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Executive Summary

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses affects not only the creation of knowledge but members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports as well as higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). Because the topic of diversity is inherently complex, examining the multiple dimensions of diversity in higher education is crucial. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

North Dakota State University has a long history of supporting diversity initiatives¹ as evidenced by the institution's support and commitment to this climate assessment project. In 2003, the President's Diversity Council embarked on the initial campus climate project. The results of that

¹ For more information on NDSU diversity initiatives see <http://www.ndsu.nodak.edu/ndsu/winjum/Diversity%20Website/index.html>

report² informed the 2005-2010 *Strategic Plan for Diversity, Equity and Community (DEC)*.

Over the past four years, the President's Diversity Council has been working to assess the progress of each campus unit based on the initiatives established in the Strategic Plan. Many new programs and initiatives have been developed across the university to address the needs of the campus especially those highlighted during the first Campus Climate Assessment. In 2009, the Office of Equity, Diversity and Global Outreach requested a follow-up assessment to examine the current climate at NDSU. Rankin & Associates (R&A) was again retained to assist in the assessment process as an identified leader in conducting multiple identity studies in higher education.

The President's Diversity Council reviewed the survey template and revised the instrument to better match the current campus context at NDSU. Based on those discussions, different surveys were constructed for each of three constituent groups (student, faculty, and staff). This report is based on the responses of participating faculty and provides an overview of the findings of the internal assessment as well as the results of the campus-wide survey and a thematic analysis of all comments provided by respondents to the three surveys. The final faculty survey contained 66 questions including open-ended questions for respondents to provide commentary.

All faculty at NDSU were invited to participate in the survey. The survey was designed for faculty to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A summary of the findings, presented in bullet form below, suggests that while challenges still exist with regard to diversity issues, they are challenges similar to those found in many other higher education institutions across the country.³

² The 2003 report is available at <http://www.ndsu.edu/diversity/climatesurvey.html>

³ Rankin, S. and Reason, R. (forthcoming). *Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations*. New York: Stylus Publications.

289 faculty surveys were returned representing the following:

- 36.5 percent response rate among faculty
- 30 Faculty of Color⁴; 256 White faculty
- 6 faculty who identified as having a physical disability
- 1 faculty who identified as having a learning disability
- 2 faculty who identified as having a psychological condition
- 14 faculty who identified as lesbian, gay, or bisexual; 4 who were uncertain of their sexual identities
- 111 women; 166 men; 1 transgender⁵
- 100 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate⁶

- **Some respondents had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work on campus)⁷ at NDSU.**
 - 28 percent of respondents had personally experienced harassment.
 - The conduct was most often based on the respondents' sex (41%), age (28%), employment category (28%), ethnicity (15%), and country of origin (13%).
 - Compared with 26 percent of White people, 32 percent of People of Color had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 44 percent stated they were harassed because of their race.
 - Compared with 21 percent of men, 37 percent of women had personally experienced such conduct.
 - Of the women who experienced this conduct, 61 percent stated they were harassed because of their sex.

⁴ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

⁵ Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford institution Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

⁶ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix A.

⁷ 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>). Higher education institutions, based on legal discussions, generally define harassment as any conduct that unreasonably interferes with one's ability to work on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

- Compared with 26 percent of heterosexual respondents, 29 percent of sexual minority respondents had personally experienced such conduct.
- Of sexual minority respondents who experienced this conduct, 25 percent stated they were harassed because of their sexual orientation.
- Compared with 27 percent of respondents without disabilities, 50 percent of respondents with disabilities had personally experienced harassment.
- Of those that experienced harassment, none of the respondents with disabilities said the harassment was based on their disabilities.
- More than half (51%) of those respondents who had been harassed said they were deliberately ignored or excluded; 43 percent felt excluded from some activities.
- Respondents said other faculty members were most often the source of the harassment.
- 30 percent of participants made complaints to institution officials, while 16 percent did not know who to go to, and 30 percent did not report the incident for fear of retaliation.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at NDSU (66%) and in their departments or work areas (71%).**
 - Figures in the narrative demonstrate some disparities based on race, gender, and sexual orientation.
 - Smaller percentages of Faculty of Color, women, and sexual minority faculty than White faculty, men, and straight faculty were “very comfortable” with the overall climate and the climate and in their work areas/departments.

- **Almost half of all respondents were aware of or had observed harassment on campus. The observed harassment was most often based on sex. People of Color and women were more aware of such harassment.**
 - 45 percent of the participants had observed or personally been made aware of harassment on campus.
 - Most of the observed harassment was based on sex (45%), ethnicity (27%), gender identity (24%), race (22%), sexual orientation (18%), age (16%), employment category (16%), and country of origin (15%).
 - Compared with 46 percent of White respondents, 36 percent of Respondents of Color had observed or personally been made aware of such conduct.
 - Compared with 42 percent of men, 51 percent of women had observed or personally been made aware of harassment.
 - Respondents most often observed harassment in the forms of derogatory remarks, someone being deliberately ignored, or someone being excluded from activities.
 - Respondents said other faculty members were most often the source of the harassment.

- One-third of the individuals who observed harassment encouraged the victim to report the incident.
- 20 percent made a complaint to an NDSU employee or official.
- **Some respondents observed discriminatory employment practices, and indicated that these practices were most often based on sex.**
 - 21 percent of respondents had observed discriminatory hiring.
 - 11 percent had observed discriminatory firing.
 - 20 percent had observed discriminatory promotion practices.
- **With regard to campus accessibility for people with disabilities, more than a third of the respondents thought the grounds (sidewalks, snow) had accessibility problems for people with disabilities.**
 - Respondents also thought the classroom buildings (24%), specific classrooms (21%), parking (17%), and restrooms (17%) had accessibility problems.

Attitudes & Experiences

- **Several survey items addressed faculty members' experiences at NDSU, their satisfaction with their careers at the University, and their attitudes about the climate for diversity and work-life issues at NDSU. Tables in the narrative section of the report illustrate some divergent responses based on race and gender.**
 - 40 percent of respondents were reluctant to bring up issues that concern them for fear that it will affect their tenure decisions.
 - 29 percent thought their colleagues expected them to represent the "point of view" of their identities.
 - 65 percent said their colleagues solicit their opinions about their work.
 - 58 percent were usually satisfied with the way in which they are able to balance their work and professional lives.
 - 72 percent believed that they had support from decision makers/colleagues who supported their career advancement.
 - 70 percent of faculty felt they had equitable work space in terms of quantity and quality
 - 51 percent thought their compensation was equitable to their peers with similar levels of experience.
- **64 percent of all respondents had seriously considered leaving NDSU.**
 - 63 percent of men and women considered leaving the institution.
 - 61 percent of Faculty of Color and 63 percent of White faculty had seriously considered leaving NDSU.
 - 79 percent of sexual minority faculty, compared to 62 percent of heterosexual faculty, had seriously considered leaving the institution.

Institutional Actions & Diversity-Related Events

- 73 percent of faculty respondents believe upper level NDSU administrators visibly foster diversity.

- 46 percent of respondents think NDSU course content included materials about individuals from underrepresented groups.
- 54 percent felt NDSU valued their involvement in diversity initiatives on campus.
- 77 percent of the respondents attended a new faculty orientation program.
- 46 percent of respondents attended a diversity workshop/training and 42 percent attended a diversity program.
- Very few respondents attended anti-racism training (22%) or Safe Zone Ally/LGBTQ training (14%).

Qualitative Findings

A few survey questions allowed respondents the opportunity to further describe their experiences on NDSU's campus, expand upon their survey responses, and add any additional thoughts they wished. Out of the 1,661 total number of surveys received, a number of respondents – including students, faculty, and staff – contributed remarks in response to the open-ended questions. No respondents commented on all open-ended questions. Due to the promise of confidentiality provided to participants, the qualitative comments provided by respondents were separated at submission so that comments could not be attributed to any demographic characteristics including their position at the institution. A separate report of the qualitative findings will be provided that is inclusive of the comments from all constituent groups.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, a place where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

In that context, what do the results of this study suggest? At a minimum, they contribute additional empirical data to the current knowledge base and provide more information on the experiences and perceptions of several sub-populations in the campus community. A second and more interesting question is, given the programs and initiatives that have been developed across

the university in response to the 2003 climate assessment, *how effective have these efforts been in positively shaping and directing campus climate with respect to diversity?*

Introduction

The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments in which these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.⁸ The climate on college campuses not only affects the creation of knowledge but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.⁹ Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate in which

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that to provide a foundation for a vital community of learning a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

⁸ For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998), Boyer (1990); Milem, Chang, & Antonio, (2005); Peterson (1990); Rankin (1994, 1998); and Tierney & Dilley (1996).

⁹ For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado (2005), Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990); Rankin (1994, 1998, 1999, 2003, 2005); and Tierney (1990).

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that,

Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). Ingle (2005) strongly supports the idea of a “thoughtful” process with regard to diversity initiatives in higher education.

History of the Project

North Dakota State University has a long history of supporting diversity initiatives¹⁰ as evidenced by the institution’s support and commitment to this climate assessment project. In 2003, the President’s Diversity Council embarked on the initial campus climate project. The results of that report¹¹ informed the 2005-2010 *Strategic Plan for Diversity, Equity and Community (DEC)*. In 2009, the Office of Equity, Diversity and Global Outreach requested a follow-up assessment to examine the current climate at NDSU. Rankin & Associates (R&A) was again retained to assist in the assessment process as an identified leader in conducting multiple identity studies in higher education.

¹⁰ For more information on NDSU diversity initiatives see <http://www.ndsu.nodak.edu/ndsu/winjum/Diversity%20Website/index.html>

¹¹ The 2003 report is available at <http://www.ndsu.edu/diversity/climatesurvey.html>

Methodology

Conceptual Framework

This project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”¹² The inherent complexity of diversity requires the examination of its multiple dimensions in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and informed by the results of the 2003 assessment and subsequent initiatives¹³. The President’s Diversity Council reviewed drafts of the survey. The final survey contained 66 questions¹⁴ including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of North Dakota State University’s institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. All surveys responses were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

¹² Rankin & Associates (2001) adapted from AAC&U (1995).

¹³ The original project that served as the foundation for the survey was conducted in 2000-2001. The sample included 15,356 respondents from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to:

Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education*.

¹⁴ To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in January 2009 by the North Dakota State Institutional Review Board (IRB). The proposal indicated that any analysis of the data would ensure participant confidentiality. The final web-based survey was distributed to the campus community in March 2009. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was announced to the entire population of students and employees through an invitation to participate from President Chapman; the invitation included information about how to access the survey on-line.

Limitations. Several limitations to the generalizability of the data existed. The first limitation is based on the fact that respondents in this study were “self-selected.” Self-selection bias is, therefore, possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study and that could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate.

A second limitation is in regard to response rates. Caution is suggested in generalizing the results for response rates less than 30%. Since, however, the overall response rate for faculty participation in this survey was thirty-seven percent, the results provided here may be read to reflect faculty beliefs and concerns with regard to the campus climate.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups using SPSS (version 17.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using valid percentages.¹⁵ Refer to the survey data tables in Appendix A for actual percentages.¹⁶

¹⁵ Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁶ Percentages derived using the total number of survey respondents.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results based on the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of the NDSU's institutional actions, including the development of administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample¹⁷. A total of 1,661 surveys were returned, 289 of which were returned by NDSU faculty. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. The significance of several demographic categories suggests that underrepresented groups were "over-sampled." To this end, particular characteristics of the sample should be noted.

No significant difference at the .05 level existed between the sample and the population in proportions within gender groups. The sample had a significantly smaller proportion of Asians/Pacific Islanders than did the population (50% less), and significantly larger proportions of American Indians/Alaskan Natives (100% of population number) and Whites/Caucasians than did the population. Lastly, the sample had a significantly smaller proportion of international individuals and a larger proportion of U.S. citizens than did the population. Given the results, caution must be used when comparing these groups to their corresponding majority groups.

¹⁷ All frequency tables are provided in Appendix A. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1. Demographics of Faculty Population and Sample¹⁸

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Male	516	65.2%	166	59.7%	32.2%
	Female	275	34.8%	111	39.9%	40.4%
	Transgender			1	0.4%	n/a
Race/Ethnicity ^{b,1}	African American/Black	6	0.8%	3	1.0%	50.0%
	American Indian/Alaskan Native	4	0.5%	4	1.4%	100.0%
	Asian /Pacific Islander	74	10.1%	14	4.8%	18.9%
	Latino(a)/Hispanic/Chicano(a)	7	1.0%	4	1.4%	57.1%
	Middle Eastern			5	1.7%	n/a
	White/Caucasian	642	87.6%	256	88.6%	39.9%
	Other			7	2.4%	n/a
Citizenship ^c	US Citizen (non-International)	736	93.0%	272	98.2%	37.0%
	International	55	7.0%	5	1.8%	9.1%

¹ Respondents were instructed to indicate all racial/ethnic categories that apply.

^a $X^2(1, N = 277) = 3.39, p = .0655$

^b $X^2(4, N = 281) = 13.23, p = .0102$

^c $X^2(1, N = 277) = 11.48, p = .0007$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity, as well as higher education survey research methodology experts, reviewed the template used for the institution survey. The survey was also reviewed by members of the institution’s Diversity Council.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from Diversity Council members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with

¹⁸ The table population categories for race are those used by the institution. The table sample categories for race are those created by the Diversity Council based on their knowledge of the community at NDSU.

variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 40) and those that rate overall campus climate on various scales (question 41) were moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients¹⁹ are provided in Table 2.

