**Appendix A: Question Wording and Coding of the Dependent Variables**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Wording** | **Coding** |
| Societal racism | America/Canada/Québec is a racist society | 0= Strongly disagree.33=Somewhat disagree.67=Somewhat agree1= Strongly agree  |
| Racial discrimination | Here’s a list of issues. Please tell me to what extent each of these is or is not a problem on your campus. What about racial discrimination. Is that a problem on your campus?  | 0=Not a problem.33= Not very serious.67=Fairly serious1= Very serious |
| Minority student treatment | And do you think minority students are treated better, worse or about the same as white students at your university (college)? | 0=Worse.5=Same1= Better |
| Unfair treatment | Since you have become a faculty member/ university student here, have you ever personally been treated unfairly because of your race, ethnicity, gender, sexual orientation, religious beliefs, or political views? | 0=No1=Yes |
| Courses on racial minorities | Thinking about courses on the experience of racial minorities for undergraduates, should these be required courses, encouraged courses, made available for those interested, or not offered at all?  | 0=Not offered at all .33=Made available.67=Encouraged1=Required |
| Traditional standards of merit  | Traditional standards of merit for jobs and school admissions are basically affirmative action for white males. | 0= Strongly disagree.33=Somewhat disagree.67=Somewhat agree1= Strongly agree |
| Special hiring policies | What impact, if any, do you think special hiring policies for minority faculty have on academic standards?  | 0=Lower .5=No real impact1 higher standards |
| Sexual harassment | Here’s a list of issues. Please tell me to what extent each of these is or is not a problem on your campus. What about sexual harassment. Is that a problem on your campus? (IF YES: How serious would you say it is − not very serious, fairly serious or very serious?  | 0=Not a problem.33= Not very serious.67=Fairly serious1= Very serious |
| Treatment of female students | Overall, would you say that female students are treated better, worse, or about the same as male students at your university (college)? | 0=Worse.5=Same1= Better |
| Courses on women | Thinking about courses on the experience of women for undergraduates, should these be required courses, encouraged courses, made available for those interested, or not offered at all?  | 0=Not offered at all .33=Made available.67=Encouraged1=Required |
| Affirmative action index | No one should be given special preference in jobs or college admissions on the basis of their gender or race; More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission; the normal academic requirements should be relaxed in appointing members of minority groups to the faculty here.  | Scale From 0 (oppose) To 1 (support)  |

**Appendix B: Description and Coding of the Independent Variables**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Description or Question Wording** | **Coding** |
| Program type  | Type of a program | 1 = doctoral.5 = comprehensive0 = liberal arts |
| Public(US sample) | Institution type | 1 = private0 = public |
| Age (Faculty) | Age  | From 23=youngestTo 78=oldest |
| Household income  | Faculty: And what was your total combined household income before taxes last year? Students: And, thinking of your parents’ household, what was the total combined household income before taxes last year?  | Scale from0 = lowestto 1 = highest |
| Male | Sex of respondent | 1=Male0=Female |
| Born in the US(Canada sample) | Born in the United States | 1= Born in the US0= Born in Canada or other country |
| Born in other country | Born in other country | 1= Born in other country0= Born in the US (US sample) 0= Born in Canada or the US (Canada sample)  |
| Religiosity | How often do you attend religious services? | From 0=Seldom or never To 1=More than once a week |
| Gay or lesbian | And, just for data analysis purposes, we’d like to be able to classify respondents who belong to the gay and lesbian community. Would that include you or not? | 1=Gay or lesbian0=non-Gay or lesbian |
| Black  | Black race or ethnicity | 1 = Black0 = non-black |
| Asian  | Asian race or ethnicity | 1 = Asian0 = non-Asian |
| White (omitted) | White race or ethnicity | 1 = White0 = non-white |
| Other race | Other non-white race | 1 = Other non-white 0 = Other minority or white  |
| High professionals | Academic department or major in high professions, e.g. business, engineering, computer science, communication | 1 = High professionals0 = Non-high professionals |
| Low professionals | Academic department or major in nursing, education, journalism, and social work | 1 = low professionals0 = non-low professionals |
| Humanities | Academic department or major in the humanities | 1 = humanities0 = non-humanities |
| Social Sciences (Omitted)  | Academic department or major in the social sciences | 1 = social sciences0 = non-social sciences |
| Science | Academic department or major in sciences and mathematics | 1 = sciences0 = non-sciences |
| Other field | Other academic department or major  | 1 = other field0 = non-other field |
| Academic achievement | Academic achievement index: Within the past five years, and counting anything now in press, how many articles, if any, have you published in refereed journals, or as chapters in academic books?;” “Again, within the past five years, and counting anything now in press, how many books, if any, have you authored or co-authored?;” “Have you served on the editorial board of an academic journal?;” “How often, if at all, do you attend the international meetings of your discipline?; and “All things considered, what percentage of your working time would you say you spend on research?”  | Scale From 0 (lowest) To 1 (highest) |
| Tenured | Are you tenured, in a tenure track, or do you hold another kind of appointment? | 1 = tenured0 = non-tenured |

