

Campus Climate Assessment Findings^{1,2}

The following section reviews the major findings of this study. The review will explore the climate at NDSU through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate concerns on campus, including administrative policies and academic initiatives. Each of these issues will be examined in relation to the identity and position of the respondents.

Surveys were distributed to students, faculty, and staff and administrators during the spring semester, 2003. Surveys were submitted by 854 graduate and undergraduate students, 242 faculty, 432 staff, and 71 administrators for response rates of 8 percent, 31 percent, 32 percent, and 93 percent respectively.³ The sample was representative of the NDSU population, with the following exceptions:

- The sample had a significantly larger percentage of women and a smaller percentage of men than did the population.
- The sample had a significantly lower percentage of students and a significantly higher percentage of faculty, staff and administrators than did the population.
- The sample had a significantly larger proportion of Asian/Pacific Islanders, American Indians/Alaskan Natives, and Chicano/Latino/Hispanics, and a smaller percentage of White/Caucasian than did the population.
- The sample had a significantly higher percentage of international people than did the population.

Given the differences in response rates, caution must be used when generalizing the results for these samples. In regard to race/ethnic identity, 201 students of color and 95 employees of color responded to the survey for response rates of 51 percent and 59 percent respectively. In addition, 317 people who identified as other than U.S. citizens born in the United States, (a response rate of 54%) participated in the project. These results should provide valid information regarding these populations on campus.

¹ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

² A content analysis of the comments from survey participants is available in Appendix C. The comments presented in the narrative are from both survey comments and comments from focus group participants.

³ The total sample is 1625, 26 respondents declined to report their position

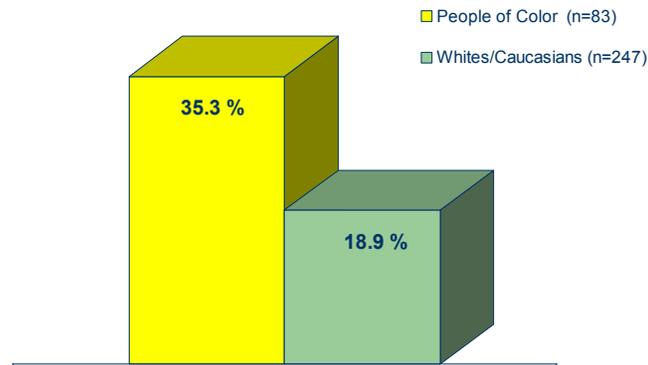
Personal Experiences

Twenty-one percent (n = 330) of individuals had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn) at NDSU⁴ (Table 18). Respondents suggested the harassment was based on gender (35%), age (22%), physical characteristics (21%), race (18%), ethnicity (16%), country of origin (12%), gender identity (12%), socioeconomic class (11%), religion (11%), and “other” reasons (23%) (Table 19). The following graphs depict the responses by the demographic characteristics (e.g., gender, spiritual affiliation, race/ethnicity, sexual orientation) of individuals who responded to question 1.5, “In the past year, have you personally experienced harassment (any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn) at NDSU?”

When reviewing these results in terms of race (Figure 13), a higher percentage of people of color (35%) reported harassing experiences than did white people (19%).

⁴ Under the United States Code Title 18 Subsection 1514(c)1. Harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions legal issues discussions define harassment as any conduct that has unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants personal and observed experiences with harassment were designed using these definitions.

Figure 13
Personally Experienced Harassment
by Race/Ethnicity (%)



“I had harassing anonymous calls referring to my race and reported to the right authority in the residence hall who felt/said it wasn't serious enough to be taken up. This made me feel unsafe. As I felt if the right authority doesn't think that was serious enough (probably because I'm a black and the people involved are whites) then I'm not so safe.”⁵

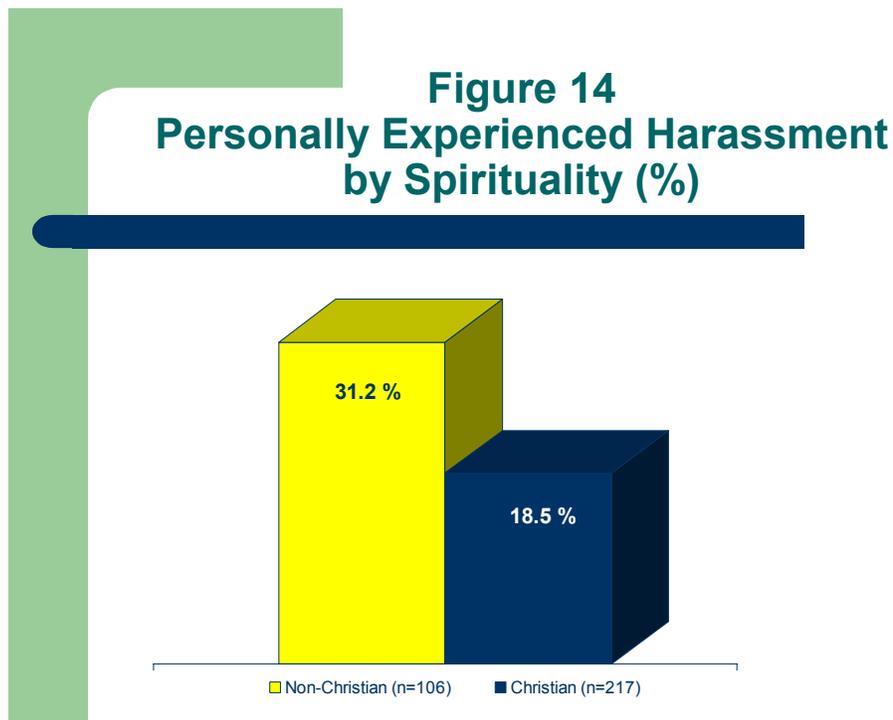
“While NDSU is a very friendly place and welcoming, I sense resentment against Native Americans and stereotyping amongst non-whites.”

“I am aware that I experience this campus differently because I am white, middle class, Christian, and straight. I recognize and respect that others who do not experience the same privileges as me would respond differently to many of these items. I have, however, at times felt that I would be treated differently if I was a man.”

⁵ The comments provided in the narrative are reflective of comments provided by respondents. In most cases, these are not unique quotes, but rather are an example of patterns that arose in the qualitative analysis.

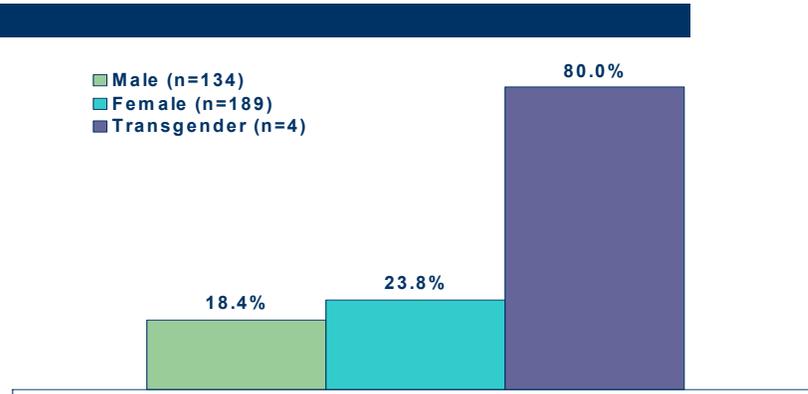
With respect to spirituality and levels of experienced harassment, people who identified as having spiritualities other than Christian, reported experiencing harassment more often than Christian people (Figure 14).

“For example, as a non-practicing Jew, I don't find that people here on campus are actively prejudiced against me, but I do sometimes feel uncomfortable because it seems to be assumed that everyone here at NDSU is Christian (and religious).”



When reviewing the data by gender (Figure 15), females experienced harassment (24%) at a greater rate than males (18%). In addition, 80 percent (n = 4) of transgendered people were harassed.

