



Rankin & Associates, Consulting

Assessment • Planning • Interventions

North Dakota University System
Campus Climate
Assessment Project

Minot State
University

Final Report
December 2006



Rankin & Associates, Consulting

Table of Contents

Executive Summary	i
Sample Demographics	iii
Quantitative Findings.....	iii
Qualitative Findings.....	vi
Introduction.....	1
Methodology.....	3
Conceptual Framework.....	3
Design of the Study.....	3
Results.....	6
Personal Experiences	22
Experiences as Members of the University Community	37
Perceptions of Campus Climate.....	41
Institutional Actions.....	54
Next Steps.....	73
References.....	75
Appendices.....	77
Appendix A Thematic Analysis of Comments.....	78
Appendix B Survey Instrument.....	87
Appendix C Data Tables.....	102
Appendix D Project Model- Transformational Tapestry.....	139

Executive Summary

*Resistance begins with people confronting pain, whether it's theirs or somebody else's, and wanting to do something to change it.*¹

— bell hooks, *Yearning*

American colleges and universities are charged with creating an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, in which individuals are not just tolerated but valued. Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Institutional strategic plans advocate creating welcoming and inclusive climates grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The North Dakota University System (NDUS) believes in creating such an environment as is evidenced by the system's support and commitment to this project and its own mission statement. The project was commissioned by the Chancellor's Office and the Diversity Council to identify challenges and implement initiatives to create an inclusive, socially just climate. To minimize internal bias, the Diversity Council contracted with an outside consultant² to assist in identifying the challenges confronting NDUS and the Minot State University (MSU) community with respect to underrepresented³ employees and students. The project was a proactive initiative by the Diversity Council to review the climate on campus for underrepresented groups. An internal assessment was conducted, and the results will be used to identify specific strategies for addressing the challenges, supporting positive diversity initiatives, and developing a strategic plan to maximize equity at MSU. This report provides an overview of the process for maximizing equity and the findings of the climate assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents. This assessment will help to lay the groundwork for future initiatives.

¹ hooks, b. (1990). *Yearning*. Boston: South End Press.

² Rankin & Associates Consulting was the firm hired to conduct the project.

³ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

Due to the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2002).⁴ The survey questions were informed by the work of Rankin (2003).⁵

The Diversity Council and various constituent groups reviewed drafts of the survey. The final survey contained 62 questions and one additional open-ended question for respondents to provide commentary regarding their experiences. It was distributed to the campus community during the spring 2006 semester. All members of the MSU community were invited to participate in the survey, and particular effort was made to recruit respondents from underrepresented populations. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the climate for underrepresented members of the academic community, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

To allow constituent groups the opportunity to respond to the findings of the assessment and provide suggested revisions and/or further clarifications, the Diversity Committee reviewed a draft of the final report. A summary of the findings, presented in bullet form below, suggests that while MSU has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country⁵

⁴ See Appendix D for a more detailed description of the Transformational Tapestry© model.

⁵ Rankin (forthcoming) is a national study examining the campus climate for underrepresented groups.

Sample Demographics

654 surveys were returned representing the following:

- 21.8 percent response rate
- 441 students, 75 faculty, 99 staff, and 12 administrators
- 53 people of color⁶
- 156 people who identified as having a physical, cognitive, or emotional disability
- 21 people who identified as lesbian, gay, bisexual, or “uncertain” of their sexuality
- 475 women; 171 men; 2 transgender⁷
- 119 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate⁸

- **A small percentage of respondents reported that they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment).⁹ “Position on campus” was most often cited as the reason given for the harassment. People of color and sexual minorities¹⁰ experienced such harassment more often than White people, and many of them felt it was due to their race or sexual orientation. Harassment largely went unreported.**
 - 16 percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
 - The conduct was most often believed to be based on the respondents’ position on campus, age, gender, education level, and political views.

⁶ 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.

⁷ “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*. (2004, March) London, UK: Oxford University Press. Retrieved February 17, 2006, from <http://dictionary.oed.com/cgi/entry/00319380..>

⁸ 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 C.

⁹ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

¹⁰ Sexual minorities are defined, for the purposes of this report, as people who identify as lesbian, gay, or bisexual.

- Compared with 16 percent of White people, 21 percent of people of color had personally experienced such conduct.
 - Of respondents of color who reported experiencing this conduct, 55 percent stated it was because of their ethnicity.
 - Compared with 16 percent of heterosexual people, 38 percent of LGB and “uncertain” respondents had personally experienced such conduct.
 - Of sexual minority respondents who reported experiencing this conduct, 38 percent stated it was because of their sexual orientation.
 - A higher percentage of women (18%) than men (11%) experienced harassment; 28 percent of women and 6 percent of men said it was based on their gender.
 - 23 percent of respondents who experienced this harassment made a complaint to a MSU employee or official; 16 percent did not know who to go to, and 23 percent did not report the incident out of fear of retaliation.
- **A small percentage of respondents had been sexually harassed or sexually victimized.**
 - Less than 2 percent (n=10) were victims of sexual assault while at MSU. Seven assaults happened on campus. All of the survivors were heterosexual, White women. None contacted the police, and two sought medical services.
 - 49 percent of all respondents believed MSU would support them and take action on their behalf if they were sexually assaulted, while 36 percent were unsure about how MSU would react.
 - 8 of the 10 sexual assault survivors believed MSU would not support them or take action on their behalf.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at MSU (80%), in their academic department/program of study or administrative unit (81%), and in their classes/work area (84%). Fewer were comfortable/very comfortable with the climate in the local community (78%). The figures in the narrative indicate some disparities based on race.**
 - Compared with 86 percent of White people, 70 percent of people of color were comfortable with the overall climate at MSU
 - Compared with 88 percent of White people, 79 percent of people of color were comfortable with the climate in their classroom or work unit.
 - Compared with 80 percent of White people, 80 percent people of color were comfortable with the climate in the local community.

