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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 initiatives[1] 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

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

report[2] 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 staff 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 staff survey contained 65 questions including open-ended questions for respondents to provide commentary.

All staff at NDSU were invited to participate in the survey. The survey was designed for staff 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 are found in many other higher education institutions across the country.[3]

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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.

523 staff surveys were returned representing the following:

- 32% percent response rate among staff
- 23 Staff of Color[4]; 490 White staff
- 27 staff who identified as having a physical disability
- 3 staff who identified as having a learning disability
- 14 staff who identified as having a psychological condition
- 26 staff who identified as lesbian, gay, or bisexual; 3 who were uncertain of their sexual identities
- 353 women; 158 men; 1 transgender[5]
- 88 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate[6]

- **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.**
  - 23 percent of respondents had personally experienced harassment.
  - The conduct was most often based on the respondents' employment category (45%), age (32%), sex (24%), and socioeconomic status (8%).
  - Compared with 21 percent of White people, 52 percent of People of Color had personally experienced such conduct.
  - Of Respondents of Color who reported experiencing this conduct, 42 percent stated they were harassed because of their race.
  - Compared with 20 percent of men, 24 percent of women had personally experienced such conduct.
  - Of the women who experienced this conduct, 29 percent stated they were harassed because of their sex.
  - Compared with 23 percent of heterosexual respondents, 39 percent of sexual minority respondents had personally experienced such conduct.

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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). In 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.

o Of sexual minority respondents who experienced this conduct, 70 percent stated they were harassed because of their sexual orientation.
o Compared with 21 percent of respondents without disabilities, 43 percent of respondents with disabilities had personally experienced harassment.
o Of those who experienced harassment, 21 percent of the respondents with disabilities said the harassment was based on their disabilities.
o 46 percent of those respondents who had been harassed said they were deliberately ignored or excluded; 45 percent felt excluded from some activities.
o Respondents said other staff members were most often the source of the harassment.
o 34 percent did not report the incident for fear of retaliation; 26 percent of participants made complaints to institution officials and 22 percent did not know who to go to. .

Perceptions of Campus Climate

- **Most respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at NDSU (77%) and in their departments or work areas (75%).**
  o Figures in the narrative demonstrate some disparities based on race, gender, and sexual orientation, where those respondents in historically marginalized groups (i.e., Staff of Color, women, and LGB staff) were slightly less comfortable than their majority peers.

- **More than a third of all respondents were aware of or had observed harassment on campus.**
  o 39 percent of the participants had observed or personally been made aware of harassment on campus.
  o Most of the observed harassment was based on employment category (30%), sex (27%), race (25%), ethnicity (22%), age (22%), sexual orientation (16%), country of origin (15%), and gender identity (14%).
  o Compared with 37 percent of White respondents, 39 percent of Respondents of Color had observed or personally been made aware of such conduct.
  o Compared with 34 percent of men, 40 percent of women had observed or personally been made aware of harassment.
  o Respondents most often observed harassment in the forms of someone being deliberately ignored or excluded, being subjected to derogatory remarks, or being excluded from some activities..
  o Respondents said other staff members were most often the source of the harassment.
  o 29 percent of the individuals who observed harassment encouraged the victim to report the incident.
  o 18 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.**
    - 14 percent of respondents had observed discriminatory hiring.
    - 9 percent had observed discriminatory firing.
    - 19 percent had observed discriminatory promotion.

- **With regard to campus accessibility for people with disabilities, more than a third of the respondents (38%) thought the grounds (sidewalks, snow) had accessibility problems for people with disabilities.**
    - Respondents also thought parking (24%), classroom buildings (21%), and restrooms (15%) had accessibility problems.

Attitudes & Experiences
- **Several survey items addressed staff 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.**
    - 35 percent of respondents were reluctant to bring up issues that concern them for fear than it will affect their career advancement.
    - 20 percent thought their colleagues expected them to represent the "point of view" of their identities.
    - 60 percent said their colleagues solicit their opinions about their work.
    - 73 percent were usually satisfied with the way in which they are able to balance their work and professional lives.
    - 67 percent believed that they had support from decision makers/colleagues for their career advancement.
    - 75 percent of staff felt they had equitable work space in terms of quantity and quality.
    - 52 percent thought their compensation was equitable to their peers with similar levels of experience.

- **48 percent of all respondents had seriously considered leaving NDSU.**
    - 52 percent of men and 45 percent of women considered leaving the institution.
    - 61 percent of Staff of Color and 47 percent of White staff had seriously considered leaving NDSU.
    - 52 percent of sexual minority staff, compared to 48 percent of heterosexual staff, had seriously considered leaving the institution.

Institutional Actions & Diversity-Related Events

- 75 percent of staff respondents believe upper level NDSU administrators visibly foster diversity.
- 63 percent felt NDSU valued their involvement in diversity initiatives on campus.
- 61 percent of the respondents attended a new staff orientation program.

- 40 percent of respondents attended a diversity workshop/training and 35 percent attended a diversity program.
- Fewer respondents attended anti-racism training (28%) or Safe Zone Ally/LGBTQ training (19%).

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 the respondent's 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 for several sub-populations in the campus community. As to the findings themselves, the results parallel those from similar investigations at higher education institutions across the country.

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.

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[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 initiatives[10] 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 report[11] 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.

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[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 initiatives[13]. The President's Diversity Council reviewed drafts of the survey. The final staff survey contained 65 questions,[14] 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.

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

[13] The original project that served as the foundation for 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 exist. 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 studyand 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 staff participation in this survey was thirty-two percent, the results provided here may be read to reflect staff 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]

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[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 Sample[17]. A total of 1,661 surveys were returned, 523 of which were returned by NDSU staff. 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.

The sample had a significantly greater proportion of females and smaller proportion of males than did the population. The sample also had significantly smaller proportions of African Americans/Blacks and Asians/Pacific Islanders, and a significantly larger proportion of Whites/Caucasians than did the population. Lastly, no significant difference existed between the sample and the population in proportions within citizenship groups. Given the results, caution must be used when comparing these groups to their corresponding majority groups.

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[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 Staff Population and Sample[18]

Characteristic	Subgroup	Population N	Population %	Sample n	Sample %	Response Rate
Gender [a]	Male	2534	49.3%	158	30.9%	6.2%
	Female	2603	50.7%	353	68.9%	13.6%
	Transgender			1	0.2%	n/a
Race/Ethnicity [b,1]	African American/Black	93	1.9%	4	0.8%	4.3%
	American Indian/Alaskan Native	51	1.0%	7	1.3%	13.7%
	Asian /Pacific Islander	649	13.1%	6	1.1%	0.9%
	Latino(a)/Hispanic/Chicano(a)	54	1.1%	5	1.0%	9.3%
	Middle Eastern			1	0.2%	n/a
	White/Caucasian	4110	82.9%	490	93.7%	11.9%
	Other			17	3.3%	n/a
Citizenship [c]	US Citizen (non-International)	5085	99.0%	513	99.3%	10.1%
	International	52	1.0%	4	0.8%	7.7%

[1] Respondents were instructed to indicate all racial/ethnic categories that apply.
[a] $X^2 (1, N = 511) = 69.07, p = .0001$
[b] $X^2 (4, N = 512) = 69.87, p = .0001$
[c] $X^2 (1, N = 517) = 0.27, p = .6050$

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

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[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 .

behaviors – should be evaluated by examining the correlations of measures being evaluated with 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 coefficients[19] are provided in Table 2.

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[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	.359			
American Indians/ Alaskan Natives	.364			
Latino(a)s/Chicano(a)s	.399			
Middle Eastern persons	.381			
Multiracial/multiethnic/ multicultural persons	.384			
LGBT individuals		.554		
Socioeconomically disadvantaged persons			.527	
Women				.526

p = 0.01 for all r values

Sample characteristics.[20] The majority of the staff sample was female (68%, Figure 1). One transgendered[21] staff member completed the survey. Subsequent analyses by gender in this report do not include the transgender categoryin order to maintain the confidentiality of the transgendered respondent.

Figure 1
Staff Respondents by Gender[1] (n)

353

☐ Women   ■ Men

158

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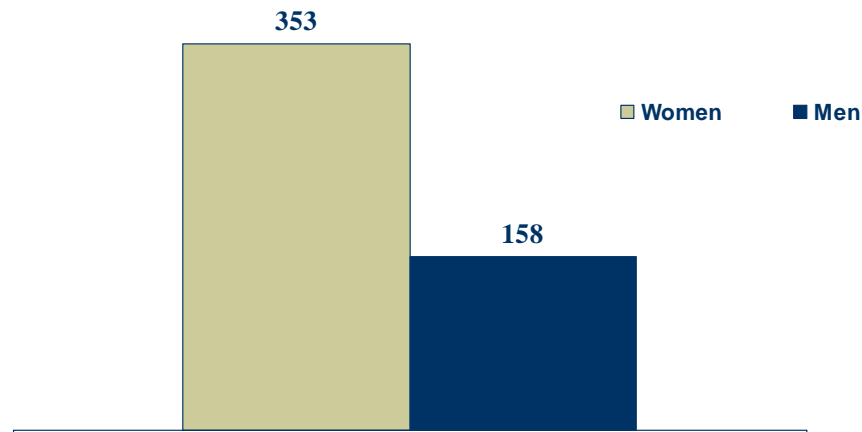
[20] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

[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 staff respondents were heterosexual[22] (90%) and five percent were sexual minorities[23] (Figure 2). Three people were uncertain of their sexual orientations.

Figure 2
Staff Respondents by Sexual Orientation (n)

LGB

Heterosexual

Uncertain

473

26

3

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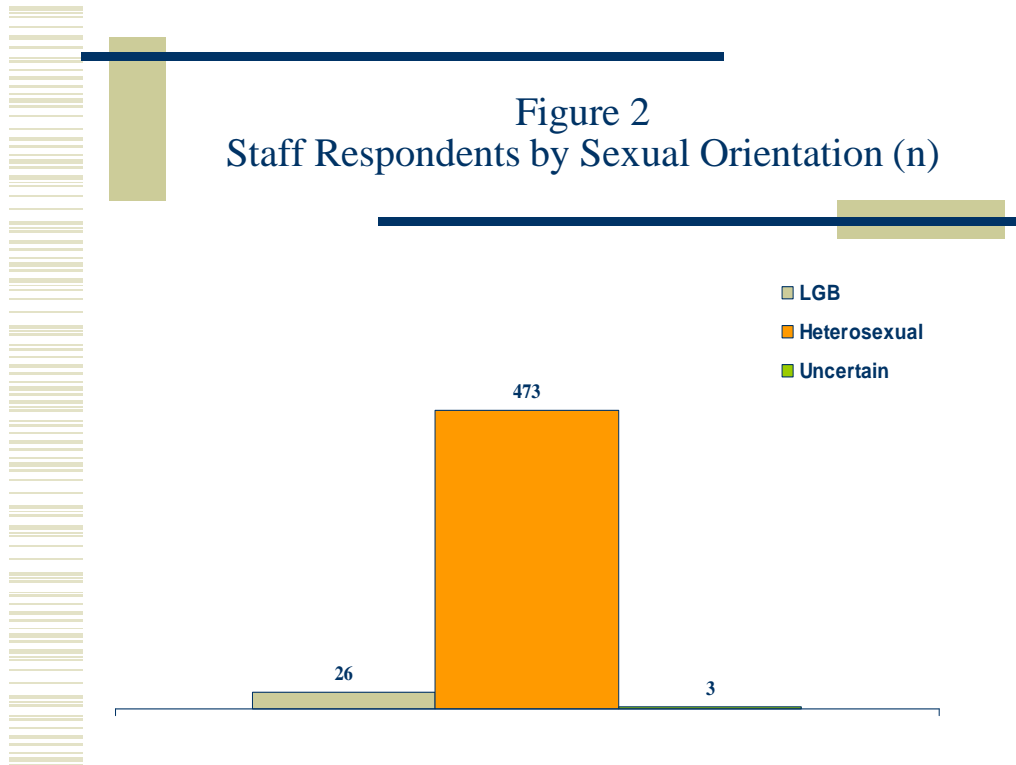
[22] Respondents who answered "other" in response to the question about their sexual orientations and wrote "normal" or "straight" in the adjoining text box were recoded as heterosexual.

[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 29 percent of staff respondents were over 52 years old, and 23 percent were 22 to 32 years old; another 23 percent were 43 to 51 years old (Figure 3).

Figure 3
Staff Respondents by Age (n)
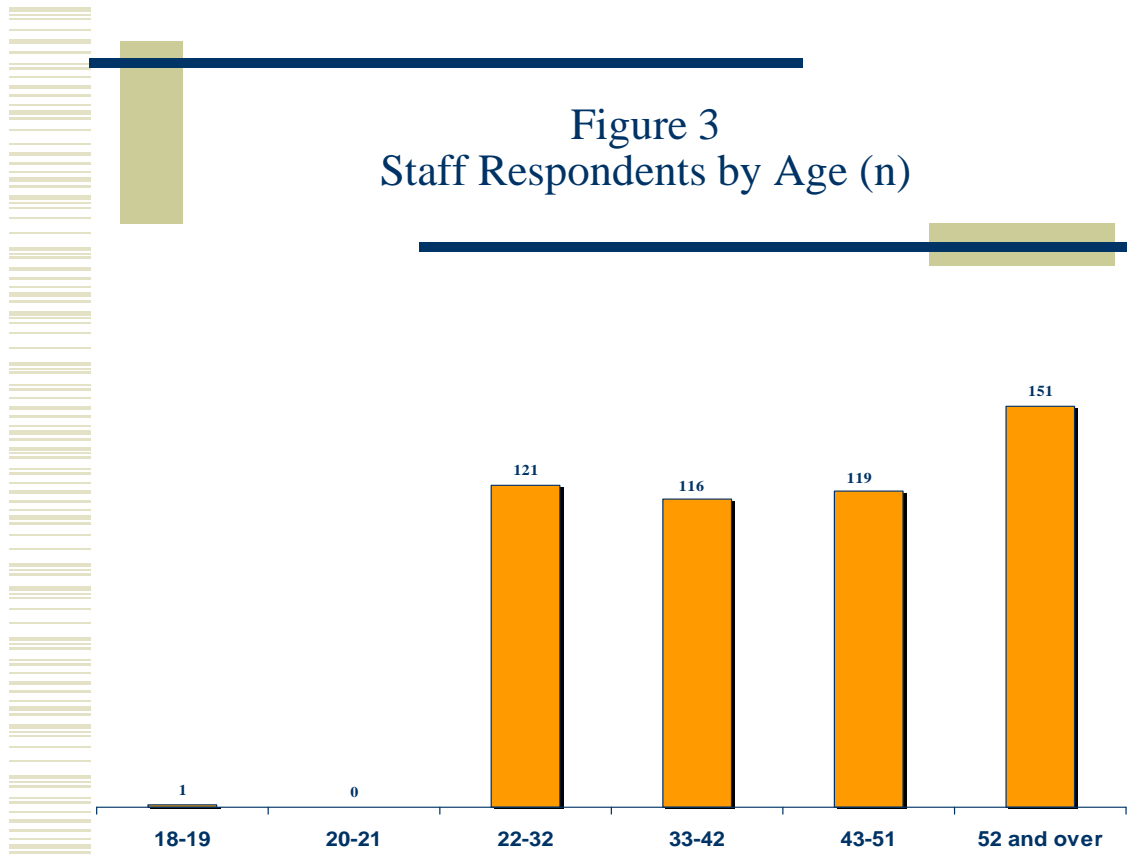
Figure 4 indicates that 93 percent of NDSU staff respondents work full-time (12 months).