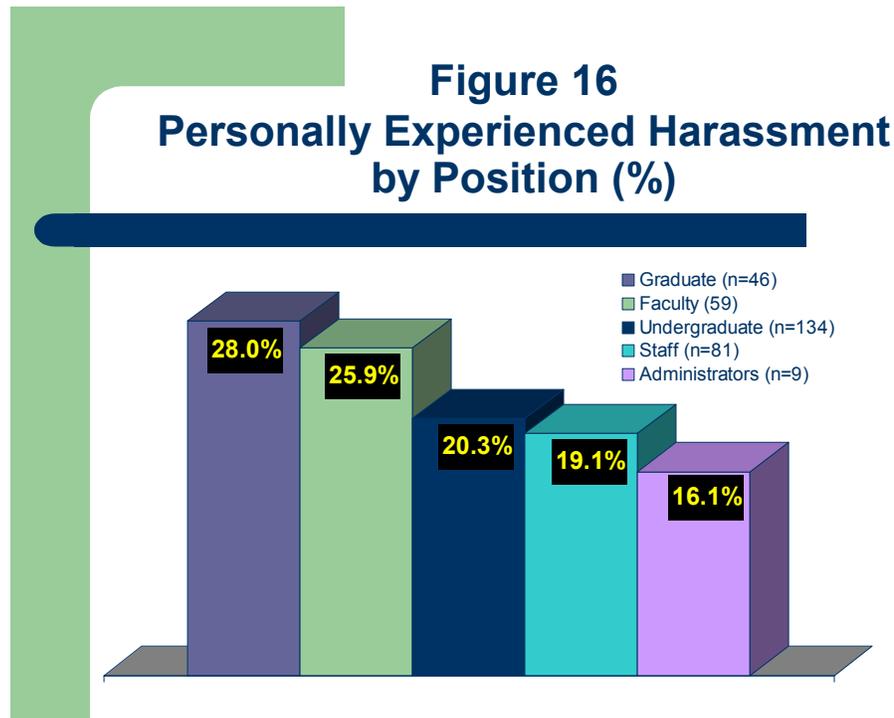
Figure 15
Personally Experienced Harassment
By Gender (%)



“This class was probably 99% males. The professor made comments numerous times about females, I was uncomfortable with them and dropped out of the class.”

“During the last several years, a few female students have suggested to me that certain departments on campus [sciences/engineering for instance] appear to discourage female students from succeeding in their classes. These women have dropped classes and changed majors because of the hostile atmosphere towards women.”

Similarly, as depicted in Figure 16, greater percentages of graduate students and faculty reported being harassed than did staff, undergraduate students, and administrators.



All lesbian, gay, and bisexual respondents reported more experiences of harassment than heterosexual participants (Figure 17).

“The majority of NDSU’s GLBT students/faculty and staff are afraid to live an open, and out of the closet life. I’m not exactly sure why this is, but there seems to me that something should be addressed. . . . there are times when I don’t feel safe or welcomed on campus, That if these people were to know who I really was they wouldn’t talk to me, help me, or worse might hurt me.”

“I don’t think that NDSU is particularly welcoming to any minority group, especially those in the LGBTQ community. We have had our chalking graffitied, I have been spit at, called names, had things written on my marker board, had people threaten me, etc.”

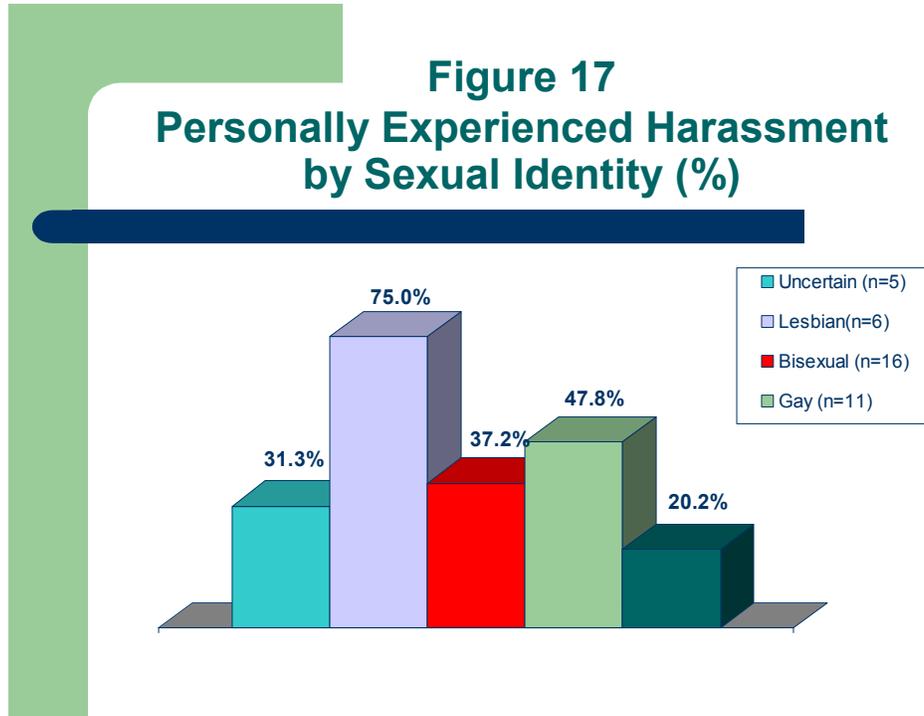
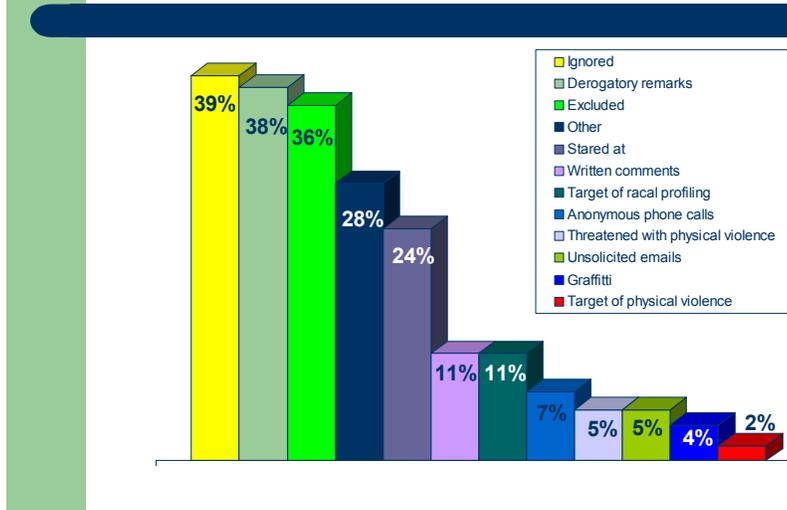


Figure 18 illustrates the manners in which individuals experienced harassment.⁶ Thirty-nine percent of those people harassed felt ignored, and 36 percent felt excluded. Thirty-eight and 24 percent, respectively, were subject to derogatory remarks and staring. Other forms of harassment included written comments (11%) and racial profiling (11%). Five percent had been threatened with physical violence (%) and five people (2%) had been physically assaulted.

⁶ A small number of respondents (n<3) responded that they had experienced conduct due to several characteristics, in several forms, and indicated several sources.

Figure 18
Form of Personally Experienced Harassment (%)

