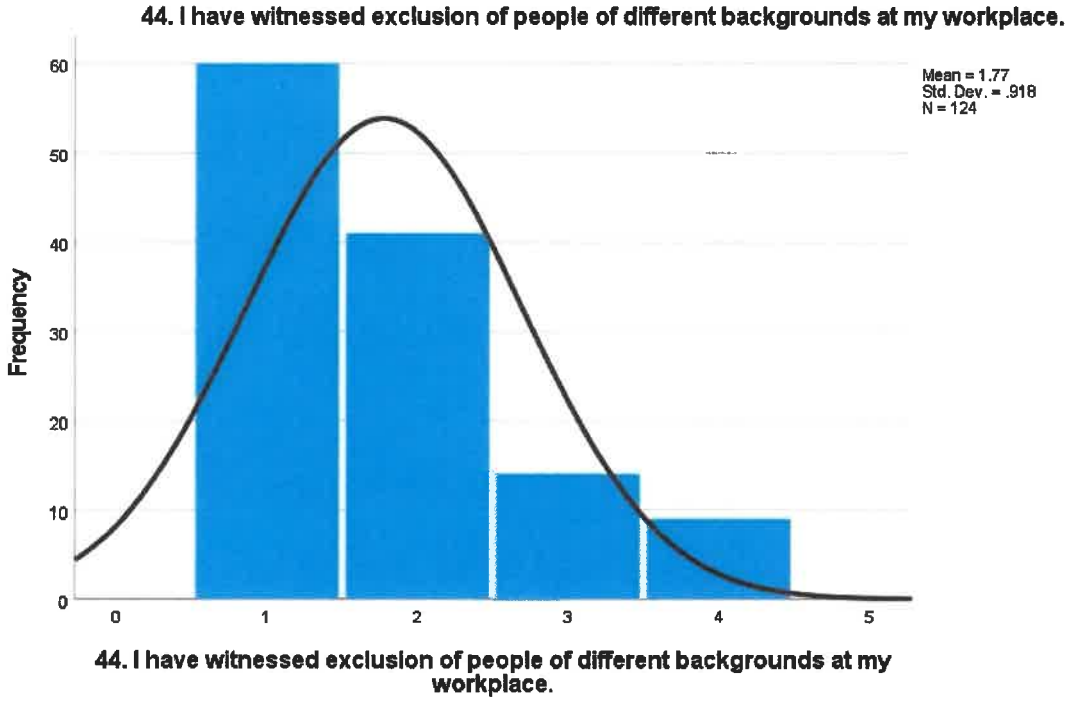
44. I have witnessed exclusion of people of different backgrounds at my workplace.

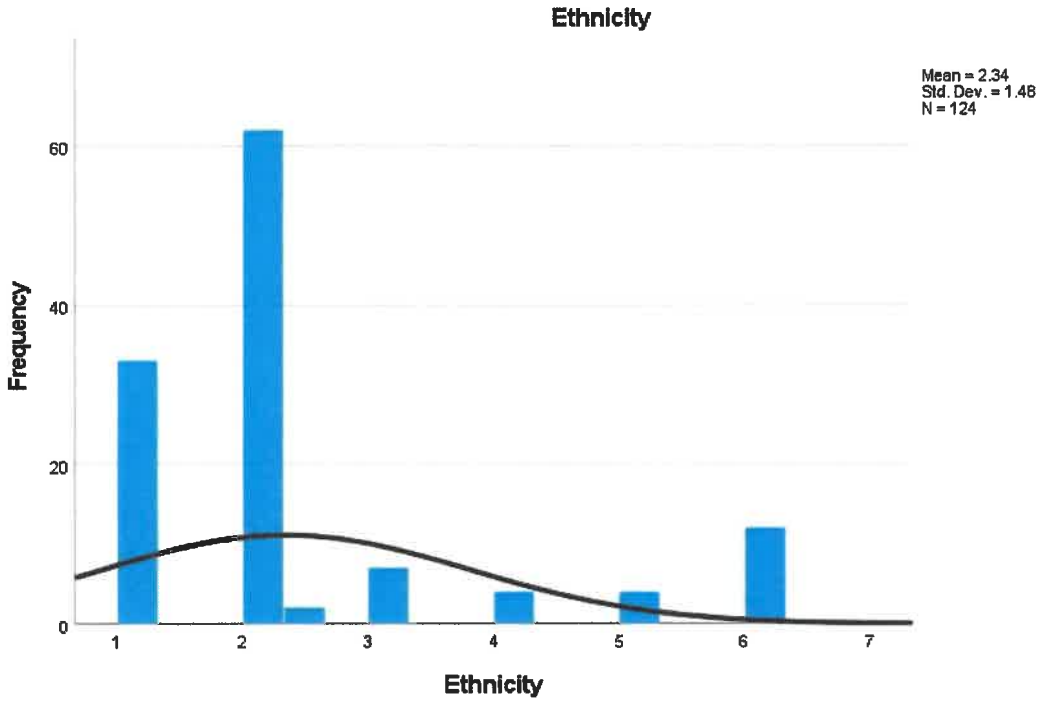
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	60	48.4	48.4	48.4
	sometimes	41	33.1	33.1	81.5
	often	14	11.3	11.3	92.7
	very often	9	7.3	7.3	100.0
	Total	124	100.0	100.0	