- **A small percentage of respondents reported they were aware of harassment on campus. The perceived harassment was most often based on race, position status, ethnicity, sexual orientation, and gender. People of color and sexual minorities were more aware of such harassment. Such incidents often were not officially reported.**
 - 18 percent of the participants had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.
 - Compared with 17 percent of White people, 26 percent of people of color had observed or personally been made aware of such conduct.
 - Compared with 17 percent of heterosexuals, 38 percent of sexual minorities had observed or personally been made aware of such conduct.
 - Compared with 31 percent of faculty, 17 percent of administrators had observed or personally been made aware of such conduct, as were 25 percent of staff and 14 percent of students.
 - These incidences were reported to an employee or official only 15 percent of the time. 17 percent didn't know who to go to, and 14 percent didn't report the incident out of fear of retaliation.

- **27 percent of staff, 21 percent of faculty, and 8 percent of administrators were aware of discriminatory employment practices.**
 - Respondents indicated that they were most often based on position status, gender, age, and educational level.

- **A notable percentage of student respondents (68%) felt that their classrooms were welcoming to members of underrepresented groups. Students of color, women students, and lesbian, gay, and bisexual students felt this way less often than did their "majority" counterparts.**
 - Compared to 71 percent of White students, 49 percent of students of color felt the classroom climate was welcoming for historically underrepresented and marginalized students.
 - Compared to 69 percent of heterosexual students, 57 percent of LGB students felt the classroom climate was welcoming for historically underrepresented and marginalized students.

- **61 percent of employee respondents felt that the workplace was welcoming to members of underrepresented groups.**
 - Compared to 64 percent of White employees, no employees of color felt that the workplace climate was welcoming for employees from underrepresented and marginalized groups.
 - Compared to 61 percent of heterosexual respondents, 50 percent of LGB employees felt the workplace climate was welcoming.

Institutional Actions

- More than half of all respondents believe the following offices/units had visible leadership to foster diversity/social justice at MSU: faculty in their schools (64%), the President's Office (57%), their direct supervisors (55%), and student organizations (52%).
- 58 percent of respondents believed that MSU values their involvement in diversity initiatives on campus.
- Approximately half of all respondents felt that providing workshops/programs that focus on issues, research, and perspectives related to age, country of origin, ethnicity, race, English as a second language status, psychological disability status, learning disability status, physical disability status, physical characteristics, sexual orientation, gender identity, gender expression, religion, socioeconomic class, and veterans/active military status would improve the campus climate for these groups.
- Respondents were less likely to believe that *requiring* students and employees to take a class on these issues would positively affect the campus climate.
- 36 percent of respondents thought that including diversity related activities as a criterion for hiring and/or performance evaluations would improve the climate at MSU.

Qualitative Findings

Out of the 654 surveys received at MSU, a relatively small percentage of respondents (approximately 11%) contributed remarks to the four open-ended questions (questions 9, 28, 35, and 62). Respondents included undergraduate and graduate students, as well as administrators, faculty, and staff. The open-ended questions asked for general elaboration of personal experiences and thoughts^{11, 12}

Of the respondents who provided comments regarding these questions, they were divided between whether attention to diversity was a positive or negative aspect of MSU. Many praised the University's efforts to create a welcoming atmosphere, asserted that the climate had improved in recent years, and/or suggested the campus would further benefit from additional actions to promote diversity. Others believed, however, that diversity efforts were over-emphasized or have led to reverse discrimination. These comments

¹¹ The complete survey is available in Appendix B.

¹² A brief analysis of the comments is provided in Appendix A.

indicate that many respondents believe not only that diversity efforts are unnecessary, but also that diversity efforts are actively harmful.

While many respondents reported positive experiences with diversity and diversity initiatives, some individuals described common experiences of lack of adequate responses to specific types of complaints. It is not suggested that these experiences are typical, or that the conclusions drawn by the commenter are accurate representations of what happened. Rather, these examples “give voice” to the experiences reported in the quantitative findings of the report. As mentioned in the comments, some respondents indicated they would not report complaints because of perceived lack of support of the University.

Overall, the results in this report parallel those in similar investigations where people of color, women, sexual minorities, and people with disabilities tend to feel that the institution is not addressing systemic, structural, and informal issues as favorably as for their White, male, heterosexual, and able-bodied counterparts. The next steps in this project are to use the results of this assessment to identify specific strategies for addressing the challenges facing the community and to support positive initiatives on campus.

Introduction

The Campus Community

One of the primary missions of higher education institutions is to unearth and disseminate knowledge. Academic communities expend a great deal of effort fostering an environment in which this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.¹³ 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.¹⁴ Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education suggests that in order to build a vital community of learning a college or university must provide an environment 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 (p. 9).

In addition, a report by the Association of American Colleges and Universities (AAC&U) (1995) challenges higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. 2). AAC&U proposes 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.3). The report

¹³For more detailed discussions of climate issues see Bauer (1998), Boyer (1990), Peterson (1990), Rankin (1994, 1998), and Tierney and Dilley (1996).

¹⁴For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer (1998), Kuh and Whitt (1988), Peterson (1990), Rankin (1994, 1998, 1999), and Tierney (1990).

suggests that in order to provide a foundation for a vital community of learning, a primary mission of the academy must be to create an environment that cultivates diversity and celebrates difference.

Colleges and universities, therefore, seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, in which individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest it is crucial to increase multicultural awareness and understanding within an environment of mutual respect and cooperation, a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction. On many campuses, however, a climate that is equally supportive of all of its members does not exist.¹⁵

In the 2005, the Chancellor's Office and the Diversity Council at NDUS contracted with an outside consultant¹⁶ to assist, by developing and conducting an internal assessment, in identifying challenges confronting the North Dakota University System with respect to underrepresented groups.¹⁷ This assessment was a proactive initiative by NDUS to review the climate on each campus for underrepresented groups. The results of the internal assessment will be used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives by developing a strategic plan. This report provides an overview of the process and the findings of the internal assessment, including the results of the campus-wide survey and the thematic analysis of comments provided by survey respondents.