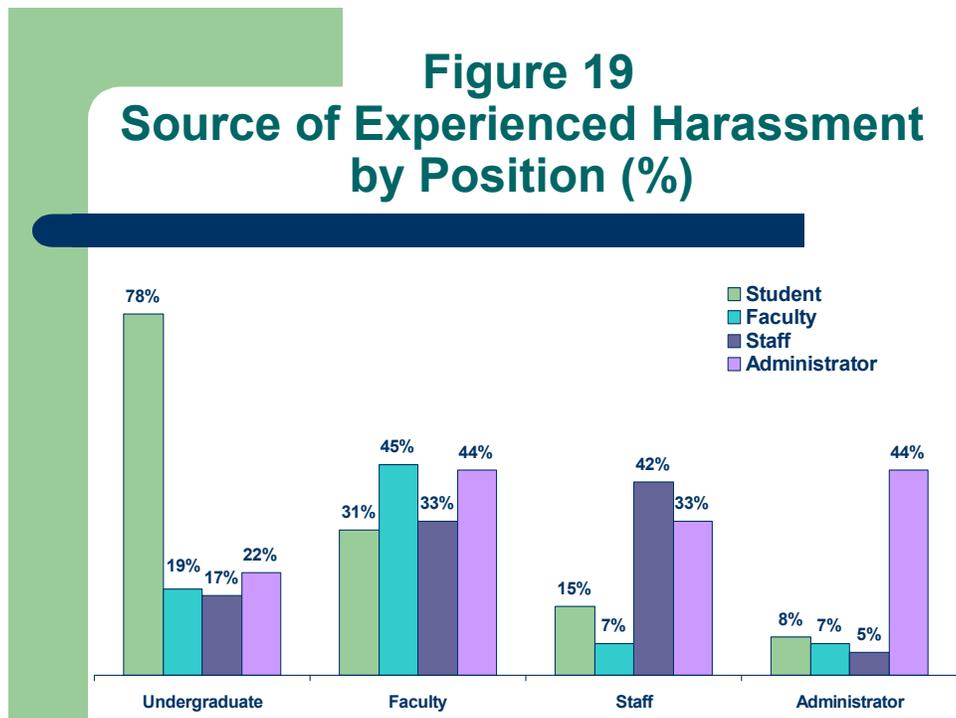


Forty-two percent of those harassed experienced the incidents while working at a University job (Table 21). Twenty-eight percent were harassed in class. Roughly one-fifth were harassed while meeting with a group (22%), while walking on campus (22%), or in a public space on campus (23%). Other locations where harassment occurred included in campus offices (16%), meetings with one other person (14%), faculty offices (13%), residence halls (13%), and at campus events (11%). Forty-five and 33 percent of the respondents, respectively, identified students and faculty as the sources of the harassment (Table 22). Nineteen percent reported being harassed by administrators and 22 were harassed by staff members. Figure 19 reviews the source of harassment by position. Interestingly, but not unique, the source of harassment is always highest within the position (e.g., student on student, faculty on faculty, etc.)

“Most of the discrimination I have observed or been made aware of has come from faculty and administrative offices. As an employee I have concerns about discrimination because of position both in attitude and in salary.”

“I feel that many students on this campus are unaware when using hateful words or phrases towards minority groups.”

“The problems with campus climate, as far as I have observed them, seem to lie with the student body rather than the faculty/staff. I personally have been bullied on a number of occasions by male students who assumed that a female faculty member would not be as rigorous as a male faculty member. One time the bullying was extreme enough to report it. The campus police member who took the report was very dismissive of it--with the attitude that it was just a woman complaining. I have also observed students being extremely homophobic and racist.”



In response to this conduct, 40 percent told a friend, 38 percent avoided the harasser, and 33 percent were embarrassed. Others ignored the incident (27%), left the situation immediately (16%), or confronted the harasser at the time of the situation (13%). While 18 percent made complaints to NDSU officials, 22 percent did not report the incidents to University officials out of fear of retaliation (Table 23).

Experiences as Members of Underrepresented Groups

“NDSU is designed for the Norwegian and German people, who welcome Chinese and Mid-easterners. They don't want anybody else around, especially, Latinas, American-Indians, African-Americans, or anybody who is not of their masters race ideal.”

“I lived in the residence halls as a freshman and I felt that although they tried to promote some cultural awareness, there was tension and unnecessary comments quite often... especially anti-gay and anti-non-Christian type stuff. On campus, it's more of the anti-women, anti-gay and anti-non-Christian type comments that I hear most and feel offended and saddened by.”

Part 5 of the questionnaire asked members of underrepresented groups to respond to questions about their experiences at NDSU, in the classroom or workplace. Table 7 indicates that some respondents feared for their safety based on others' reactions to their race/ethnicity (46%, n = 138), sexual orientation/gender identity (49%, n = 78), or gender (39%, n = 313). Forty-five percent (n = 135) of people of color responding indicated that they felt others assumed they were admitted (students) or hired (employees) due to their race/ethnicity. Thirty-nine (n = 316) of women reported others assumed they were admitted or hired due to their gender. Figures 20-22 provide information regarding these data split by position.

Figure 20
Admitted or Hired Due To Race (%)

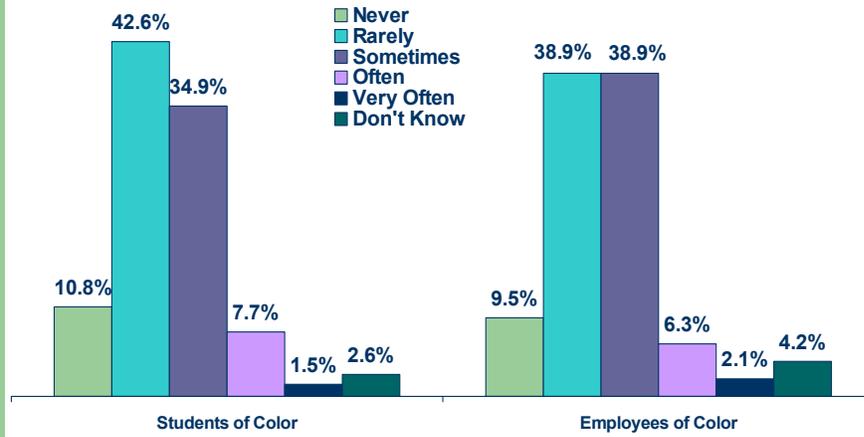
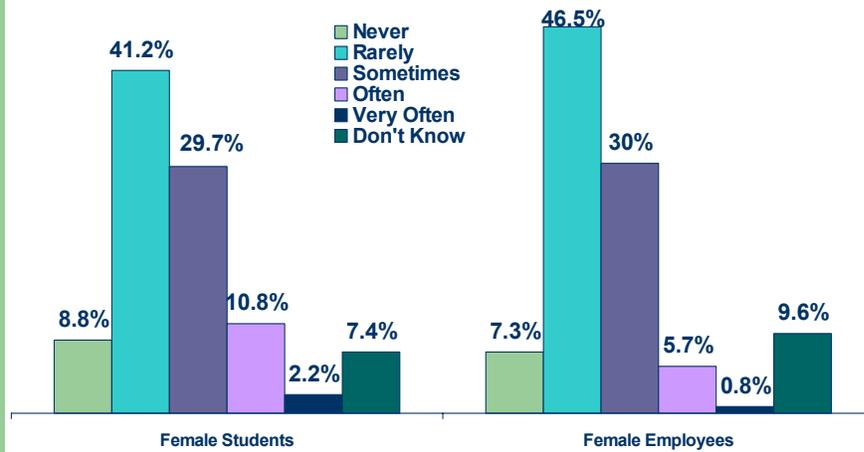
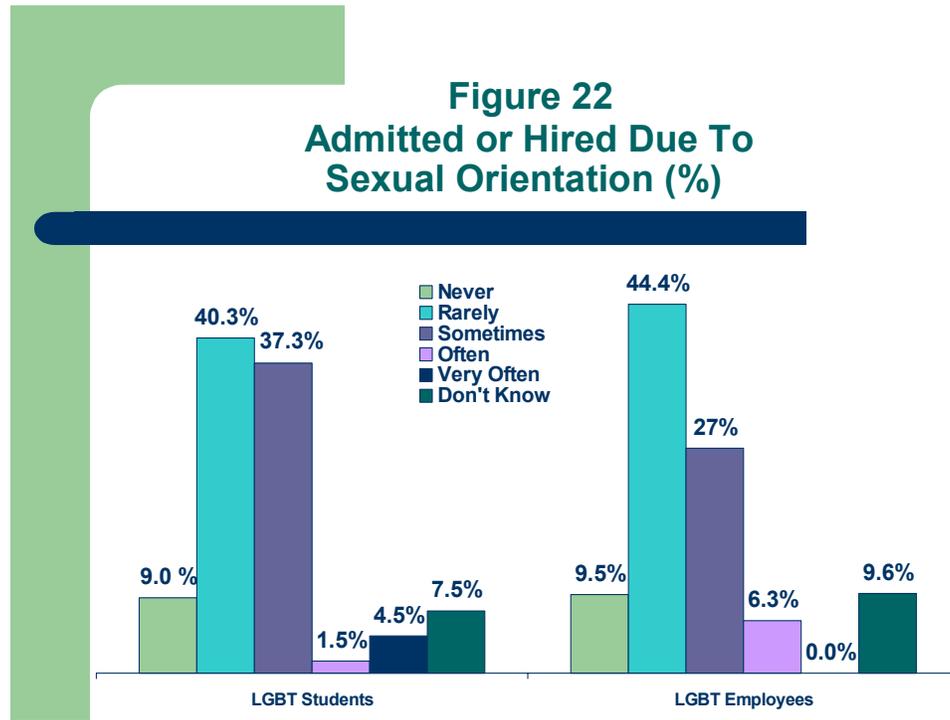


Figure 21
Admitted or Hired Due To Gender(%)





Nearly half (49%, n = 148) of people of color responding to the survey experienced racial profiling. Of these, 66% were students. Forty-three percent (n=679) of all participants indicated that they were targets of a hate crime on the University campus. Further analyses revealed that women (students, 45%; staff, 32%), people of color (undergraduate students, 33%; graduate students, 33%) and lesbian, gay, bisexual, and transgender people (32%, n=47) indicated that they were target of hate crimes on campus.