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	african american	33	26.6	26.6	26.6
	caucasian	62	50.0	50.0	76.6
	2	2	1.6	1.6	78.2
	asian	7	5.6	5.6	83.9
	native american/first nation	4	3.2	3.2	87.1
	latinx/hispanic	4	3.2	3.2	90.3
	other	12	9.7	9.7	100.0
	Total	124	100.0	100.0	

Histogram


44. I have witnessed exclusion of people of different backgrounds at my workplace.
Mean = 1.77
Std. Dev. = .918
N = 124
Frequency
60
50
40
30
20
10
0
0
1
2
3
4
5
44. I have witnessed exclusion of people of different backgrounds at my workplace.



Oneway

Warnings

Contrast tests 1 cannot be computed for Ethnicity.

Descriptives

Ethnicity

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
never	60	2.49	1.465	.189	2.12	2.87	1	6
sometimes	41	1.98	1.255	.196	1.58	2.37	1	6
often	14	2.57	1.910	.510	1.47	3.67	1	6
very often	9	2.67	1.732	.577	1.34	4.00	1	6
Total	124	2.34	1.480	.133	2.08	2.61	1	6

ANOVA

Ethnicity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.590	3	2.863	1.317	.272
Within Groups	260.951	120	2.175		
Total	269.541	123			

Contrast Coefficients[a]

a. Coefficients for contrast 1 are not displayed because the number of contrast coefficients does not equal the number of groups.

Multiple Comparisons

Dependent Variable: Ethnicity

Tukey HSD

(I) 44. I have witnessed exclusion of people of different backgrounds at my workplace.	(J) 44. I have witnessed exclusion of people of different backgrounds at my workplace.	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
never	sometimes	.519	.299	.309	-.26	1.30
	often	-.077	.438	.998	-1.22	1.06
	very often	-.172	.527	.988	-1.55	1.20
sometimes	never	-.519	.299	.309	-1.30	.26
	often	-.596	.456	.561	-1.79	.59
	very often	-.691	.543	.582	-2.11	.72
often	never	.077	.438	.998	-1.06	1.22
	sometimes	.596	.456	.561	-.59	1.79
	very often	-.095	.630	.999	-1.74	1.55
very often	never	.172	.527	.988	-1.20	1.55
	sometimes	.691	.543	.582	-.72	2.11
	often	.095	.630	.999	-1.55	1.74

Post Hoc Tests

Homogeneous Subsets

Ethnicity

Tukey HSD[a,b]