Figure 4
Staff Respondents by Position Status (n)

☐ Full-time, 12 months

■ Full-time, less than 12 months

☐ Part-time, 12 months

☐ Part-time, less than 12 months

484

16

13

3
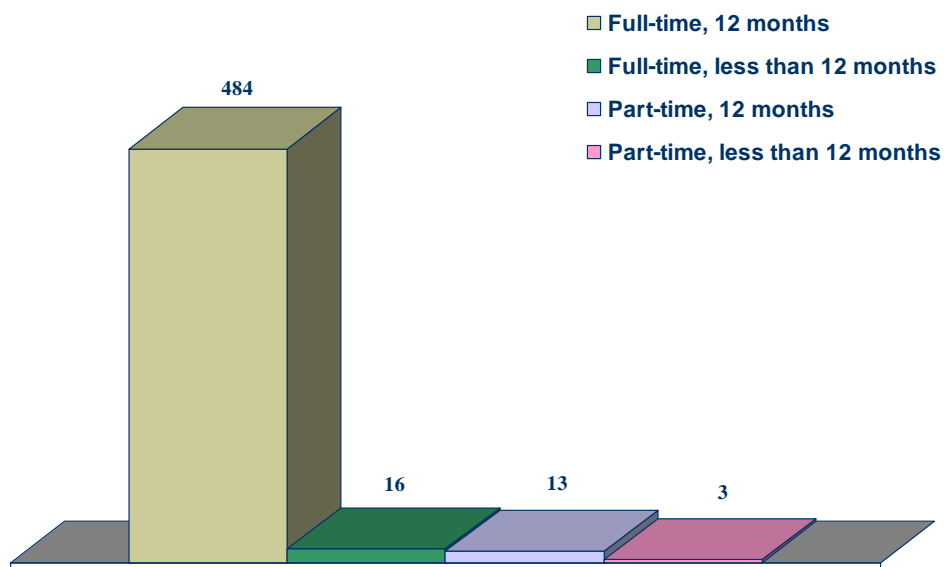
Table 3 presents the NDSU divisions with which women and men staff members were affiliated.

Table 3. Staff Respondents' Division Affiliations

Academic college	Women (N = 310)		Men (N = 140)	
	n	**%**	**n**	**%**
Academic Affairs	60	19.4	11	7.9
Agriculture and University Extension	59	19.0	21	15.0
Equity, Diversity, and Global Outreach	11	3.5	1	0.7
Finance and Administration	34	11.0	25	17.9
Information Technology	9	2.9	12	8.6
President's Office	8	2.6	5	3.6
Research, Creative Activity, & Technology Transfer	12	3.9	16	11.4
Student Affairs	107	34.5	39	27.9
University Relations	10	3.2	10	7.1

About 29 percent (n=150) of the staff respondents have been employed by NDSU for five to 10 years (Figure 5), and 25 percent (n=128) have been at the University for two to four years. Nineteen percent (n=100) have been at NDSU for 11 to 19 years.

Figure 5
Staff Time at University (n)

- 1 year or less
- 2-4 yrs.
- 5-10 yrs.
- 11-19 yrs.
- 20 + yrs.

59 128 150 100 78
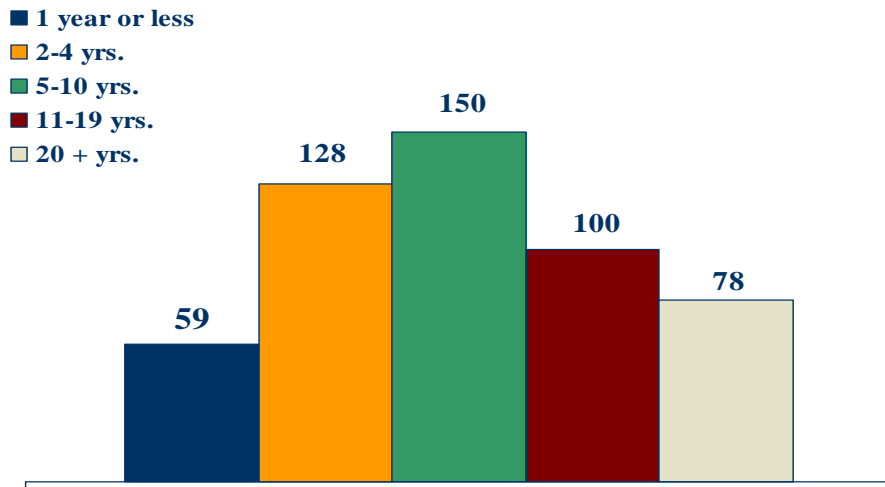
With regard to race and ethnicity, 94 percent of the respondents identified as White/Caucasian.[24] One percent identified as Asian/Pacific Islander, American Indian, or African American. One percent or fewer were Middle Eastern, Latino(a)/Hispanic, or Alaskan Native/Native Hawaiian.

Figure 6
Staff Respondents by Racial/Ethnic Identity (n)[1]

- African American
- African
- Alaskan Native/Hawaiian Native
- American Indian
- Asian/Pacific Islander
- Latino(a)/Hispanic/Chicano(a)
- Middle Eastern
- White/Caucasian
- Other

490

4   0   1   6   6   5   1   12

[1]Inclusive of multi-racial and/or multi-ethnic

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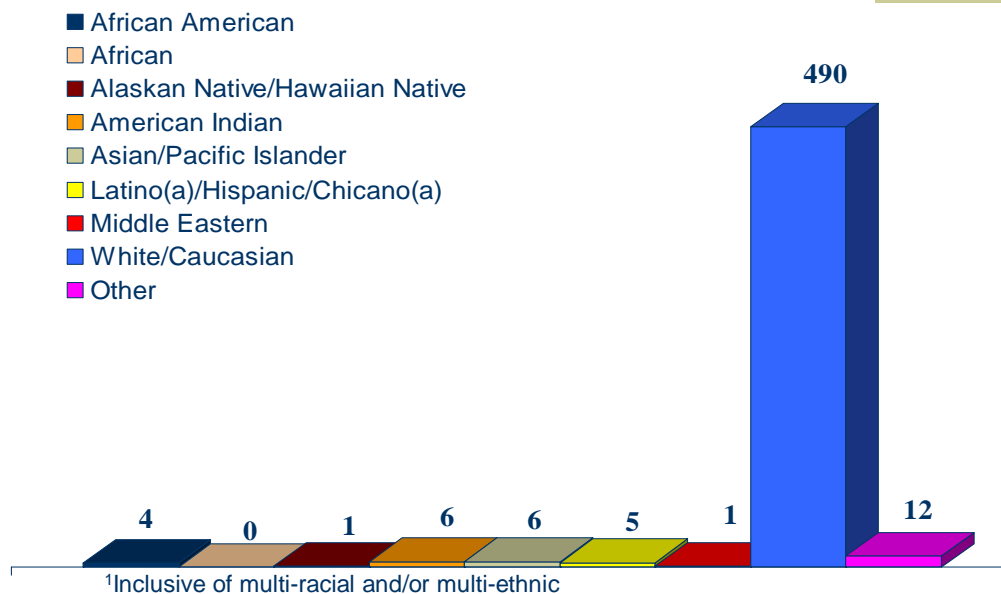
[24]   Respondents who answered "other" in response to the question about their racial/ethnic identity and wrote "White" in the adjoining text box were recoded as White.

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 = 480, 92%) as part of their identity and 23 respondents (4%) 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 discussion use the collapsed categories of People of Color and White people.[25]

Figure 7
Staff Respondents by
Racial/Ethnic Identity (n)

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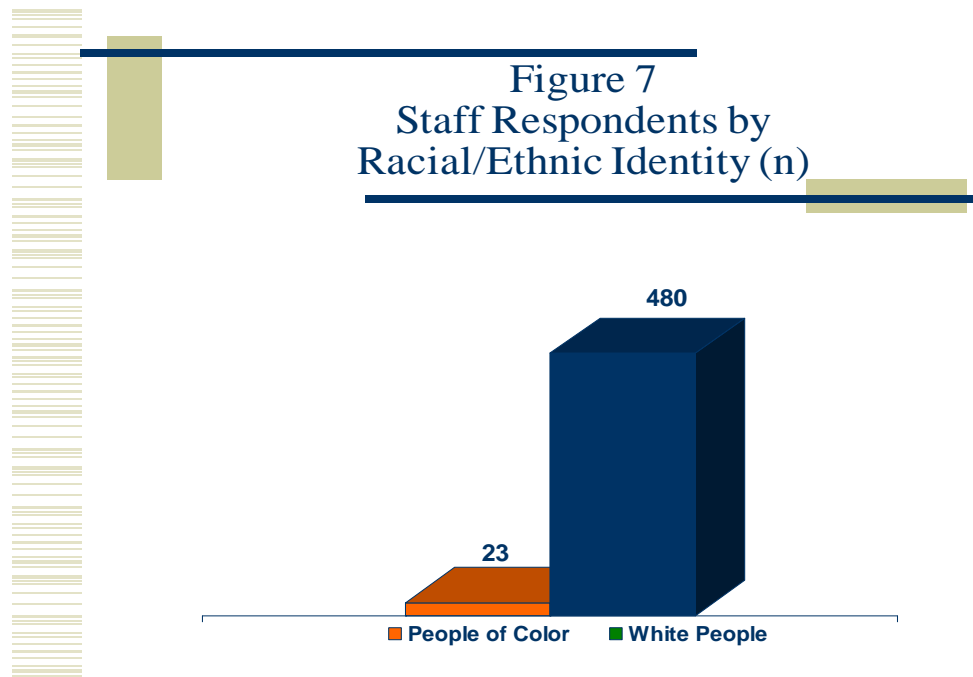
[25] While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into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

Table 4 illustrates that approximately 76 percent of the respondents were affiliated with a
Christian denomination, while 14 percent identified as having no spiritual affiliation (e.g.,
atheist, agnostic or no affiliation).

Table 4. Staff Respondents' Religious/Spiritual Affiliations

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Animist	1	0.2	Native American Traditional Practitioner	0	0.0
Anabaptist	0	0.0	Nondenominational Christian	22	4.2
Agnostic	14	2.7	Pagan	0	0.0
Atheist	10	1.9	Pentecostal	6	1.1
Baha'i	1	0.2	Presbyterian	8	1.5
Baptist	10	1.9	Quaker	0	0.0
Buddhist	2	0.4	Roman Catholic	100	19.1
Christian Orthodox	12	2.3	Seventh Day Adventist	1	0.2
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	6	1.1	Taoist	0	0.0
Hindu	3	0.6	Unitarian Universalist	2	0.4
Jehovah's Witness	1	0.2	United Church of Christ	6	1.1
Jewish	2	0.4	Wiccan	0	0.0
Latter Day Saints (Mormon)	1	0.2	Zoroastrian	0	0.0
Lutheran	196	37.5	Spiritual, but no religious Affiliation	21	4.0
Mennonite	0	0.0	No affiliation	30	5.7
Methodist/AME	28	5.4	Other	21	4.1
Moravian	2	0.4	Missing	15	2.9
Muslim	2	0.4			

Half of staff respondents (50%) were co-parenting with a spouse or partner while approximately 30 percent had no children (Figure 8). Thirty-six 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
Staff Respondents' Parental Status
(n)

- ☐ Co-parent w/ partner/spouse
- ☐ No children
- ☐ Pregnant
- ☐ Single parent
- ☐ Adult children
- ☐ Other

261
158
8
39
36
7
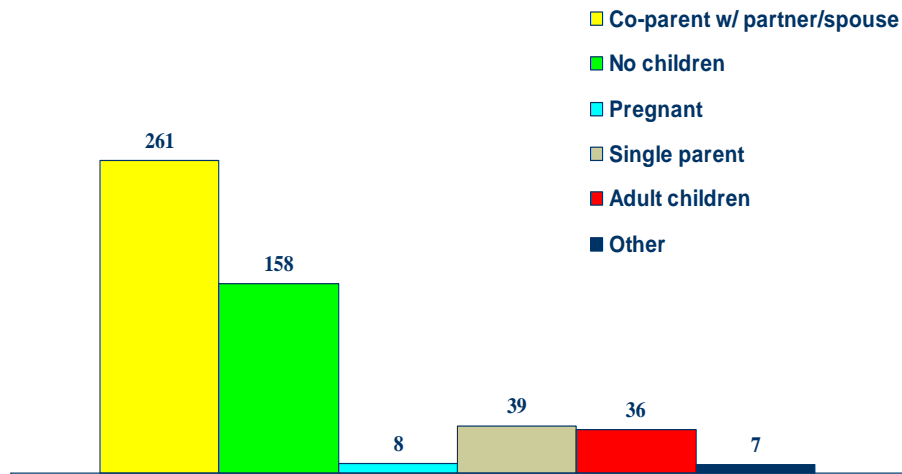
Sixty-seven percent of respondents were married, and 16 percent were single (Table 5).