Fifty-one percent (n=82) of the respondents who self-identified as lesbian, gay, bisexual or transgender indicated that they were not comfortable being “out” on campus and 49 percent (n=79) feared for their physical safety due to their sexual orientation/gender identity.

Table 7 Experience	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
Feared for physical safety due to race/ethnicity ¹	10.4	31	38.9	116	30.2	90	11.4	34	4.7	14	4.4	13
Feared for physical safety due to sexual orientation/gender identity ²	8.7	14	35.6	57	32.5	52	14.4	23	1.9	3	5.0	8
Feared for physical safety due to my gender ³	8.6	69	51.3	414	34.4	278	3.7	30	0.6	5	1.4	11
Someone assume I was admitted (student) or hired (faculty/staff) due to my race/ethnicity ¹	10.3	31	41.9	126	36.2	109	7.0	21	1.7	5	3.0	9
Someone assume I was admitted (student) or hired (faculty/staff) due to my gender ³	8.2	66	43.9	352	29.7	238	8.2	66	1.5	12	8.4	67
Someone assume I was admitted (student) or hired (faculty/staff) due to my sexual orientation/gender identity ²	8.7	14	39.4	63	31.9	51	3.1	5	2.5	4	11.2	18
Experienced racial profiling ¹	7.3	22	34.2	103	34.2	103	8.3	25	6.6	20	9.3	28
Victim of a hate crime ⁴	7.8	124	38.6	614	31.7	505	8.7	138	2.3	36	11.0	175

¹ participants who identify as a person of color only

² participants who identify as lesbian, gay, bisexual, or transgender only

³ participants who identify as a woman only

⁴ all participants who responded to this question (n=1592)

Table 8 illustrates that forty percent (n = 120) of people of color have felt singled out as the “resident authority” when issues of race/ethnicity arose in the classroom or workplace. These results were similar for students of color (40%; n=78) and employees of color (35%, n=36).

“The one aspect that stands out is the fact that there are so few international, Latino and African-American students. The few that are here have the burden of being the spokesperson for their ethnic group during class discussions. For many, all they want is to fit in and not be singled out.”

Twenty-four (n=379) percent of respondents reported feeling isolated or left out when group work was required. This result was similar for both male (24%, n=102) and female students (23%, n=95), as well as both male (25%, n=83) and female (22%, n=87) employees. Interestingly, when further reviewing these results by race and position, both women students of color (22%) and white women students (41%) experienced these feelings of being ignored or left out in higher percentages than did their male counterparts (17% and 27%, respectively).

Thirty-seven percent of respondents felt that their cultural heritage was valued at NDSU, while fifty-seven percent felt that it was not. When reviewing these results by race, fifty-four percent of people of color and fifty-six percent of white people felt that their cultural heritage was not valued.

Table 8
Experiences

	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
When issues of race/ethnicity arose, I was singled out as the "resident authority" ¹	5.0	15	26.9	81	22.9	69	10.3	31	6.6	20	28.2	85
Isolated or left out when work is required in groups ²	7.3	115	22.0	349	19.2	305	3.8	60	0.9	14	46.8	742
As a student of color, I am uncomfortable requesting assistance from white professors ³	6.2	12	27.2	53	31.8	62	13.3	26	3.6	7	17.9	35
As a white student, I am uncomfortable requesting assistance from professors of color ⁴	8.0	54	31.8	214	32.3	217	10.3	69	2.5	17	15.0	101
As a female student, I am uncomfortable requesting assistance from male professors ⁵	8.8	36	41.2	168	29.7	121	10.8	44	2.2	9	7.4	30
As a male student, I am uncomfortable requesting assistance from female professors ⁶	34.1	143	34.4	144	11.2	47	2.9	12	1.0	4	16.5	69
As an LGBT student, faculty, staff, administrator, I feel uncomfortable being "out" on campus ⁷	11.9	19	39.4	63	18.8	30	6.9	11	0.0	0	20.0	32
I feel that my cultural heritage is valued at NDSU ⁸	13.8	216	42.8	672	29.9	469	6.4	101	0.8	13	6.3	99

¹participants who identify as persons of color only
²all participants who responded to this question (n=1585)
³participants who identify as a student of color only
⁴participants who identify as a white student of only
⁵participants who identify as a woman student only
⁶participants who identify as a male student only
⁷participants who identify as lesbian, gay, bisexual, or transgender only
⁸all participants who responded to this question (n=1570)

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by perceptions of how members of the academy are treated on campus. Table 14 illustrates that 82 percent of the survey respondents were “comfortable” or “very comfortable” with the climate for diversity at NDSU. Eighty-one percent were comfortable/very comfortable with the climate for diversity in their academic colleges, work units, and departments (Tables 15 & 16). Roughly one-quarter of the respondents attended new staff orientation programs, while 15 percent attended new faculty orientation programs (Table 17). Fourteen and 13 percent, respectively, attended diversity workshops/trainings and programs. Eleven percent participated in residence hall diversity programs. Only 5 percent (n = 83) attended anti-racism training (TOCAR).

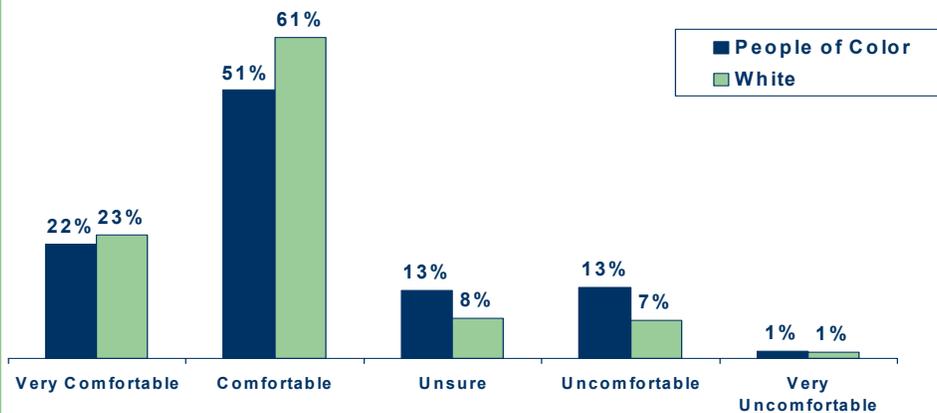
However, when comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” a slightly smaller percentage of people of color than whites were comfortable with the overall climate for diversity at NDSU (Figure 23) and in their colleges (Figure 24). A notable exception: a higher percentage of people of color than white people were “very comfortable” with the climate in their departments/work units (Figure 25).

“The campus as a whole, may be fine. However, when you get into each individual department and/or program the climate issues are NOT always good. I have experienced harassment and been treated poorly because of where I work and who I work for. It is referred to as ‘The Dark Side!’”

“For national born people of color - if they have an opinion that is not of popular opinion they are considered too vocal or trouble makers. Look at the people of color and their salaries in the different departments. Sometimes the person of color is making \$10,000 less than the next person sitting at the table and the person of color has been on campus and in that position longer than some of the faces sitting at the table. NDSU sits within 100 miles of three American Indian reservations and we have only a little over 100 self-identified American Indian students and less than a handful of staff and faculty. How sad is this.”

“Supervision training is extremely important for anyone involved in managing people. I have seen too many people get away with bad behavior that leads to a hostile environment. Usually, the offending employees have personal and unresolved issues that interfere with their effectiveness at work and relationships with people, including those they supervise. There should be a better way to hold people accountable for their behavior, including training for those who are affected by employees whose behavior creates a hostile and unhealthy working and learning environment. People generally are reticent to document and confront bad behaviors.”