¹⁵ Institutions of higher learning are defenders of First Amendment rights and academic freedom. Campuses are venues for dialogue among different voices and viewpoints; this discourse must not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to our own. The fundamental right to free speech, however, is not a justification for acts of violence or harassment. Rankin & Associates recommends that institutions of higher education review campus policies concerning First Amendment rights, as well as official university activities and course descriptions, to ensure that they are for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

¹⁶ Rankin & Associates Consulting was the firm hired to conduct the project.

¹⁷ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

Methodology

Conceptual Framework

For the purposes of this project, diversity is defined 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.”¹⁸ Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith, et.al. (1997) and modified by Rankin (2002).¹⁹

Design of the Study

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). In October 2005, the consultant presented the proposal and reviewed a survey template with the Diversity Council and other invited constituents from each of the NDUS campuses. Following this meeting, the Diversity Council reviewed the drafts of the survey. The final survey contained 62 questions²⁰ and one additional open-ended question. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of MSU’s institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in paper/pencil and on-line formats. All surveys were input into a secure site database and tabulated for appropriate analyses.

¹⁸ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁹ See Appendix D for a more detailed description of the Transformational Tapestry© model.

²⁰ To ensure reliability, evaluators must make certain that instruments are properly worded and administered in a consistent manner so that they elicit consistent responses. The instrument for this study was revised numerous times, defines critical terms, and has had "expert evaluation" of items (in addition to the internal consistency checks – see pages 8-10).

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in spring 2006 by the Diversity Council and was not required to undergo NDUS' IRB process. The proposal indicated that any analyses of the data would guarantee participant anonymity. The final web-based survey was made available to the campus community in April-May 2006. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees at MSU via an invitation to participate from the President. To encourage participation from underrepresented groups on campus, members of the Diversity Council forwarded subsequent invitations to their respective constituent groups.

Additional incentives provided by the University included: students who completed the survey during the month of April were eligible for to enter a raffle to win their choice of either an Xbox or Video IPOD. Each student that completed the survey also received a Mystery Beaver button, which made them eligible to win a \$20 giveaway (Mystery Beaver Bucks) drawn each day of April. Survey participants had to be wearing the button and introduce themselves to another on campus saying, "Hi, I'm _____. I took the Climate Assessment Survey," to see if that individual was the Mystery Beaver person (that was holding the \$20).

The climate survey and incentive drawings were advertised on a on a link on the MSU homepage, on the campus radio, on the campus TV station, at table tents in the snack bar and commons area, and in the campus newspaper.

Limitations. Several limitations to the generalizability of the data exist. The first limitation is 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 the fact that a participant's decision to participate may be correlated with traits that affect the study, making the participants a non-representative sample. For example, people with strong opinions or substantial knowledge may be more willing to participate.

A second limitation²¹ results from the decision to deliberately attempt to over-sample certain populations. That is, after the initial survey announcements, subsequent “invitations to participate” were forwarded to underrepresented groups (identified by the Diversity Council), but not to parallel “majority” populations.

Data Analysis. Survey data were analyzed using SPSS (version 13.0) to compare the responses (in raw numbers and percentages) of various groups. Numbers and percentages were also calculated for salient group memberships (e.g., by gender, race/ethnicity, position) to provide additional information regarding participant responses. Five of the questions in the survey allowed respondents the opportunity to expand upon their survey responses, describe in more detail their experiences of campus climate, and add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of qualitative analysis, although this analysis should not be considered a comprehensive qualitative study.

One reviewer read all comments, and a list of common themes was established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey questions and revealed in the quantitative data, however, additional themes that appeared in the comments were noted. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²¹ Previous research on institutional climate (Smith, 1997; Tierney, 1990) suggests using a random sampling technique will miss the voices of underrepresented groups due to their small numbers. Stratified random sampling may be used to address this challenge, but it was determined that due to the intent of the project to provide all members of the University community with the opportunity to participate and to have their voice included, a population study was conducted.

Results²²

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

Description of the Sample.²³ Six hundred fifty-four (654) surveys were returned. As noted previously, there was a deliberate attempt to reach underrepresented groups. The sample and population figures, chi-square analyses, and response rates are presented in Table 1.²⁴ Clearly the significance of several demographic categories suggests that underrepresented groups were "over-sampled," which adheres to the intent of the sampling procedures. The results indicate the following:

- The sample has a significantly greater proportion of females and smaller proportion of males than does the population.
- The sample has a significantly greater proportion of people of color (e.g., African American/Black, Asian/Pacific Islander, American Indian) than the population and a significantly smaller proportion of white people than the population.
- In regard to position, the sample is significantly different than the population in all categories. The sample has a significantly smaller proportion of undergraduate students, and a significantly greater proportion of graduate students, faculty, staff, and administrators.
- The undergraduate student response percentage was 16%. In contrast, 37% of graduate students, 41% of faculty, 48% of staff, and 63% of administrators completed the survey.

Given these results and the low overall response rate, caution must be used when comparing these groups to their corresponding majority groups.

²² A thematic analysis of the comments provided by respondents is provided in Appendix A.

²³ All frequency tables are provided in Appendix C. For any notation regarding tables in the narrative, the reader is directed to these tables.

²⁴ The population data for citizenship was incomplete and, therefore, the citizenship category of the demographic analysis was omitted.