Table 5. Staff Respondents' Marital/Relationship Status

Marital/Relationship Status	n	%
Divorced	49	9.4
Married	351	67.1
Partnered	16	3.1
Single	83	15.9
Widowed	6	1.1
Other	5	1.0
Missing	13	2.5

Eight percent of respondents (n = 44) had a disability that substantially affects major life activities. Of those 44 respondents, 27 said they had physical disabilities, three had learning disabilities, and 14 had psychological conditions (Figure 9).

Figure 9
Staff Respondents with Conditions
that Substantially Affect Major Life Activities (n)

■ Physical Disability
□ Learning Disability
■ Psychological Condition

27

3

14
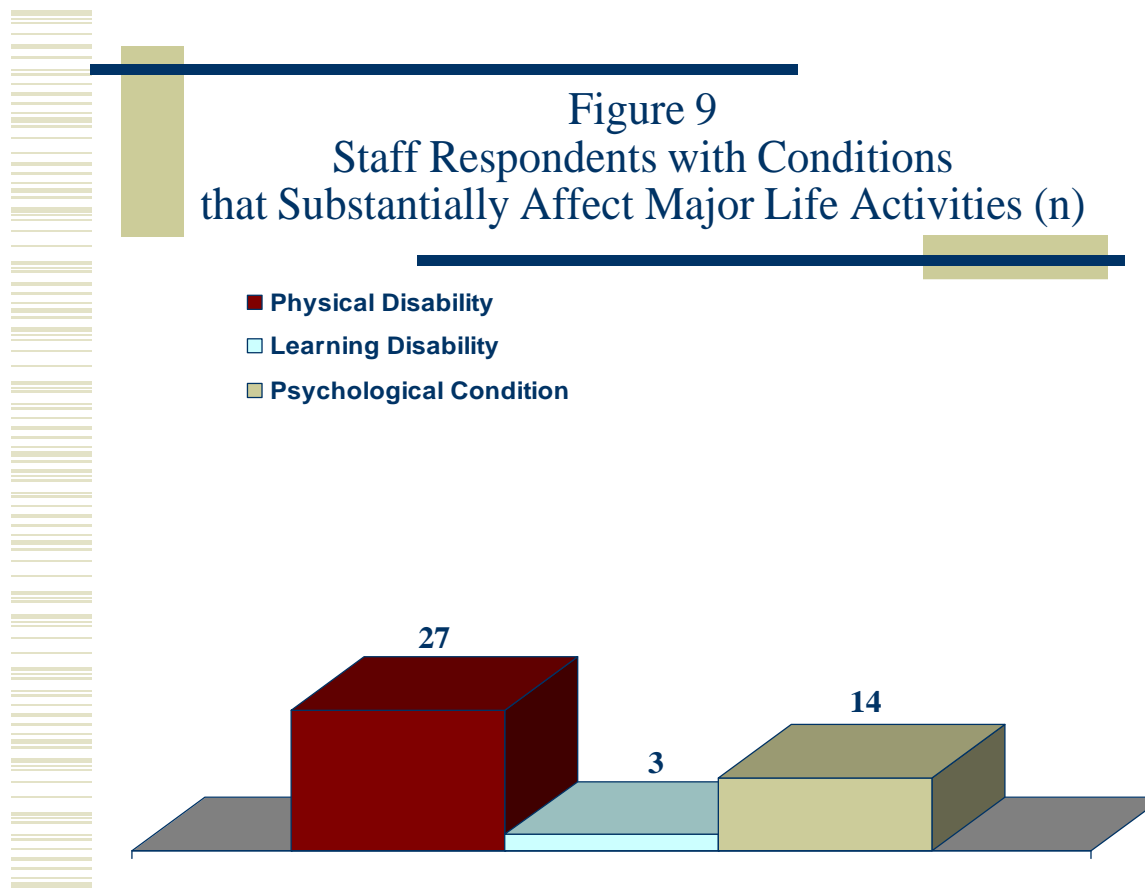
When asked what barriers related to their ability status, if any, impeded their success at NDSU, ten people said no barriers impeded their success. Some of the respondents described their disabilities and ways in which they had worked with their abilities to achieve their success. A few people with invisible disabilities (e.g., depression, MS, PTSD) said they chose not to disclose the information to supervisors/colleagues to avoid impeding their success. Others indicated that the treatment they received from others could impede their success.

Table 6 indicates that approximately 97 percent of staff participants who completed this survey were U.S. citizens.

Table 6. Staff Respondents' Citizenship Status

Citizenship status	n	%
U.S. citizen – born in the United States	503	96.2
U.S. citizen – naturalized	5	1.0
Permanent resident (immigrant)	5	1.0
Permanent resident (refugee)	0	0.0
International (F-1, J-1, or H1-B, or other visa)	4	0.8
Missing	6	1.1

Campus Climate Assessment Findings [26]

The following section[27] 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 specific characteristics of the respondents.

Personal Experiences

Twenty-three percent of respondents had personally experienced harassment (exclusionary, intimidating, offensive and/or hostile conduct) that had interfered with their ability to work[28] at NDSU. Respondents indicated these experiences were based most often on their employment category (45%), age (32%), sex (24%), and socioeconomic status (8%) [Table 7]. The percentage of staff respondents experiencing harassment at NDSU is similar to the percentage of respondents who experienced harassment in studies of other institutions.[29]

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[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 Staff Experienced Conduct

	n	%
Employment category	54	44.6
Age	39	32.2
Sex	29	24.0
Socioeconomic status	10	8.3
Family/parental status	9	7.4
Gender identity	9	7.4
Physical characteristics	8	6.6
Religion/spirituality	8	6.6
Sexual orientation	8	6.6
Ethnicity	7	5.8
Race	7	5.8
Marital/relationship status	4	3.3
Country of origin	3	2.5
Physical disability	3	2.5
Immigrant status	2	1.7
Learning disability	2	1.7
Mental disability	0	0.0
Veteran's status	0	0.0
Other	24	19.8

Note: Only answered by respondents reporting experiences of harassment (n = 121).
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, "Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct that has interfered unreasonably with your ability to work at your institution?"

When reviewing these results in terms of race (Figure 10), more than twice the percentage of Respondents of Color (52%) experienced harassment compared to White respondents (21%). Of those respondents who experienced the conduct, 42 percent of Respondents of Color said it was based on their race while only two percent of White respondents thought the conduct was based on race.
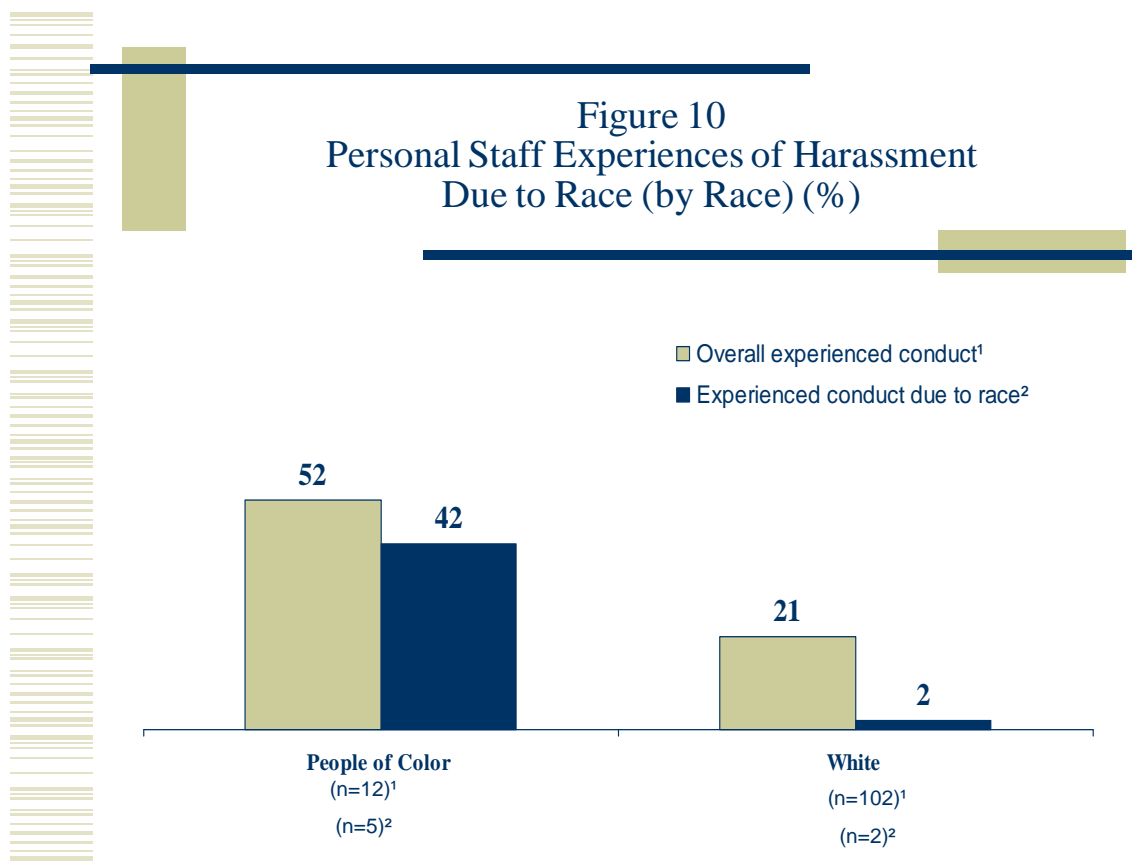
Figure 10
Personal Staff Experiences of Harassment
Due to Race (by Race) (%)

☐ Overall experienced conduct[1]
■ Experienced conduct due to race[2]

52   42   21   2

People of Color   **White**
(n=12)[1]   (n=102)[1]
(n=5)[2]   (n=2)[2]

[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.

24

When reviewing the data by gender (Figure 11), a higher percentage of women than men respondents experienced harassment (24% and 10%, respectively). Twenty-nine percent of women who experienced this conduct – compared to 10 percent of the men – said it was based on their gender.

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

☐ Overall experienced conduct[1]

■ Experienced conduct due to gender identity[2]

■ Experienced conduct due to sex3

	Women (n=85)[1] (n=5)[2] (n=25)3	Men (n=31)[1] (n=3)[2] (n=3)3
Overall experienced conduct	24	20
Experienced conduct due to gender identity	6	10
Experienced conduct due to sex	29	10

[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 a higher percentage of sexual minorities (i.e., lesbian, gay, and bisexual persons) than straight respondents experienced this harassment (39% versus 23%, respectively). Of the LGB respondents who experienced this type of conduct, 70 percent said the harassment was based on sexual orientation. One of the heterosexual respondents reported that the conduct was based on his/her sexual orientation.
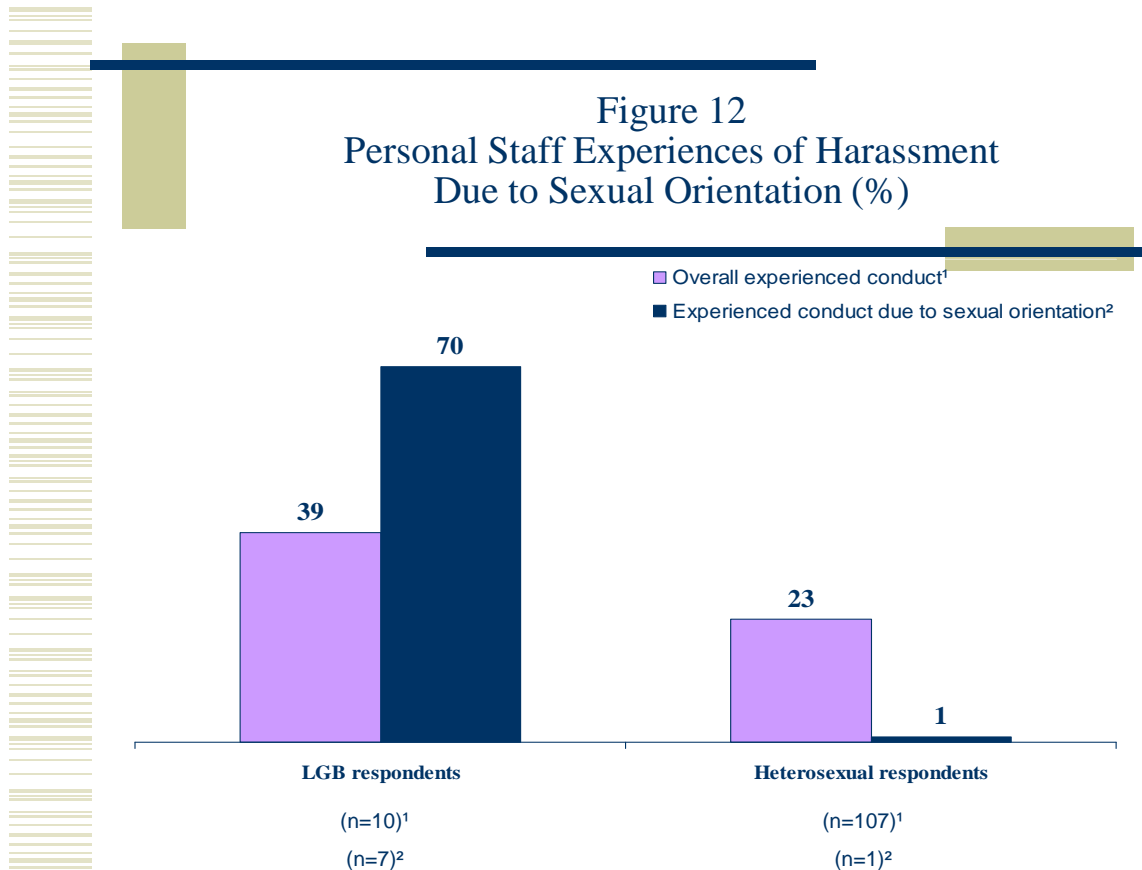
Figure 12
Personal Staff Experiences of Harassment
Due to Sexual Orientation (%)

□ Overall experienced conduct[1]
■ Experienced conduct due to sexual orientation[2]

LGB respondents: 39, 70
(n=10)[1]
(n=7)[2]

Heterosexual respondents: 23, 1
(n=107)[1]
(n=1)[2]

[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.