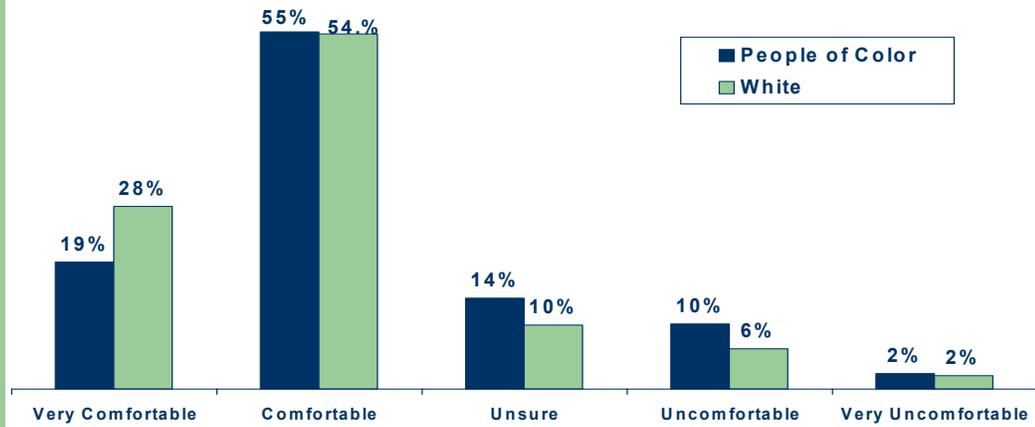
Figure 23
Comfort with Overall Campus Climate by Race (%)



Comfort with climate for diversity at University

	People of Color		Caucasian/White		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	66	21.5	306	23.4	372	23.0
Comfortable	155	50.8	794	60.6	949	58.8
Unsure	39	12.8	100	7.6	139	8.6
Uncomfortable	41	13.4	94	7.2	135	8.4
Very uncomfortable	4	1.3	16	1.2	20	1.2

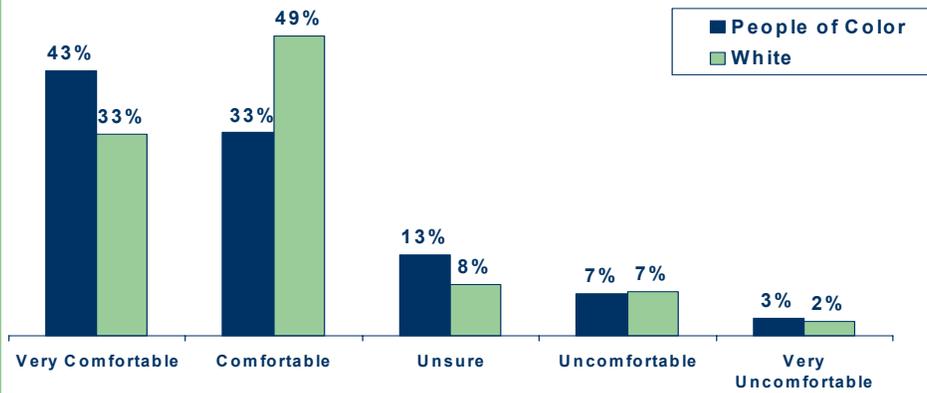
Figure 24
Comfort with Climate
in Academic College by Race (%)



Comfort with climate for diversity in college

	People of Color		Caucasians/Whites		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	49	19.4	364	27.8	413	26.4
Comfortable	138	54.5	710	54.2	848	54.3
Unsure	35	13.8	129	9.8	164	10.5
Uncomfortable	25	9.9	81	6.2	106	6.8
Very uncomfortable	6	2.4	26	2.0	32	2.0

Figure 25
Comfort with Climate in
Department/Work Unit by Race (%)



Comfort with climate for diversity in your department/work unit

	People of Color		Caucasians/Whites		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	121	43.1	431	32.9	552	34.7
Comfortable	93	33.1	645	48.9	738	46.4
Unsure	37	13.2	110	8.4	147	9.2
Uncomfortable	21	6.8	93	7.1	114	7.2
Very uncomfortable	9	2.9	30	2.3	39	2.5

Also contributing to the state of the campus climate are respondents' observations of others being harassed. Thirty-three percent of the participants (n = 506) indicated they observed conduct on campus that created an offensive, hostile, or intimidating working or learning environment (Table 24). Most of the observed harassment was based on ethnicity (39%), race (36%), gender (35%), sexual orientation (29%), and country of origin (29%) (Table 25)⁷.

"I work with an older employee who sometimes makes racial or religious remarks. This person probably thinks they are tolerant and unbigoted, but it makes me uncomfortable."

Figures 26 – 29 separate by demographic categories (i.e., gender, spiritual affiliation, race/ethnicity, sexual orientation) the responses to question 1.6, "In the past year, have you observed or personally been made aware of any harassment (conduct that you feel has created an offensive, hostile, or intimidating working or learning environment) directed toward a person or group of people at NDSU?"

⁷A small number of respondents (n<5) responded that they had experienced conduct due to several characteristics, in several forms, and indicated several sources.

Figure 26
Observed Harassment
by Race/Ethnicity (%)

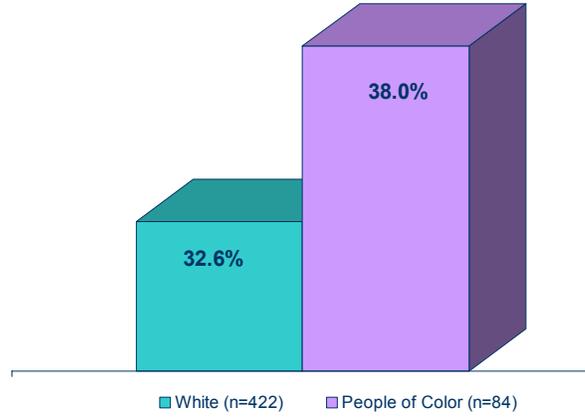


Figure 27
Observed Harassment
by Spirituality (%)

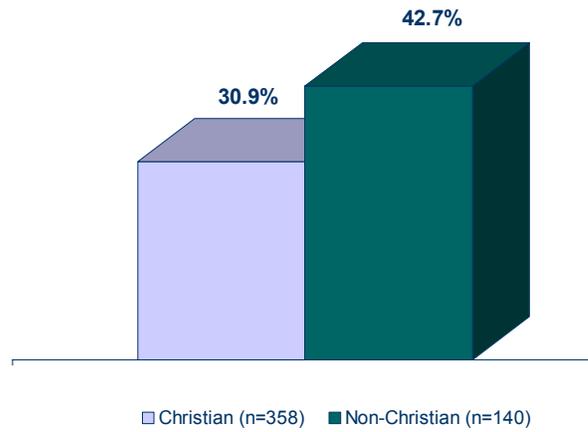


Figure 28
Observed Harassment
By Gender (%)

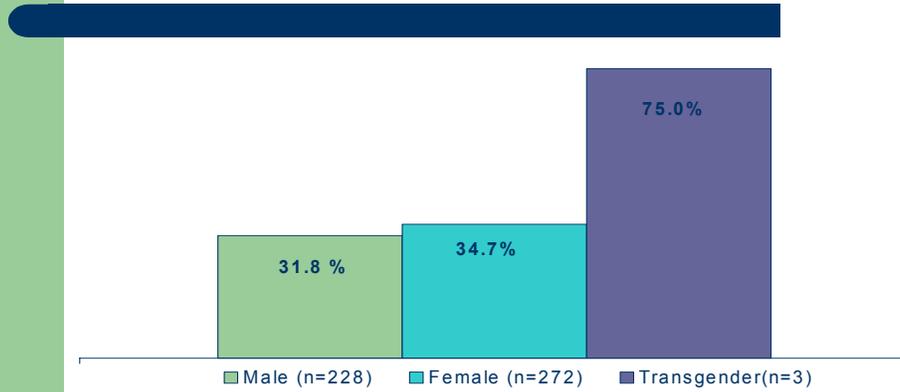
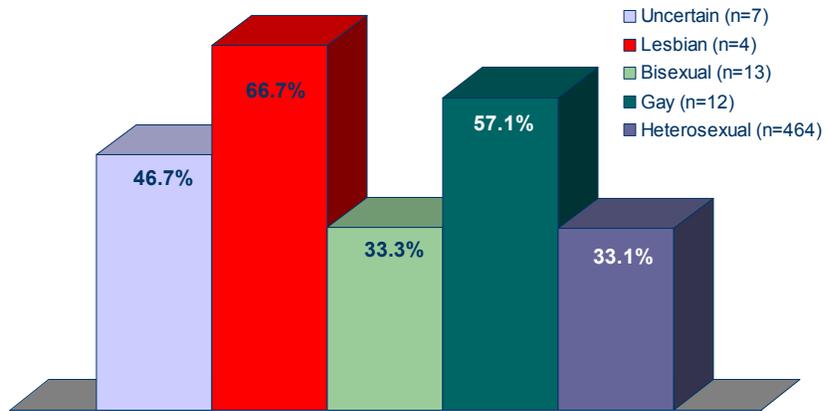