Table 1
Demographics of Population and Sample²⁵

Characteristic	Subgroup	Population		Sample	
		%	(n)	%	(n)
Gender ^a	Male	37.5%	1122	26.4%	171
	Female	62.5%	1872	73.3%	475
	Transgender			0.3%	2
Race/Ethnicity ^b (students)	African American/Black	1.9%	44	3.0%	12
	Asian/Pacific Islander American	0.7%	17	1.9% ¹	7
	Indian/Alaskan/Hawaiian	3.9 %	91	6.4%	25
	Chicano/Latino/Hispanic	1.8%	42	2.3%	9
	White/Caucasian	91.7%	2146	89.3%	350
				3.8%	15
Position ^c	Undergraduate Student	82.6%	2473	61.0%	392
	Graduate Student	3.7%	112	6.5%	41
	Faculty	6.1%	184	11.6%	75
	Staff	6.9%	206	15.4%	99
	Administrator	0.6%	19	1.9%	12
	Other			3.7%	24

¹ Percentages do not sum to 100 because respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 646) = 33.53, p = .0001$

^b $X^2(4, N = 403) = 15.59, p = .0036$

^c $X^2(4, N = 619) = 171.36, p = .0001$

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. Several researchers working in the area of diversity, as well as higher education survey research methodology experts (M. Lee Upcraft & Patrick Terenzini), reviewed the template used for the template survey. The survey was also reviewed by members of underrepresented constituent groups both outside the institution and then again through the Diversity Council. The survey questions were constructed based on the work of Hurtado (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional/organizational studies. Content validity is ensured given that the items and response choices arose from literature reviews, and previous surveys. Construct

²⁵ The table population categories for race are those used by the institution. The table sample categories for race are those created by DAC?? based on their knowledge of the community at MSU. For the purposes of this study the population category of African/African American includes the sample categories of African, African American, and Black.

validity, or the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors, is the intent of this project. Ideally, one would like to have correlations between responses and known instances of harassment, for example, however there are no reliable data available. The important issue (in addition to the content validity description above) becomes the manner in which questions are asked and response choices given - both must be non-biased, non-leading, non-judgmental. In particular, items included on the questionnaire discourage “socially acceptable” responding.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (questions 36 and 37) and those that rate overall campus climate on various scales (question 57) are 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 are internally reliable (Trochim, 2000).

Sample characteristics. The majority of the sample was female (73%) (Figure 1), heterosexual (95%) (Figure 2), and between 20 and 21 years old (19%, Figure 3).

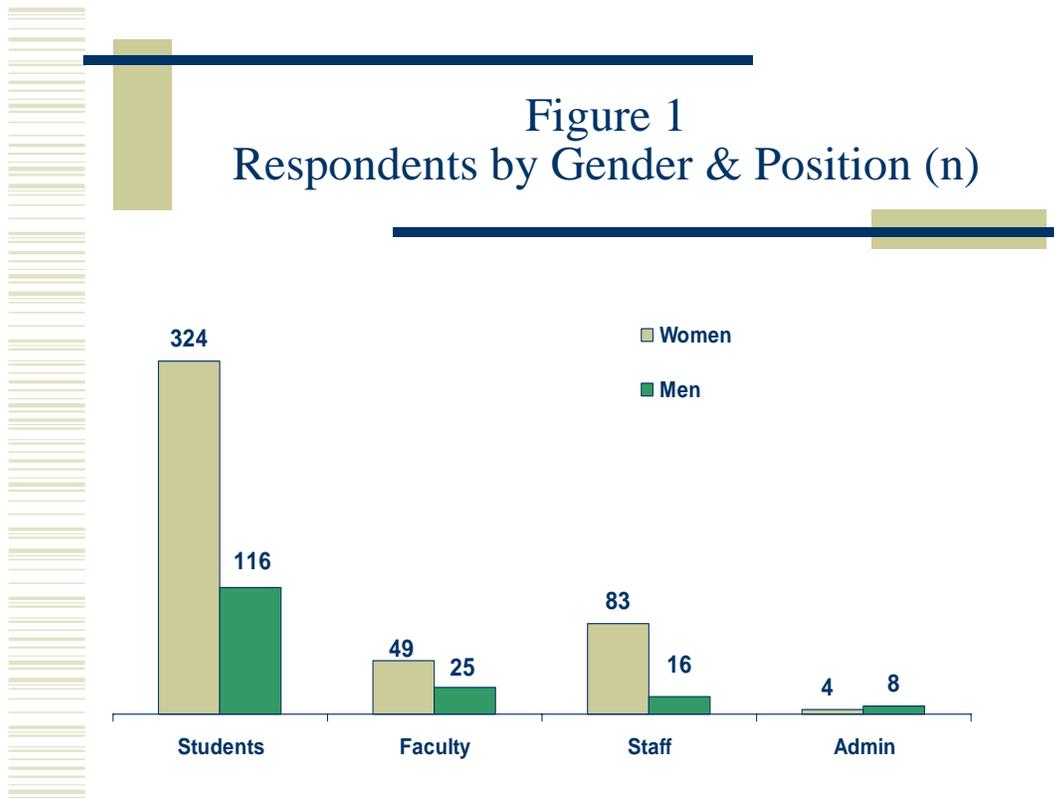
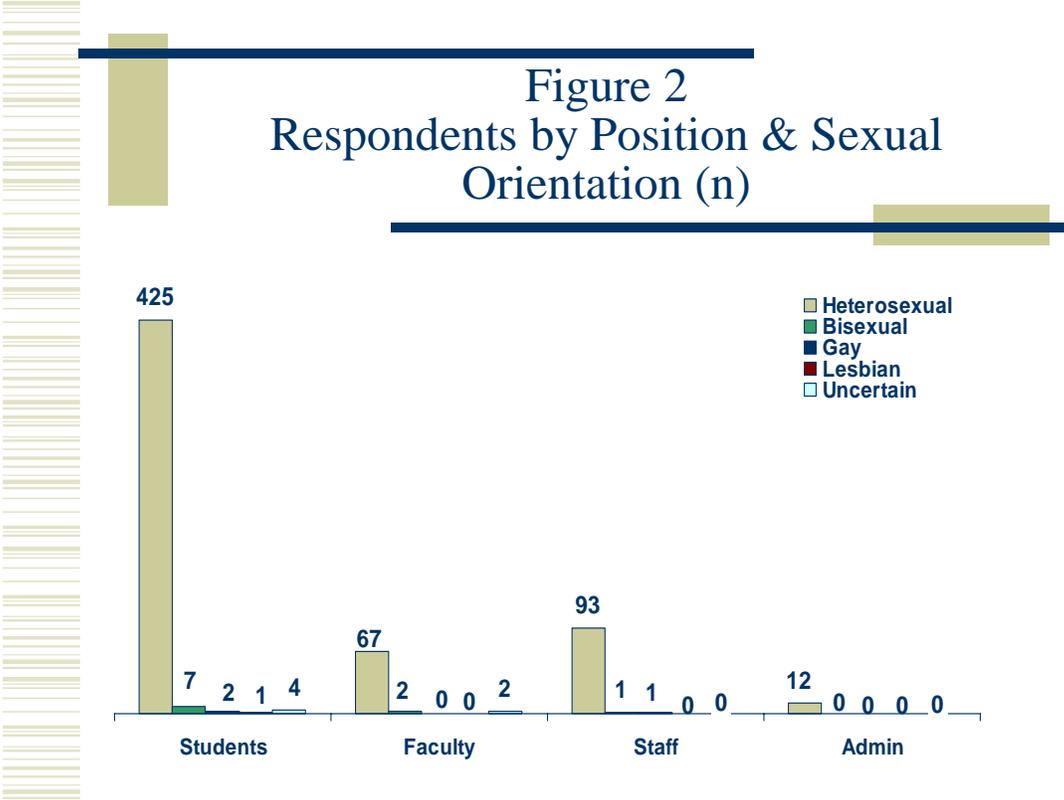