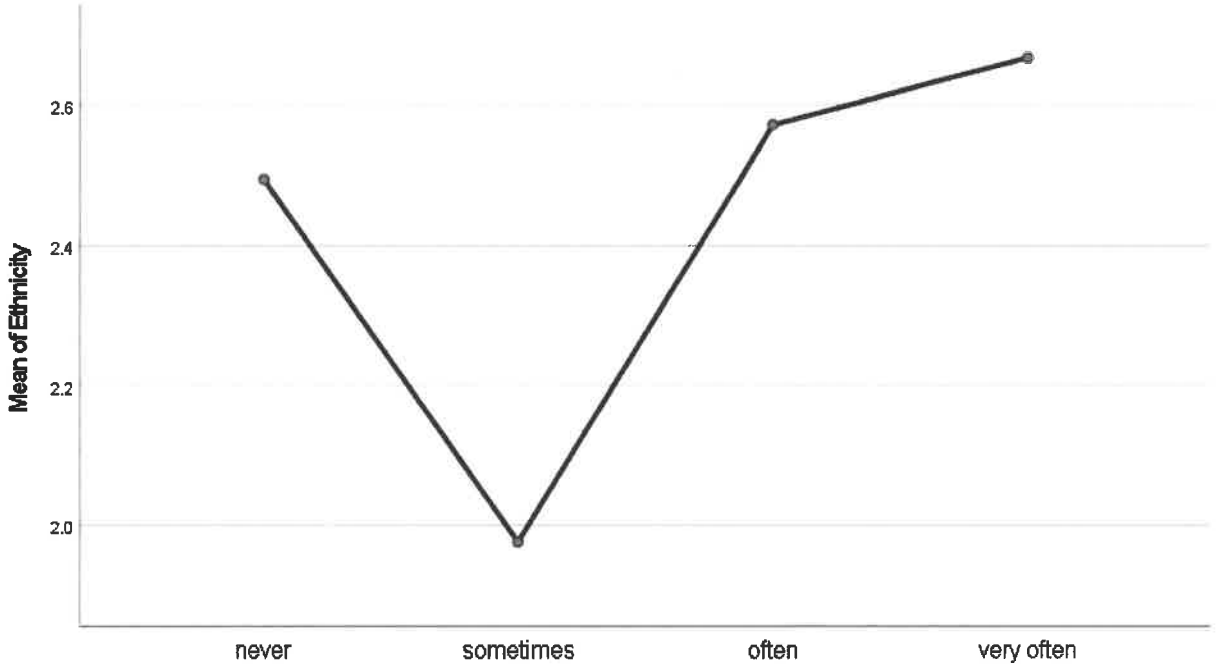
44. I have witnessed exclusion of people of different backgrounds at my workplace.	N	Subset for alpha = 0.05 1
sometimes	41	1.98
never	60	2.49
often	14	2.57
very often	9	2.67
Sig.		.501

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 17.889.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Means Plots



44. I have witnessed exclusion of people of different backgrounds at my workplace.

Oneway

Warnings

Contrast tests 1 cannot be computed for 44. I have witnessed exclusion of people of different backgrounds at my workplace..

Descriptives

44. I have witnessed exclusion of people of different backgrounds at my workplace.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
african american	33	2.12	.893	.155	1.80	2.44	1	4
caucasian	62	1.50	.741	.094	1.31	1.69	1	4
2	2	1.00	.000	.000	1.00	1.00	1	1
asian	7	2.00	1.155	.436	.93	3.07	1	4
native american/first nation	4	3.25	.957	.479	1.73	4.77	2	4
latinx/hispanic	4	1.75	.957	.479	.23	3.27	1	3
other	12	1.75	1.055	.305	1.08	2.42	1	4
Total	124	1.77	.918	.082	1.61	1.94	1	4

ANOVA

44. I have witnessed exclusion of people of different backgrounds at my workplace.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.912	6	3.152	4.351	<.001
Within Groups	84.765	117	.724		
Total	103.677	123			

Contrast Tests

a. Contrast 1 cannot be evaluated because the number of contrast coefficients does not equal the number of groups.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: 44. I have witnessed exclusion of people of different backgrounds at my workplace.