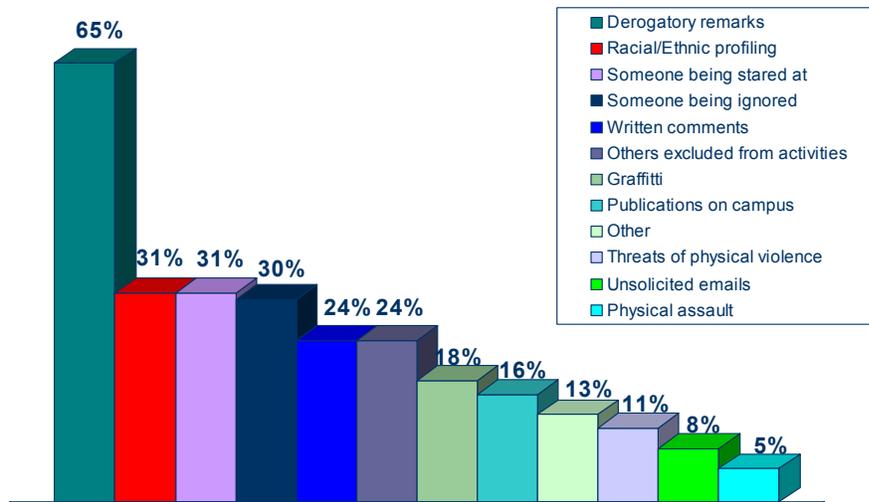
Figure 29
Observed Harassment
by Sexual Orientation (%)



Interesting, but not unique to NDSU, those respondents in the underrepresented groups depicted in the figures (women, transgender, people of color, non-Christian, and lesbian/gay) all observe harassment more than those in the corresponding majority group.

Figure 30 indicates that people most often observed harassment in the forms of derogatory remarks (65%), racial/ethnic profiling (31%), written comments (24%), and seeing someone being stared at (31%), deliberately ignored (30%), or excluded from activities (24%). Fifty-three people (11%) witnessed someone making threats of physical violence and 27 people (5%) saw someone physical assaulted or injured.

Figure 30
Form of Observed Harassment (%)



The observations occurred most often in public spaces on campus (41%), while walking on campus (38%), in classrooms (33%), while working at an NDSU job (27%), in a meeting with a group (23%), at a campus event (23%), or in the residence halls (17%)

(Table 27). The majority of respondents indicated that students were the most common source of harassment (59%). The remaining respondents identified sources as faculty (28%), staff members (21%), student groups (14%), and administrators (13%) (Table 28). Similar to experienced harassment, Figure 31 indicates that the source of harassment is always highest within the position (e.g., student on student, faculty on faculty, etc.). The notable exception is that administrators identify faculty as the major source of harassment.

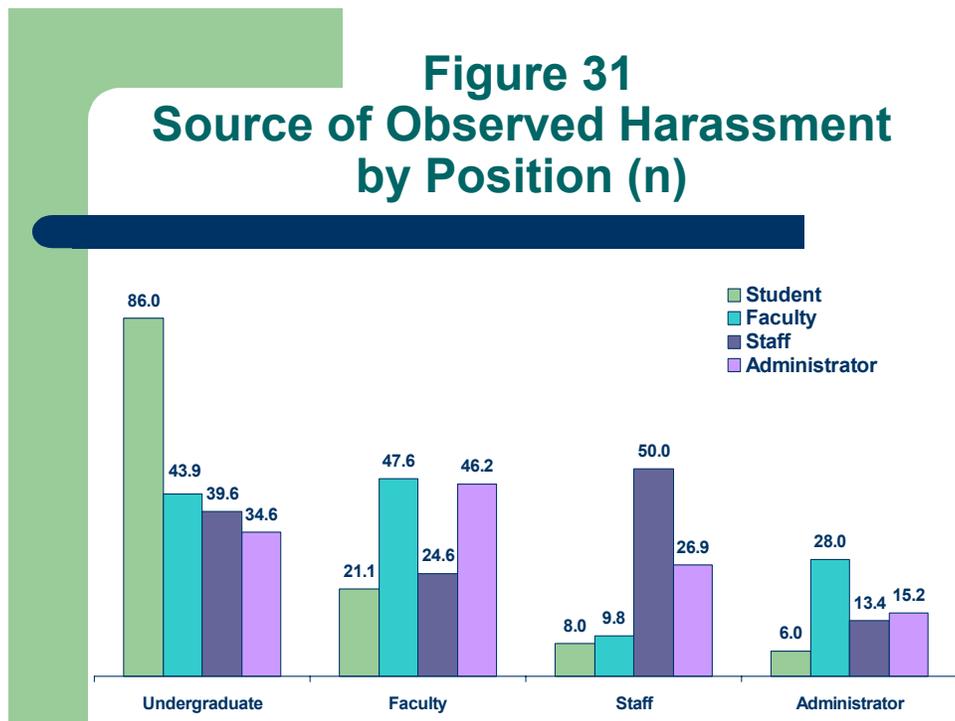


Table 29 illustrates individuals' reactions to observing harassment. Thirty-four percent were embarrassed, 22 percent told a friend, 20 percent encouraged the victim to report the incident, and 20 percent ignored the situation. Ten percent made a complaint to a University official, but 14 percent did not know to whom to report the incident.

Tables 30 through Table 35 provide information about employee respondents' experiences with regard to discriminatory employment practices. Nine percent of employee respondents (n = 68) reported observing discriminatory hiring at NDSU (Table

30), 31 percent indicated that the discriminatory hiring was due to gender, 25 percent noted that the conduct was due to age, and 24 percent suggested that the conduct was based on race and/or ethnicity (Table 31). Four percent (n = 31) of employee respondents observed discriminatory firing (Table 32), 26 percent of which believed the firings were based on something “other” than the choices listed and 23% of suggested that the firing was due to one’s ethnicity (Table 33). Twelve percent of responding employees suggested that they observed (n = 91) discriminatory promotion at the University (Table 34), and believed it was largely based on employment category (27%) and gender (25%) (Table 35).

“As a faculty member, I feel I have been discriminated against and witnessed discrimination based on gender. For example, I believe that merit raises are often more favorable for WHITE, MALE employees. As well, I believe I was ‘low balled’ when I got hired, with the expectation that I would not accept the job because of the low salary and then ‘they’ could hire the WHITE, MALE the department chair favored in the hiring process.”

“Committees of faculty members spend considerable time to decide on issues, such as promotions, awards, and procedures on campus and are overridden by present administration when they disagree.”

“My director was definitely hired because of her ‘looks’/gender. She definitely was not the most qualified candidate (I was on the interviewing committee) and the job description was altered by her immediate supervisor to be tailored to her wants/needs in that position. Since her hiring, she has proven time & time again that she is NOT qualified and NOT a team player!”

“I feel that I have not been rehired for next year because of age discrimination. I have worked extremely hard, going well beyond my lectureship assignment, including doing several research and grant projects. Yet, when it came to hiring for a tenure track position for next year, one of the people I had mentored who is just completing a Ph.D. was hired rather than me. The only reason I’ve come up with is age. No faculty member in this area is over 40 years old, and an older faculty member would add considerable depth to the department.”

The majority of respondents indicated that the campus climate overall was accepting of 16 of 18 the groups listed, including Caucasians/Whites (88%), men (85%), women (76%), people of various ages (73%), African Americans/Blacks (66%), persons with physical disabilities (66%), Asian/Pacific Islanders (64%), people from multi-racial or -ethnic backgrounds (60%), Chicano/Latino/Hispanics (56%), American Indians/Alaskan

Natives (56%), people who do not fit the socially constructed “perfect” physique (52%), and Middle Easterners (51%). Fewer people thought the campus was accepting of openly lesbian, gay, bisexual, or transgender (LGBT) persons (31%), and persons with mental disabilities (45%) (Table 41).

Correlations between these responses (campus climate) and those from question 36 which asked respondents to rate the overall campus climate for the various groups (Table 41) are very low, indicating no practical relationship between answers regarding "respect" for different populations and climate for that population. Selected correlation coefficients⁸ are provided in Table 9. Therefore, it appears as though respondents may believe that the campus climate is sexist or racist, they also feel that the climate is accepting for women and people of color.