Figure 2
Respondents by Position & Sexual Orientation (n)



Of the respondents who indicated “other” in terms of sexual orientation, one person wrote in, “queer,” another wrote, “I’d say I’m heteroqueer,” and two entered, “straight.”

Figure 3
Respondents by Age
& Position (n)

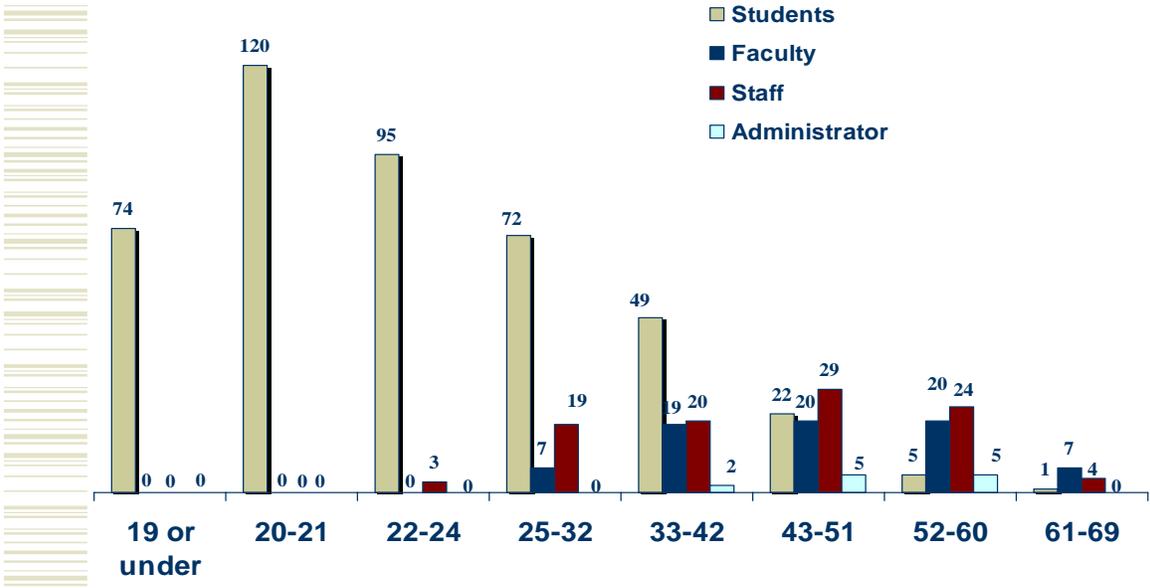
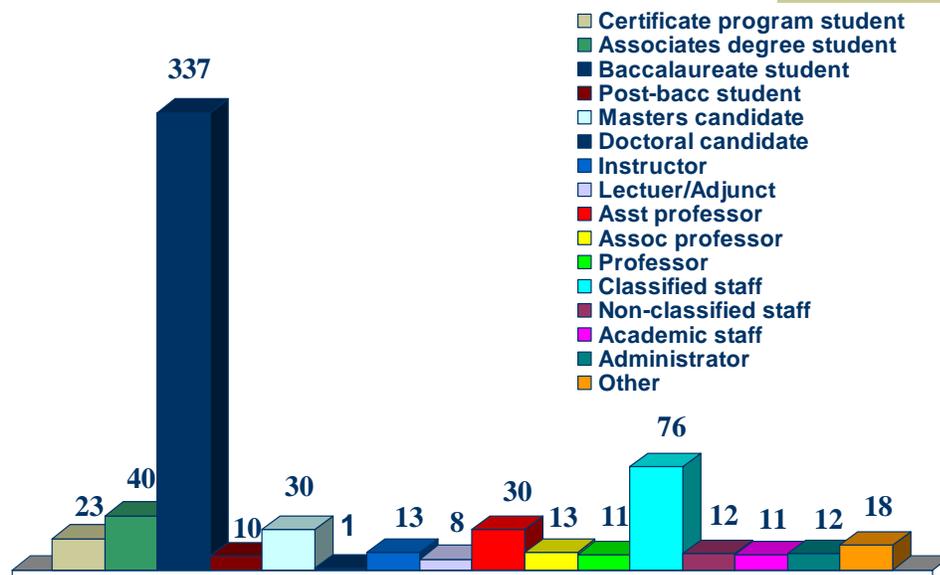


Figure 4 depicts the respondent population by MSU position.²⁶ Approximately 67 percent of the survey respondents were students, while 15 percent were staff, 11 percent were faculty (instructor, lecture/adjunct, assistant professor, associate professor, professor), and 2 percent were administrators (Figure 4). “Other” responses (3%) included “Center for Excellence,” “project assistance,” “football coach,” “faculty,” “reading endorsement,” and “secretary.” Eighty-eight percent of respondents are full-time in their primary positions.