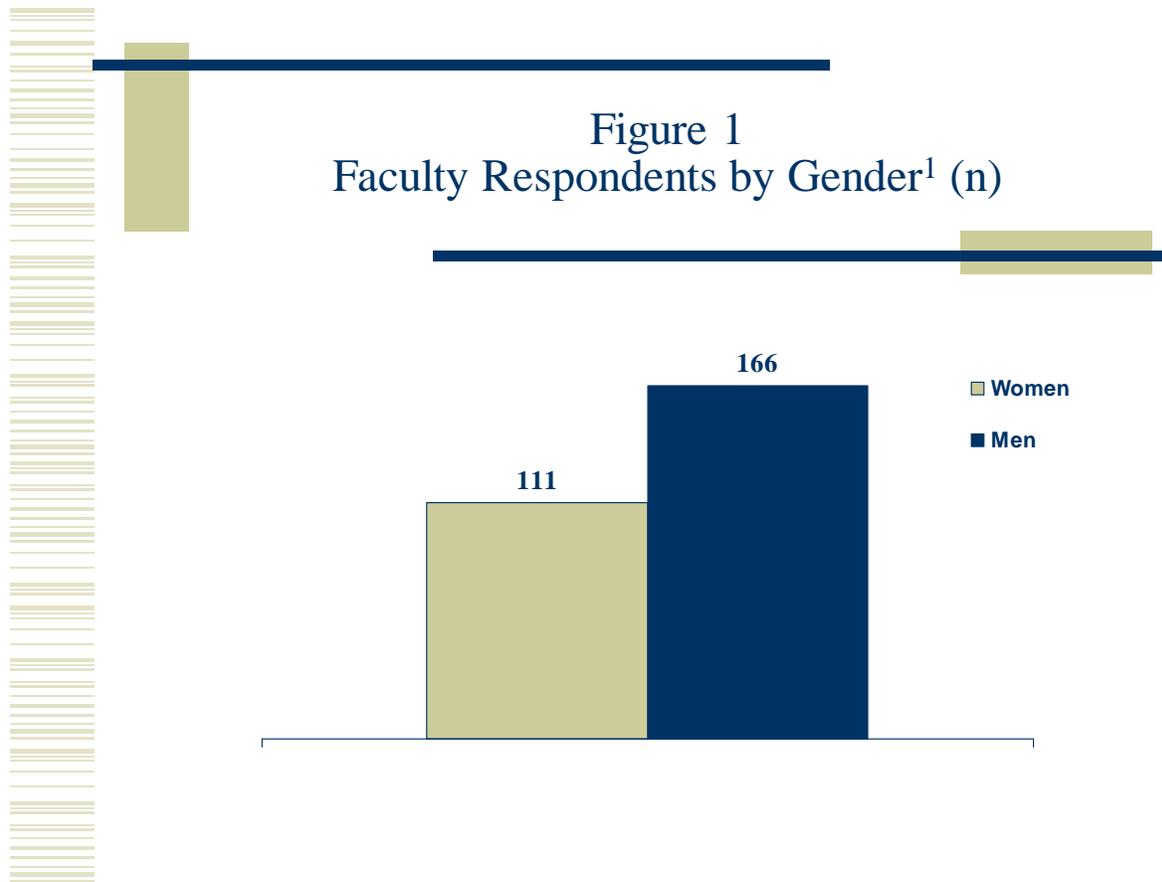
¹⁹ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

Table 2.
Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

Positive Climate for:	Climate Characteristics			
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist
African Americans/Blacks	.706			
American Indians/ Alaskan Natives	.650			
Latino(a)s/Chicano(a)s	.629			
Middle Eastern persons	.633			
Multiracial/multiethnic/ multicultural persons	.642			
LGBT individuals		.698		
Socioeconomically disadvantaged persons			.601	
Women				.736

p = 0.01 for all r values

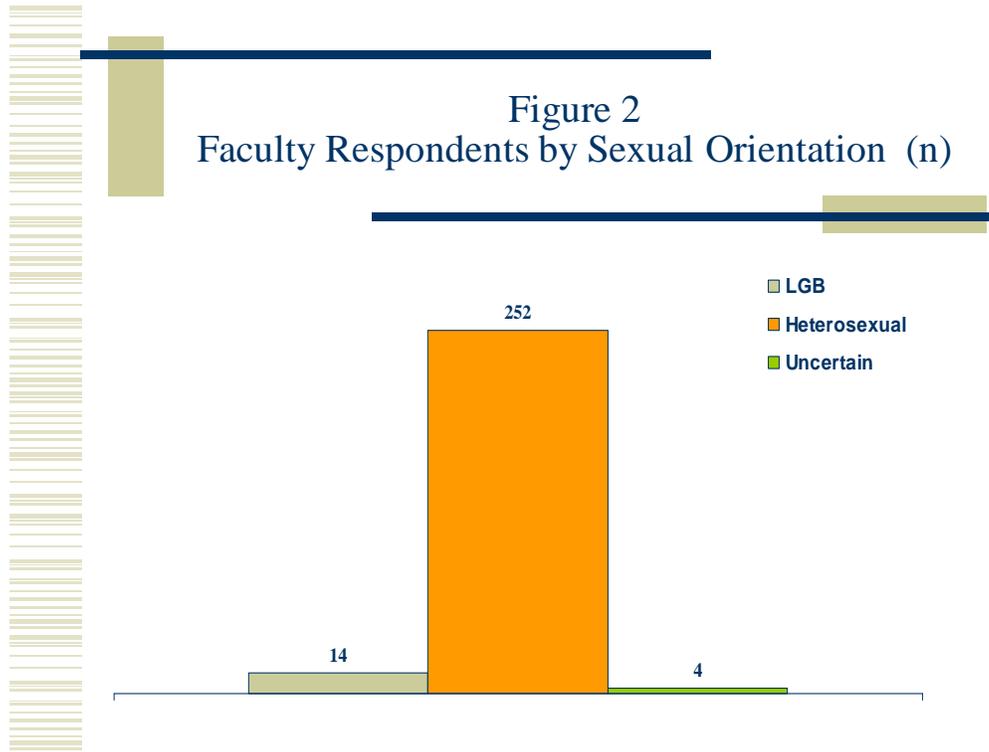
Sample characteristics.²⁰ The majority of the faculty sample was men (57%, Figure 1). One transgendered²¹ faculty member completed the survey. Subsequent analyses by gender in this report do not include the transgender category in order to maintain the confidentiality of the transgendered respondent.



²⁰ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

²¹ Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been separately reported in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of faculty respondents were heterosexual²² (87%) and five percent were sexual minorities²³ (Figure 2). Four people were uncertain of their sexual orientations.



²² Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual.

²³ This report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

About 41 percent of faculty members were over 52 years old, and 31 percent were 33 to 42 years old (Figure 3).

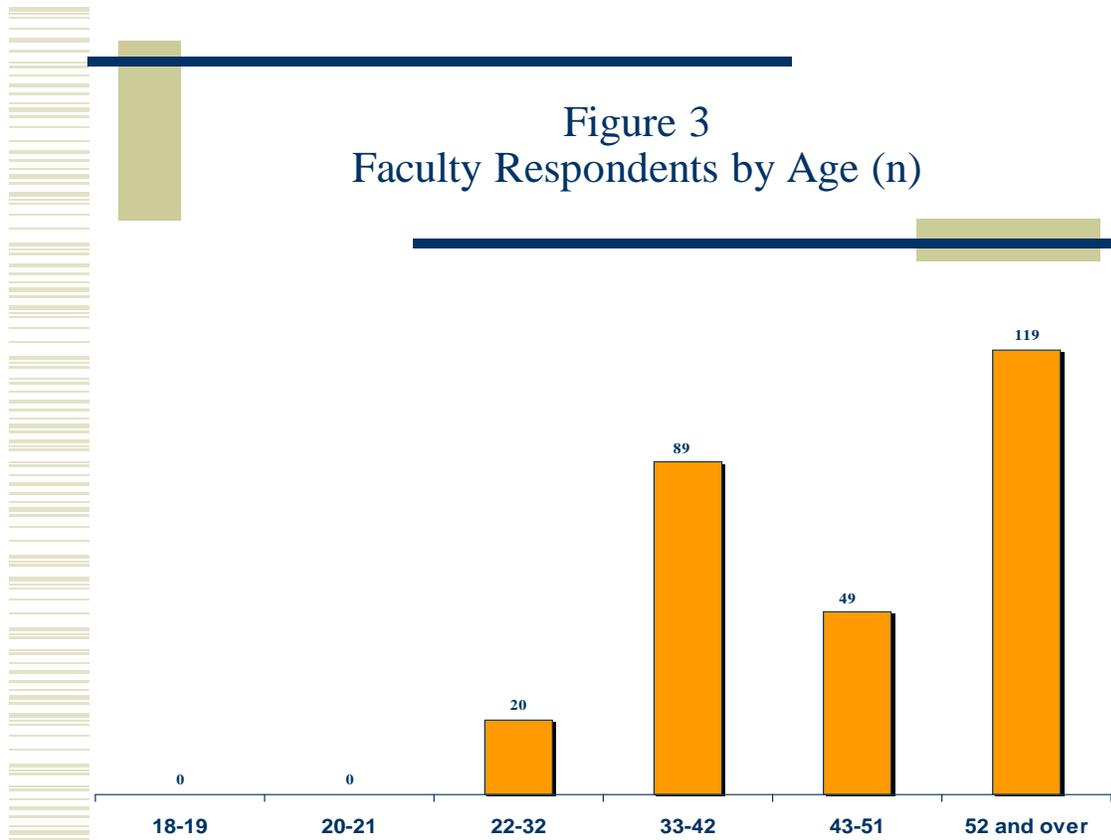


Figure 4 indicates that 52 percent of NDSU faculty work full-time, less than 12 months. Forty-two percent of faculty work full-time, 12 months, and very few work part-time.

Figure 4
Faculty Respondents by Position Status (n)

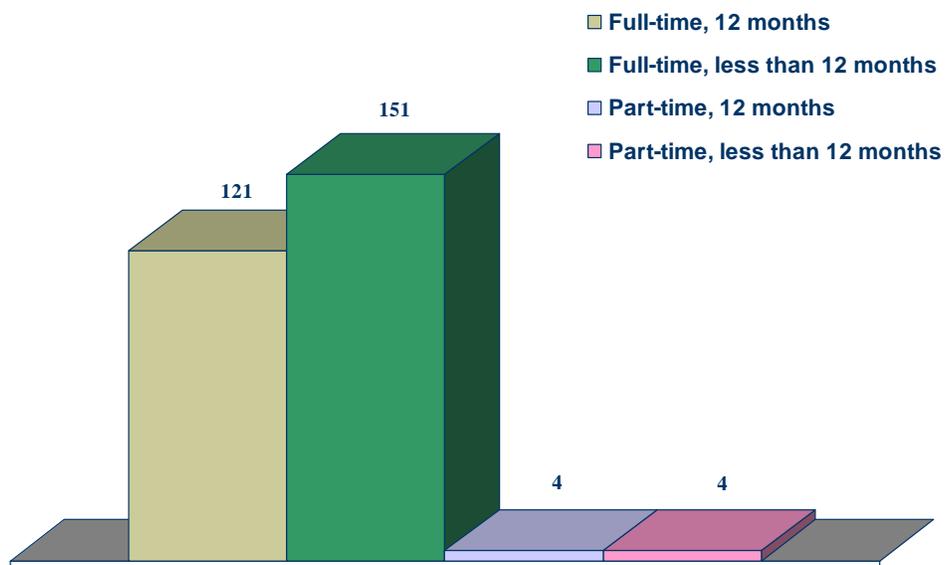


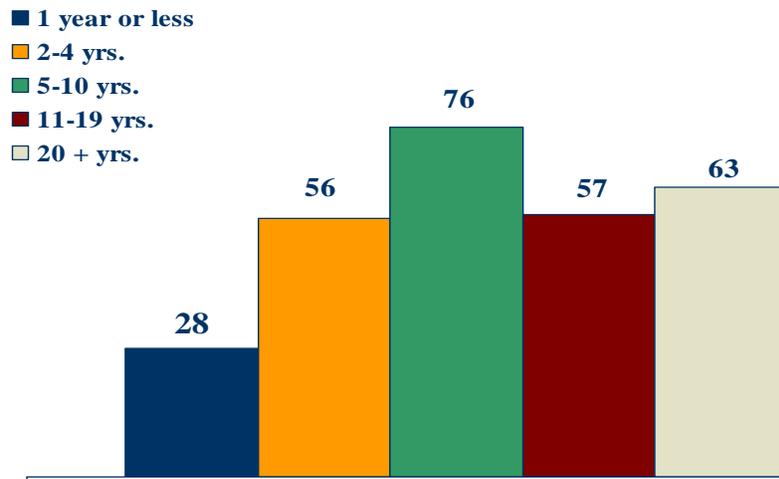
Table 3 presents the academic colleges of women and men faculty respondents.

Table 3. Faculty Members' Academic Colleges

Academic college	Women (N = 111)		Men (N = 166)	
	n	%	n	%
Agriculture, Food Systems, and Natural Resources	14	12.6	50	30.1
Arts, Humanities and Social Sciences	28	25.2	35	21.1
Business	2	1.8	4	2.4
Engineering and Architecture	5	4.5	19	11.4
Human Development and Education	24	21.6	21	12.7
Pharmacy, Nursing and Allied Sciences	9	8.1	5	3.0
Science and Mathematics	18	16.2	23	13.9
University Studies	1	0.9	1	0.6

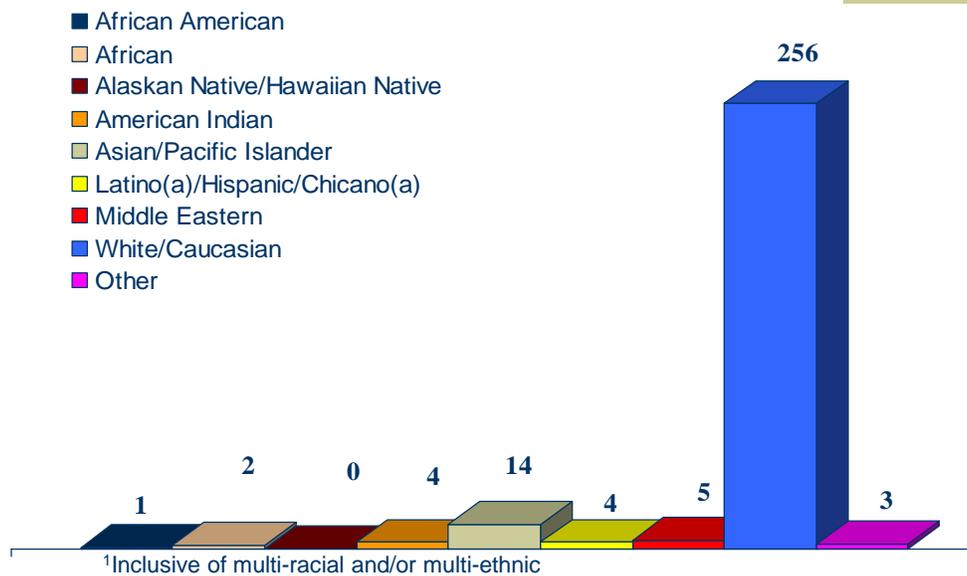
Twenty-seven percent (n=76) of the faculty respondents have been employed by NDSU for five to 10 years (Figure 5), and 23 percent (n=63) have been at NDSU for more than 20 years. Twenty percent (n=57) have been at NDSU for 11 to 19 years; 20 percent (n=56), for two to four years, and 10 percent (n=28), for one year or less.

Figure 5
Faculty Time at University (n)



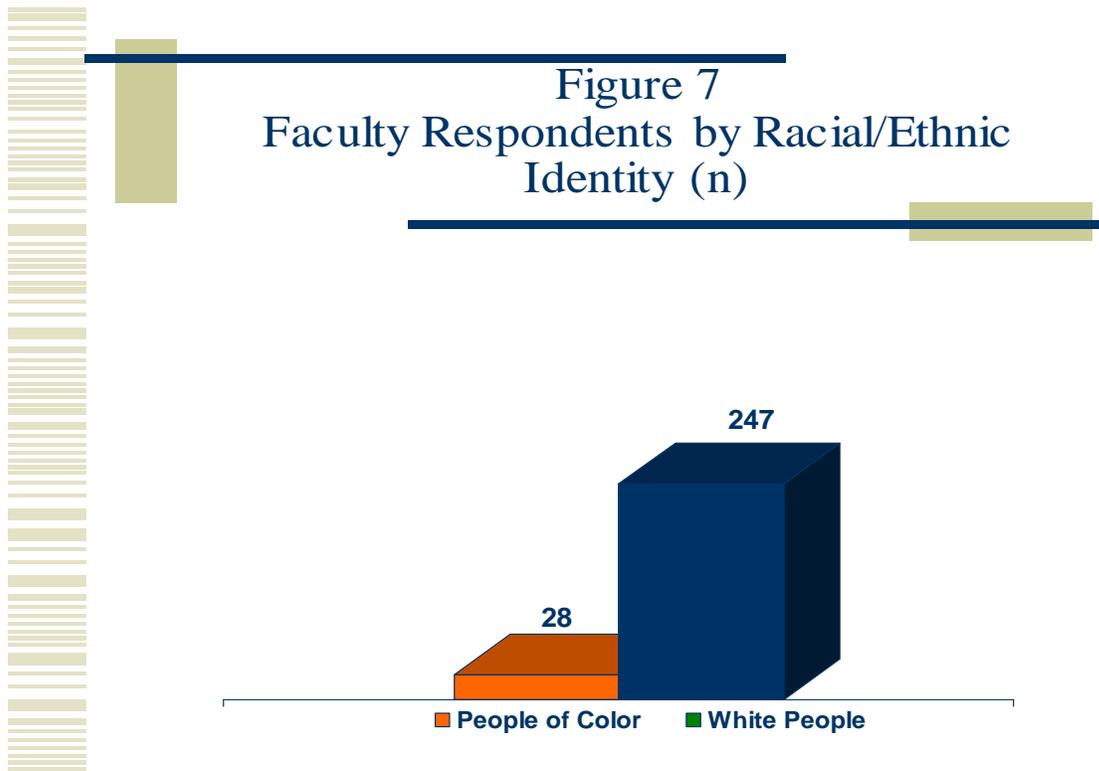
With regard to race and ethnicity, 89 percent of the respondents identified as White/Caucasian.²⁴ Five percent identified as Asian/Pacific Islander, and fewer than two percent were Middle Eastern, American Indian, or Latino(a)/Hispanic.