Higher percentages of people who reported having a disability experienced harassment than self-identified, non-disabled people (Figure 13). Twenty-one percent of those respondents with disabilities who experienced harassment said the conduct was based on their disability.

Figure 13
Personal Staff Experiences of Harassment
Due to Disability (by Disability Status) (%)

☐ Overall experienced conduct[1]
■ Experienced conduct due to disability[2]

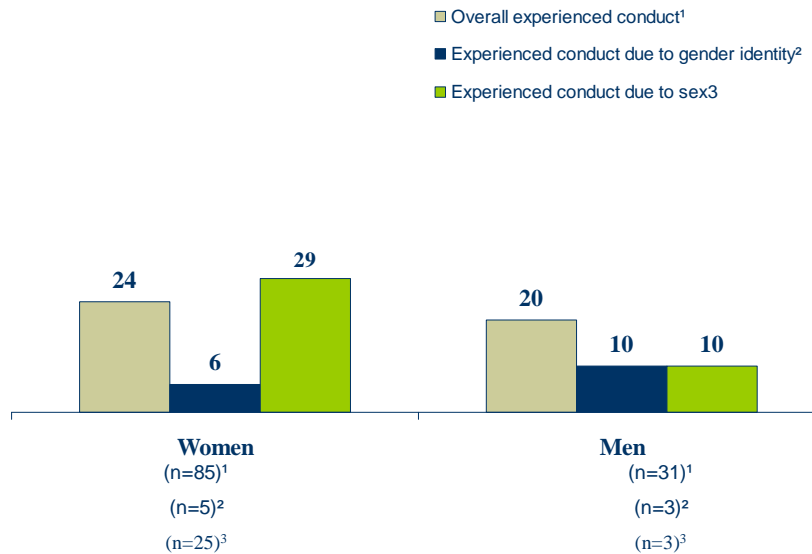|	No disability (n=101)[1] (n=1)[2]	Disability (n=19)[1] (n=4)[2]
Overall experienced conduct	21	43
Experienced conduct due to disability	0	21

[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. Forty-six percent felt deliberately ignored or excluded; 45 percent felt excluded from some activities; 30 percent were the targets of derogatory remarks, and 21 percent saw others staring at them.
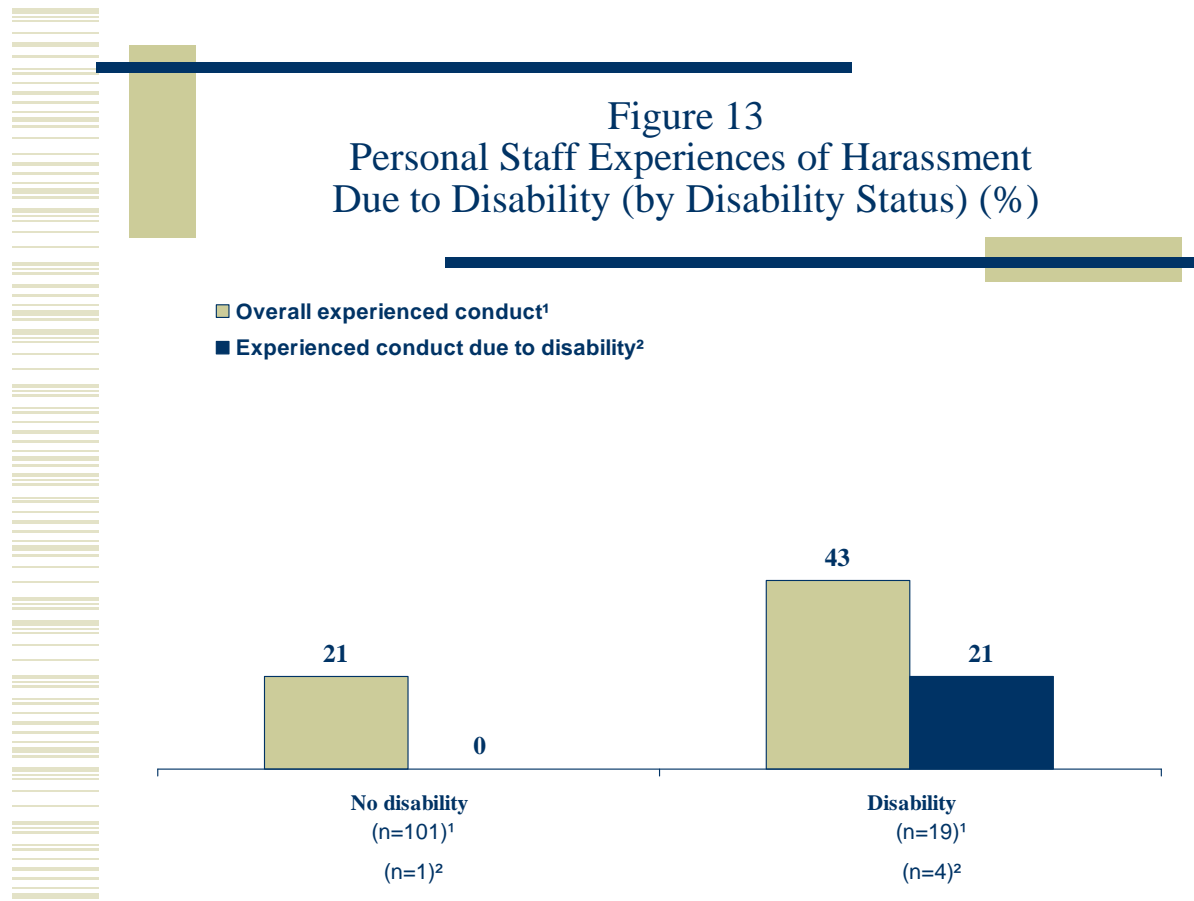
Forty-seven percent of respondents indicted they were harassed in "other" ways. Most of those respondents mentioned specific incidents of verbal abuse/derogatory remarks and mistreatment by their supervisors. Others said they were denied pay raises, received poor performance reviews, etc.

Table 8. Form of Staff Experienced Harassment	n	%
I was deliberately ignored or excluded	55	45.5
Felt excluded from some activities	54	44.6
Target of derogatory remarks	36	29.8
Stares	25	20.7
Written comments	16	13.2
Unwanted sexual advances/attention	6	5.0
Target of racial/ethnic profiling	5	4.1
Unsolicited e-mails	3	2.5
Threats of physical violence	2	1.7
Target of physical violence	2	1.7
Graffiti	0	0.0
Received anonymous phone calls	0	0.0
Target of sexual violence/assault	0	0.0
Other	57	47.1

Note: Only answered by respondents who experienced harassment (n = 121).
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). Forty-two percent of Staff of Color who were harassed experienced it in the form of others staring at them compared to 19 percent of White staff.

Table 9. Form of Staff Experienced Harassment by Race

Form	White Respondents n = 102		Respondents of Color n = 12	
	n	%	n	%
I was deliberately ignored or excluded	45	44.1	5	41.7
Felt excluded from some activities	43	42.2	6	50.0
Written comments	12	11.8	2	16.7
Target of derogatory remarks	28	27.5	6	50.0
Unsolicited e-mails	1	1.0	1	8.3
Unwanted sexual advances/attention	6	5.9	0	0.0
Stares	19	18.6	5	41.7
Target of racial/ethnic profiling	2	2.0	3	25.0
Received anonymous phone calls	0	0.0	0	0.0
Threats of physical violence	2	2.0	0	0.0
Graffiti	0	0.0	0	0.0
Target of physical violence	2	2.0	0	0.0
Target of sexual violence/assault	0	0.0	0	0.0

Note: Only answered by respondents who experienced harassment (n = 121).
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 (46% and 42%, respectively) and feeling excluded from some activities (45% and 39%, respectively) (Table 10).

Table 10. Form of Staff Experienced Harassment by Gender

Form	Women n = 85		Men n = 31	
	n	**%**	**n**	**%**
I was deliberately ignored or excluded	39	45.9	13	41.9
Felt excluded from some activities	38	44.7	12	38.7
Derogatory written comments	10	11.8	6	19.4
Target of derogatory remarks	20	23.5	12	38.7
Unsolicited e-mails	1	1.2	2	6.5
Unwanted sexual advances/attention	5	5.9	0	0.0
Stares	15	17.6	8	25.8
Target of racial/ethnic profiling	0	0.0	5	16.1
Received anonymous phone calls	0	0.0	0	0.0
Threats of physical violence	2	2.4	0	0.0
Graffiti	0	0.0	0	0.0
Target of physical violence	1	1.2	1	3.2
Target of sexual violence/assault	0	0.0	0	0.0

Note: Only answered by respondents who experienced harassment (n = 121).
Percentages do not sum to 100 due to multiple responses.

Fifty-six percent of the respondents identified other staff members as the sources of the conduct. Thirty-two percent identified administrators, and 31 percent identified supervisors as the sources (Table 11).

Table 11. Source of Staff Experienced Harassment

	n	%
Staff member	68	56.2
Administrator	39	32.2
Supervisor	37	30.6
Faculty	23	19.0
Student	10	8.3
Don't know classification of the source	4	3.3
Campus security/public safety	0	0.0
Other	12	9.9

Note: Only answered by respondents who experienced harassment (n = 121).
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 staff respondents were most likely to have been harassed by other staff, 37 percent of women who were harassed, compared to 19 percent of men, were harassed by supervisors. Similarly, 33 percent of White staff members and 17 percent of Staff of Color were harassed by supervisors. Thirty-seven percent of women staff and 23 percent of men staff were harassed by administrators.

Figure 14
Source of Staff Harassment
by Race and Gender (%)
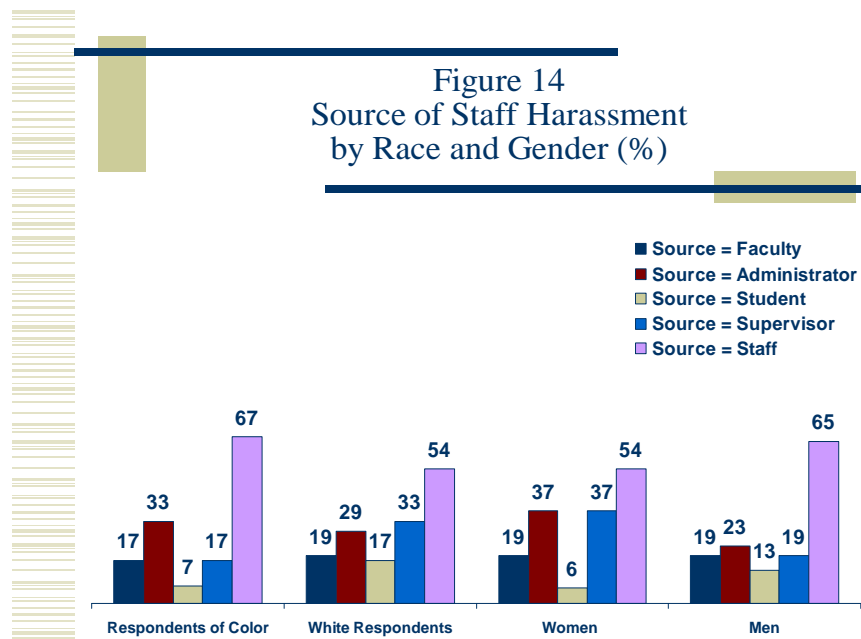
In response to this conduct, 47 percent avoided the harasser, 37 percent of respondents felt embarrassed, and 32 percent told a friend (Table 12). Although 34 percent did not report the incident for fear of retaliation, 26 percent of participants made complaints to campus officials, but 22 percent did not know who to go to..

Table 12. Staff Reactions to Experienced Harassment

Reactions	n	%
Avoided the harasser	57	47.1
Felt embarrassed	45	37.2
Didn't report it for fear of retaliation	41	33.9
Told a friend	39	32.2
Made a complaint to an NDSU employee/official	32	26.4
Ignored it	26	21.5
Didn't know who to go to	26	21.5
Left the situation immediately	24	19.8
Confronted the harasser at the time	13	10.7
Confronted the harasser later	10	8.3
Didn't affect me at the time	7	5.8
Filed a Bias/Bigotry/Hate Response complaint	3	2.5
Other	30	24.8

Note: Only answered by respondents who experienced harassment (n = 121).
Percentages do not sum to 100 due to multiple responses.

Summary

As noted earlier, 23 percent of NDSU staff 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 suggested 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).

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 others members of the academy are treated on campus. Table 13 illustrates that 77 percent of the survey staff respondents were "comfortable" or "very comfortable" with the climate for diversity at NDSU. Seventy-five percent were comfortable/very comfortable with the climate for diversity in their departments or work areas.

Table 13. Staff Respondents' Comfort with Climate

	Comfort with Climate at NDSU		Comfort with Climate in Department/ Work Area	
	n	%	n	%
Very Comfortable	123	23.6	181	34.7
Comfortable	279	53.4	212	40.7
Neither Comfortable nor Uncomfortable	73	14.0	55	10.6
Uncomfortable	42	8.0	58	11.1
Very Uncomfortable	5	1.0	15	2.9

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.