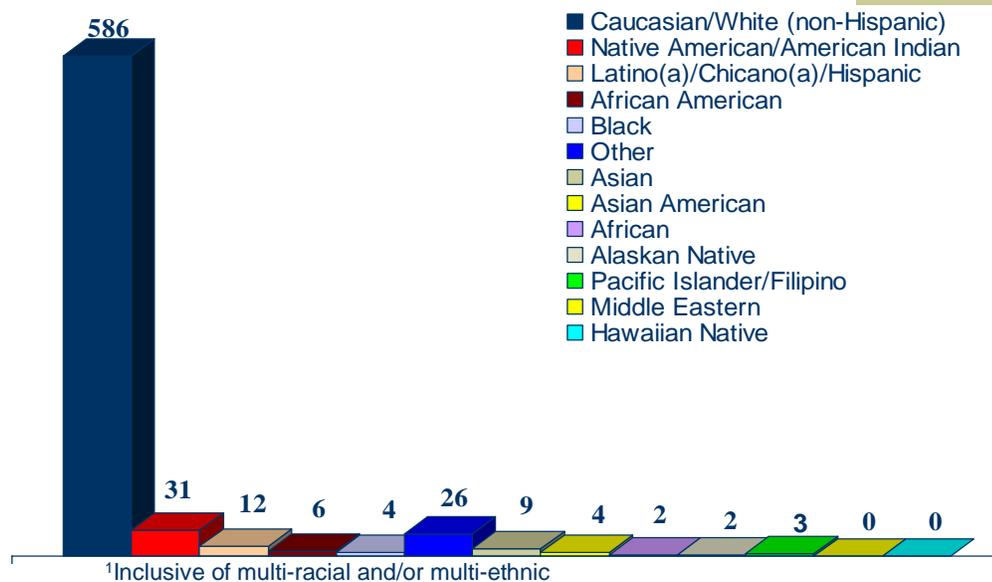
Figure 4
 Respondents by Position (n)



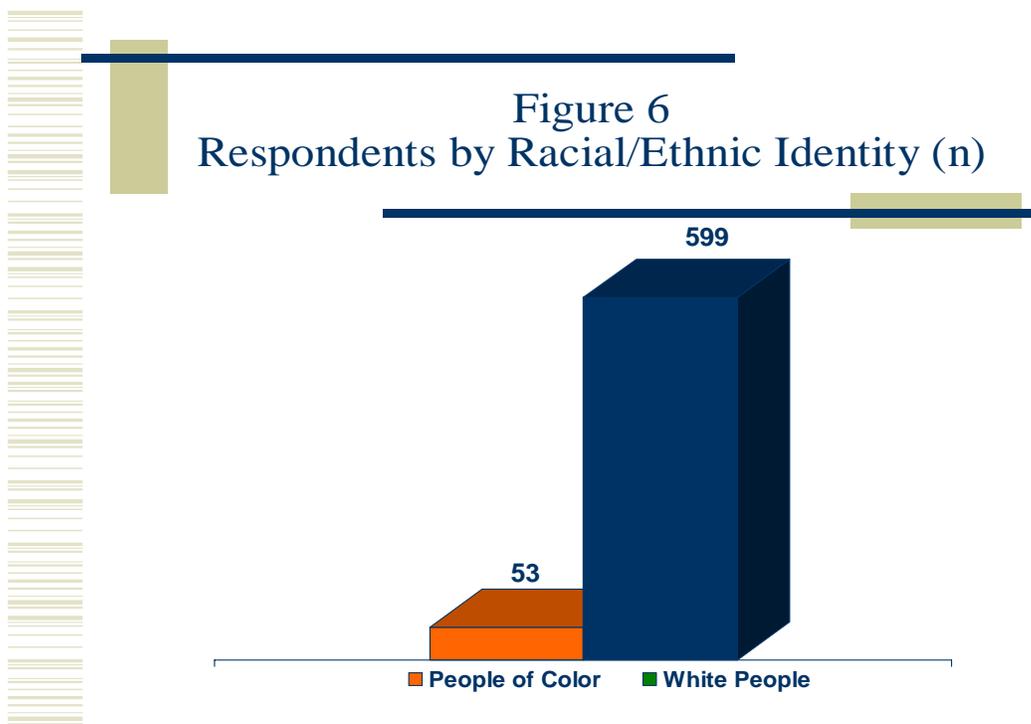
²⁶ Throughout this report, several “position” categories have been collapsed. “Students” include certificate, associates, baccalaureate, post-baccalaureate, masters, and doctoral degree students. “Faculty” includes instructors, lecturers/adjuncts, and assistant, associate, and full professors. “Staff” includes non-classified, classified, and academic staff.

With respect to race and ethnicity, 90 percent of the respondents identified as White/Caucasian. Five percent self-identified as Native American/American Indian and listed tribal affiliations including Assinoboine Sioux, Cherokee, Cheyenne River Sioux, Chippewa, Cree, Crow, Hidasta, Oxate, Sisseton, Spirit Lake, Standing Rock Sioux, Turtle Mountain, Wahpeton, and “three affiliated tribes.” Two percent were Asian or Asian American, and Latino(a)/Hispanic/Chicano. One percent were African American. Less than one percent of the respondents identified as African, Black, Alaskan Native, or Pacific Islander/Filipino. No respondents identified as Middle Eastern or Hawaiian Native (Figure 5). “Other” responses include “what’s wrong with plain ol’ regular White?” “I view this as a racist question,” “American,” “I’m also a native American since I was born here and have lived here all my life.” “Other” responses also included “Jamaican” and a number of European ancestries, including German, Italian, Russian, French gypsy, etc.