Figure 6
Faculty Respondents
by Racial/Ethnic Identity (n)¹



²⁴ Respondents who answered “other” in response to the question about their racial/ethnic identity and wrote “White” in the adjoining text box were recoded as White.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 247, 86%) as part of their identity and 28 respondents (10%) chose a category other than White as part of their identity (Figure 7). Due to the small number of respondents in each racial/ethnic category, many of the analyses and discussions use the collapsed categories of People of Color and White people.²⁵



²⁵ While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into people of color and White for many of the analyses due to the small numbers in the individual categories.

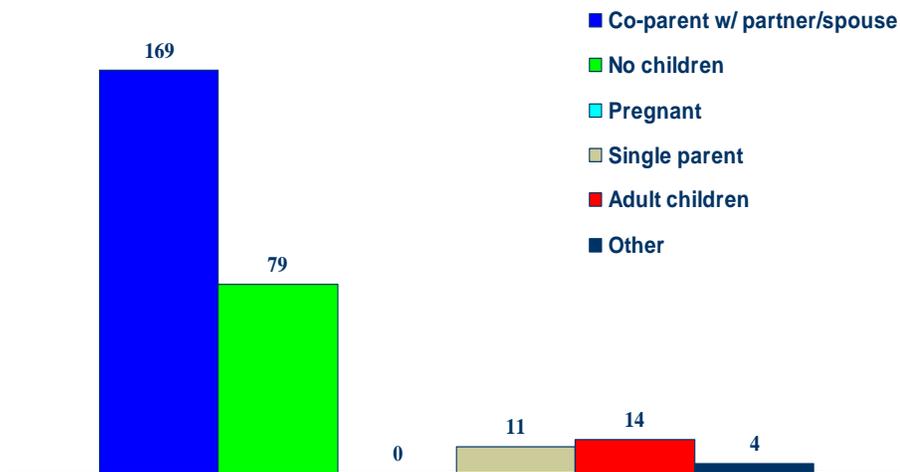
Table 4 illustrates that approximately 54 percent of the respondents were affiliated with a Christian denomination while 29 percent identified as having no spiritual affiliation (e.g., atheist, agnostic, or no affiliation).

Table 4. Faculty Respondents' Religious/Spiritual Affiliations

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Animist	0	0.0	Native American Traditional Practitioner	0	0.0
Anabaptist	0	0.0	Nondenominational Christian	12	4.2
Agnostic	12	4.2	Pagan	1	0.3
Atheist	20	6.9	Pentecostal	1	0.3
Baha'i	0	0.0	Presbyterian	9	3.1
Baptist	3	1.0	Quaker	0	0.0
Buddhist	0	0.0	Roman Catholic	44	15.2
Christian Orthodox	7	2.4	Seventh Day Adventist	1	0.3
Confucianist	0	0.0	Shamanist	0	0.0
Druid	0	0.0	Shinto	0	0.0
Eastern Orthodox	0	0.0	Sikh	0	0.0
Episcopalian	5	1.7	Taoist	0	0.0
Hindu	5	1.7	Unitarian Universalist	5	1.7
Jehovah's Witness	0	0.0	United Church of Christ	2	0.7
Jewish	3	1.0	Wiccan	0	0.0
Latter Day Saints (Mormon)	7	2.4	Zoroastrian	0	0.0
Lutheran	58	20.1	Spiritual, but no religious Affiliation	20	6.9
Mennonite	0	0.0	No affiliation	32	11.1
Methodist/AME	8	2.8	Other	9	3.1
Moravian	0	0.0	Missing	23	8.0
Muslim	2	0.7			

More than half of faculty respondents (59%) were co-parenting with a spouse or partner while approximately 27 percent had no children (Figure 8). Fourteen respondents checked “other” and wrote in the subsequent text box that they were parents of adult children; to accommodate those responses, the category “adult children” was created.

Figure 8
Faculty Respondents’ Parental Status (n)

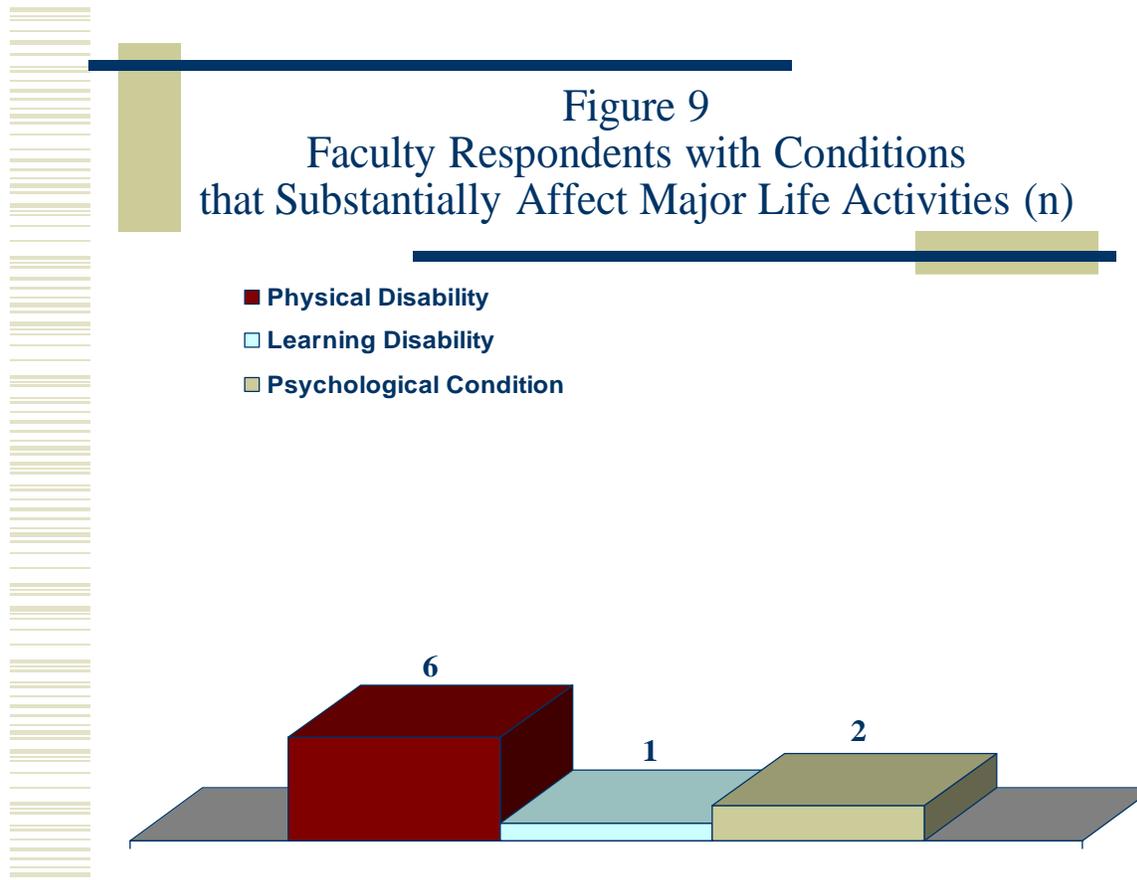


Seventy-seven percent of respondents were married, and nine percent were single (Table 5).

Table 5. Faculty Respondents' Marital/Relationship Status

Marital/relationship Status	n	%
Divorced	15	5.2
Married	223	77.2
Partnered	9	3.1
Single	26	9.0
Widowed	4	1.4
Other	1	0.3
Missing	11	3.8

Four percent of respondents (n = 10) had a disability that substantially affects major life activities. Of those 10 respondents, six said they had physical disabilities, one had learning disabilities, and two had psychological conditions (Figure 9).



When asked what barriers related to their ability status, if any, impeded their success at NDSU, three people said no barriers impeded their success. One person said they had difficulty seeing small objects. Another indicated that “social expectation specific to [their] specialty” impeded success. And one person said that ability status “interfered with my navigating through complex procedures requiring interaction with multiple administrators.”

Table 6 indicates that approximately 87 percent of faculty participants who completed this survey were U.S. citizens.

Table 6. Faculty Respondents' Citizenship Status

Citizenship status	n	%
U.S. citizen – born in the United States	235	81.3
U.S. citizen – naturalized	15	5.2
Permanent resident (immigrant)	22	7.6
Permanent resident (refugee)	0	0.0
International (F-1, J-1, or H1-B, or other visa)	5	1.7
Missing	12	4.2

Campus Climate Assessment Findings²⁶

The following section²⁷ reviews the major findings of this study. The review explores 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 on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Twenty-eight percent of respondents had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that had interfered with their ability to work²⁸ at NDSU. Respondents indicated these experiences were based most often on their sex (41%), age (28%), employment category (28%), ethnicity (15%), and country of origin (13%) [Table 7]. The percentage of respondents experiencing harassment at NDSU is slightly higher than the percentage of faculty respondents who experienced harassment in studies of other institutions.²⁹

²⁶ All tables are provided in Appendix A. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²⁷ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

²⁸ 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>). Higher education institutions, based on legal discussions, generally define harassment as any conduct that unreasonably interferes with one's ability to work on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

²⁹ Rankin's (2003) national assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%), or their ethnicity (16%).

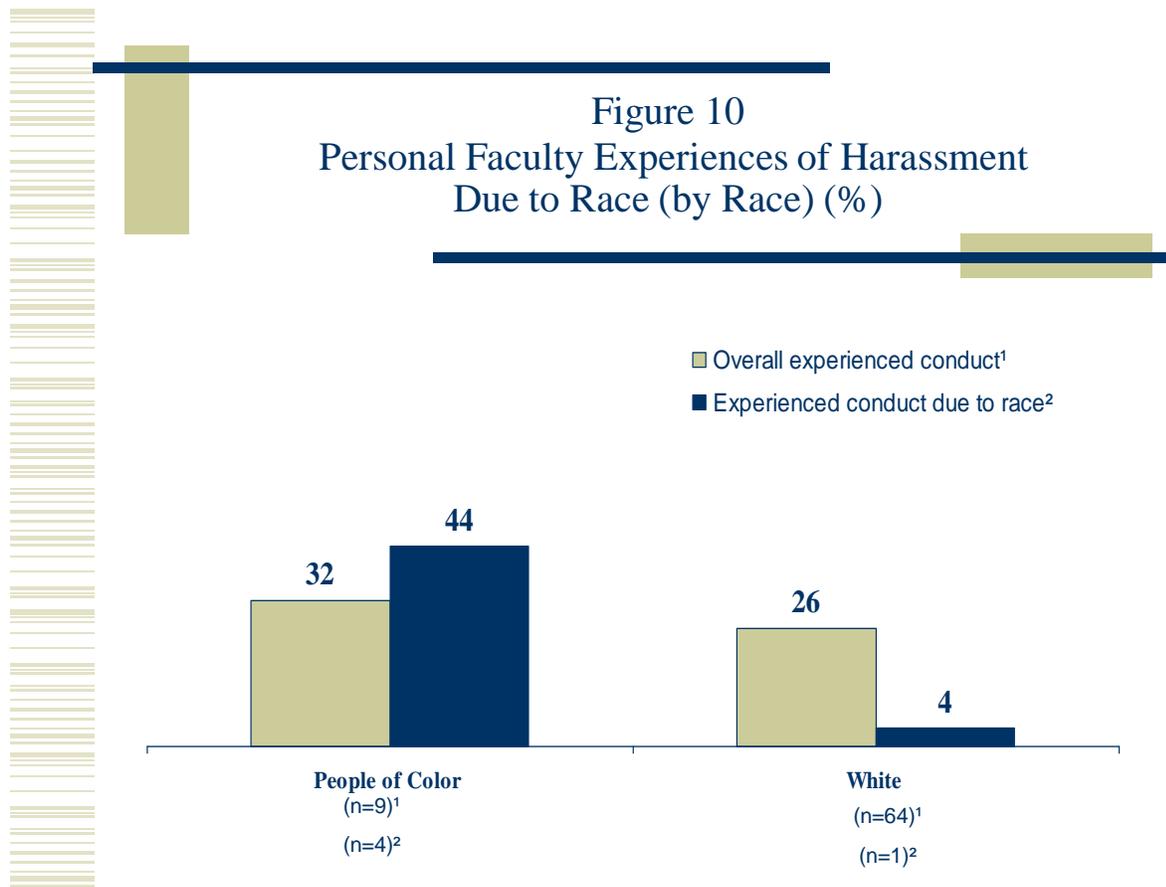
Table 7. Basis of Faculty Experienced Conduct

	n	%
Age	22	27.5
Country of origin	10	12.5
Employment category	22	27.5
Ethnicity	12	15.0
Family/parental status	4	5.0
Gender identity	8	10.0
Immigrant status	1	1.3
Learning disability	0	0.0
Marital/relationship status	5	6.3
Mental disability	0	0.0
Physical characteristics	4	5.0
Physical disability	0	0.0
Race	7	8.8
Religion/spirituality	5	6.3
Sex	33	41.3
Sexual orientation	2	2.5
Socioeconomic status	0	0.0
Veteran's status	1	1.3
Other	22	27.5

Note: Only answered by respondents reporting experiences of harassment (n = 80).
 Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender) of individuals who responded “yes” to the question, “Have you personally experienced harassment (any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work) at NDSU?”

When reviewing these results in terms of race (Figure 10), a higher percentage of Respondents of Color (32%) experienced this conduct than did White respondents (26%). Of those respondents who experienced the conduct, 44 percent of Respondents of Color said it was based on their race while only four percent of White respondents thought the conduct was based on race.

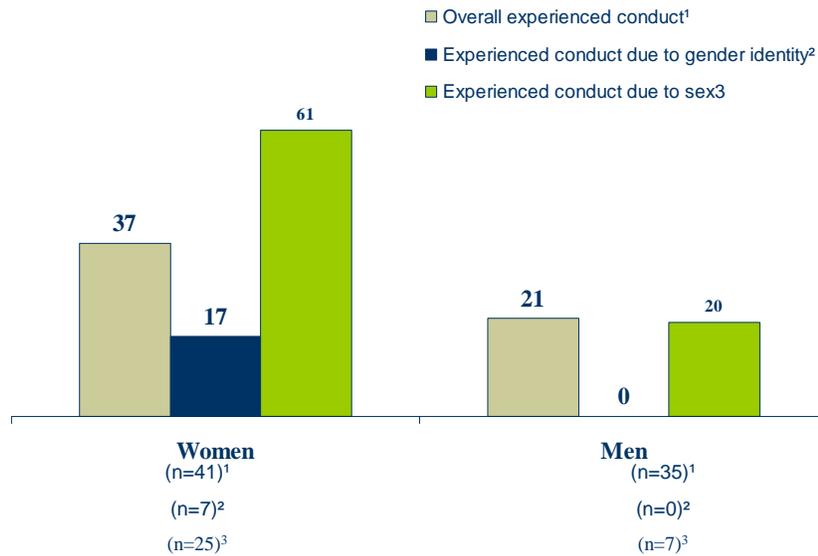


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who have personally experienced this conduct.