Table 9
Correlations Between Ratings of Acceptance and
Campus Climate for Selected Groups

Acceptance of:	Climate Characteristics				
	Climate for Different Religions	Non-Racist	Non-Homophobic	Accessible	Non-Sexist
African Americans/Blacks		.158 ¹			
LGBT			.141 ¹		
Physically Disabled				.112 ¹	
Mentally Disabled				.098 ¹	
Women					.101 ¹
Men					.078 ¹
Non-Christians	.115 ¹				

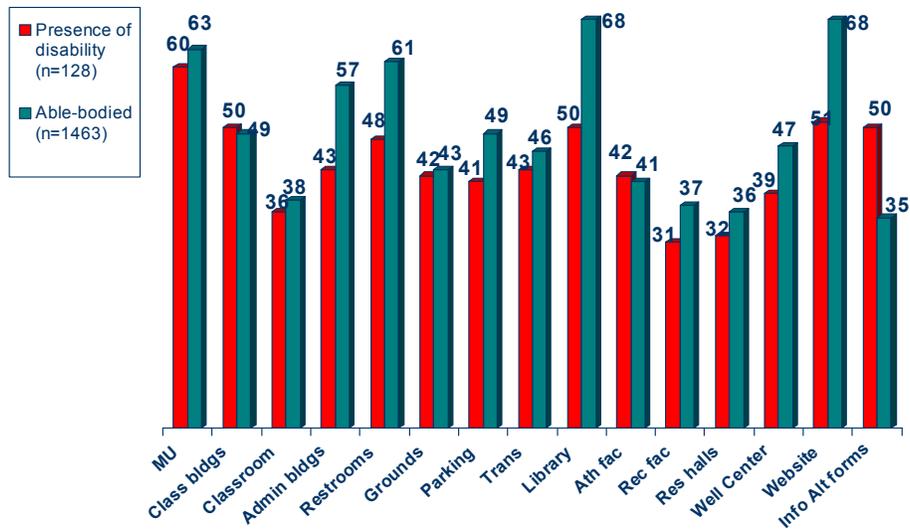
¹p= .01

Table 40 indicates that the majority of respondents believed various buildings and areas of the campus were at least “accessible” for people with disabilities. The Library, Memorial Union, and NDSU Web site were considered the most accessible of the areas of campus. Figure 32 reviews these results based on those who indicated the presence of

⁸ Correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

a disability and those who did not. In most case, those respondents with a disability indicated the area listed was less accessible than those who were able-bodied.

Figure 32
Campus Accessibility(%)¹



¹Percentages based on number of participants responding to each question, not in all cases the total “n”.

Several respondents provided commentary on the issue of disability and access. Some of those comments follow:

“As a disabled student I have regularly been harassed by my teachers. Teachers have been confrontational about their opinions about my right to be a student to receive accommodations due to my disability. Inappropriate comments have been made when I meet with them to deliver my disability paperwork (the paperwork informing the teacher of the classroom modifications).”

“I have seen discrimination practiced on students with disabilities. I have seen faculty who question the accommodations that need to be made for disabled students, and even refuse the accommodations. I have personally felt negative repercussions from faculty simply by associating with disabled students.”

“I have had diabetes now for 17 years, and going to college with diabetes is very difficult. In doing so I have had a lot of problems in dealing with it during class and tests and am nervous and afraid to say something to the professor about it, especially during an exam...”

Institutional Actions

“I feel this campus is accepting of and striving toward diversity, however, is very limited if not lacking in its amount. Personally I have had few opportunities to engage with someone of a different, race, culture, age, religion, ethnic background, or someone having a disability. If more of these opportunities arise in general, I feel that our campus would be well prepared and welcoming to people with minority attributes.”

Another factor influencing campus climate is how an institution responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about institutional actions regarding diversity concerns on campus. Based on the comments of the respondents, it is crucial that college/university leaders acknowledge people of difference, address their issues and concerns, and promote inclusive activities.

Fourteen percent of the respondents have participated in diversity programs and diversity workshops or training at NDSU. Over half of the faculty and staff indicated that they have attended orientation programs, while only twenty-three percent of students who live in the residence halls indicating having attended residence hall diversity programs (Table 10).

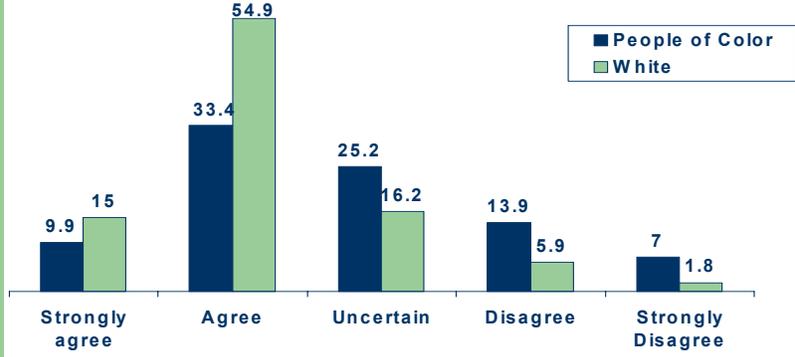
Table 10

Program	%	(n)
Residence hall diversity program ¹	23.6	59
Diversity workshops / training	13.9	226
Diversity programs	13.4	217
Anti-racism training (TOCAR)	5.1	83
New faculty orientation program ²	59.9	145
New staff orientation program ³	59.3	256
Other	8.2	134

¹students who indicated that they lived in residence halls only
²faculty only
³staff only

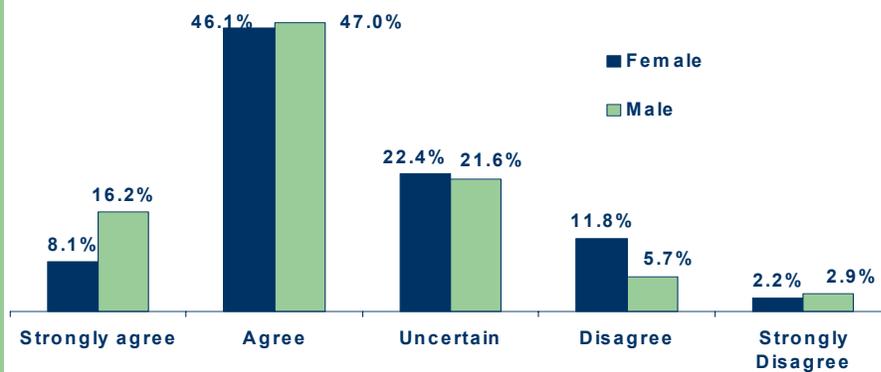
Table 36 reveals that more than half of the respondents believed NDSU addresses campus issues related to ethnicity (69%), race (65%), physical disabilities (62%), gender (58%), non-native English speakers (54%), and gender identity (51%). About a third of the respondents were unsure how the University addresses issues related to age (37%), mental disability (35%), employee status (34%), SES (32%), and sexual orientation (31%). More than 93 percent of respondents believed people in the offices they frequent are accepting of others based on their age and country of origin (Table 37). Fewer (though still more than half) thought people in the offices they frequent were accepting of individuals based on ethnicity, employment category, gender, gender identity, learning disability, physical characteristics, physical disability, race, religion, and student status. Just less than half felt people were of accepting of LGBT people and individuals with mental disabilities. However, when comparing these responses in terms of the demographic categories, “people of color” demonstrated a different opinion than did “white persons” in regard to how the University addresses the issues of race (Figure 33).

Figure 33
University Addresses Issues of Race (%)



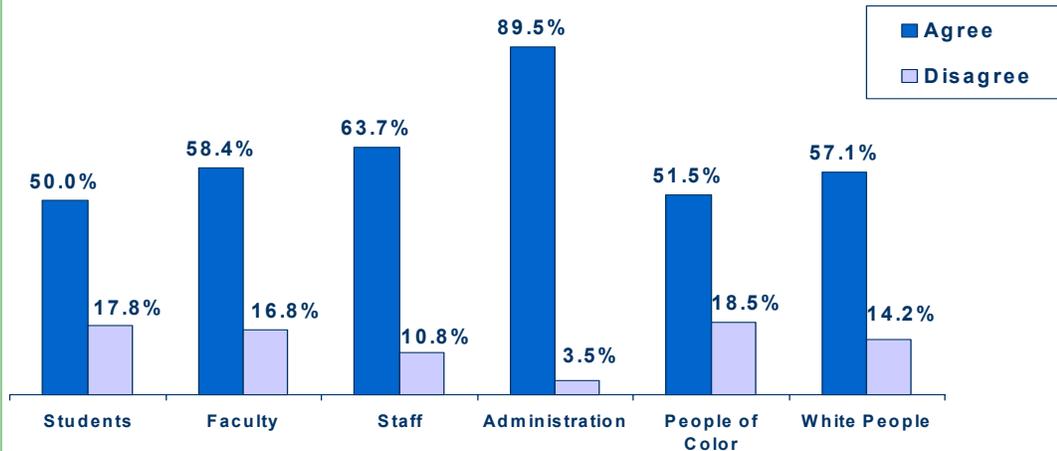
Similarly, female respondents felt differently than did male respondents regarding the degree to which the University addressing gender issues (Figure 34).