Figure 5
Respondents by Racial/Ethnic Identity (n)¹



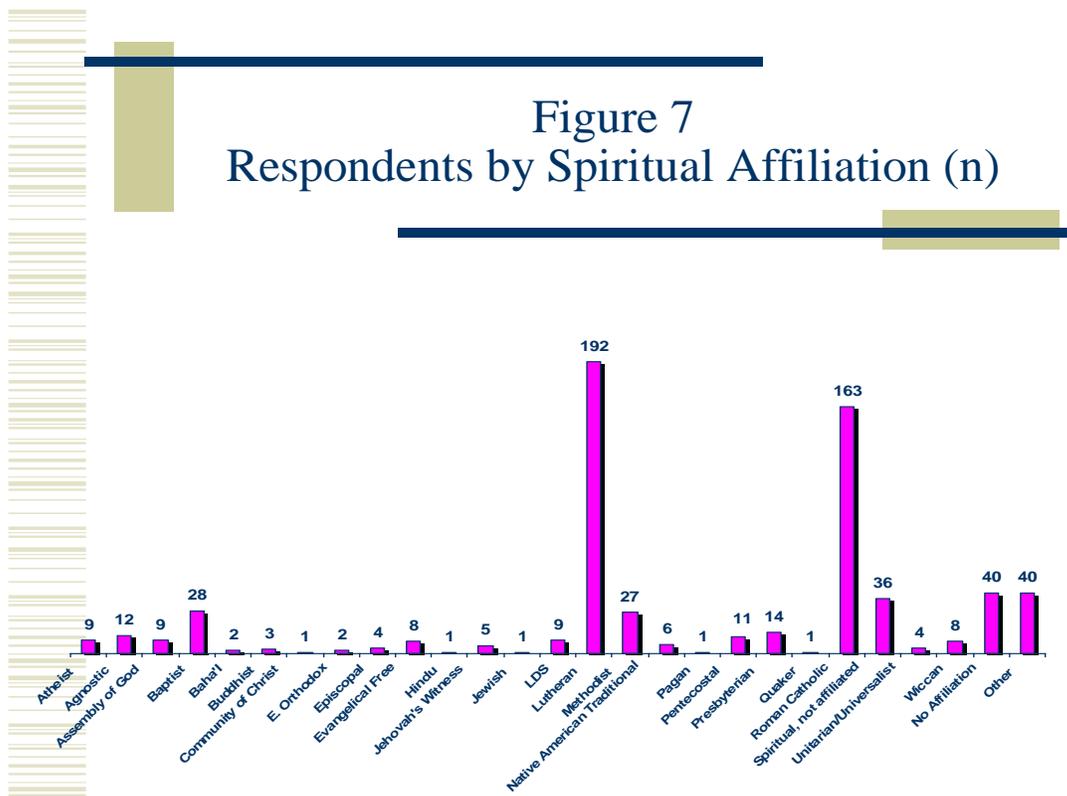
Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n=599) as part of their identity and 53 respondents chose a category other than White as part of their identity (Figure 6). Given the small number of respondents in each racial/ethnic category, some analyses and discussion use the collapsed categories of People of Color and White people.²⁷



²⁷ 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.

Figure 7 illustrates that approximately 73 percent of the respondents were affiliated with a Christian denomination, while nine percent identified as having no spiritual affiliation. Most respondents that indicated “other” affiliations entered additional Christian affiliations, including “believe in the mighty father,” “Bible-believing Christian,” “Catholic,” “nondenominational Christian,” “United Church of Canada,” “United Church of Christ,” and “I believe in God and the Bible.” Others entered, “Rastafarian,” “Satanist,” and “I prefer not to answer.”

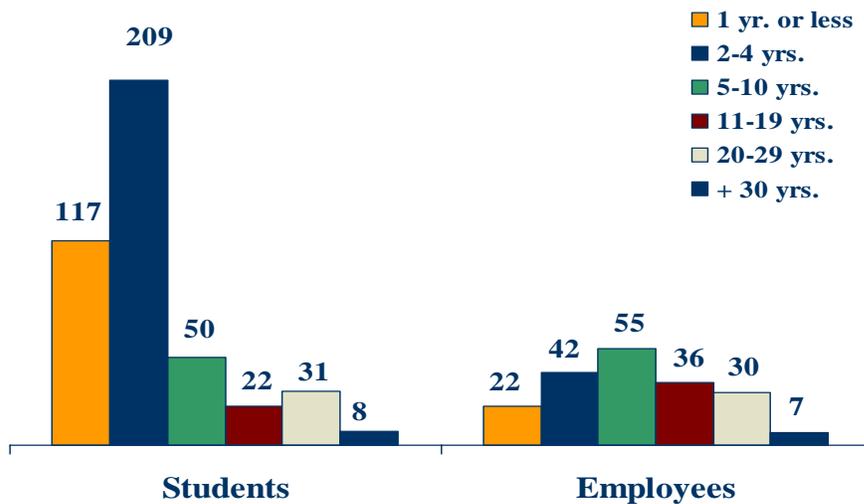
Figure 7
 Respondents by Spiritual Affiliation (n)



Note: Categories offered as response choices with no responses (0) are not included in this graph, but are available for review in Table 12, Appendix C.