35

Figure 15
Staff Comfort with Overall Campus Climate by Race (%)
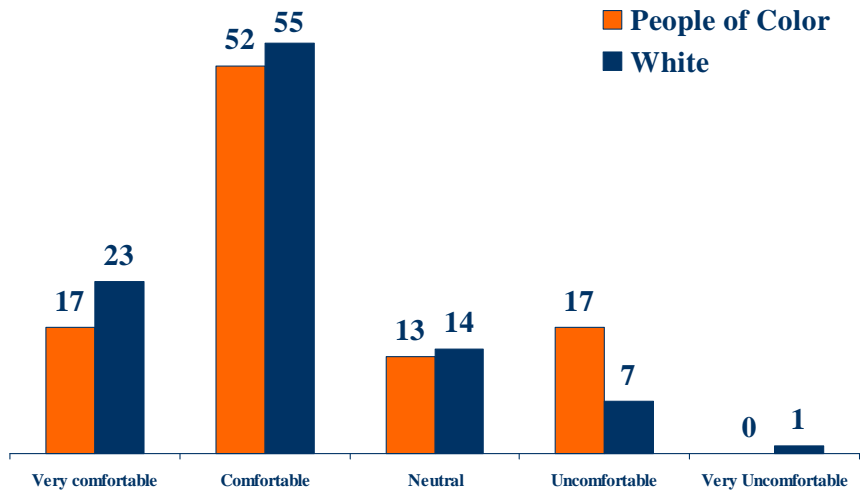
Figure 16
Staff Comfort with Climate in Department/Work Area
by Race (%)

36
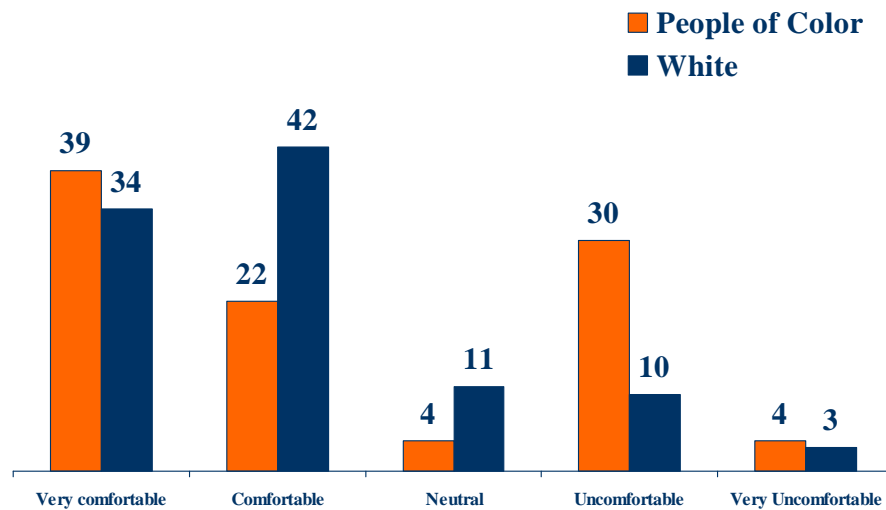
Staff women were slightly less comfortable with the climate at NDSU and in their departments/work areas than men (Figures 17-18).

Figure 17
Staff Comfort with Overall Campus Climate
by Gender (%)

Figure 18
Staff 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).
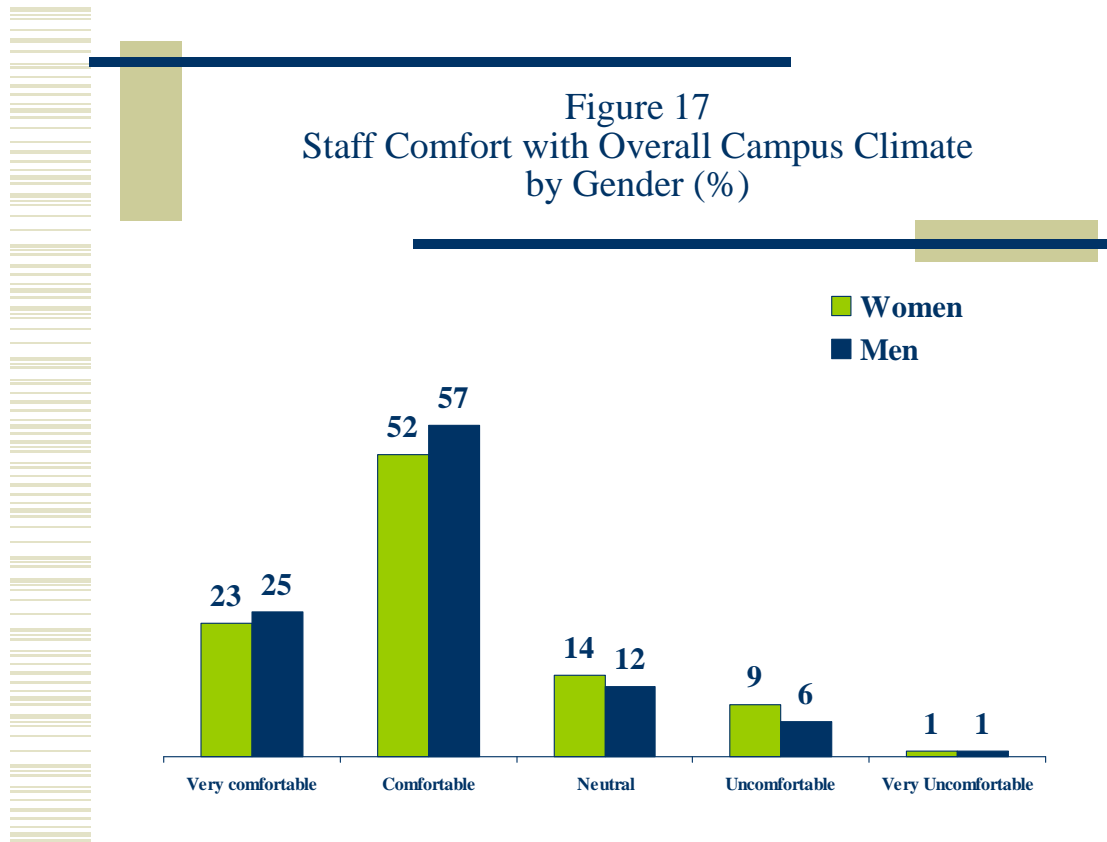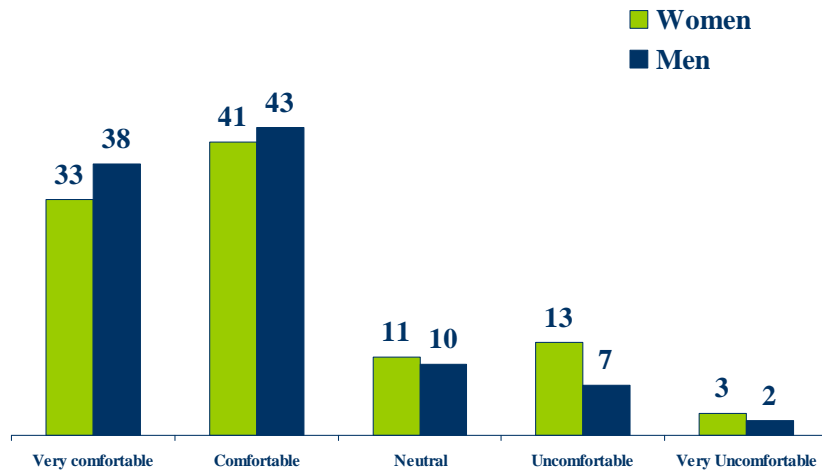
Figure 19
Saff Comfort with Overall Campus Climate
by Sexual Orientation (%)
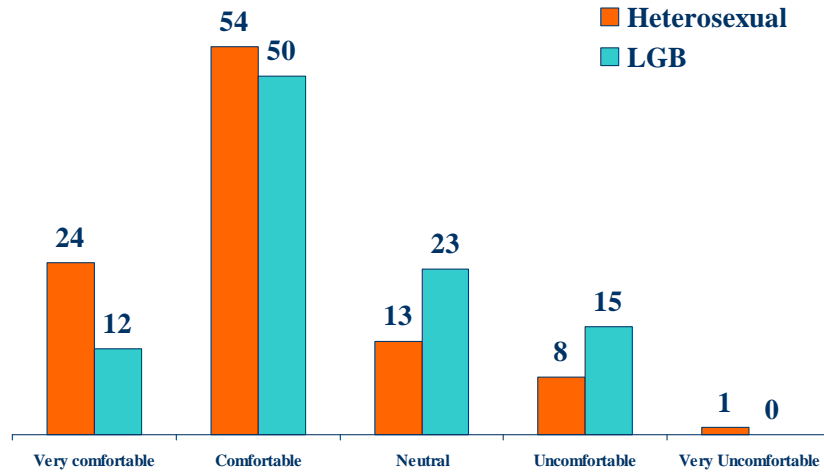
Figure 20
Staff Comfort with Climate in Department/Work Area
by Sexual Orientation (%)
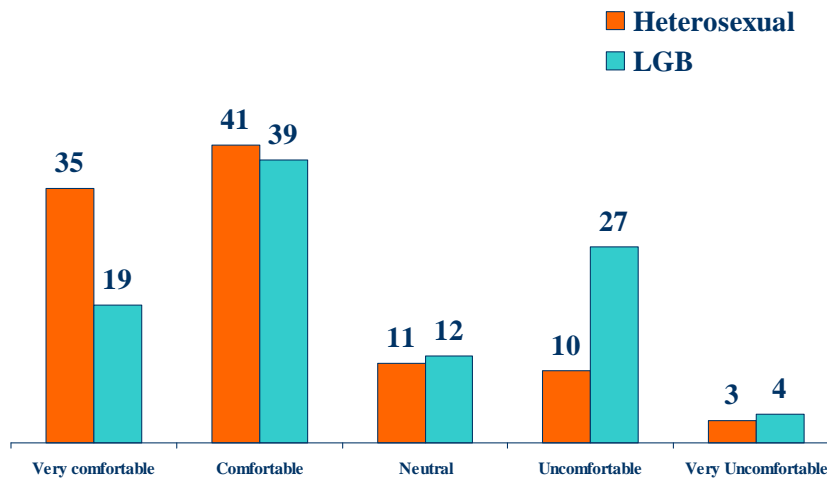
Twenty-one percent of the staff survey respondents (n = 107) identified as being part of an underrepresented group at NDSU (i.e., race, ethnicity, religion, sex, sexual orientation). Of those respondents who identified as part of an underrepresented group, 58 percent were "very often"/"often" comfortable being open on campus about their identities (Table 14). Eight percent "rarely" felt comfortable being open.

When analyzed by race, 66 percent of Respondents of Color and 53 percent of White respondents who identified as being part of an underrepresented group were "very often"/"often" comfortable being open about their identity. When analyzed by sexual orientation, 63 percent of straight respondents versus 30 percent of the LGB respondents "very often"/"often" felt comfortable being open about their identity. In fact, 25 percent of sexual minority respondents said they rarely felt comfortable being open on campus. Of the 44 respondents who said they had a disability that substantially limits a life activity, 13 said they identified as being part of an underrepresented group. Nine of those respondents "very often" felt comfortable being open about their identities and one "rarely" felt comfortable being open on campus.

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

	n	%
Very Often	44	41.1
Often	18	16.8
Sometimes	18	16.8
Rarely	8	7.5
Never	5	4.7
Not applicable	14	13.1

Note: Only answered by respondents who identified as being part of an underrepresented group (n = 107).

Twelve percent of all staff respondents (n = 64) knew someone who was concealing part of his/her identity for fear of negative consequences if he/she revealed that identity. Of those respondents, 84 percent (n = 54) said the person(s) to whom they were referring was concealing

his/her sexual orientation. Other identities people concealed included race (9%), religion/spirituality (9%), marital/relationship status (6%), gender identity (5%), and learning disability (5%).

Respondents' observations of others being harassed also contributed to their perceptions of campus climate. Thirty-nine percent of the respondents (n = 200) observed or were 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 employment category (30%), sex (27%), race (25%), ethnicity (22%), age (22%), sexual orientation (16%), country of origin (15%), and gender identity (14%).

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

Similar percentages of White people and People of Color observed offensive, hostile, exclusionary, or intimidating conduct (harassment) on campus (Figure 21). A slightly higher percentage of sexual minority staff than straight staff observed harassment.

Figure 21
Staff Observed Harassment by Race/Ethnicity &
Sexual Orientation (%)

☐ White (n=179)
☐ People of Color (n=9)
☐ LGB (n=11)
☐ Heterosexual (n=183)
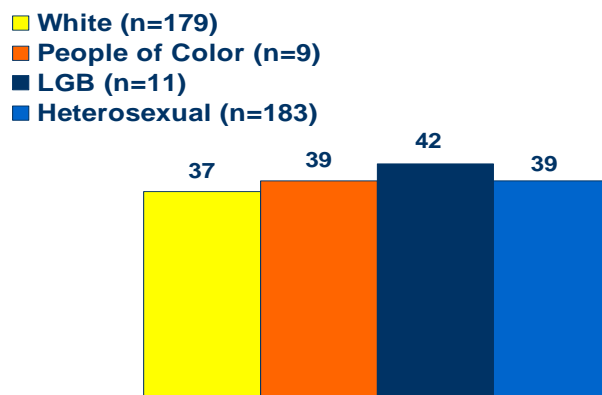
In terms of gender, a higher percentage of women than men observed offensive, hostile, or intimidating conduct (Figure 22). Fifty-seven percent of staff with disabilities versus 37 percent of staff without disabilities observed harassment.