Tukey HSD

(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
african american	caucasian	.621*	.183	.016	.07	1.17
	2	1.121	.620	.545	-.74	2.98
	asian	.121	.354	1.000	-.94	1.18
	native american/first nation	-1.129	.451	.167	-2.48	.22
	latinx/hispanic	.371	.451	.982	-.98	1.72
	other	.371	.287	.854	-.49	1.23
caucasian	african american	-.621*	.183	.016	-1.17	-.07
	2	.500	.611	.983	-1.33	2.33
	asian	-.500	.339	.760	-1.52	.52
	native american/first nation	-1.750*	.439	.002	-3.07	-.43
	latinx/hispanic	-.250	.439	.998	-1.57	1.07
	other	-.250	.268	.967	-1.06	.56
2	african american	-1.121	.620	.545	-2.98	.74
	caucasian	-.500	.611	.983	-2.33	1.33
	asian	-1.000	.682	.765	-3.05	1.05
	native american/first nation	-2.250*	.737	.043	-4.46	-.04

	latinx/hispanic	-.750	.737	.949	-2.96	1.46
	other	-.750	.650	.910	-2.70	1.20
asian	african american	-.121	.354	1.000	-1.18	.94
	caucasian	.500	.339	.760	-.52	1.52
	2	1.000	.682	.765	-1.05	3.05
	native american/first nation	-1.250	.533	.233	-2.85	.35
	latinx/hispanic	.250	.533	.999	-1.35	1.85
	other	.250	.405	.996	-.96	1.46
native american/first nation	african american	1.129	.451	.167	-.22	2.48
	caucasian	1.750*	.439	.002	.43	3.07
	2	2.250*	.737	.043	.04	4.46
	asian	1.250	.533	.233	-.35	2.85
	latinx/hispanic	1.500	.602	.172	-.31	3.31
	other	1.500*	.491	.043	.03	2.97
latinx/hispanic	african american	-.371	.451	.982	-1.72	.98
	caucasian	.250	.439	.998	-1.07	1.57
	2	.750	.737	.949	-1.46	2.96
	asian	-.250	.533	.999	-1.85	1.35
	native american/first nation	-1.500	.602	.172	-3.31	.31
	other	.000	.491	1.000	-1.47	1.47
other	african american	-.371	.287	.854	-1.23	.49
	caucasian	.250	.268	.967	-.56	1.06
	2	.750	.650	.910	-1.20	2.70
	asian	-.250	.405	.996	-1.46	.96
	native american/first nation	-1.500*	.491	.043	-2.97	-.03
	latinx/hispanic	.000	.491	1.000	-1.47	1.47

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

44. I have witnessed exclusion of people of different backgrounds at my workplace.

Tukey HSD[a,b]