Figure 34
University Addresses Issues of Gender (%)



A substantial portion of the respondents (56%) believed the University's leadership visibly fosters diversity. Again, when reviewing the data by the demographic categories, differing opinions emerged (Figure 35).

Figure 35
Administration Visibly Fosters Diversity (%)

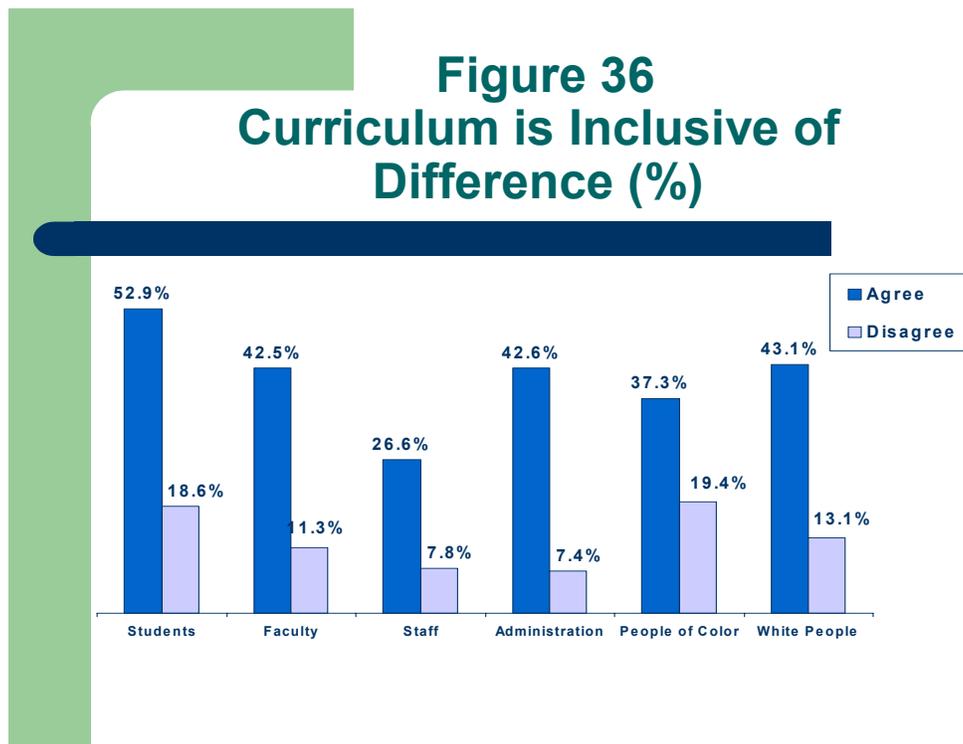


“The upper administration at NDSU is very white and male and, while talking a diverse game, does not seem to penalize problematic behavior of students or staff.”

“In recent years we have seen encouraging progress in such areas as the President's Diversity Council and the TOCAR Anti-racism Team. Yet, the leaders guiding both those groups are white people. In fact, four white persons made up the committee to hand-pick individuals to serve on the anti-racism team. ... Even when these situations take place in which white persons dominate or control diversity activities, it does not occur to the individuals that they are excluding or disregarding people of color right here on this campus.”

“The upper administration of NDSU, Deans, Directors, and above, are still largely white males. The lack of diversity provides few role models for women students and students who are not white males born in the U.S.”

Forty-two percent felt the course content includes materials about people from underrepresented groups (Table 38). Again, a breakdown by demographic categories reveals interesting results (Figure 36).



“While in a class during the month of February 2003, the professor had mentioned that we needed to cover 3 main points during the lecture. To be honest, I don't remember the first two, but the third one was prejudice. I quote the professor, ‘I don't think that prejudice is a problem here in North Dakota, so we aren't going to go over this issue. It is in the book if you want to read about it....’ In addition, this professor looked down at their watch, and said, ‘It looks like we will get out 6 minutes early today. Have a good day.’ I was so upset that I approached the professor immediately after class....”

Fifty-two percent believed their departments/units value their involvement in diversity initiatives. Sixty percent of student respondents felt the classroom climate was

welcoming for people from underrepresented groups, and sixty-five percent of employee respondents felt that the workplace climate was welcoming for employees from underrepresented groups (Table 39). Figures 37 reviews these findings by comparing the responses of “majority” versus “minority” groups.

Figure 37
Classroom Climate for Underrepresented Groups (%)

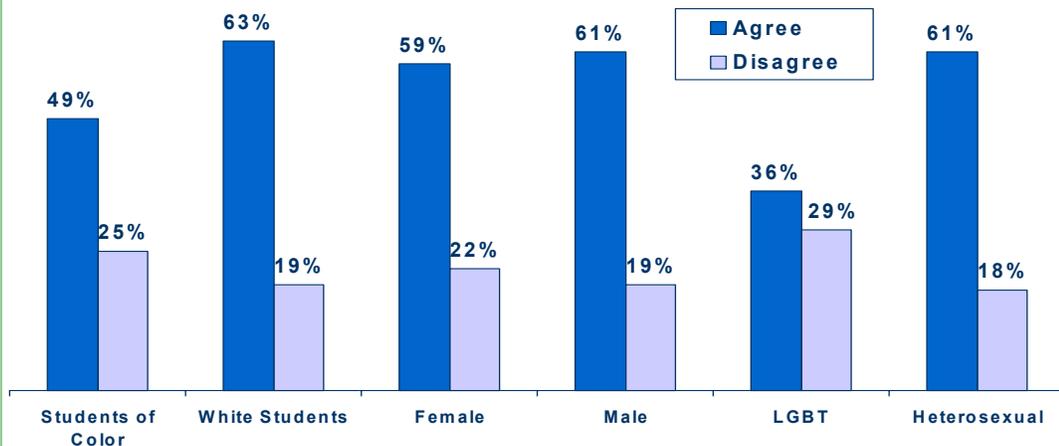


Table 42 suggests that the majority of respondents of color (66% - 71%) felt that providing more awareness or sensitivity workshops would improve the University community’s awareness of the issues and concerns of people based on race. Half of the female respondents felt that providing more awareness or sensitivity workshops focused on gender would improve the University community’s awareness of the issues and concerns of women, as compared to only 38% of male respondents. Most respondents regardless of sexual orientation (LGBT, 47%; Heterosexual, 43%) suggested that providing more awareness or sensitivity workshops focused on sexual minorities would

improve the University community's awareness of the issues and concerns of LGBT people.

Table 43 illustrates that forty percent of responding employees felt that requiring all University students to take at least one class that focuses on issues, research, and perspectives about various groups will improve the campus climate for these groups. However, only one-third of student respondents felt that a required class would improve the climate (Table 43a).

Nearly half of the respondents, both students and employees believed requiring faculty and staff to participate in a program focusing on issues, research, and perspectives on race, ethnicity, disability status, country of origin, and religion would improve the climate for these groups (Table 44 and Table 44a). Some comments suggest respondents would prefer such courses or workshops were *offered*, rather than *required*.

"Offer a required one credit course (general education) for students that explores understanding and respect for all persons. Offer a required workshop for all faculty and staff exploring the same issues."

"I think that offering workshops and seminars is helpful, but ultimately a general education course that is a specific multicultural studies class would be highly beneficial."

"I don't think classes should be required on these issues, but I do think more classes on ethnicity and cultural history should be offered."

"Requiring more classes for students and more programs for professors won't help the problem, it'll just serve to exaggerate the differences between people on campus and cause more inequity in the way people are treated."

Respondents were divided as to whether they thought including diversity related activities as a criterion for faculty and staff performance evaluations would improve the climate at the University. Thirty-seven percent thought it would improve the climate, while 34 percent disagreed (Table 45).