Figure 22
Staff Observed Harassment by Gender & Disability (%)

Women (n=140)
Men (n=53)
Disabled (n=25)
Non-Disabled (n=173)

40   34   57   37
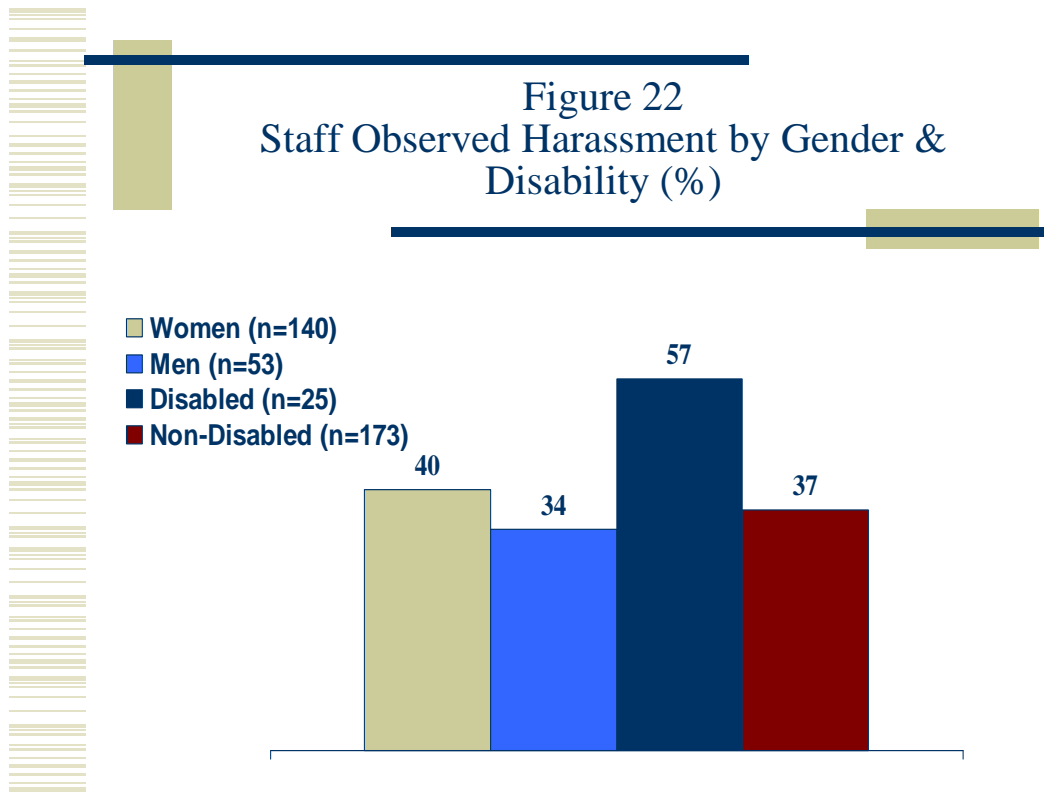
Table 15 illustrates that the respondents most often observed or were made aware of this conduct in the form of someone being deliberately ignored or excluded (41%), someone being subjected to derogatory remarks (40%), or being excluded from some activities (30%).

Table 15. Form of Staff Observed Harassment

	n	%
Someone being deliberately ignored	82	41.0
Derogatory remarks	80	40.0
Others excluded from some activities	59	29.5
Someone being stared at	45	22.5
Racial/ethnic profiling	40	20.0
Written comments	36	18.0
Unwanted sexual advances/attention	17	8.5
Publications on campus	14	7.0
Graffiti	11	5.5
Threats of physical violence	11	5.5
Unsolicited e-mails	6	3.0
Sexual assault	4	2.0
Physical assault or injury	2	1.0

Note: Only answered by respondents who observed harassment (n = 200).
Percentages do not sum to 100 due to multiple responses.

Of the staff respondents who observed harassment, more than 61 percent witnessed it while working at an NDSU job, and 31 percent observed harassment in a campus office (Table 16).

Table 16. Location of Staff Observed Harassment

Location	n	%
While working at an NDSU job	123	61.5
Campus office	61	30.5
In a meeting with a group of people	43	21.5
Public space on campus	41	20.5
While walking on campus	25	12.5
Campus event	24	12.0
In a meeting with one other person	24	12.0
Faculty office	6	3.0
Other	17	8.5

Note: Only answered by respondents who observed harassment (n = 200).
Percentages do not sum to 100 due to multiple responses.

The majority of respondents who observed harassment indicated staff members were the sources of that harassment (53%). Other respondents identified sources as supervisors (24%), students (22%), administrators (22%), and faculty (19%).

Table 17 illustrates participants' responses to this behavior. Respondents most often were embarrassed (40%). Twenty-nine percent encouraged the victim to report the incident, and 20 percent told a friend. Eighteen percent made a complaint to a campus employee/official while 17 percent didn't know who to go to.

Table 17. Staff Reactions to Observing Harassment

	n	%
Felt embarrassed	79	39.5
Encouraged the victim to report the incident	57	28.5
Told a friend	39	19.5
Made a complaint to an NDSU employee/official	35	17.5
Didn't know who to go to	33	16.5
Avoided the harasser	29	14.5
Confronted the harasser at the time	23	11.5
Ignored it	19	9.5
Confronted the harasser later	19	9.5
Left the situation immediately	15	7.5
Didn't affect me at the time	14	7.0
Filed a Bias/Bigotry/Hate Response complaint	5	2.5
Other	40	20.0

Note: Only answered by respondents who observed harassment (n = 200).
Percentages do not sum to 100 due to multiple responses.

Thirty-nine percent of the respondents indicated that the overall campus climate was "very positive" for Caucasians/Whites, and 41 percent thought the overall campus climate was "very positive" for men (Table 18). Table 19 indicates that the majority of staff respondents thought that the overall campus climate was positive or very positive for all campus groups listed in the table.

Table 18.Staff 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	56	11.1	301	59.5	30	5.9	2	0.4	117	23.1
American Indians/ Alaskan Natives	49	9.8	277	55.2	38	7.6	7	1.4	131	26.1
Caucasians/Whites	196	38.7	268	53.0	12	2.4	3	0.6	27	5.3
Latino(a)s/Chicano(a)s	47	9.3	269	53.5	28	5.6	0	0.0	159	31.6
Men	208	41.2	220	43.6	19	3.8	6	1.2	52	10.3
Middle Eastern persons	48	9.7	256	51.5	52	10.5	7	1.4	134	27.0
Multiracial, multiethnic, or multicultural persons	50	10.0	300	60.1	24	4.8	3	0.6	122	24.4
Gay, lesbian, bisexual, or transgendered persons	41	8.2	236	46.9	60	11.9	17	3.4	149	29.6
Persons with physical disabilities	60	11.9	278	55.3	37	7.4	2	0.4	126	25.0
Persons with mental disabilities	44	8.8	226	45.0	47	9.4	7	1.4	178	35.5
Persons with religious backgrounds different from your own	51	10.2	276	55.0	35	7.0	10	2.0	130	25.9
Persons of ages different than your own	70	13.9	320	63.4	25	5.0	6	1.2	84	16.6
Persons who are non-native English speakers	42	8.4	236	47.0	88	17.5	15	3.0	121	24.1
People from ethnic backgrounds different than your own	53	10.6	322	64.1	28	5.6	5	1.0	94	18.7
People from cultural backgrounds different than yours	50	10.0	318	63.5	35	7.0	5	1.0	93	18.6
People who do not fit the "perfect" physique	45	8.9	278	55.3	59	11.7	7	1.4	114	22.7
People who are raising children	73	14.5	301	59.6	56	11.1	5	1.0	70	13.9
People of low socioeconomic status	43	8.5	259	51.4	76	15.1	8	1.6	118	23.4
Women	82	16.1	320	62.9	64	12.6	9	1.8	34	6.7

With regard to campus accessibility for people with disabilities, 38 percent of the respondents thought the grounds (sidewalks, snow) created accessibility problems for people with disabilities (Table 19). Some respondents also thought parking (24%), classroom buildings (21%), and restrooms (15%) posed had accessibility problems.

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

Facility	n	%
Administrative Building	71	13.6
Athletic Facilities	44	8.4
Classroom Buildings	112	21.4
Grounds (sidewalks, snow)	198	37.9
Information in Alternative Formats	36	6.9
Library	23	4.4
Memorial Union	38	7.3
NDSU Web Site	21	4.0
Official Publications	14	2.7
Parking	123	23.5
Recreational Facilities	22	4.2
Residence Halls	44	8.4
Restrooms	77	14.7
Specific Classrooms	55	10.5
Transportation	36	6.9
Wellness Center	7	1.3
Other	37	7.1

Staff Members' Attitudes and Experiences

Several items addressed staff 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. Thirty-five percent of all respondents were reluctant to bring up issues that concern them for fear than it will affect their career advancement, and 20 percent thought their colleagues expected them to represent the "point of view" of their identities. Sixty percent said their colleagues solicit their opinions about their work. Seventy-three 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. Staff 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 career advancement	**70**	**13.5**	**112**	**21.5**	**105**	**20.2**	**149**	**28.7**	**76**	**14.6**
Women	50	14.2	78	22.2	66	18.8	106	30.1	47	13.4
Men	16	10.1	31	19.6	37	23.4	42	26.6	29	18.4
White	59	12.3	101	21.1	101	21.1	140	29.2	70	14.6
People of Color	5	21.7	6	26.1	2	8.7	6	26.1	4	17.4
My colleagues expect me to represent "the point of view" of my identity	**17**	**3.3**	**84**	**16.2**	**157**	**30.3**	**125**	**24.1**	**66**	**12.7**
Women	13	3.7	51	14.5	107	30.5	87	24.8	43	12.3
Men	3	1.9	30	19.0	49	31.0	36	22.8	23	14.6
White	11	2.3	73	15.3	147	30.8	119	24.9	61	12.8
People of Color	1	4.3	8	34.8	5	21.7	4	17.4	4	17.4

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	**59**	**11.4**	**249**	**48.2**	**115**	**22.2**	**62**	**12.0**	**23**	**4.4**
Women	40	11.4	154	44.0	81	23.1	48	13.7	19	5.4
Men	19	12.0	90	57.0	31	19.6	13	8.2	4	2.5
White	51	10.7	234	49.1	106	22.2	55	11.5	22	4.6
People of Color	4	17.4	10	43.5	6	26.1	3	13.0	0	0.0
My colleagues have lower expectations of me than of other staff	**12**	**2.3**	**17**	**3.3**	**84**	**16.3**	**209**	**40.6**	**175**	**34.0**
Women	12	3.4	10	2.9	55	15.8	138	39.5	119	34.1
Men	0	0.0	6	3.8	26	16.6	68	43.3	54	34.4
White	12	2.5	14	2.9	76	16.0	196	41.3	160	33.7
People of Color	0	0.0	2	8.7	4	17.4	7	30.4	9	39.1
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	**20**	**3.9**	**47**	**9.1**	**102**	**19.8**	**173**	**33.6**	**155**	**30.1**
Women	17	4.9	34	9.8	65	18.7	118	33.9	103	29.6
Men	3	1.9	12	7.6	34	21.5	53	33.5	49	31.0
								233.7		
White	19	4.0	41	8.6	96	20.2	160	29.9	142	29.9
People of Color	0	0.0	3	13.0	5	21.7	7	30.4	7	30.4
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	**32**	**6.2**	**92**	**17.9**	**74**	**14.4**	**182**	**35.5**	**128**	**25.0**
Women	26	7.5	54	18.4	50	14.4	119	34.2	86	24.7
Men	4	2.6	27	17.3	22	14.1	62	39.7	39	25.0
White	27	5.7	80	16.9	69	14.6	173	36.6	119	25.2
People of Color	3	13.0	6	26.1	4	17.4	5	21.7	5	21.7
Others seem to find it easier than I do to "fit in."	**30**	**5.8**	**72**	**14.0**	**100**	**19.4**	**177**	**34.4**	**122**	**23.7**
Women	25	7.2	48	13.8	65	18.7	119	34.2	82	23.6
Men	5	3.2	20	12.7	33	20.9	58	36.7	38	24.1
White	26	5.5	63	13.3	91	19.2	171	36.0	112	23.6
People of Color	2	8.7	4	17.4	7	30.4	2	8.7	7	30.4
I am usually satisfied with the way in which I am able to balance my professional and personal life.	**71**	**13.8**	**306**	**59.5**	**51**	**9.9**	**70**	**13.6**	**16**	**3.1**
Women	47	13.5	206	59.0	31	8.9	56	16.0	9	2.6
Men	23	14.7	93	59.6	19	12.2	14	9.0	7	4.5
White	61	12.9	287	60.5	47	9.9	65	13.7	14	3.0
People of Color	5	21.7	12	52.2	2	8.7	3	13.0	1	4.3
I find that personal responsibilities and commitments have slowed down my career progression.	**19**	**3.7**	**78**	**15.2**	**123**	**23.9**	**228**	**44.4**	**60**	**11.7**
Women	16	4.6	51	14.6	84	24.1	150	43.0	42	12.0
Men	3	1.9	25	16.0	37	23.7	73	46.8	18	11.5
White	18	3.8	70	14.8	109	23.0	217	45.8	54	11.4
People of Color	0	0.0	3	13.0	7	30.4	9	39.1	4	17.4

Table 20 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I find that NDSU is supportive of my family leave.	**85**	**16.5**	**220**	**42.8**	**123**	**23.9**	**39**	**7.6**	**9**	**1.8**
Women	53	15.1	154	44.0	82	23.4	28	8.0	6	1.7
Men	31	20.0	64	41.3	35	22.6	11	7.1	3	1.9
White	78	16.5	202	42.6	113	23.8	37	7.8	9	1.9
People of Color	6	26.1	11	47.8	5	21.7	1	4.3	0	0.0
I feel that staff who have children are considered less committed to their careers.	**22**	**4.3**	**60**	**11.7**	**107**	**20.8**	**196**	**38.1**	**111**	**21.6**
Women	16	4.6	44	12.6	71	20.3	131	37.5	73	20.9
Men	6	3.8	15	9.6	34	21.8	61	39.1	37	23.7
White	22	4.6	55	11.6	94	19.8	184	38.8	103	21.7
People of Color	0	0.0	3	13.0	10	43.5	7	30.4	3	13.0
I feel that staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.	**38**	**7.4**	**73**	**14.2**	**111**	**21.6**	**186**	**36.2**	**82**	**16.0**
Women	26	7.4	53	15.1	79	22.6	113	32.3	59	16.9
Men	12	7.7	18	11.6	29	18.7	70	45.2	23	14.8
White	33	7.0	64	13.5	103	21.7	175	35.9	76	16.0
People of Color	3	13.0	5	21.7	5	21.7	8	34.8	2	8.7