When reviewing the data by gender (Figure 11), a higher percentage of women than men respondents (37% and 21%, respectively) experienced harassment. Seventeen percent of women who experienced this conduct – compared to none of the men – said it was based on gender identity and/or sex (gender).

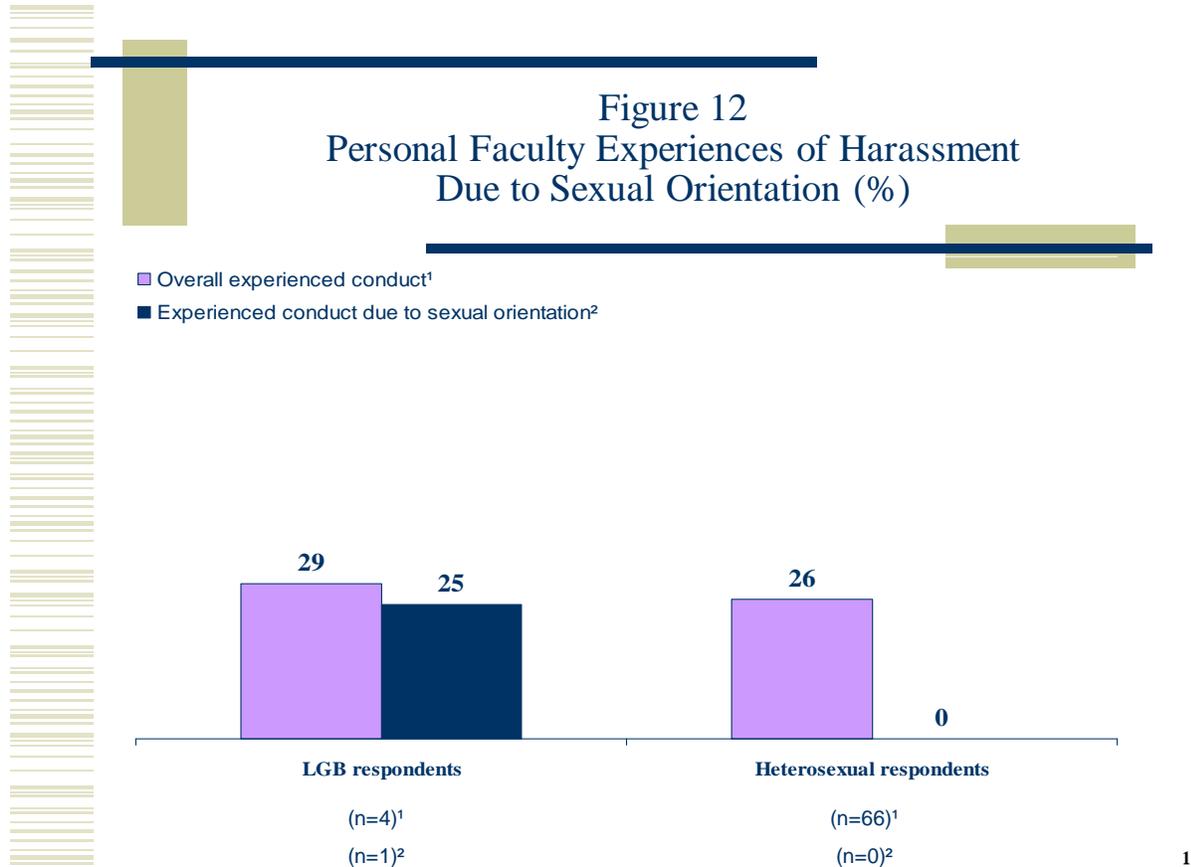
Figure 11
Personal Faculty Experiences of Harassment
Due to Gender Identity and Sex (by Gender) (%)



¹ Percentages are based on total n split by group.

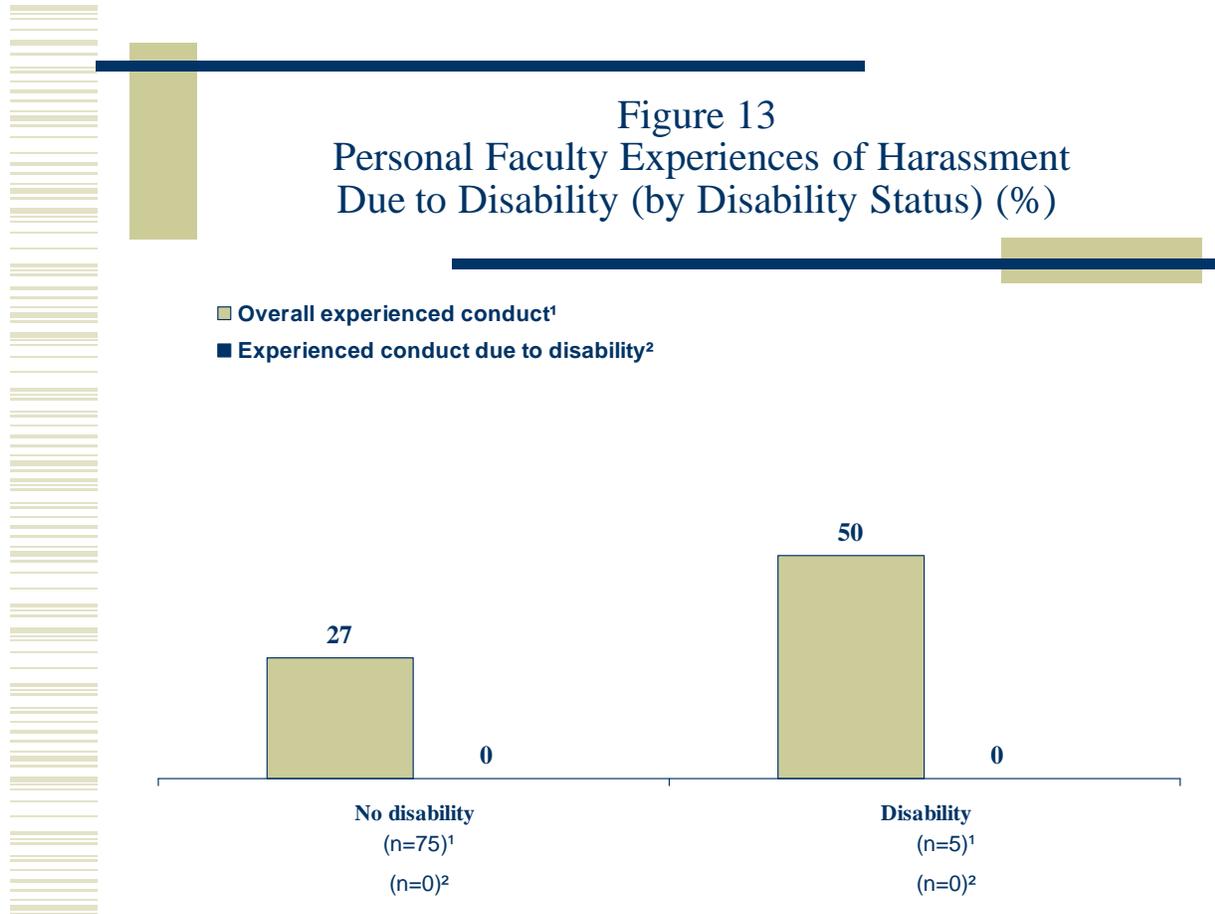
² Percentages are based on n split by group for those who have personally experienced this conduct.

Figure 12 illustrates that similar percentages of sexual minorities (i.e., lesbian, gay, and bisexual persons) and straight respondents experienced this conduct. Of the four LGB respondents who experienced this type of conduct, one individual said the harassment was based on sexual orientation. None of the heterosexual respondents reported that the conduct was based on their sexual orientations.



Percentages are based on total n split by group.² Percentages are based on n split by group for those who have personally experienced this conduct.

Higher percentages of people who reported having a disability experienced offensive, hostile, exclusionary, or intimidating conduct than self-identified, non-disabled people (Figure 13). Profoundly, none of those respondents with disabilities who experienced harassment said the conduct was based on their disability.



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who have personally experienced this conduct.

Table 8 illustrates the ways in which individuals experienced this conduct. Fifty-one percent felt deliberately ignored or excluded; 43 percent felt excluded from some activities; 26 percent experienced written comments, and 24 percent were the targets of derogatory remarks.

Forty-eight percent of respondents indicated they were harassed in “other” ways. Most of those respondents mentioned specific incidents of verbal abuse/derogatory remarks and mistreatment by their colleagues, administrators, or students. Others said they were denied pay raises or credit for their work.

Table 8. Form of Faculty Experienced Harassment	n	%
I was deliberately ignored or excluded	41	51.3
Felt excluded from some activities	34	42.5
Written comments	21	26.3
Target of derogatory remarks	19	23.8
Unsolicited e-mails	9	11.3
Unwanted sexual advances/attention	7	8.8
Stares	5	6.3
Target of racial/ethnic profiling	4	5.0
Received anonymous phone calls	2	2.5
Threats of physical violence	2	2.5
Graffiti	1	1.3
Target of physical violence	1	1.3
Target of sexual violence/assault	0	0.0
Other	38	47.5

Note: Only answered by respondents who experienced harassment (n = 80).
 Percentages do not sum to 100 due to multiple responses.

People of Color and White respondents experienced harassment most often in the form of being deliberately ignored or excluded and excluded from some activities (Table 9). Twenty-two percent of Faculty of Color who were harassed experienced it in the form of racial/ethnic profiling compared with two percent of White faculty. Interestingly, 50% of White respondents suggested that they had been deliberately ignored or excluded, 39% felt excluded from some activities, or had received written comments. These findings warrant additional review and discussion.

Table 9. Form of Faculty Experienced Harassment by Race

Form	White Respondents n = 64		Respondents of Color n = 9	
	n	%	n	%
I was deliberately ignored or excluded	32	50.0	4	44.4
Felt excluded from some activities	25	39.1	3	33.3
Written comments	19	29.7	2	22.2
Target of derogatory remarks	15	23.4	2	22.2
Unsolicited e-mails	8	12.5	0	0.0
Unwanted sexual advances/attention	6	9.4	0	0.0
Stares	4	6.2	0	0.0
Target of racial/ethnic profiling	1	1.6	2	22.2
Received anonymous phone calls	2	3.1	0	0.0
Threats of physical violence	2	3.1	0	0.0
Graffiti	1	1.6	0	0.0
Target of physical violence	1	1.6	0	0.0
Target of sexual violence/assault	0	0.0	0	0.0

Note: Only answered by respondents who experienced harassment (n = 80).
 Percentages do not sum to 100 due to multiple responses.

Likewise, women and men were most likely to have experienced harassment in the forms of feeling deliberately ignored or excluded (54% and 46%, respectively) and feeling excluded from some activities (37% and 49%, respectively) (Table 10). Notably, men reported feeling excluded from some activities more than women.

Table 10. Form of Faculty Experienced Harassment by Gender

Form	Women n = 41		Men n = 35	
	n	%	n	%
I was deliberately ignored or excluded	22	53.7	16	45.7
Felt excluded from some activities	15	36.6	17	48.6
Derogatory written comments	10	24.4	10	28.6
Target of derogatory remarks	11	26.8	7	20.0
Unsolicited e-mails	3	7.3	6	17.1
Unwanted sexual advances/attention	5	12.2	2	5.7
Stares	3	7.3	1	2.9
Target of racial/ethnic profiling	0	0.0	4	11.4
Received anonymous phone calls	2	4.9	0	0.0
Threats of physical violence	0	0.0	2	5.7
Graffiti	0	0.0	1	2.9
Target of physical violence	1	2.4	0	0.0
Target of sexual violence/assault	0	0.0	0	0.0

Note: Only answered by respondents who experienced harassment (n = 80).
 Percentages do not sum to 100 due to multiple responses.

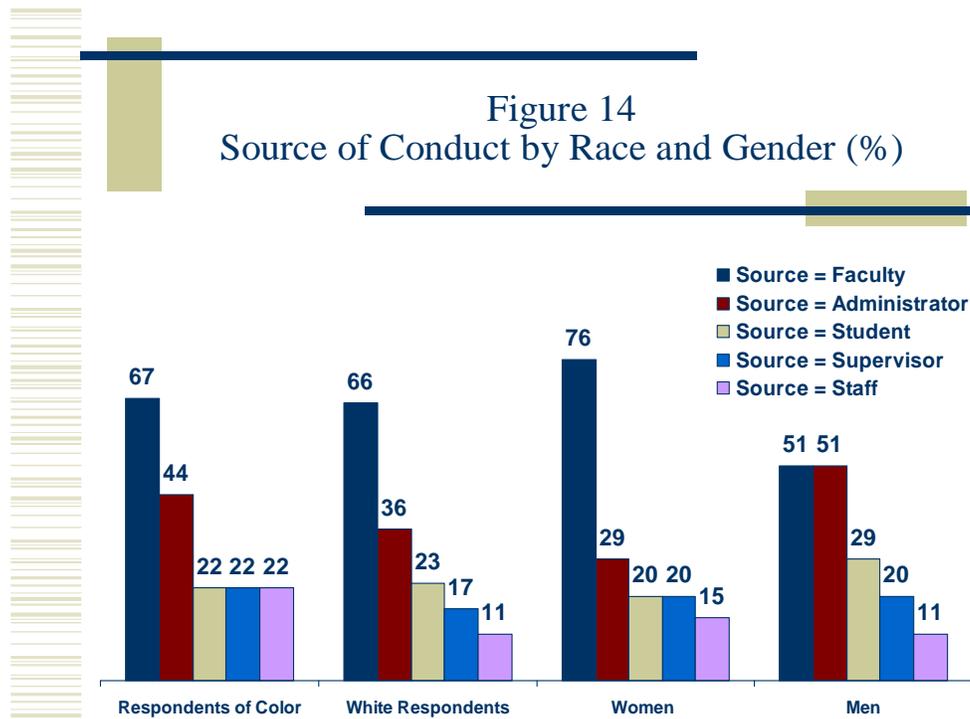
Sixty-six percent of the respondents identified faculty as the sources of the harassing conduct. Thirty-nine percent identified administrators, and 23 percent identified students as the sources (Table 11).

Table 11. Source of Faculty Experienced Harassment

	n	%
Faculty	53	66.3
Administrator	31	38.8
Student	18	22.5
Supervisor	15	18.8
Staff member	11	13.8
Don't know classification of the source	1	1.3
Campus security/public safety	0	0.0
Other	4	5.0

Note: Only answered by respondents who experienced harassment (n = 80). Percentages do not sum to 100 due to multiple responses.

Figure 14 reviews the *source* of harassment by race and gender. While all groups of faculty respondents were most likely to have been harassed by other faculty, 76 percent of women who were harassed, compared to 51 percent of men, were harassed by other faculty. Fifty-one percent of men reported that they were harassed by administrators compared to 29 percent of women. Twice the percentage of Faculty of Color (22%) versus White faculty (11%) indicated that they were harassed by staff members.



In response to this conduct, 38 percent of respondents felt embarrassed, 34 percent avoided the harasser, and 29 percent told a friend (Table 12). While 30 percent of participants made complaints to campus officials, another 30 percent did not report the incident for fear of retaliation; 16 percent indicated they did not know who to go to.