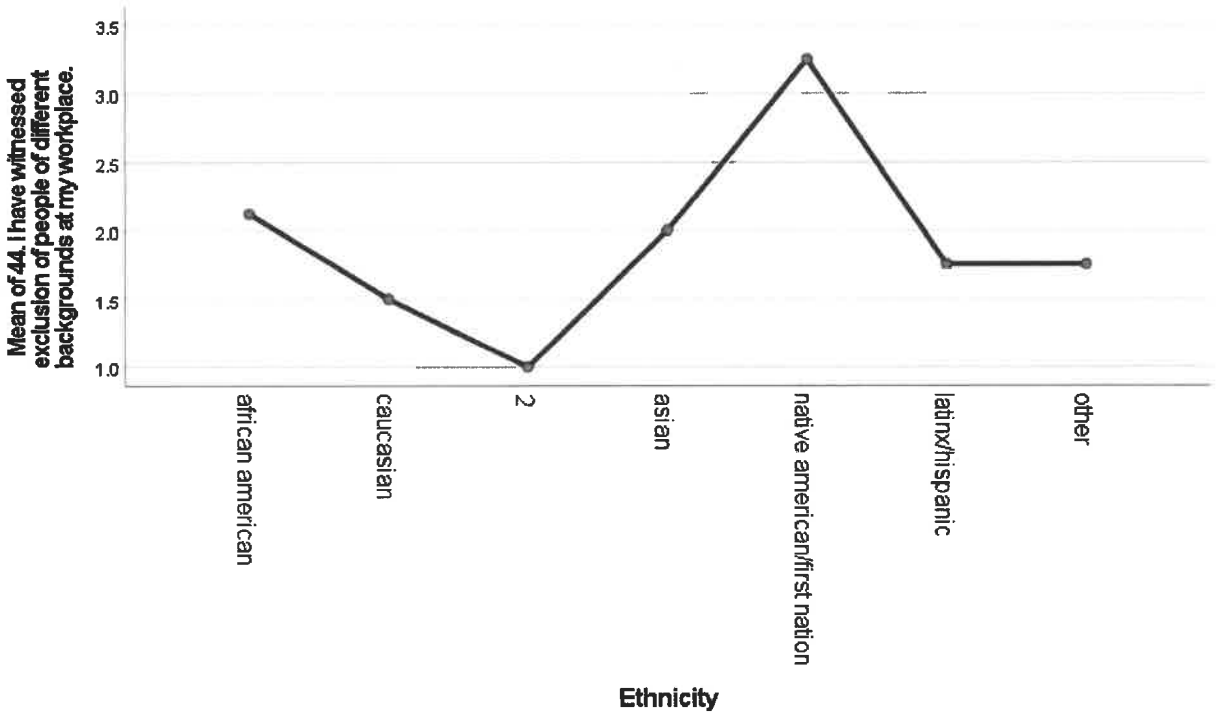
		Subset for alpha = 0.05	
Ethnicity	N	1	2
2	2	1.00	
caucasian	62	1.50	
latinx/hispanic	4	1.75	1.75
other	12	1.75	1.75
asian	7	2.00	2.00
african american	33	2.12	2.12
native american/first nation	4		3.25
Sig.		.312	.062

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 5.500.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Means Plot


Mean of 44. I have witnessed exclusion of people of different backgrounds at my workplace.
3.5
3.0
2.5
2.0
1.5
1.0
african american
caucasian
2
asian
native american/first nation
latinx/hispanic
other
Ethnicity

Appendix B: One Way ANOVA for Questions 5, 38 and 51 with 2 Groups (POC and CA)

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
5. My previous education promoted the importance of equal rights amongst all people.	People of Colour	60	3.25	.914	.118	3.01	3.49	1	4
	Caucasian	64	3.25	.797	.100	3.05	3.45	1	4
	Total	124	3.25	.852	.076	3.10	3.40	1	4
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	People of Colour	60	3.22	1.043	.135	2.95	3.49	1	4
	Caucasian	64	3.13	1.016	.127	2.87	3.38	1	4
	Total	124	3.17	1.026	.092	2.99	3.35	1	4
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	People of Colour	60	2.22	.958	.124	1.97	2.46	1	4
	Caucasian	64	1.13	.488	.061	1.00	1.25	1	4
	Total	124	1.65	.929	.083	1.49	1.82	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
5. My previous education promoted the importance of equal rights amongst all people.	Between Groups	.000	1	.000	.000	1.000
	Within Groups	89.250	122	.732		
	Total	89.250	123			
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Between Groups	.245	1	.245	.232	.631
	Within Groups	129.169	122	1.059		
	Total	129.415	123			
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Between Groups	36.905	1	36.905	65.080	<.001
	Within Groups	69.183	122	.567		
	Total	106.089	123			

Appendix C: Independent Samples T-Test Between POC and CA for Questions 5, 38, and 51

Group Statistics

	People of Colour	N	Mean	Std. Deviation	Std. Error Mean
5. My previous education promoted the importance of equal rights amongst all people.	People of Colour	60	3.25	.914	.118
	Caucasian	64	3.25	.797	.100
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	People of Colour	60	3.22	1.043	.135
	Caucasian	64	3.13	1.016	.127
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	People of Colour	60	2.22	.958	.124
	Caucasian	64	1.13	.488	.061