More than two-thirds of all staff respondents believed that they had support from decision makers/colleagues for their career advancement (67%) and had the equipment and supplies they needed to adequately perform their work (80%) [Table 21]. Similarly, most respondents felt they had equitable work space in terms of quantity and quality (75%). Ninety-three percent believed they had equitable access to health benefits. Fifty-two 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. 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.	**82**	**16.1**	**258**	**50.7**	**94**	**18.5**	**48**	**9.4**	**13**	**2.6**
Women	54	15.6	169	48.8	68	19.7	32	9.2	11	3.2
Men	27	17.5	84	54.5	24	15.6	15	9.7	2	1.3
White	71	15.1	243	51.7	88	18.7	45	9.6	10	2.1
People of Color	4	18.2	12	54.5	2	9.1	1	4.5	1	4.5
I have the equipment and supplies I need to adequately perform my work.	**101**	**19.6**	**309**	**60.1**	**42**	**8.2**	**53**	**10.3**	**9**	**1.8**
Women	76	21.7	210	60.0	26	7.4	32	9.1	6	1.7
Men	23	14.8	94	60.6	14	9.0	21	13.5	3	1.9
White	88	18.5	289	60.8	40	8.4	51	10.7	7	1.5
People of Color	5	22.7	14	63.6	1	4.5	1	4.5	1	4.5
I have equitable work space in terms of quantity and quality as compared to my colleagues.	**93**	**18.1**	**293**	**56.9**	**50**	**9.7**	**56**	**10.9**	**23**	**4.5**
Women	66	18.9	198	56.6	31	8.9	39	11.1	16	4.6
Men	25	16.0	93	59.6	18	11.5	15	9.6	5	3.2
White	80	16.8	278	58.4	46	9.7	52	10.9	20	4.2
People of Color	7	31.8	10	45.5	2	9.1	2	9.1	1	4.5
I feel that my compensation is equitable to my peers with a similar level of experience.	**49**	**9.6**	**219**	**42.7**	**74**	**14.4**	**103**	**20.1**	**59**	**11.5**
Women	32	9.2	145	41.7	48	13.8	70	20.1	44	12.6
Men	16	10.3	72	46.2	23	14.7	31	19.9	14	9.0
White	41	8.6	204	43.0	69	14.6	99	20.9	52	11.0
People of Color	5	22.7	9	40.9	4	18.2	1	4.5	3	13.6
I have equitable access to health benefits.	**184**	**35.8**	**294**	**57.2**	**20**	**3.9**	**6**	**1.2**	**9**	**1.8**
Women	133	38.1	191	54.7	10	2.0	5	1.4	9	2.6
Men	49	31.4	97	62.2	10	6.4	0	0.0	0	0.0
White	167	35.2	276	58.1	19	4.0	6	1.3	6	1.3
People of Color	10	45.5	10	45.5	1	4.5	0	0.0	1	4.5

Regarding respondents' observations of discriminatory employment practices, 14 percent (n = 73) of all staff respondents observed discriminatory hiring at NDSU (Table 22). Men were slightly less likely than women to have observed discriminatory hiring practices (13% vs. 15%, respectively) as were White staff compared to Staff of Color (13% vs. 17%, respectively)). Twenty-three percent of sexual minority respondents and 14 percent of straight respondents

observed discriminatory hiring. Of those staff who observed discriminatory hiring, 41 percent said it was based on sex, 23 percent on age, 14 percent on employment category or race, 12 percent on ethnicity, and 11 percent on gender identity or veteran status.

Nine percent of respondents observed discriminatory firing at NDSU. Of those individuals, 27 percent said the discrimination was based on age, 23 percent on sex or on employment category, 11 percent on physical characteristics, and nine percent on gender identity. Again, a slightly higher percentage of women than men observed the discriminatory firing (9% and 6%, respectively). Fifteen percent of sexual minorities compared to eight percent of heterosexual respondents witnessed discriminatory firing. Nine percent of Staff of Color and eight percent of White respondents witnessed such disciplinary firing.

Nineteen percent of all staff observed discriminatory practices related to promotion at NDSU and believed it was based largely on sex (42%), employment category (17%), age (15%), and gender identity (9%). Nineteen percent of women and men witnessed discriminatory promotion as did 19 percent of heterosexual respondents and 35 percent of LGB respondents. A higher percentage of Respondents of Color (30%) than White respondents (18%) witnessed such conduct.

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

	Discriminatory Hiring		Discriminatory Firing		Discriminatory Promotion	
	n	%	n	%	n	%
Yes	73	14.0	44	8.5	99	19.2
No	447	86.0	474	91.5	417	80.8

Forty-eight percent of all staff respondents (n = 243) had seriously considered leaving NDSU: 52 percent of men and 45 percent of women. Sixty-one percent of Staff of Color and 47 percent of White staff had seriously considered leaving NDSU. Additionally, 52 percent of sexual minority staff, compared to 48 percent of heterosexual staff, had seriously considered leaving.

Several staff members who considered leaving NDSU cited "better pay opportunities," "opportunities for career advancement," difficulties with colleagues and supervisors, and the "hostile" campus climate as the primary reasons for their thoughts of leaving. Several respondents indicated they stayed for the "great benefits," "family ties to the area," alleviation of stressful and/or tense work situations, and for the satisfaction of being in jobs they enjoy.

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 (23% of respondents), a much higher percentage of people (39% 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.
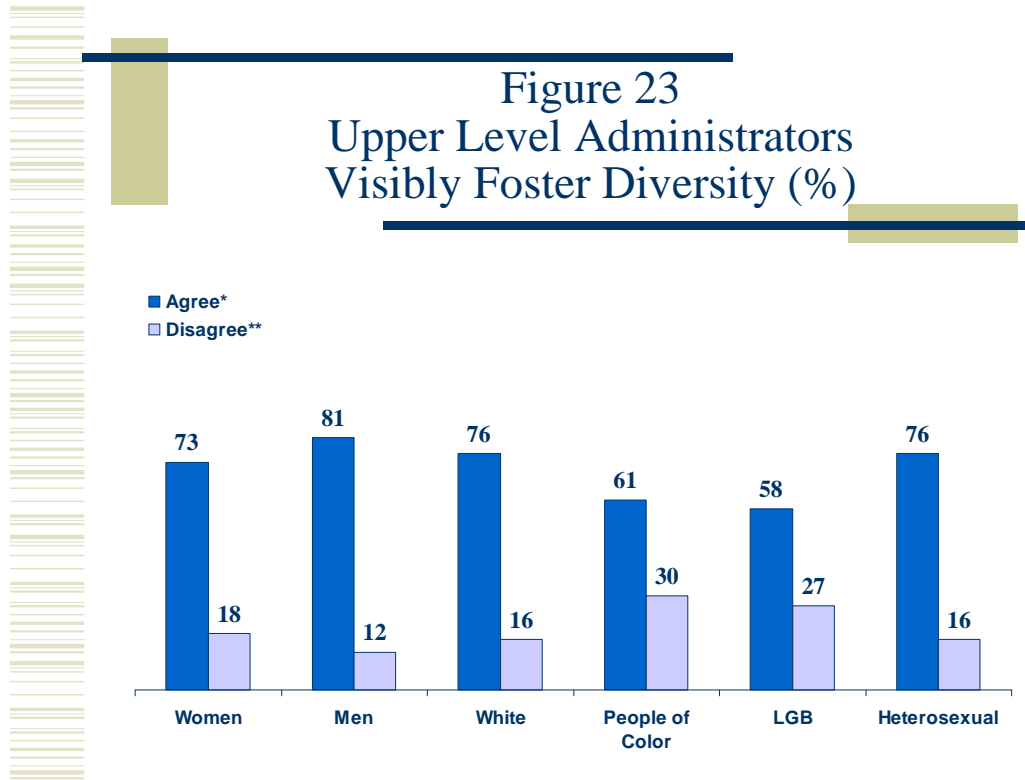
Institutional Actions

Table 23 illustrates staff members' opinions about two areas of diversity on campus. Seventy-five percent of respondents believed upper level NDSU administrators visibly fostered diversity. Sixty-three 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 23-24).

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

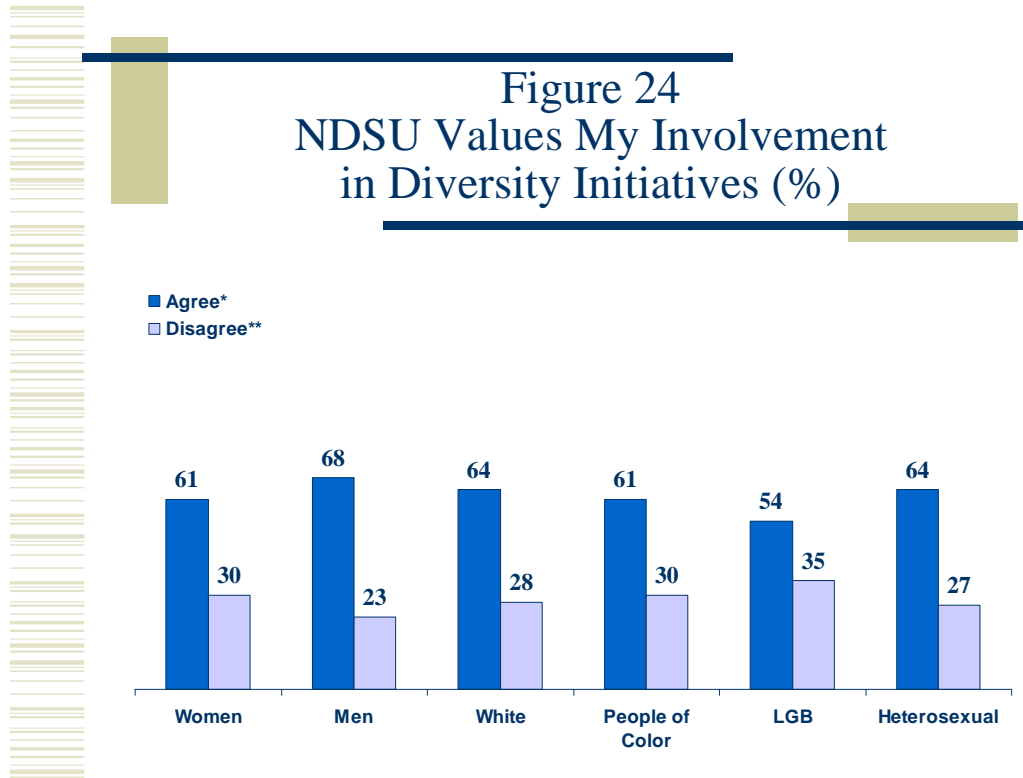|	Strongly agree		Agree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Do upper level administrators at NDSU visibly foster diversity?	101	19.6	285	55.2	43	8.3	19	3.7	68	13.2
Does NDSU value your involvement in diversity initiatives on campus?	86	16.7	239	46.3	46	8.9	14	2.7	131	25.4

Lower percentages of sexual minorities and Staff of Color than other staff groups thought

NDSU's upper level administrators visibly fostered diversity.

Figure 23
Upper Level Administrators
Visibly Foster Diversity (%)

■ Agree*
□ Disagree**

	Women	Men	White	People of Color	LGB	Heterosexual
Agree*	73	81	76	61	58	76
Disagree**	18	12	16	30	27	16

* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Staff of Color, women, and LGB staff were less likely than other respondents to think NDSU valued their involvement in diversity initiatives on campus (Figure 24).

Figure 24
NDSU Values My Involvement
in Diversity Initiatives (%)

■ Agree*
□ Disagree**

Category	Agree*	Disagree**
Women	61	30
Men	68	23
White	64	28
People of Color	61	30
LGB	54	35
Heterosexual	64	27

* 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	400	76.5
Country of origin	359	68.6
Employment Category	350	66.9
Ethnicity	368	70.4
Family/parental status	337	64.4
Gender identity	304	58.1
Immigrant status	310	59.3
Learning disability	322	61.6
Marital/relationship status	348	66.5
Mental disability	293	56.0
Physical characteristics	342	65.4
Physical disability	342	65.4
Race	367	70.2
Religion/spirituality	320	61.2
Sex	350	66.9
Sexual orientation	305	58.3
Socioeconomic status	310	59.3
Veteran's status	326	62.3
Other	19	3.6

One survey question asked staff respondents to indicate whether they had attended certain events on campus. Table 25 shows that while most of the respondents (61%) attended a new staff orientation program and some respondents attended a diversity workshop/training (40%) and diversity program(s) (35%), fewer had attended anti-racism training (28%) or Safe Zone Ally/LGBTQ training (19%).

Table 25. Events Attended by Staff Respondents

Event	n	%
New faculty orientation program	76	14.5
Diversity workshop/training	211	40.3
New staff orientation program	321	61.4
Anti-racism training	146	27.9
Safe Zone Ally/LGBTQ training	97	18.5
Diversity program	183	35.0
Other	16	3.1

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

Figures 25, 26, and 27, however, show some differences in the types of events attended by the various groups of respondents. A higher percentage of Staff of Color (48%) than other staff groups attended anti-racism training (Figure 25). A lower percentage of sexual minority staff (8%)than other groups, however, attended Safe Zone Ally/LGBTQ training (Figure 26). People of Color were the group 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 27].
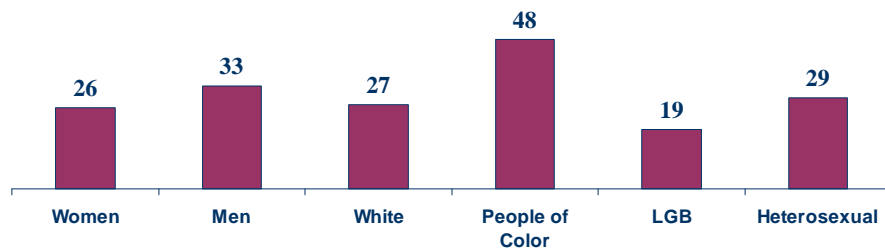
Figure 25
Staff Attendance at
Anti-Racism Training (%)

26	33	27	48	19	29
Women	Men	White	People of Color	LGB	Heterosexual

Figure 26
Staff Attendance at Safe Zone
Ally/LGBTQ Training (%)

	Women	Men	White	People of Color	LGB	Heterosexual
Value	20	17	18	39	8	19
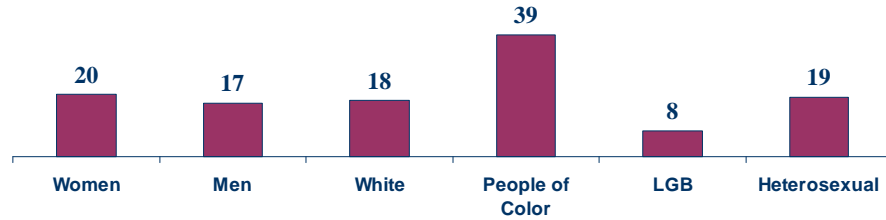
Figure 27
Staff Attendance at Diversity Program (%)

	Women	Men	White	People of Color	LGB	Heterosexual
Value	33	38	34	57	35	35
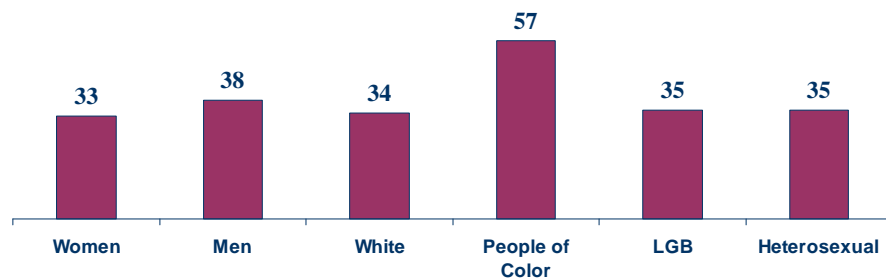
Respondents were asked to consider the factors that influenced their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). Thirty-eight percent of all staff respondents believed that diversity initiatives were relevant to their work (Table 26). Twenty-four percent believed diversity events were well advertised, and 34 percent felt welcome at these events. Twenty-nine percent felt their work load prevented them from attending. While 48 percent felt they learned from these events, only 26 percent of respondents thought diversity events at NDSU fit into their schedules, and only 19 percent believed they were expected to attend diversity events. Thirteen percent said they received a personal invitation to attend from a member of the institutional leadership.