**Appendix C**

**Table 1. Determinants of students' attitudes towards racial issues, OLS regressions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Societal racism** | **Minority student treatment** | **Affirmative action index** |
|  | **Canada** | **US** | **Canada** | **US** | **Canada** | **US** |
|  | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error |
| Program type | .013 | .021 | -.047\* | .023 | -.009 | .012 | -.025 | .018 | -.010 | .016 | .005 | .019 |
| Public  |  |  | .013 | .018 |  |  | .001 | .014 |  |  | -.007 | .015 |
| Household income | -.048 | .045 | .007 | .037 | .007 | .026 | .016 | .029 | -.161\*\*\* | .034 | -.067\* | .031 |
| Male | -.072\*\*\* | .016 | -.079\*\*\* | .016 | .025\*\* | .009 | .018 | .012 | -.042\*\*\* | .013 | -.026\* | .013 |
| Born in other country | .018 | .026 | -.012 | .033 | -.018 | .015 | -.073\*\* | .026 | .050\* | .020 | .061\* | .027 |
| Religiosity | -.057\* | .027 | -.080\*\*\* | .022 | .001 | .016 | .023 | .017 | -.008 | .021 | -.027 | .018 |
| Gay or lesbian | .082 | .052 | .114\* | .055 | -.036 | .031 | .023 | .043 | .025 | .040 | .081 | .046 |
| Black  | .170\*\*\* | .048 | .105\*\*\* | .026 | -.149\*\*\* | .028 | -.135\*\*\* | .024 | .141\*\*\* | .037 | .180\*\*\* | .022 |
| Asian  | -.035 | .027 | .002 | .036 | -.006 | .016 | .004 | .028 | .014 | .021 | .084\*\* | .030 |
| Other race | .050 | .030 | .032 | .029 | -.058\*\*\* | .018 | -.065\*\* | .023 | .008 | .023 | .068\*\* | .024 |
| High professionals | -.056\* | .025 | -.052\* | .022 | .043\*\* | .014 | .042\* | .018 | -.013 | .019 | -.033 | .019 |
| Low professionals | .023 | .032 | -.039 | .025 | -.013 | .019 | .018  | .020 | -.007 | .025 | -.031 | .021 |
| Humanities | -.031 | .023 | -.018 | .026 | .014 | .013 | .019 | .020 | -.001 | .018 | -.030 | .022 |
| Science | -.076\*\*\* | .022 | -.044 | .025 | .034\*\* | .013 | .044\* | .020 | -.039\* | .017 | -.004 | .020 |
| Other field | -.001 | .047 | -.029 | .048 | .005 | .027 | .036 | .038 | -.037 | .036 | -.042 | .040 |
| Constant | .409\*\*\* | .036 | .653\*\*\* | .042 | .439\*\*\* | .021 | .373\*\*\* | .033 | .617\*\*\* | .027 | .653\*\*\* | .035 |
| Adjusted R square | .040 |  | .045 |  | .041 |  | .040 |  | .043 |  | .074 |  |
| N | 1257 |  | 1367 |  | 1257 |  | 1330 |  | 1257 |  | 1367 |  |

Note: \* Significant at the .05 level; \*\* significant at the .01 level, \*\*\* significant at the .001 level.