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
5. My previous education promoted the importance of equal rights amongst all people.	Equal variances assumed	1.189	.278	.000	122	.500	1.000	.000	.154	-.304	.304
	Equal variances not assumed			.000	117.290	.500	1.000	.000	.154	-.306	.306
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Equal variances assumed	.413	.521	.481	122	.316	.631	.089	.185	-.277	.455
	Equal variances not assumed			.481	120.984	.316	.631	.089	.185	-.277	.455
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Equal variances assumed	34.674	<.001	8.067	122	<.001	<.001	1.092	.135	.824	1.360
	Equal variances not assumed			7.914	86.387	<.001	<.001	1.092	.138	.817	1.366

Appendix D: One Way ANOVA for Questions 5, 38 and 51 Between All Ethnicities

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
5. My previous education promoted the importance of equal rights amongst all people.	african american	33	3.15	1.034	.180	2.78	3.52	1	4
	caucasian	64	3.25	.797	.100	3.05	3.45	1	4
	asian	7	3.71	.488	.184	3.26	4.17	3	4
	native american/first nation	4	3.50	.577	.289	2.58	4.42	3	4
	latinx/hispanic	4	3.50	.577	.289	2.58	4.42	3	4
	other	12	3.08	.900	.260	2.51	3.66	1	4
	Total	124	3.25	.852	.076	3.10	3.40	1	4
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	african american	33	3.64	.699	.122	3.39	3.88	1	4
	caucasian	64	3.13	1.016	.127	2.87	3.38	1	4
	asian	7	2.86	1.215	.459	1.73	3.98	1	4
	native american/first nation	4	2.50	1.291	.645	.45	4.55	1	4
	latinx/hispanic	4	3.75	.500	.250	2.95	4.55	3	4
	other	12	2.33	1.155	.333	1.60	3.07	1	4
	Total	124	3.17	1.026	.092	2.99	3.35	1	4
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	african american	33	2.45	.905	.157	2.13	2.78	1	4
	caucasian	64	1.13	.488	.061	1.00	1.25	1	4
	asian	7	1.86	.900	.340	1.03	2.69	1	3
	native american/first nation	4	2.75	1.258	.629	.75	4.75	1	4
	latinx/hispanic	4	1.50	.577	.289	.58	2.42	1	2
	other	12	1.83	.937	.271	1.24	2.43	1	4
	Total	124	1.65	.929	.083	1.49	1.82	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
5. My previous education promoted the importance of equal rights amongst all people.	Between Groups	2.662	5	.532	.726	.606
	Within Groups	86.588	118	.734		
	Total	89.250	123			
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Between Groups	19.518	5	3.904	4.192	.002
	Within Groups	109.896	118	.931		
	Total	129.415	123			
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Between Groups	44.633	5	8.927	17.140	<.001
	Within Groups	61.456	118	.521		
	Total	106.089	123			

Appendix E: Post-Hoc: Tukey for Question 5 Between All Ethnicities

Multiple Comparisons

Dependent Variable: 5. My previous education promoted the importance of equal rights amongst all people.

Tukey HSD

(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
african american	caucasian	-.098	.184	.995	-.63	.43
	asian	-.563	.356	.614	-1.60	.47
	native american/first nation	-.348	.454	.972	-1.66	.97
	latinx/hispanic	-.348	.454	.972	-1.66	.97
	other	.068	.289	1.000	-.77	.90
caucasian	african american	.098	.184	.995	-.43	.63
	asian	-.464	.341	.750	-1.45	.52
	native american/first nation	-.250	.441	.993	-1.53	1.03
	latinx/hispanic	-.250	.441	.993	-1.53	1.03
	other	.167	.269	.989	-.61	.95
asian	african american	.563	.356	.614	-.47	1.60
	caucasian	.464	.341	.750	-.52	1.45
	native american/first nation	.214	.537	.999	-1.34	1.77
	latinx/hispanic	.214	.537	.999	-1.34	1.77
	other	.631	.407	.634	-.55	1.81
native american/first nation	african american	.348	.454	.972	-.97	1.66
	caucasian	.250	.441	.993	-1.03	1.53
	asian	-.214	.537	.999	-1.77	1.34
	latinx/hispanic	.000	.606	1.000	-1.75	1.75
	other	.417	.495	.959	-1.02	1.85
latinx/hispanic	african american	.348	.454	.972	-.97	1.66
	caucasian	.250	.441	.993	-1.03	1.53
	asian	-.214	.537	.999	-1.77	1.34
	native american/first nation	.000	.606	1.000	-1.75	1.75
	other	.417	.495	.959	-1.02	1.85
other	african american	-.068	.289	1.000	-.90	.77
	caucasian	-.167	.269	.989	-.95	.61
	asian	-.631	.407	.634	-1.81	.55
	native american/first nation	-.417	.495	.959	-1.85	1.02
	latinx/hispanic	-.417	.495	.959	-1.85	1.02