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

| Factors	n	%
Diversity initiatives are relevant to my work	198	37.9
Diversity events are well advertised	127	24.3
Diversity events fit into my schedule	135	25.8
I am expected to attend these events	99	18.9
I feel that I am welcome at these events	177	33.8
I learn from these events	249	47.6
My work load prevents me from attending	153	29.3
Personal invitation from campus leadership	68	13.0
Diversity initiatives are not relevant to my role on campus	24	4.6
Other	18	3.4

When reviewing some of these items by demographic categories, differences emerged. Figure 28 illustrates that a higher percentage Staff of Color than other staff respondent groups felt welcome at diversity events on campus.

**Figure 28
Staff Who Indicate That They Feel
Welcome at Diversity Events (%)**

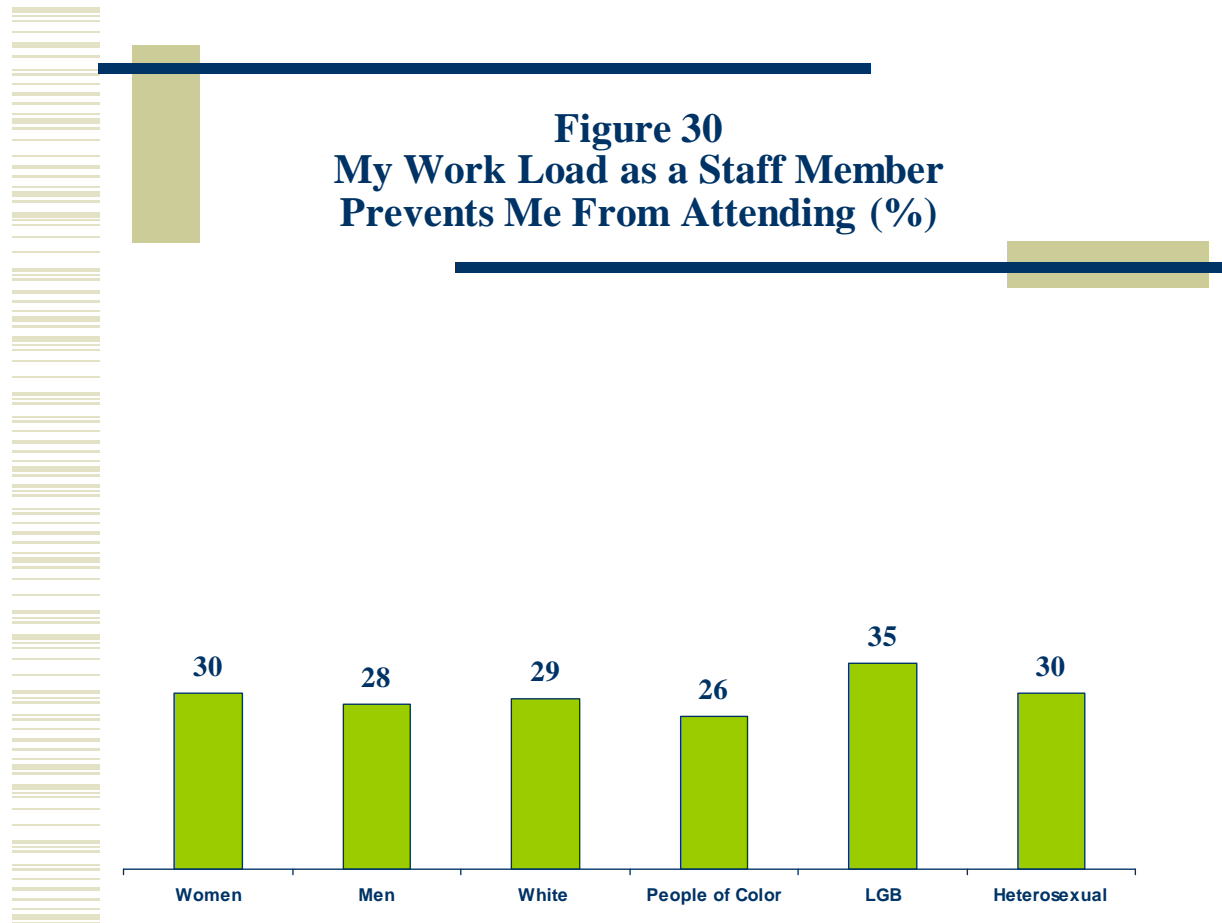| Women	Men	White	People of Color	LGB	Heterosexual
34	34	33	52	27	35
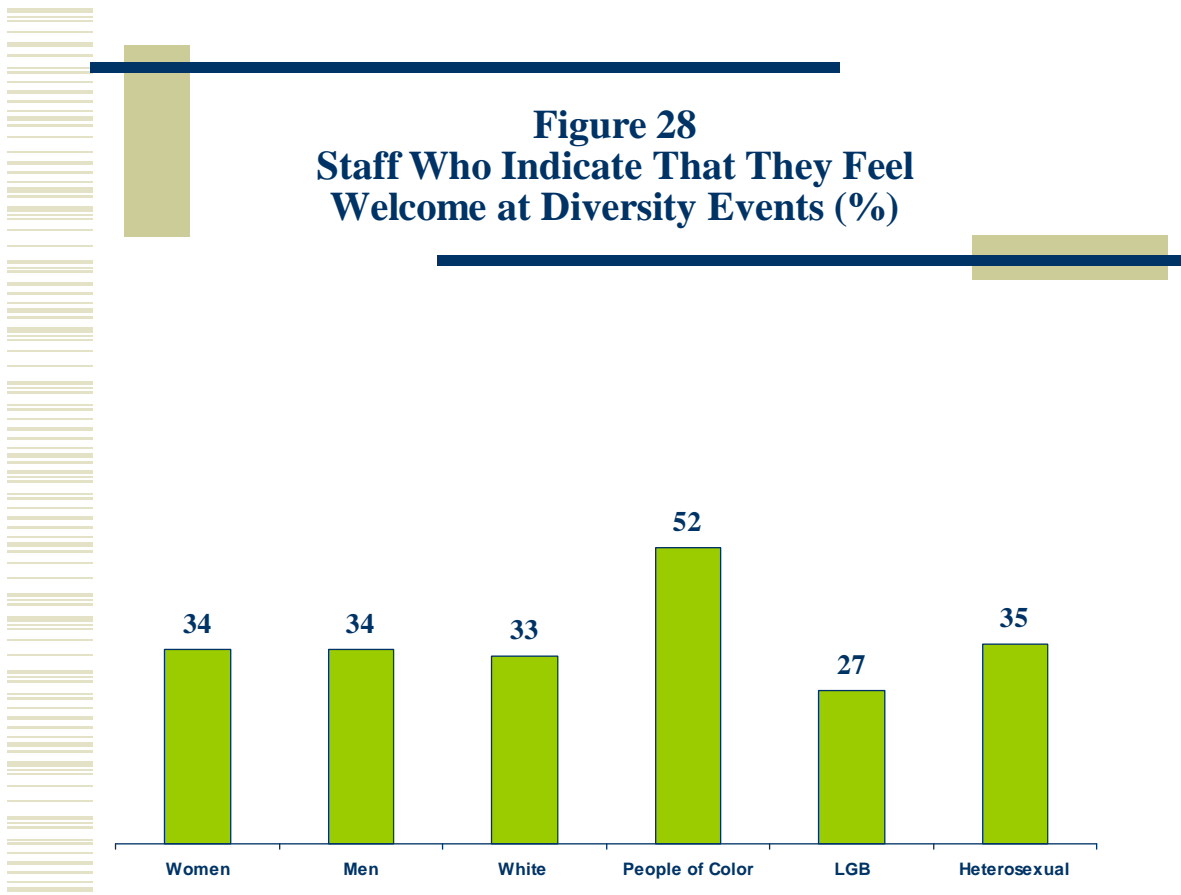
Fewer sexual minority respondents than other staff groups thought that diversity initiatives were relevant to their work (Figure 29).

**Figure 29
Diversity Initiatives are Relevant
to My Work as a Staff Member (%)**

Women	Men	White	People of Color	LGB	Heterosexual
38	38	38	35	23	39
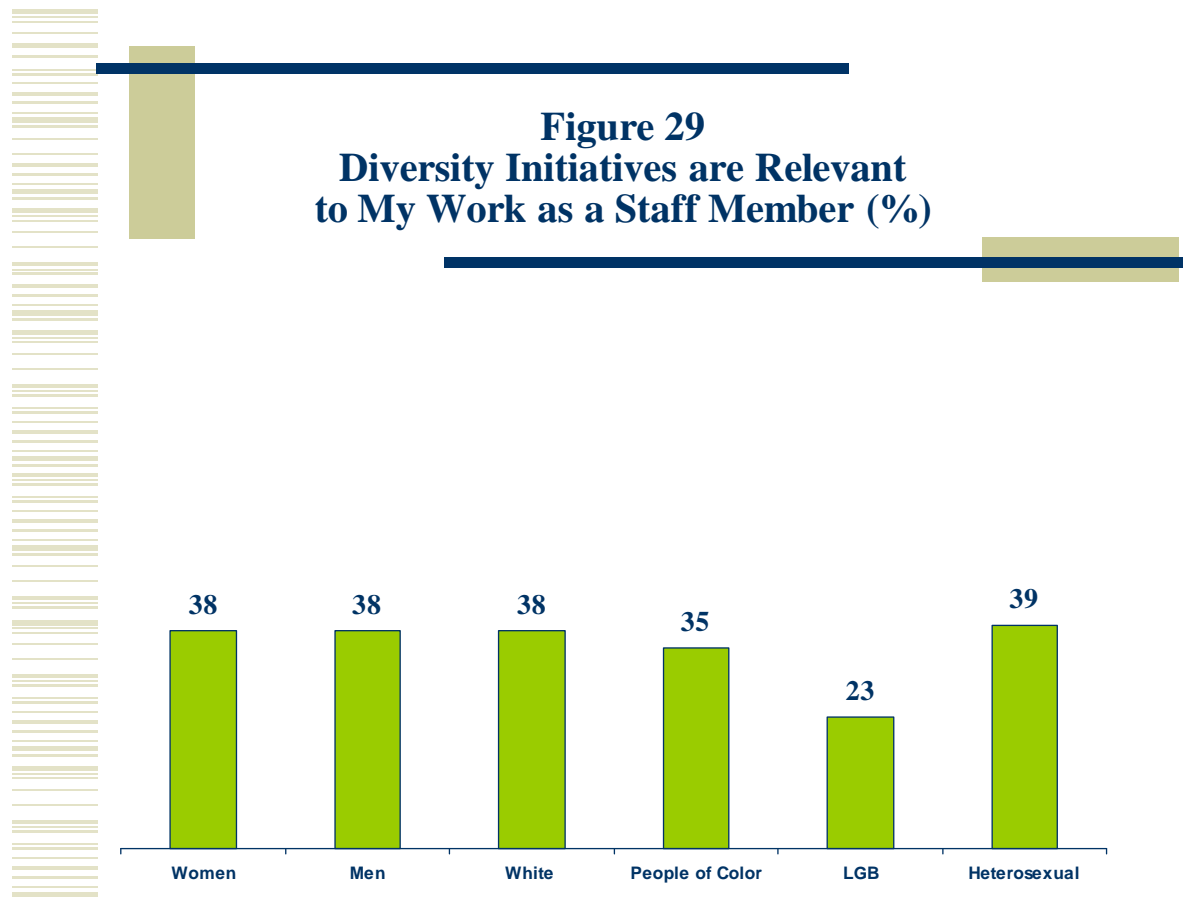
A higher percentage of LGB respondents indicated their work loads prevented them from attending diversity-related events (Figure 30).

Figure 30
My Work Load as a Staff Member
Prevents Me From Attending (%)

Women	Men	White	People of Color	LGB	Heterosexual
30	28	29	26	35	30

When asked in a follow-up question to explain their reasons for attending or not attending a diversity program on campus, staff respondents gave a variety of reasons. In addition to the reasons stated in the previous question (e.g., "My workload prevents me from attending"), several people indicated they did not attend because they thought diversity-related events were "political" or "a waste of time." Some respondents said they did not want to attend any events about issues related to sexual orientation. Other respondents said they attended diversity events because information provided is "helpful in my profession and is good knowledge" to have or because their work unit supervisors expected them to attend.

Summary

In addition to staff 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 tend to feel that the institution was not addressing diversity issues as favorably as 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 contribute 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. As to the findings themselves, the results parallel those from similar investigations at higher education institutions across the country.

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 he 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