Table 12. Faculty Reactions to Experienced Harassment

Reactions	n	%
Felt embarrassed	30	37.5
Avoided the harasser	27	33.8
Made a complaint to an NDSU employee/official	24	30.0
Didn't report it for fear of retaliation	24	30.0
Told a friend	23	28.8
Ignored it	15	18.8
Confronted the harasser at the time	14	17.5
Didn't know who to go to	13	16.3
Confronted the harasser later	13	16.3
Left the situation immediately	10	12.5
Didn't affect me at the time	4	5.0
Filed a Bias/Bigotry/Hate Response complaint	2	2.5
Other	16	20.0

Note: Only answered by respondents who experienced harassment (n = 80).
 Percentages do not sum to 100 due to multiple responses.

Summary

As noted earlier, 28 percent of NDSU faculty respondents personally experienced at least subtle forms of conduct that had interfered with their ability to work on campus. National statistics suggest that more than 80 percent of all respondents who experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives other members of the academy are treated on campus. Table 13 illustrates that 66 percent of the faculty respondents were “comfortable” or “very comfortable” with the climate for diversity at NDSU. Seventy-one percent were comfortable/very comfortable with the climate for diversity in their department or work unit.

Table 13. Faculty Respondents’ Comfort with Climate

	Comfort with Climate at NDSU		Comfort with Climate in Department/ Work Area	
	n	%	n	%
Very Comfortable	75	26.0	93	32.2
Comfortable	116	40.1	111	38.4
Neither Comfortable nor Uncomfortable	50	17.3	31	10.7
Uncomfortable	37	12.8	34	11.8
Very Uncomfortable	11	3.8	20	6.9

Figures 15 and 16 illustrate the degree to which responses of Respondents of Color and White respondents differed regarding their level of comfort with the climate at NDSU and in their work areas/departments.

Figure 15
Faculty Comfort with Overall Campus Climate
by Race (%)

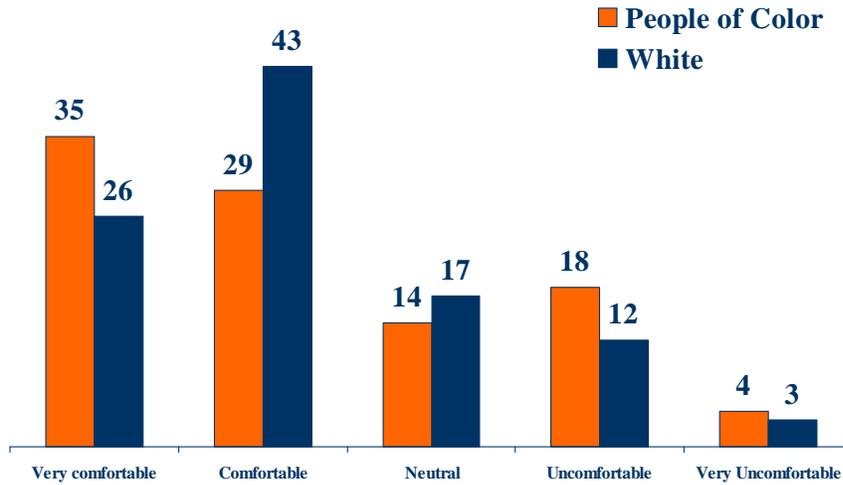
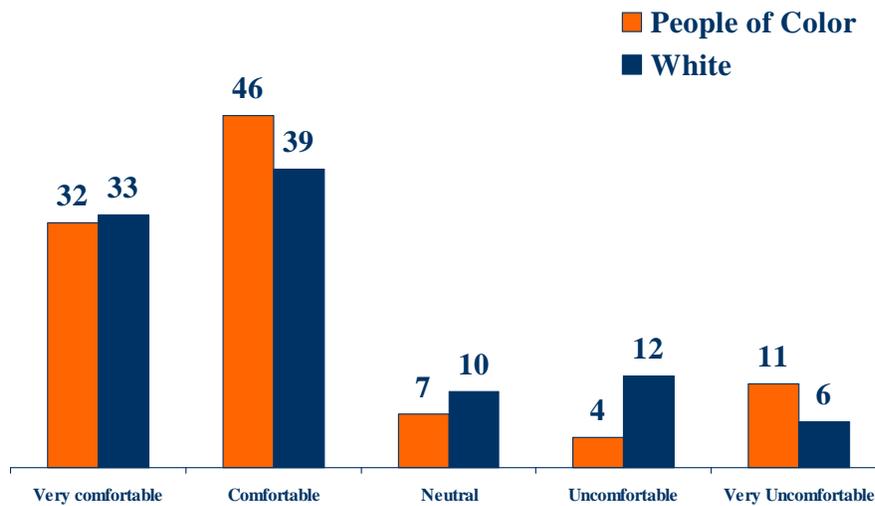


Figure 16
Faculty Comfort with Climate in Department/Work Unit
by Race (%)



Overall, women were less comfortable with the climate at NDSU, in their departments/ work areas than men (Figures 17-18).

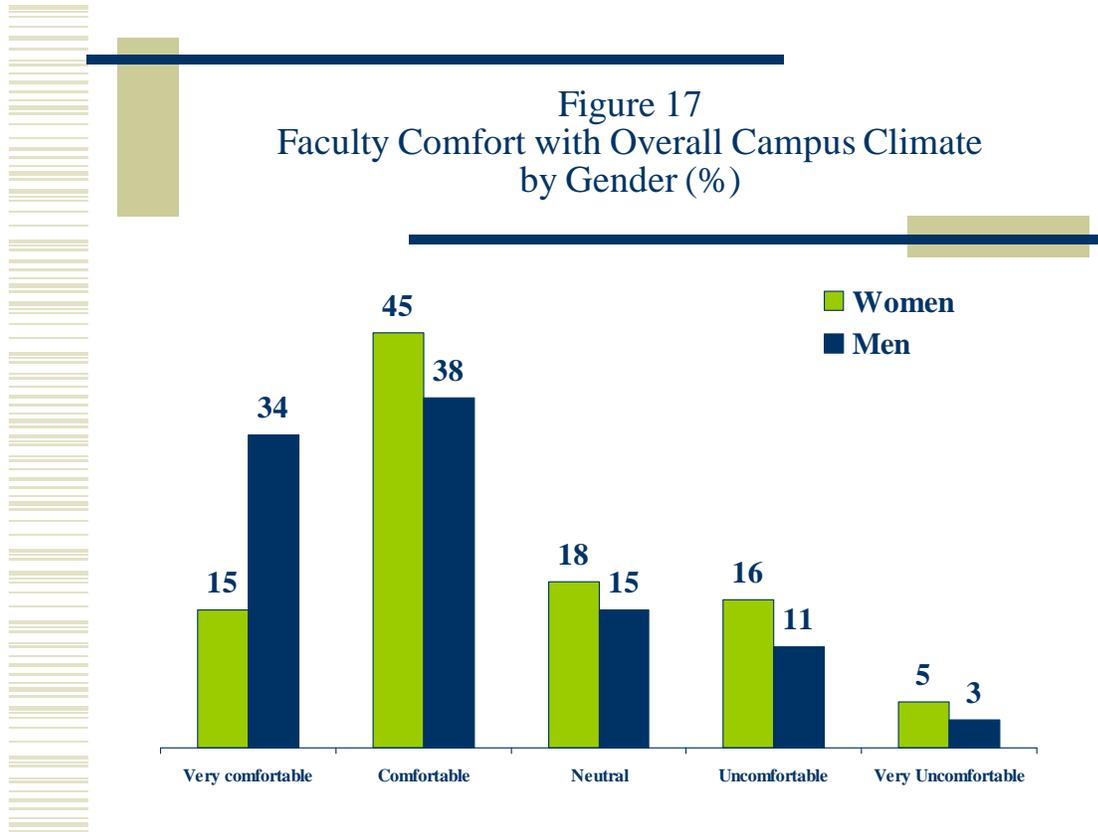
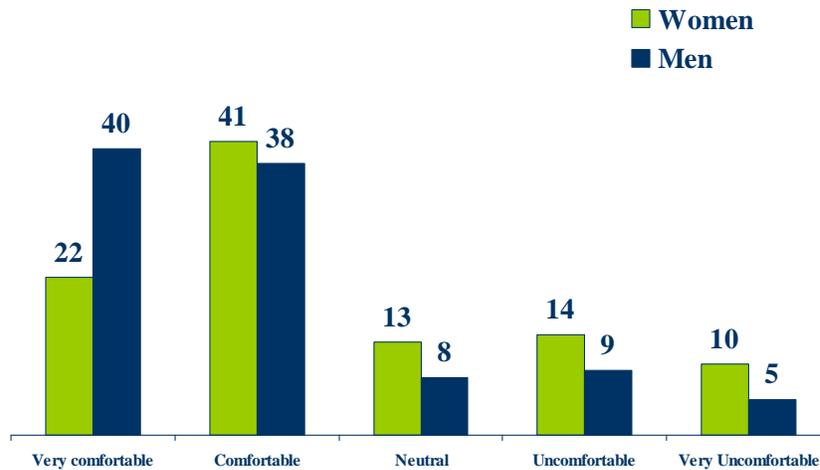


Figure 18
Faculty Comfort with Climate in Department/Work Area
by Gender (%)



With respect to sexual orientation, heterosexual respondents were more comfortable with the climate than were sexual minority respondents (Figures 19-20).

Figure 19
Faculty Comfort with Overall Campus Climate
by Sexual Orientation (%)

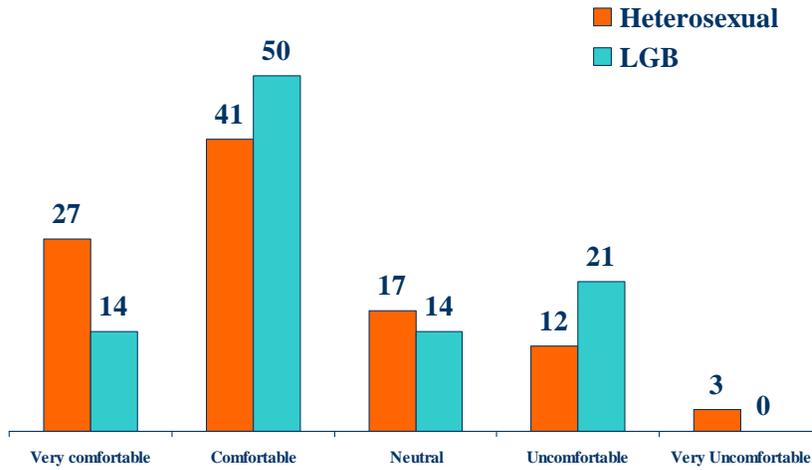
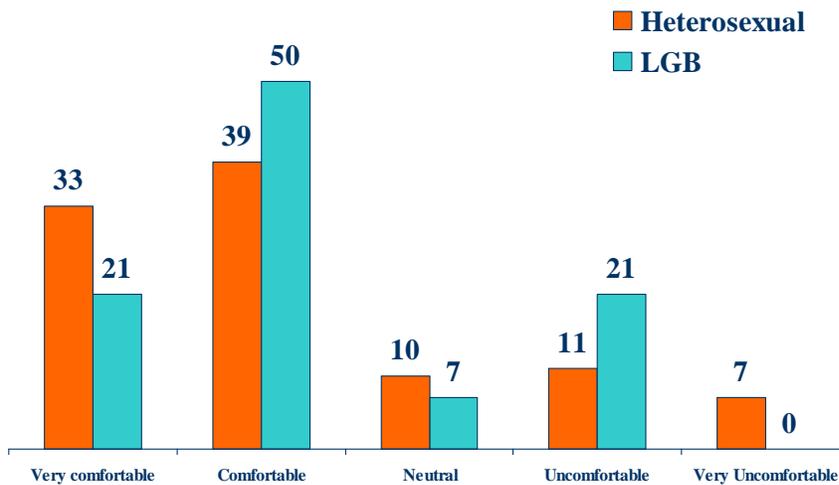


Figure 20
Faculty Comfort with Climate in Department/Work Area
by Sexual Orientation (%)



Thirty-six percent of the faculty survey respondents (n = 104) identified as being part of an underrepresented group at NDSU (i.e., race, ethnicity, religion, sex, sexual orientation). Of those respondents, 56 percent reported that they were “very often”/“often” comfortable being open on campus about their identities (Table 14). Ten percent “rarely” felt comfortable being open.

When analyzed by race, no differences occurred between the responses of Respondents of Color and White respondents. When analyzed by sexual orientation, however, 61 percent of straight respondents versus none of the LGB respondents “very often”/“often” felt comfortable being open about their identity. In fact, 50 percent of sexual minority respondents said they rarely felt comfortable being open on campus. Of the ten respondents who said they had a disability that substantially limits a life activity, four said they identified as being part of an underrepresented group. Two of those respondents “very often” felt comfortable being open about their identities, and two “rarely” felt comfortable being open on campus.

Table 14. Faculty Comfortable Being Open About Identity as Part of an Underrepresented Group at NDSU

	n	%
Very Often	37	35.6
Often	21	20.2
Sometimes	18	17.3
Rarely	10	9.6
Never	0	0.0
Not applicable	18	17.3

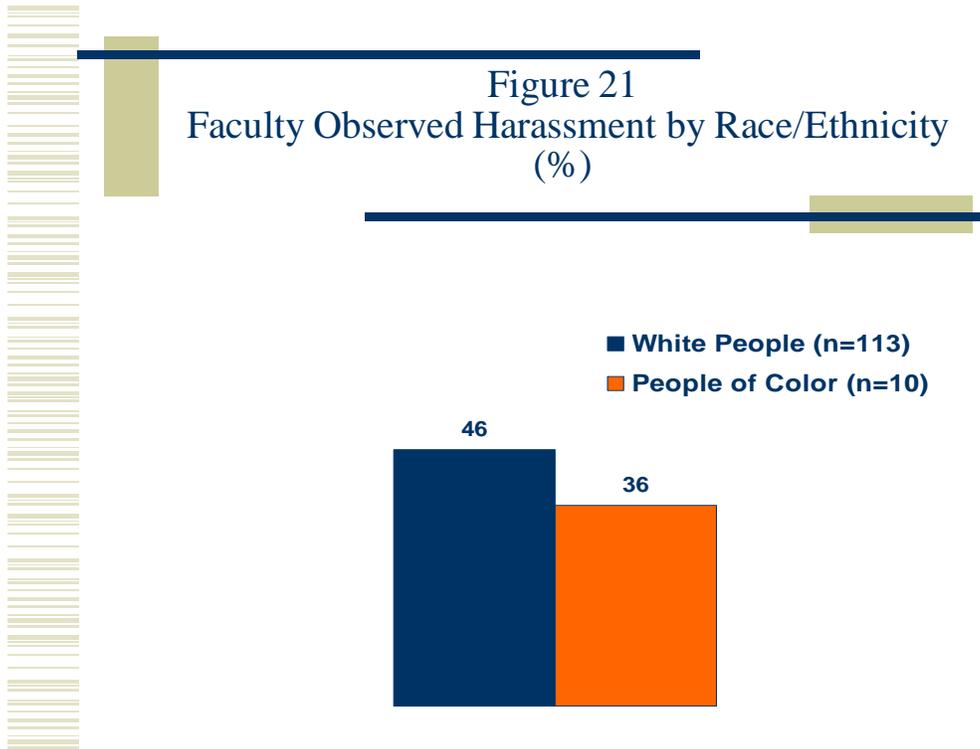
Note: Only answered by respondents who identified as being part of an underrepresented group (n = 104).