Appendix F: One Way ANOVA for Question 38 Between All Ethnicities

Descriptives

38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
african american	33	3.64	.699	.122	3.39	3.88	1	4
caucasian	64	3.13	1.016	.127	2.87	3.38	1	4
asian	7	2.86	1.215	.459	1.73	3.98	1	4
native american/first nation	4	2.50	1.291	.645	.45	4.55	1	4
latinx/hispanic	4	3.75	.500	.250	2.95	4.55	3	4
other	12	2.33	1.155	.333	1.60	3.07	1	4
Total	124	3.17	1.026	.092	2.99	3.35	1	4

ANOVA

38. The election of Donald Trump as President of the United States has had a negative impa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.518	5	3.904	4.192	.002
Within Groups	109.896	118	.931		
Total	129.415	123			

Multiple Comparisons

Dependent Variable: 38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the

Tukey HSD

(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
african american	caucasian	.509	.207	.145	-.09	1.11
	asian	.779	.402	.383	-.38	1.94
	native american/first nation	1.136	.511	.235	-.34	2.62
	latinx/hispanic	-.114	.511	1.000	-1.59	1.37
	other	1.303*	.325	.001	.36	2.25
caucasian	african american	-.509	.207	.145	-1.11	.09
	asian	.271	.384	.981	-.84	1.38
	native american/first nation	.628	.497	.805	-.81	2.07
	latinx/hispanic	-.622	.497	.810	-2.06	.82
	other	.794	.304	.101	-.09	1.67
asian	african american	-.779	.402	.383	-1.94	.38
	caucasian	-.271	.384	.981	-1.38	.84
	native american/first nation	.357	.605	.992	-1.40	2.11
	latinx/hispanic	-.893	.605	.680	-2.65	.86
	other	.524	.459	.863	-.81	1.85
native american/first nation	african american	-1.136	.511	.235	-2.62	.34
	caucasian	-.628	.497	.805	-2.07	.81
	asian	-.357	.605	.992	-2.11	1.40
	latinx/hispanic	-1.250	.682	.450	-3.23	.73
	other	.167	.557	1.000	-1.45	1.78
latinx/hispanic	african american	.114	.511	1.000	-1.37	1.59
	caucasian	.622	.497	.810	-.82	2.06
	asian	.893	.605	.680	-.86	2.65
	native american/first nation	1.250	.682	.450	-.73	3.23
	other	1.417	.557	.120	-.20	3.03
other	african american	-1.303*	.325	.001	-2.25	-.36
	caucasian	-.794	.304	.101	-1.67	.09
	asian	-.524	.459	.863	-1.85	.81
	native american/first nation	-.167	.557	1.000	-1.78	1.45
	latinx/hispanic	-1.417	.557	.120	-3.03	.20

*. The mean difference is significant at the 0.05 level.

Appendix G: One Way ANOVA for Question 51 Between All Ethnicities

Descriptives

51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
african american	33	2.45	.905	.157	2.13	2.78	1	4
caucasian	64	1.13	.488	.061	1.00	1.25	1	4
asian	7	1.86	.900	.340	1.03	2.69	1	3
native american/first nation	4	2.75	1.258	.629	.75	4.75	1	4
latinx/hispanic	4	1.50	.577	.289	.58	2.42	1	2
other	12	1.83	.937	.271	1.24	2.43	1	4
Total	124	1.65	.929	.083	1.49	1.82	1	4

ANOVA

51. I have personally felt discriminated or harassed at my workplace because of my race or

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	44.633	5	8.927	17.140	<.001
Within Groups	61.456	118	.521		
Total	106.089	123			

Multiple Comparisons

Dependent Variable: 51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.