**Table 2. Determinants of faculty’s attitudes towards other racial issues, OLS regressions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unfair treatment** | **Courses on racial minorities** | **Traditional standards of merit** |
|  | **Canada** | **US** | **Canada** | **US^** | **Canada** | **US^** |
|  | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error |
| Program type | -.046 | .027 | -.022 | .032 | -.037\* | .016 | -.039 | .021 | -.021 | .021 | .009 | .025 |
| Public |  |  | .055\* | .021 |  |  | .006 | .014 |  |  | -.033 | .017 |
| Age | -.002 | .001 | .004\*\* | .001 | .001 | .001 | -.001 | .001 | .000 | .001 | .001 | .001 |
| Household income | .000 | .053 | -.015 | .047 | -.038 | .033 | -.038 | .032 | -.035 | .041 | -.090\* | .038 |
| Male | -.274\*\*\* | .024 | -.234\*\*\* | .022 | -.033\* | .015 | -.017 | .015 | -.170\*\*\* | .018 | -.129\*\*\* | .018 |
| Born in the US | .043 | .030 |  |  | .023 | .018 |  |  | .009 | .023 |  |  |
| Born in other country | .005 | .024 | -.024 | .032 | .027 | .015 | -.002 | .022 | -.003 | .018 | .028 | .025 |
| Religiosity | .021 | .033 | .021 | .027 | .007 | .020 | -.038\* | .018 | -.053\* | .026 | -.089\*\*\* | .021 |
| Gay or lesbian | .131\* | .058 | .142\*\* | .045 | .139\*\*\* | .036 | .085\*\* | .030 | .143\*\* | .045 | .058 | .036 |
| Black | .340\*\*\* | .094 | .325\*\*\* | .056 | .104 | .058 | .086\*\* | .029 | .394\*\*\* | .073 | .293\*\*\* | .034 |
| Asian | .090\* | .042 | .295\*\*\* | .051 | .098\*\*\* | .026 | .081\* | .034 | .142\*\*\* | .032 | .085\* | .040 |
| Other race | .106 | .069 | .278\*\*\* | .048 | .057 | .042 | .065\* | .032 | -.005 | .053 | .034 | .037 |
| High professionals | -.023 | .031 | -.019 | .031 | -.121\*\*\* | .019 | -.084\*\*\* | .021 | -.076\*\* | .024 | -.055\* | .025 |
| Low professionals | .029 | .038 | -.033 | .035 | .028 | .024 | .020 | .023 | .067\* | .030 | .009 | .027 |
| Humanities | .036 | .028 | .048 | .028 | .035\* | .017 | .014 | .019 | -.002 | .022 | .029 | .022 |
| Science | -.034 | .027 | -.050 | .029 | -.100\*\*\* | .017 | -.110\*\*\* | .020 | -.060\*\* | .021 | -.082\*\*\* | .023 |
| Other field | .038 | .072 | -.009 | .061 | -.056 | .044 | -.099\* | .041 | -.004 | .056 | .017 | .049 |
| Academic achievement | .091\* | .037 | .066 | .036 | .015 | .022 | -.015 | .024 | .047 | .028 | -.016 | .028 |
| Tenured | .093\*\*\* | .024 | .010 | .023 | -.050\*\*\* | .015 | -.036\* | .015 | -.004 | .019 | -.020 | .018 |
| Constant | .352\*\*\* | .062 | .065 | .066 | .519\*\*\* | .038 | .735\*\*\* |  | .477\*\*\* | .048 | .531\*\*\* | .052 |
| Adjusted R square | .126 |  | .153 |  | .122 |  | .092 |  | .132 |  | .135 |  |
| N | 1381 |  | 1458 |  | 1381 |  | 1520 |  | 1381 |  | 1520 |  |

Note: ^ Traditionally black colleges in the US excluded from the analysis. \* Significant at the .05 level; \*\* significant at the .01 level, \*\*\* significant at the .001 level.