Twenty percent of all respondents (n = 58) knew someone who was concealing part of his/her identity for fear of negative consequences if he/she revealed that identity. Of those respondents, 59 percent (n = 34) said the person(s) to whom they were referring was concealing his/her sexual orientation. Other identities people concealed included gender identity (19%), religion/spirituality (17%), marital/relationship status (14%), and ethnicity (9%).

Respondents' observations of others being harassed also contributed to their perceptions of campus climate. Forty-five percent of the respondents (n = 130) reported observing or being personally made aware of harassment (conduct that created an offensive, hostile, or intimidating working or learning environment) directed toward a person or group of people at NDSU. Most of the observed harassment was based on sex (45%), ethnicity (27%), gender identity (24%), race (22%), sexual orientation (18%), age (16%), employment category (16%), and country of origin (15%).

Figures 21 and 22 separate by race/ethnicity and gender the responses of those individuals who observed or were made aware of harassment.

A higher percentage of White people than People of Color *observed* offensive, hostile, exclusionary, or intimidating conduct (harassment) on campus (Figure 21).



In terms of gender, a higher percentage of women than men observed offensive, hostile, or intimidating conduct (Figure 22).

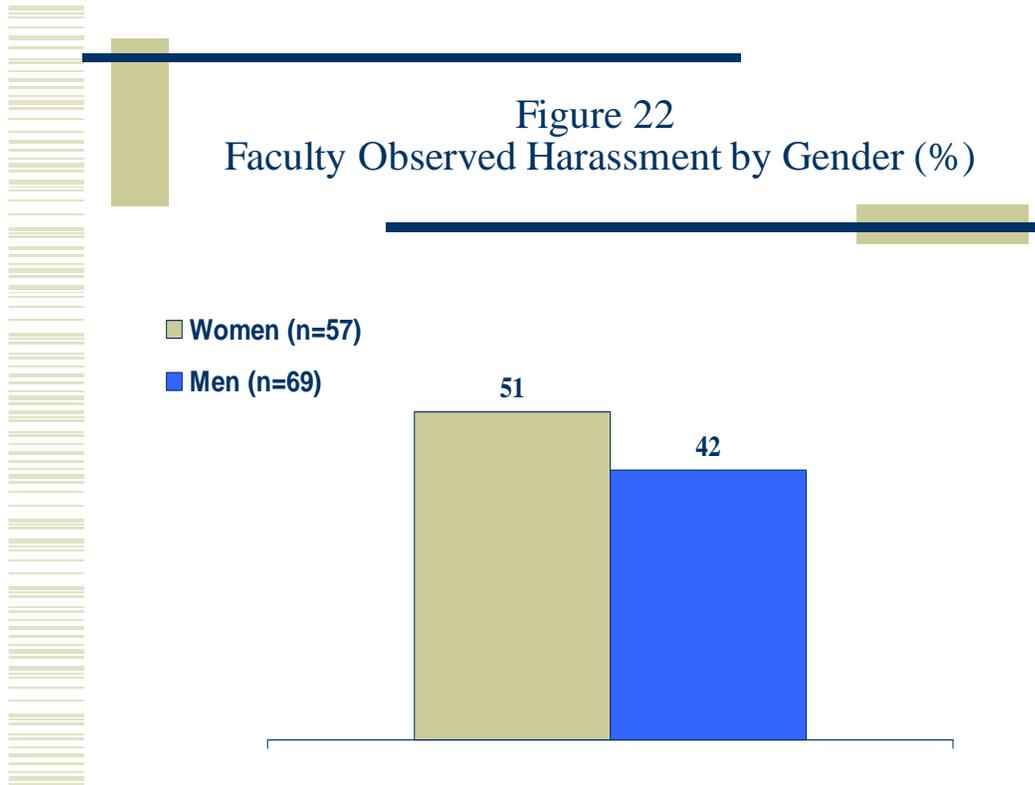


Table 15 illustrates that respondents most often observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (42%) and someone being deliberately ignored or excluded (33%) or excluded from some activities (33%).

Table 15. Form of Faculty Observed Harassment

	n	%
Derogatory remarks	54	41.5
Someone being deliberately ignored	43	33.1
Others excluded from activities	43	33.1
Racial/ethnic profiling	26	20.0
Unwanted sexual advances/attention	25	19.2
Unsolicited e-mails	17	13.1
Someone being stared at	15	11.5
Graffiti	10	7.7
Publications on campus	10	7.7
Threats of physical violence	7	5.4
Physical assault or injury	0	0.0
Sexual assault	0	0.0
Other	35	26.9

Note: Only answered by respondents who observed harassment (n = 130).
 Percentages do not sum to 100 due to multiple responses.

Of the respondents who observed harassment, more than half witnessed it while working at an NDSU job, and 32 percent observed harassment in a meeting with a group of people (Table 16).

Table 16. Location of Faculty Observed Harassment

Location	n	%
While working at an NDSU job	74	56.9
In a meeting with a group of people	41	31.5
Campus office	34	26.2
In a meeting with one other person	26	20.0
Public space on campus	24	18.5
Faculty office	22	16.9
Campus event	19	13.6
While walking on campus	14	10.8
Other	16	12.3

Note: Only answered by respondents who observed harassment (n = 130).
 Percentages do not sum to 100 due to multiple responses.

The majority of respondents who observed harassment indicated faculty were the sources of that harassment (59%). Other respondents identified sources as students (38%), administrators (26%), staff members (16%), and supervisors (8%).

Table 17 illustrates participants’ responses to this behavior. Respondents most often encouraged the victim to report the incident (34%) or felt embarrassed about the situation (29%). Twenty-four percent told a friend, and 17 percent confronted the harasser at the time. Twenty percent made a complaint to a campus employee/official while 11 percent didn’t know who to go to.

Table 17. Faculty Reactions to Observing Harassment

	n	%
Encouraged the victim to report the incident	44	33.8
Felt embarrassed	37	28.5
Told a friend	31	23.8
Made a complaint to an NDSU employee/official	26	20.0
Confronted the harasser at the time	22	16.9
Confronted the harasser later	19	14.6
Avoided the harasser	15	11.5
Didn’t know who to go to	14	10.8
Ignored it	10	7.7
Left the situation immediately	5	3.8
Filed a Bias/Bigotry/Hate Response complaint	4	3.1
Didn’t affect me at the time	3	2.3
Other	24	18.5

Note: Only answered by respondents who observed harassment (n = 130).
 Percentages do not sum to 100 due to multiple responses.

Fifty-seven percent of the respondents indicated that the overall campus climate was “very positive” for Caucasians/Whites, and 50 percent thought the overall campus climate was “very positive” for men (Table 18). Table 19 indicates that the majority of respondents thought that the overall campus climate was positive or very positive for most campus groups listed in the table. The exceptions included GLBT persons, persons with mental disabilities, and persons who are non-native English speakers.

Table 18. Faculty Respondents' Perceptions of Overall Campus Climate for Various Campus Groups

Group	Very Positive		Positive		Negative		Very Negative		Unable to Judge	
	n	%	n	%	n	%	n	%	n	%
African Americans/Blacks	36	13.0	122	44.0	45	16.2	8	2.9	66	23.8
American Indians/Alaskan Natives	34	12.3	113	40.9	48	17.4	14	5.1	67	24.3
Caucasians/Whites	157	56.5	97	34.9	8	2.9	3	1.1	13	4.7
Latino(a)s/Chicano(a)s	34	12.3	117	42.2	38	13.7	4	1.4	84	30.3
Men	140	50.4	94	33.8	19	6.8	8	2.9	17	6.1
Middle Eastern persons	32	11.6	108	39.0	58	20.9	9	3.2	70	25.3
Multiracial, multiethnic, or multicultural persons	33	11.9	133	48.0	35	12.6	5	1.8	71	25.6
Gay, lesbian, bisexual, or transgendered persons	26	9.3	83	29.7	59	21.1	22	7.9	89	31.9
Persons with physical disabilities	40	14.5	128	46.5	41	14.9	1	0.4	65	23.6
Persons with mental disabilities	28	10.1	90	32.6	44	15.9	6	2.2	108	39.1
Persons with religious backgrounds different from your own	42	15.2	96	34.7	42	15.2	14	5.1	83	30.0
Persons of ages different than your own	56	20.4	134	48.7	24	8.7	3	1.1	58	21.1
Persons who are non-native English speakers	31	11.3	100	36.4	81	29.5	22	8.0	41	14.9
People from ethnic backgrounds different than your own	39	14.1	125	45.1	54	19.5	5	1.8	54	19.5
People from cultural backgrounds different than yours	37	13.4	127	46.0	53	19.2	7	2.5	52	18.8
People who do not fit the "perfect" physique	35	12.8	128	46.7	36	13.1	8	2.9	67	24.5
People who are raising children	42	15.2	130	47.1	54	19.6	10	3.6	40	14.5
People of low socioeconomic status	34	12.4	105	38.3	48	17.5	7	2.6	80	29.2
Women	58	20.9	125	45.0	56	20.1	23	8.3	16	5.8
People in all job classifications	37	13.5	129	46.9	29	10.5	1	0.4	79	28.7

With regard to campus accessibility for people with disabilities, more than a third of the respondents thought the grounds (sidewalks, snow) created accessibility problems for people with disabilities (Table 19). Some respondents also thought the classroom buildings (24%), specific classrooms (21%), parking (17%), and restrooms (17%) posed accessibility problems.

Table 19. Percentage of Faculty Respondents Who Believe the Facilities Have Accessibility Problems for People with Disabilities

Facility	n	%
Administrative Building	26	9.0
Athletic Facilities	23	8.0
Classroom Buildings	68	23.5
Grounds (sidewalks, snow)	100	34.6
Information in Alternative Formats	20	6.9
Library	14	4.8
Memorial Union	14	4.8
NDSU Web Site	14	4.8
Official Publications	13	4.5
Parking	50	17.3
Recreational Facilities	10	3.5
Residence Halls	11	3.8
Restrooms	48	16.6
Specific Classrooms	60	20.8
Transportation	19	6.6
Wellness Center	7	2.4
Other	17	5.9

Faculty Members' Attitudes and Experiences

Several items addressed faculty respondents' experiences at NDSU, their satisfaction with their careers at the University, and their attitudes about the climate for diversity and work-life issues at NDSU.

Questions 42 and 44 asked respondents to rank on a five-point Likert scale ("strongly agree" to "strongly disagree") the degree to which they agreed with the statements that can be found in the first column of Table 20. Table 20 depicts the responses of all respondents and splits the analyses by gender and race/ethnicity. Forty percent of all respondents were reluctant to bring up issues that concern them for fear that it will affect their tenure decisions, and 29 percent thought their colleagues expected them to represent the "point of view" of their identities. Sixty-five percent said their colleagues solicit their opinions about their work. Fifty-eight percent were usually satisfied with the way in which they are able to balance their work and professional lives.

Highlighted cells in Table 20 indicate where substantial discrepancies existed in the responses between groups.

Table 20. Faculty Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my tenure decision	54	19.4	57	20.5	41	14.7	46	16.5	64	23.0
Women	31	28.7	27	25.0	17	15.7	19	17.6	6	5.6
Men	20	12.3	28	17.3	22	13.6	27	16.7	57	35.2
White	47	19.5	47	19.5	32	13.3	45	18.7	57	23.7
People of color	3	11.1	7	25.9	9	33.3	1	3.7	6	22.2
My colleagues expect me to represent "the point of view" of my identity	19	6.8	62	22.2	60	21.5	53	19.0	51	18.3
Women	13	11.8	41	37.3	17	15.5	19	17.3	11	10.0
Men	6	3.7	20	12.4	38	23.6	34	21.1	39	24.2
White	16	6.7	48	20.0	50	20.8	51	21.2	45	18.8
People of color	3	10.7	10	35.7	7	25.0	2	7.1	5	17.9

Table 20 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My colleagues solicit my opinion about their work	41	14.5	142	50.2	41	14.5	38	13.4	17	6.0
Women	14	12.6	50	45.0	16	14.4	21	18.9	10	9.0
Men	26	16.0	87	53.7	22	13.5	17	10.4	7	4.3
White	37	15.2	129	52.9	28	11.5	35	14.3	14	5.7
People of color	4	14.3	8	28.6	8	28.6	3	10.7	3	10.7
My colleagues have lower expectations of me than of other faculty	6	2.1	23	8.1	28	9.9	105	37.1	106	37.5
Women	3	2.7	17	15.5	13	11.8	45	40.9	27	24.5
Men	3	1.8	5	3.0	12	7.3	57	34.8	77	47.0
White	6	2.5	20	8.2	24	9.8	90	36.9	92	37.7
People of color	0	0.0	2	7.1	0	0.0	11	39.3	13	46.4
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	16	5.7	41	14.5	41	14.5	69	24.5	77	27.3
Women	12	10.8	22	19.8	16	14.4	25	22.5	17	15.3
Men	3	1.9	17	10.5	24	14.8	43	26.5	58	35.8
White	13	5.3	37	15.2	36	14.8	59	24.3	67	27.6
People of color	1	3.6	3	10.7	3	10.7	8	28.6	9	32.1
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	43	15.3	63	22.4	31	11.0	70	24.9	67	23.8
Women	29	26.4	28	25.5	13	11.8	24	21.8	14	12.7
Men	13	8.0	32	19.6	17	10.4	45	27.6	51	31.3
White	34	14.0	54	22.3	26	10.7	62	25.6	59	24.4
People of color	6	21.4	5	17.9	3	10.7	7	25.0	7	25.0
Others seem to find it easier than I do to "fit in."	19	6.7	55	19.5	52	18.4	78	27.7	69	24.5
Women	10	9.0	30	27.0	15	13.5	32	28.8	18	16.2
Men	8	4.9	22	13.5	36	22.1	44	27.0	50	30.7
White	12	4.9	46	18.9	43	17.7	73	30.0	62	25.5
People of Color	5	17.9	7	25.0	6	21.4	3	10.7	6	21.4
I am usually satisfied with the way in which I am able to balance my professional and personal life.	35	12.4	130	45.9	28	9.9	63	22.3	26	9.2
Women	6	5.4	47	42.3	10	9.0	32	28.8	16	14.4
Men	28	17.1	80	48.8	16	9.8	29	17.7	10	6.1
White	32	13.1	112	45.9	23	9.4	54	22.1	22	9.0
People of Color	3	10.7	14	50.0	2	7.1	6	21.4	3	10.7

Table 20 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I find that personal responsibilities and commitments have slowed down my career progression.	25	8.9	69	24.5	56	19.9	88	31.2	42	14.9
Women	15	13.5	29	26.1	17	15.3	37	33.3	13	11.7
Men	9	5.5	37	22.7	35	21.5	51	31.3	29	17.8
White	22	9.1	59	24.3	42	17.3	81	33.3	37	15.2
People of color	2	7.1	8	28.6	9	32.1	5	17.9	4	14.3
I find that NDSU is supportive of my family leave.	27	9.7	74	26.5	57	20.4	29	10.4	15	5.4
Women	5	4.5	28	25.2	20	18.0	18	16.2	8	7.2
Men	22	13.7	44	27.3	36	22.4	9	5.6	7	4.3
White	24	9.9	67	27.6	50	20.6	24	9.9	13	5.3
People of color	3	11.5	6	23.1	6	23.1	2	7.7	1	3.8
I feel that faculty who have children are considered less committed to their careers.	18	6.4	45	16.0	41	14.6	88	31.3	71	25.3
Women	9	8.1	25	22.5	18	16.2	28	25.2	21	18.9
Men	8	4.9	18	11.1	21	13.0	58	35.8	49	30.2
White	12	5.0	42	17.4	35	14.5	74	30.6	65	26.9
People of color	5	17.9	1	3.6	5	17.9	8	28.6	5	17.9
I feel that faculty who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.	17	6.0	43	15.3	38	13.5	93	33.1	62	22.1
Women	12	10.8	24	21.6	16	14.4	29	26.1	16	14.4
Men	5	3.1	19	11.7	21	13.0	60	37.0	43	26.5
White	17	7.0	40	16.5	31	12.8	77	31.8	54	22.3
People of color	0	0.0	2	7.1	5	17.9	10	35.7	7	25.0

More than half of all respondents believed that they had support from decision makers/colleagues for their career advancement (72%), and had the equipment and supplies they needed to adequately perform their work (63%) (Table 21). Similarly, most respondents felt they had equitable work space in terms of quantity and quality (70%), had equitable access for research support (59%) and teaching support (70%). Ninety percent believed they had equitable access to health benefits. Fifty-one percent thought their compensation was equitable to their peers with similar levels of experience. Table 21 includes analyses by gender and race/ethnicity. Again, highlighted cells illustrate where considerable differences emerged in the responses of various groups of respondents.