Tukey HSD

(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
african american	caucasian	1.330*	.155	<.001	.88	1.78
	asian	.597	.300	.355	-.27	1.47
	native american/first nation	-.295	.382	.972	-1.40	.81
	latinx/hispanic	.955	.382	.133	-.15	2.06
	other	.621	.243	.117	-.08	1.33
caucasian	african american	-1.330*	.155	<.001	-1.78	-.88
	asian	-.732	.287	.119	-1.56	.10
	native american/first nation	-1.625*	.372	<.001	-2.70	-.55
	latinx/hispanic	-.375	.372	.914	-1.45	.70
	other	-.708*	.227	.027	-1.37	-.05
asian	african american	-.597	.300	.355	-1.47	.27
	caucasian	.732	.287	.119	-.10	1.56
	native american/first nation	-.893	.452	.364	-2.20	.42
	latinx/hispanic	.357	.452	.969	-.95	1.67
	other	.024	.343	1.000	-.97	1.02
native american/first nation	african american	.295	.382	.972	-.81	1.40
	caucasian	1.625*	.372	<.001	.55	2.70
	asian	.893	.452	.364	-.42	2.20
	latinx/hispanic	1.250	.510	.148	-.23	2.73
	other	.917	.417	.246	-.29	2.12
latinx/hispanic	african american	-.955	.382	.133	-2.06	.15
	caucasian	.375	.372	.914	-.70	1.45
	asian	-.357	.452	.969	-1.67	.95
	native american/first nation	-1.250	.510	.148	-2.73	.23
	other	-.333	.417	.967	-1.54	.87
other	african american	-.621	.243	.117	-1.33	.08
	caucasian	.708*	.227	.027	.05	1.37
	asian	-.024	.343	1.000	-1.02	.97
	native american/first nation	-.917	.417	.246	-2.12	.29
	latinx/hispanic	.333	.417	.967	-.87	1.54

*. The mean difference is significant at the 0.05 level.

Appendix H: Independent Samples t-Test for Question 5 Between African American and Caucasian Groups

T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
5. My previous education promoted the importance of equal rights amongst all people.	Equal variances assumed	4.578	.035	-.520	95	.302	.604	-.098	.189	-.475	.278
	Equal variances not assumed			-.479	52.099	.317	.634	-.098	.205	-.511	.314

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
5. My previous education promoted the importance of equal rights amongst all people.	african american	33	3.15	1.034	.180
	caucasian	64	3.25	.797	.100

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
5. My previous education promoted the importance of equal rights amongst all people.	Cohen's d	.884	-.111	-.531	.309
	Hedges' correction	.891	-.111	-.527	.307
	Glass's delta	.797	-.124	-.544	.297

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Appendix I: Independent Samples t-Test for Question 38 Between African American and Caucasian Groups

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	african american	33	3.64	.699	.122
	caucasian	64	3.13	1.016	.127

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
38. The election of Donald Trump as President of the United States has had a negative impact on diversity in the United States.	Equal variances assumed	4.576	.035	2.577	95	.006	.012	.509	.197	.117	.901
	Equal variances not assumed			2.893	87.137	.002	.005	.509	.176	.159	.858

Appendix J: Independent Samples t-Test for Question 51 Between African American and Caucasian Groups

Group Statistics

	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	african american	33	2.45	.905	.157
	caucasian	64	1.13	.488	.061

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
51. I have personally felt discriminated or harassed at my workplace because of my race or ethnicity.	Equal variances assumed	31.047	<.001	9.423	95	<.001	<.001	1.330	.141	1.049	1.610
	Equal variances not assumed			7.874	41.845	<.001	<.001	1.330	.169	.989	1.670