**Table 3. Determinants of students’ attitudes towards other racial issues, OLS regressions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unfair treatment** | **Courses on racial minorities** | **Traditional standards of merit** |
|  | **Canada** | **US^** | **Canada** | **US** | **Canada** | **US** |
|  | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error |
| Program type | .004 | .021 | .017 | .028 | -.025 | .017 | -.026 | .020 | .007 | .021 | -.024 | .022 |
| Public  |  |  | .009 | .021 |  |  | .008 | .016 |  |  | .029 | .017 |
| Household income | -.028 | .044 | .079 | .045 | -.049 | .035 | .002 | .033 | -.128\*\* | .043 | .019 | .036 |
| Male | -.013 | .016 | -.041\* | .019 | -.053\*\*\* | .013 | -.029\* | .014 | -.065\*\*\* | .016 | -.095\*\*\* | .015 |
| Born in other country | .035 | .025 | .037 | .040 | .024 | .020 | .004 | .029 | .023 | .025 | .014 | .032 |
| Religiosity | .034 | .027 | .007 | .026 | .027 | .022 | -.059\*\* | .020 | -.001 | .027 | -.063\*\* | .021 |
| Gay or lesbian | .060 | .051 | .227\*\*\* | .066 | .117\*\* | .041 | .090 | .049 | .078 | .051 | .115\* | .054 |
| Black  | .182\*\*\* | .047 | .105\*\* | .036 | -.005 | .038 | .051\*\* | .023 | .107\* | .046 | .081\*\*\* | .025 |
| Asian  | -.014 | .027 | .035 | .043 | .007 | .021 | .001 | .032 | .002 | .026 | .021 | .035 |
| Other race | .037 | .030 | .124\*\*\* | .035 | .038 | .024 | .068\*\* | .026 | -.030 | .029 | -.001 | .028 |
| High professionals | .000 | .024 | .008 | .027 | -.068\*\*\* | .019 | -.061\*\* | .020 | -.051\* | .024 | -.025 | .022 |
| Low professionals | -.009 | .031 | .019 | .030 | -.009 | .025 | .015 | .023 | -.001 | .031 | -.025 | .025 |
| Humanities | -.025 | .022 | .021 | .031 | -.007 | .018 | -.027 | .023 | .013 | .022 | -.035 | .025 |
| Science | -.019 | .022 | -.002 | .030 | -.045\* | .017 | -.050\* | .022 | -.044\* | .022 | -.022 | .024 |
| Other field | -.030 | .046 | -.041 | .058 | -.049 | .037 | -.042 | .043 | -.062 | .045 | .025 | .047 |
| Constant | 117\*\*\* | .035 | .108\* | .051 | .555\*\*\* | .028 | .626\*\*\* | .038 | .467\*\*\* | .034 | .465\*\*\* | .041 |
| Adjusted R square | .012 |  | .021 |  | .036 |  | .028 |  | .032 |  | .042 |  |
| N | 1257 |  | 1330 |  | 1257 |  | 1367 |  | 1257 |  | 1367 |  |

Note: ^Traditionally black colleges in the US excluded from the analysis. \* Significant at the .05 level; \*\* significant at the .01 level, \*\*\* significant at the .001 level.

**Table 4. Determinants of faculty’s attitudes towards other gender and race issues, OLS regressions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Treatment of female students** | **Minority student treatment** | **Courses on women** |
|  | **Canada** | **US** | **Canada** | **US^** | **Canada** | **US** |
|  | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error |
| Program type | -.002 | .012 | -.026 | .015 | -.011 | .014 | .031 | .022 | -.022 | .017 | -.006 | .021 |
| Public  |  |  | .005 | .010 |  |  | .003 | .015 |  |  | -.004 | .014 |
| Age | .001 | .001 | .002\*\*\* | .001 | .001\* | .001 | .002\*\* | .001 | .001 | .001 | -.001 | .001 |
| Household income | -.015 | .023 | .004 | .023 | .037 | .027 | .034 | .033 | -.021 | .034 | -.038 | .031 |
| Male | .069\*\*\* | .010 | .081\*\*\* | .011 | .089\*\*\* | .012 | .066\*\*\* | .016 | -.030\* | .015 | -.024 | .014 |
| Born in the US | -.003 | .013 |  |  | -.016 | .015 |  |  | .022 | .019 |  |  |
| Born in other country | .017 | .010 | .015 | .015 | .011 | .012 | .051\* | .022 | .024 | .015 | -.012 | .021 |
| Religiosity | .016 | .014 | .024 | .013 | .017 | .017 | .007 | .019 | .003 | .021 | -.047\*\* | .017 |
| Gay or lesbian | -.074\*\* | .025 | -.063\*\* | .021 | -.056 | .030 | -.064\* | .031 | .142\*\*\* | .037 | .089\*\* | .029 |
| Black  | .007 | .041 | -.006 | .020 | -.126\*\* | .048 | -.149\*\*\* | .039 | .128\* | .060 | .090\*\*\* | .028 |
| Asian  | .022 | .018 | .012 | .024 | -.023 | .021 | -.054 | .035 | .122\*\*\* | .026 | .071\* | .032 |
| Other race | -.001 | .030 | -.001 | .022 | -.013 | .035 | -.042 | .034 | .107\* | .044 | .041 | .031 |
| High professionals | .028\* | .013 | .019 | .015 | .037\* | .016 | .081\*\*\* | .022 | -.102\*\*\* | .019 | -.082\*\*\* | .020 |
| Low professionals | -.034\* | .017 | .011 | .016 | -.004 | .020 | .049\* | .024 | .052\* | .024 | -.011 | .022 |
| Humanities | -.010 | .012 | -.020 | .013 | .028 | .014 | .026 | .020 | .045\* | .018 | .024 | .018 |
| Science | .008 | .012 | .003 | .014 | .048\*\*\* | .014 | .058\*\* | .020 | -.100\*\*\* | .017 | -.098\*\*\* | .019 |
| Other field | .015 | .031 | .018 | .029 | -.017 | .037 | .053 | .042 | -.003 | .046 | -.097\* | .040 |
| Academic achievement | -.002 | .016 | .005 | .017 | -.042\* | .019 | .017 | .025 | .023 | .023 | -.004 | .023 |
| Tenured | .019 | .011 | -.026\* | .011 | .006 | .012 | .006 | .016 | -.051\*\*\* | .015 | -.037\* | .015 |
| Constant | .386\*\*\* | .027 | .349\*\*\* | .031 | .303\*\*\* | .032 | 251\*\*\* | .046 | .487\*\*\* | .039 | .661\*\*\* | .043 |
| Adjusted R square | .075 |  | .068 |  | .076 |  | .066 |  | .118 |  | .084 |  |
| N | 1381 |  | 1520 |  | 1381 |  | 1458 |  | 1381 |  | 1520 |  |