Table 21. Faculty Perceptions of Resources Available at NDSU

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I have support from decision makers/colleagues who support my career advancement.	63	22.3	139	49.3	35	12.4	20	7.1	16	5.7
Women	18	16.2	59	53.2	11	9.9	11	9.9	8	7.2
Men	44	27.0	74	45.4	24	14.7	8	4.9	8	4.9
White	57	23.5	121	49.8	29	11.9	15	6.2	15	6.2
People of color	5	17.9	13	46.4	6	21.4	1	3.6	0	0.0
I have the equipment and supplies I need to adequately perform my work.	50	17.8	127	45.2	29	10.3	46	16.4	27	9.6
Women	18	16.2	53	47.7	13	11.7	19	17.1	8	7.2
Men	31	19.3	71	44.1	16	9.9	24	14.9	17	10.6
White	46	18.9	111	45.7	23	9.5	41	16.9	21	8.6
People of color	3	11.1	11	40.7	4	14.8	4	14.8	4	14.8
I have equitable work space in terms of quantity and quality as compared to my colleagues.	65	23.0	133	47.0	27	9.5	28	9.9	28	9.9
Women	23	20.7	56	50.5	13	11.7	9	8.1	10	9.0
Men	40	24.5	73	44.8	13	8.0	17	10.4	18	11.0
White	58	23.7	113	46.1	22	9.0	26	10.6	25	10.2
People of color	6	22.2	15	55.6	2	7.4	2	7.4	1	3.7
I have equitable access for research support as compared to my colleagues.	49	17.4	116	41.1	46	16.3	39	13.8	19	6.7
Women	13	11.7	48	43.2	18	16.2	20	18.0	6	5.4
Men	35	21.6	64	39.5	26	16.0	18	11.1	12	7.4
White	44	18.1	99	40.7	39	16.0	34	14.0	15	6.2
People of color	4	14.3	14	50.0	4	14.3	2	7.1	3	10.7
I have equitable teaching support as compared to my colleagues.	54	19.1	143	50.7	28	9.9	30	10.6	17	6.0
Women	15	13.6	56	50.9	12	10.9	16	14.5	7	6.4
Men	38	23.3	82	50.3	15	9.2	13	8.0	9	5.5
White	49	20.1	124	50.8	22	9.0	26	10.7	14	5.7
People of color	4	14.3	16	57.1	4	14.3	2	7.1	1	3.6
I feel that my compensation is equitable to my peers with a similar level of experience.	39	13.8	105	37.2	25	8.9	57	20.2	46	16.3
Women	14	12.6	46	41.4	8	7.2	18	16.2	20	18.0
Men	24	14.8	57	35.2	16	9.9	37	22.8	23	14.2
White	35	14.4	95	39.1	19	7.8	48	19.8	39	16.0
People of color	3	10.7	9	32.1	3	10.7	6	21.4	4	14.3
I have equitable access to health benefits.	118	41.8	136	48.2	11	3.9	9	3.2	4	1.4
Women	41	36.9	54	48.6	6	5.4	7	6.3	3	2.7
Men	73	45.1	78	48.1	4	2.5	2	1.2	1	0.6
White	106	43.6	114	46.9	9	3.7	7	2.9	4	1.6
People of color	9	32.1	16	57.1	0	0.0	2	7.1	0	0.0

Regarding respondents' observations of discriminatory employment practices, 21 percent of all respondents observed discriminatory hiring at NDSU (Table 22). Men were less likely than women to have observed discriminatory hiring practices (19% vs. 25%, respectively), and Faculty of Color were more likely than White respondents (36% vs. 18% respectively). Twenty-nine percent of sexual minority respondents and 19 percent of straight respondents observed discriminatory hiring. Of all faculty respondents who observed discriminatory hiring, 48 percent said it was based on sex, 25 percent on country of origin, 21 percent on age, 21 percent on ethnicity, 20 percent on gender identity, and 16 percent on race.

Eleven percent of respondents observed discriminatory firing at NDSU. Of those individuals, 34 percent said the discrimination was based on sex, 28 percent on age, 16 percent on employment category, 16 percent on gender identity, and 13 percent on ethnicity, race, and sexual orientation. Similar percentages of women and men (10% and 12%, respectively) observed the discriminatory firing. Twenty-one percent of sexual minorities and 10 percent of heterosexual respondents witnessed discriminatory firing. Seven percent of Faculty of Color and 11 percent of White respondents witnessed such firing.

Twenty percent of all faculty respondents observed discriminatory practices related to promotion at NDSU and believed it was based on sex (56%), gender identity (25%), ethnicity (16%), age (12%), and country of origin (12%). Twenty-three percent of women and 17 percent of men witnessed discriminatory promotion as did 18 percent of heterosexual respondents and 21 percent of LGB respondents. A slightly higher percentage of White respondents (19%) than Respondents of Color (15%) witnessed such conduct.

Table 22. Faculty Respondents Who Have Observed Discriminatory Employment Practices at NDSU

	Discriminatory Hiring		Discriminatory Firing		Discriminatory Promotion	
	n	%	n	%	n	%
Yes	61	21.3	32	11.2	57	19.9
No	226	78.7	254	88.8	230	80.1

Sixty-four percent of all faculty respondents (n = 181) have seriously considered leaving NDSU. Sixty-three percent of men and 38% of women considered leaving the institution. Sixty-one percent of Faculty of Color and 63 percent of White faculty have seriously considered leaving NDSU. Additionally, 79 percent of sexual minority faculty, compared to 62 percent of heterosexual faculty, has seriously considered leaving the institution.

Several faculty who considered leaving NDSU cited “low salary” as the primary reason for their thoughts of leaving. Many faculty who considered leaving did so due to lack of support or respect from NDSU administrators, “unfair tenure practices,” the opportunities for “better pay and positions elsewhere,” “horrible” departmental climate, feeling unappreciated and undervalued, and disliking the cold North Dakota winters. Several faculty respondents indicated they stayed because they liked their jobs, had support from colleagues and administrators, or had families established in the area/school system. Other respondents said the other professional opportunities “didn’t pan out” or that departmental leadership had changed for the better.

Summary

Campus climate for diversity is not only a function of one's personal experiences but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they are "comfortable" or "very comfortable" with the climate for diversity at NDSU and in their departments/work areas. Respondents from underrepresented groups were about as likely to feel comfortable as majority respondents. While some respondents *experienced* conduct that has interfered with their ability to work on campus (28% of respondents), a much higher percentage of people (45% of respondents) *witnessed* conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct rather than having *experienced* the conduct themselves. Or, it could be a function of the initiatives that have been initiated since the 2003 assessment so that more people are aware of behaviors that negatively impact the climate.

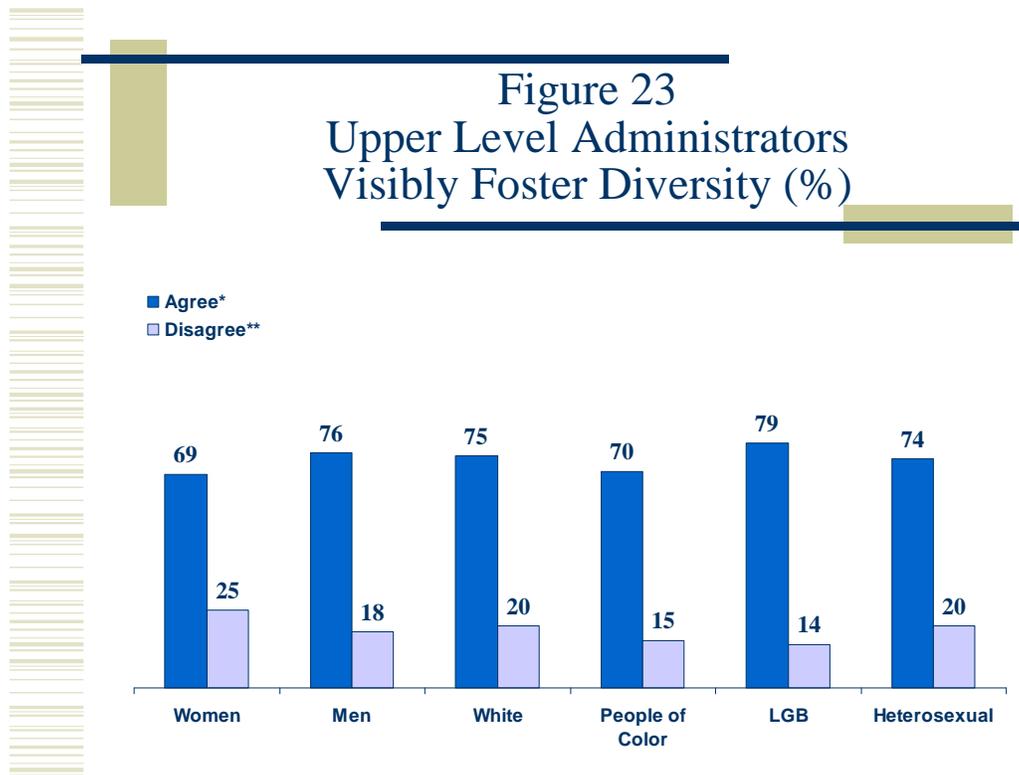
Institutional Actions

Table 23 illustrates faculty members' opinions about three areas of diversity on campus. Seventy-three percent of faculty respondents believed upper level NDSU administrators visibly fostered diversity. Forty-six percent of respondents thought NDSU course content included materials about individuals from underrepresented groups, and 54 percent felt NDSU valued their involvement in diversity initiatives on campus. When reviewing the data by the demographic categories, some slightly differing opinions emerged (Figures 23-25).

Table 23. Faculty Opinions on Diversity-Related Actions at NDSU

	Strongly agree		Agree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Do upper level administrators at NDSU visibly foster diversity?	70	24.5	139	48.6	41	14.3	18	6.3	18	6.3
Does NDSU course content include materials about individuals from underrepresented groups?	22	7.7	110	38.5	30	10.5	15	5.2	109	38.1
Does NDSU value your involvement in diversity initiatives on campus?	41	14.3	112	39.2	43	15.0	14	4.9	76	26.6

Lower percentages of women and Faculty of Color than other groups thought NDSU's upper level administrators visibly fostered diversity.

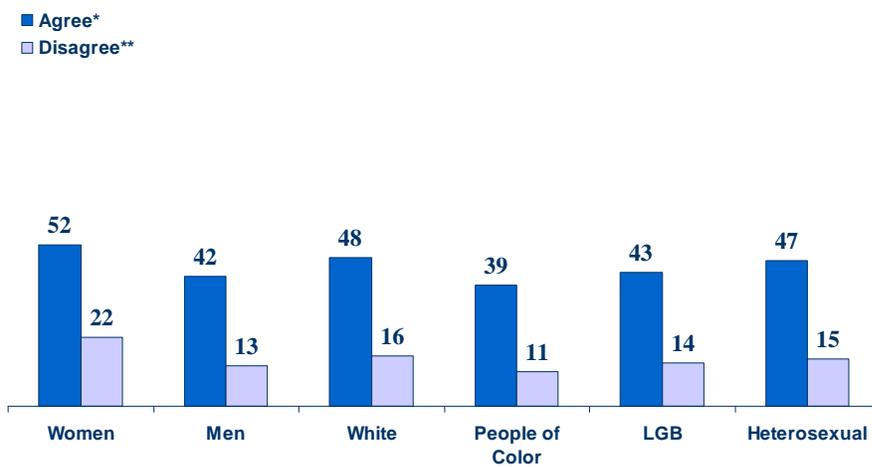


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Faculty of Color were less apt than other respondents to think course content at NDSU included materials about individuals from underrepresented groups.

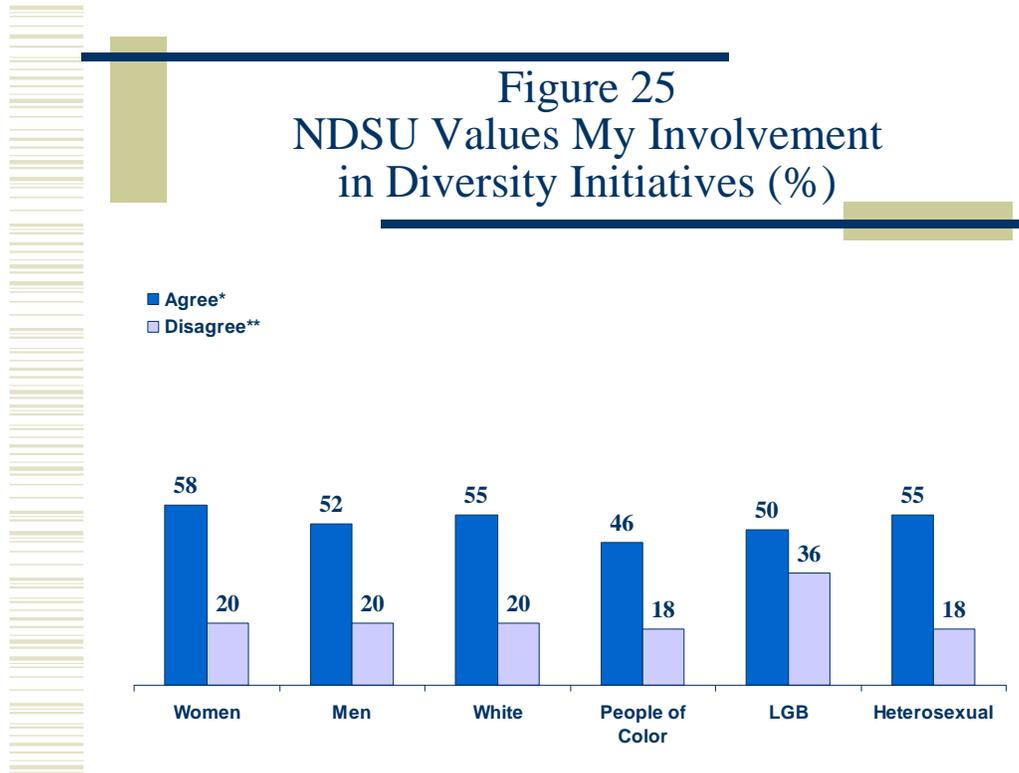
Figure 24
Course Content Includes Materials about Underrepresented Groups (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Faculty of Color and LGB faculty were less apt than other respondents to think NDSU valued their involvement in diversity initiatives on campus.



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of the respondents felt people in the offices they frequented were accepting of people based on all of the characteristics listed in Table 24.

Table 24. Offices Are Accepting of People Based on the Following Characteristics

Characteristic	n	%
Age	216	74.7
Country of origin	197	68.2
Employment Category	190	65.7
Ethnicity	201	69.6
Family/parental status	187	64.7
Gender identity	168	58.1
Immigrant status	189	65.4
Learning disability	164	56.7
Marital/relationship status	193	66.8
Mental disability	143	49.5
Physical characteristics	181	62.6
Physical disability	186	64.4
Race	196	67.8
Religion/spirituality	166	57.4
Sex	196	67.8
Sexual orientation	157	54.3
Socioeconomic status	169	58.5
Veteran's status	171	59.2
Other	13	4.5

One survey question asked respondents to indicate whether they had attended certain events on campus. Table 25 shows that while most of the respondents (77%) attended a new faculty orientation program and some respondents attended a diversity workshop/training (46%) or diversity program (42%), very few attended anti-racism training (22%) or Safe Zone Ally/LGBTQ training (14%).

Table 25. Events Attended by Faculty Respondents

Event	n	%
New faculty orientation program	222	76.8
Diversity workshop/training	133	46.0
New staff orientation program	62	21.5
Anti-racism training	62	21.5
Safe Zone Ally/LGBTQ training	41	14.2
Diversity program	121	41.9
Other	11	3.8

When analyzed by various demographic characteristics (i.e., gender, race, and sexual orientation), no differences emerged in the percentages of men and women, Faculty of Color and White faculty, and straight and LGB faculty who attended new faculty orientation programs and diversity workshops/trainings.

Figures 26, 27, and 28, however, show some differences in the types of events attended by the various groups of respondents. A higher percentage of Faculty of Color (32%) than other faculty groups attended anti-racism training (Figure 26). Likewise, a higher percentage of sexual minority faculty (21%) than other groups attended Safe Zone Ally/LGBTQ training (Figure 27). Women and People of Color were most likely to have attended a diversity program at NDSU (e.g., Civil Education Month, Women’s Week, Black History Month, American Indian Heritage Month) [Figure 28].

Figure 26
Faculty Attendance at Anti-Racism Training
(%)

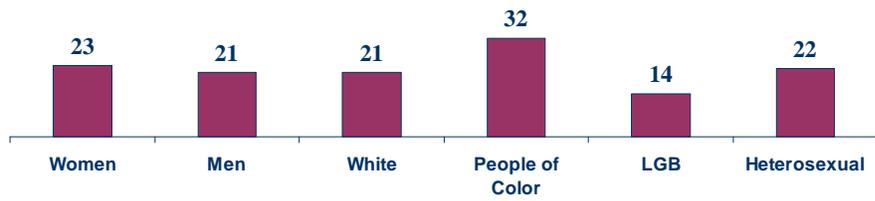


Figure 27
**Faculty Attendance at Safe Zone
Ally/LGBTQ Training (%)**

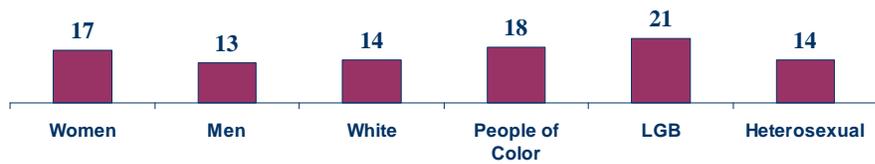
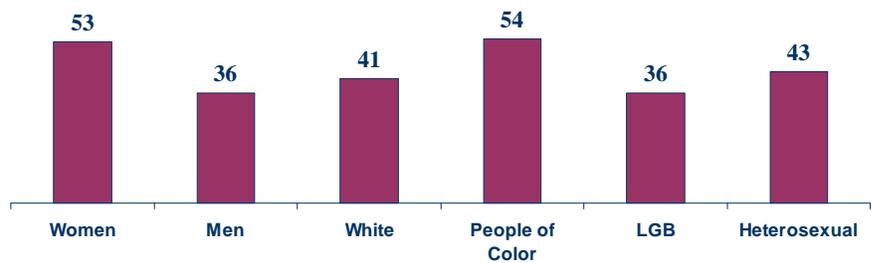


Figure 28
**Faculty Attendance
at Diversity Program (%)**



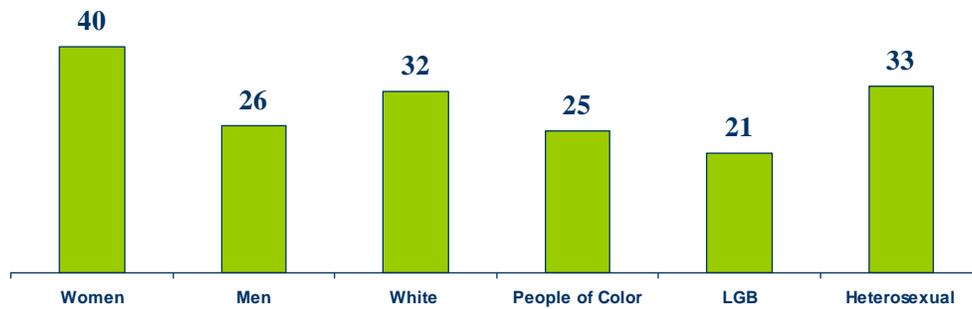
Respondents were asked to indicate the factors that influenced their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). Forty percent of all respondents believed that diversity initiatives were relevant to their work (Table 26). Twenty-nine percent believed diversity events were well advertised. Thirty-one percent felt welcome at these events. Forty-three percent felt their work load prevented them from attending. While 50 percent felt they learned from these events, only 31 percent of respondents thought diversity events at NDSU fit into their schedules. Eighteen percent believed they were expected to attend diversity events. Fourteen percent said they received a personal invitation to attend from a member of the institutional leadership.

Table 26. Factors that Influence Faculty Respondents' Attendance at Diversity Initiatives

Factors	n	%
Diversity initiatives are relevant to my work	116	40.1
Diversity events are well advertised	85	29.4
Diversity events fit into my schedule	90	31.1
I am expected to attend these events	53	18.3
I feel that I am welcome at these events	89	30.8
I learn from these events	143	49.5
My work load prevents me from attending	124	42.9
Personal invitation from campus leadership	40	13.8
Diversity initiatives are not relevant to my role on campus	10	3.5
Other	12	4.2

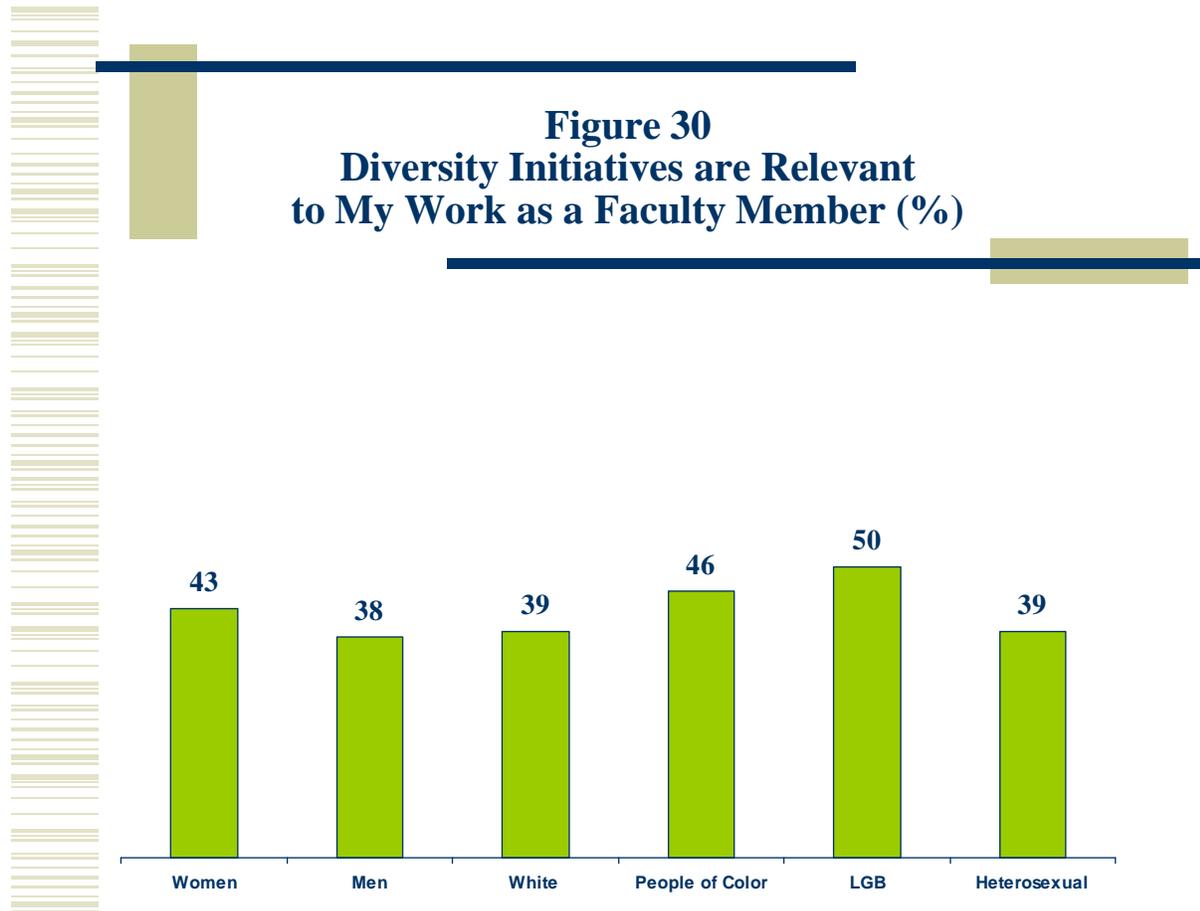
When reviewing some of these items by demographic categories, differences emerged. Figure 29 illustrates that higher percentages of women, White respondents, and heterosexual respondents felt welcome at diversity events on campus.

Figure 29
Faculty Who Indicate That They Feel
Welcome at Diversity Events (%)

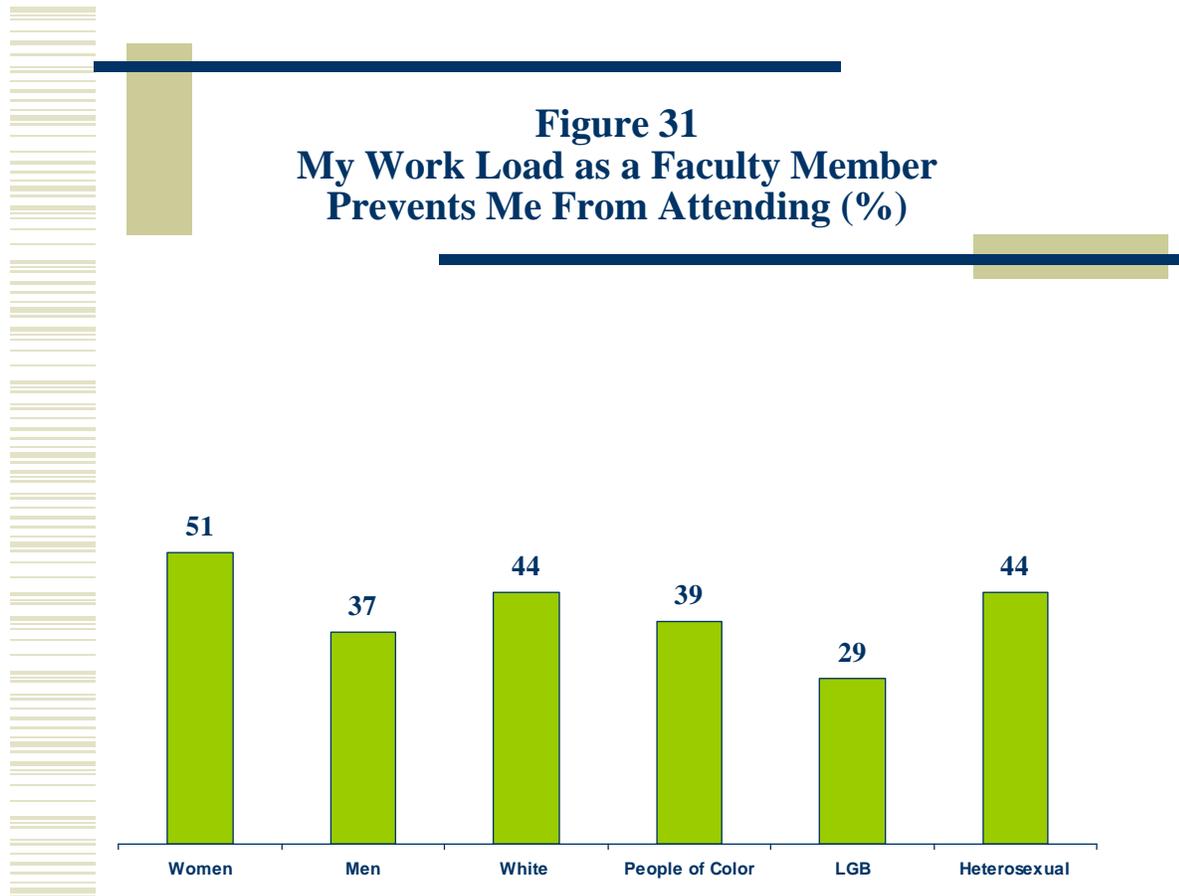


Fewer men, straight respondents, and White respondents than women, sexual minority respondents, and Respondents of Color thought that diversity initiatives were relevant to their work (Figure 30).

Figure 30
Diversity Initiatives are Relevant to My Work as a Faculty Member (%)



More women, White respondents, and straight respondents indicated their work loads prevented them from attending diversity-related events (Figure 31).



When asked in a follow-up question to explain their reasons for attending or not attending a diversity program on campus, several people stated that they were committed to diversity and would certainly attend the programs if they were well advertised and scheduled at convenient times. Several respondents also said they were committed to diversity, incorporated relevant concepts into their classrooms and research, and that they were already overworked and had no time to attend such programs. Some respondents “learned from these events” and others “do not expect them to be informative and helpful.” Some “go when my schedule allows,” while others “have more important things to do.”

Summary

In addition to faculty members' personal experiences and perceptions of the campus climate, diversity-related actions taken or not taken by the institution may be perceived either as promoting a positive campus climate or impeding it. The data from this survey suggested respondents hold widely divergent opinions about the degree to which NDSU does, and should, promote diversity to shape campus climate. Overall, many of the results noted in this section were somewhat comparable to those in similar investigations where People of Color, women, sexual minorities, and people with disabilities have tended to feel that the institution was not addressing diversity issues as favorably as do their White, male, heterosexual, and able-bodied counterparts.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences, a place where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

In that context, what do the results of this study suggest? At a minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. A second and more interesting question, is, given the programs and initiatives that have been developed across the university in response to the 2003 climate assessment, *how effective have these efforts been in positively shaping and directing campus climate with respect to diversity?*

The initial campus climate survey in 2003 and this second survey in 2009 represent proactive efforts by NDSU to assess the campus climate. The Diversity Council used the results of the 2003 assessment to help campus groups identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The results of the 2009 assessment lay the groundwork for the Diversity Council and other campus constituent groups to continue the work begun after the 2003 assessment and develop additional initiatives that will enhance the climate for diversity at NDSU.

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Appendices

Appendix A – Data Tables

Appendix B – Survey