Note: ^Traditionally black colleges in the US excluded from the analysis. \* Significant at the .05 level; \*\* significant at the .01 level, \*\*\* significant at the .001 level.

**Table 5. Determinants of students’ attitudes towards gender issues, OLS regressions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Treatment of female students** | **Sexual harassment** | **Courses on women** |
|  | **Canada** | **US** | **Canada** | **US** | **Canada** | **US** |
|  | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error | B  | St. error |
| Program type | -.026\* | .012 | -.041\*\* | .015 | .001 | .021 | .074\*\*\* | .023 | -.045\*\* | .016 | .009 | .018 |
| Public  |  |  | -.003 | .012 |  |  | .025 | .018 |  |  | -.010 | .014 |
| Household income | -.007 | .024 | .020 | .024 | .080 | .044 | .072\* | .037 | -.042 | .033 | -.007 | .030 |
| Male | .044\*\*\* | .009 | .057\*\*\* | .010 | -.024 | .016 | -.032\* | .015 | -.035\*\* | .012 | -.022 | .013 |
| Born in other country | .018 | .014 | -.015 | .022 | -.045 | .026 | -.022 | .033 | -.005 | .019 | .004 | .026 |
| Religiosity | .004 | .015 | .019 | .014 | -.026 | .027 | -.071\*\*\* | .022 | .024 | .020 | -.042\* | .018 |
| Gay or lesbian | .027 | .028 | .036 | .036 | .087 | .052 | .113\* | .055 | .081\* | .039 | .134\*\* | .044 |
| Black  | .021 | .026 | .024 | .017 | .031 | .048 | -.037 | .026 | .044 | .036 | .001 | .021 |
| Asian  | .026 | .015 | .033 | .024 | -.025 | .027 | .008 | .036 | .027 | .020 | -.037 | .029 |
| Other race | .021 | .016 | .010 | .019 | .027 | .030 | -.019 | .029 | .022 | .023 | .048\* | .023 |
| High professionals | .039\*\* | .013 | .000 | .015 | -.060\* | .025 | -.022 | .022 | -.082\*\*\* | .018 | -.040\* | .018 |
| Low professionals | .024 | .017 | -.019 | .017 | -.002 | .032 | -.002 | .025 | -.020 | .024 | .013 | .020 |
| Humanities | .008 | .012 | -.023 | .017 | .005 | .023 | .028 | .026 | .003 | .017 | .003 | .021 |
| Science | .034\*\* | .012 | -.008 | .016 | -.033 | .022 | .005 | .024 | -.044\* | .017 | -.022 | .020 |
| Other field | .002 | .025 | .007 | .032 | -.072 | .046 | -.009 | .048 | -.063 | .035 | -.041 | .039 |
| Constant | .487\*\*\* | .019 | .490\*\*\* | .028 | .177\*\*\* | .035 | .134\*\* | .042 | .501\*\*\* | .026 | .550\*\*\* | .034 |
| Adjusted R square | .039 |  | .028 |  | .013 |  | .033 |  | .038 |  | .020 |  |
| N | 1257 |  | 1367 |  | 1257 |  | 1367 |  | 1257 |  | 1367 |  |

Note: \* Significant at the .05 level; \*\* significant at the .01 level, \*\*\* significant at the .001 level.