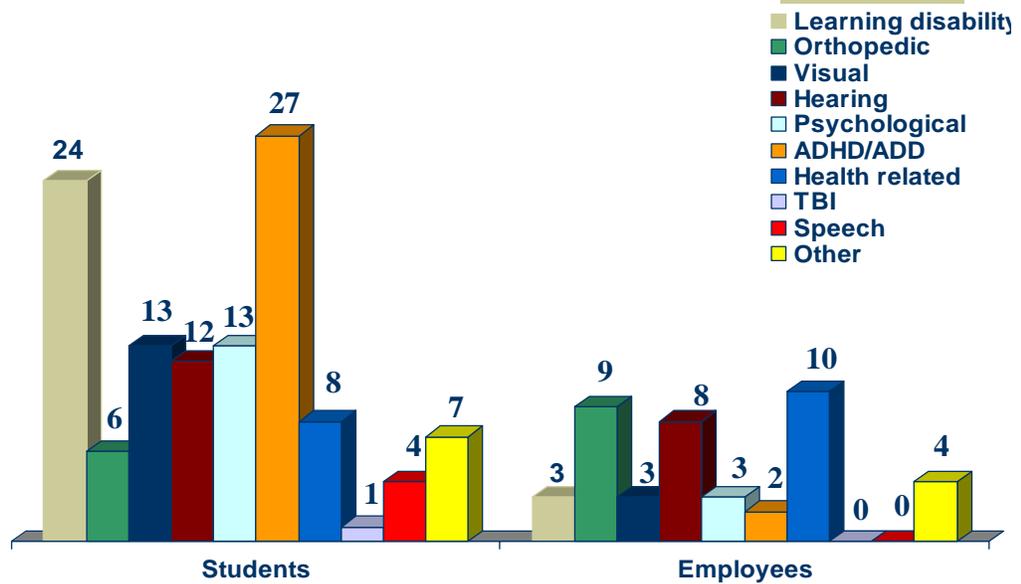
The majority of student respondents (75%) have been affiliated with MSU for less than five years. Twenty-nine percent of employee respondents have been at MSU for five to 10 years, and 19 percent for 11 to 19 years (Figure 8). Four percent of employee respondents have been at MSU for more than 30 years.

Figure 8
Respondents Time at
by Position (n)



Twenty-four percent²⁸ of respondents reported having a condition that substantially affects major life activities (Figure 9). “Other” conditions included “diabetes,” “arthritis,” “deafness,” “epilepsy,” and “wheelchair.”

Figure 9
Respondents with Conditions
that Substantially Affect a Major Life Activity (n)



²⁸ Duplicated total (i.e., respondents could mark multiple boxes).

Table 4 indicates that 84 percent of students and 93 percent of employees who completed the survey were U.S.-born citizens.

Table 4 Citizenship status	Students		Employees	
	n	%	n	%
U.S. citizen—born in the United States	371	83.6	180	93.3
U.S. citizen—naturalized	11	2.5	3	1.6
Permanent resident (immigrant)	5	1.1	6	3.1
International (F-1, J-1, or H1-B, or other visa)	57	12.8	4	2.1

Twenty-two percent of survey respondents reported that they or their families have an annual income of less than \$20,000. Twenty-four percent reported annual incomes between \$20,000 and \$39,999; 27 percent between \$40,000 and \$69,999; 14 percent between \$70,000 and \$99,999; and eight percent over \$100,000 annually. These figures are displayed by position in Figure 10.

Figure 10
 Income by Position (n)

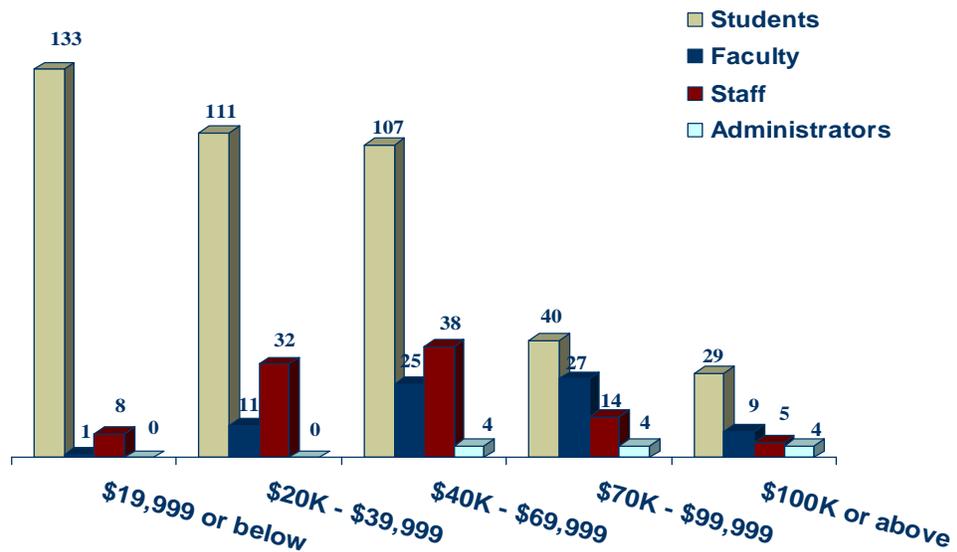


Table 5 illustrates that 45 percent of all respondents were not married/partnered, while 54 percent were partnered or married.

Table 5

Relationship Status	n	%
Single, not dating	110	16.8
Single, dating	154	23.5
Partnered	84	12.8
Married	258	39.4
Separated	6	0.9
Divorced	27	4.1
Remarried	3	0.5
Partner/Spouse deceased	2	0.3

Fifty-five percent of all respondents did not have children. Nineteen percent share childrearing with a partner or spouse, and seven percent were single parents (Table 6).

Table 6

Parental Status	n	%
No children	362	55.4
Children, not living at home	82	12.5
Single Parent	37	5.7
Non-custodial parent	0	0.0
Custodial with a partner/spouse	124	19.0
Custodial without a partner/spouse	6	0.9
Other	27	4.1

Students were asked their primary location or avenue for taking classes. Most students (84%) were at MSU Main Campus (Table 7).

Table 7.

Location	n	%
Main Campus	365	83.9
Satellite Campus	2	0.5
Distance learning	33	7.6
Both Campus classes & Distance learning	35	8.0

¹Student responses only (n=435).

Of the students completing the survey, 26 percent lived on campus in residence halls and family housing, and 72 percent lived in off-campus houses and apartments (Table 8).

Table 8.

Students' Residences	n	%
Family housing	24	5.5
Residence hall/Apartment style housing	90	20.7
Off campus apartment/house	181	41.6
Off campus with partner/spouse/children	93	21.4
Off campus with parent(s)/family/relative(s)	39	9.0
Other	8	1.8

¹Student responses only (n=435).

Campus Climate Assessment Findings ²⁹

The following section reviews the major findings of this study. The review explores the climate at Minot State University 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 position of the respondents.

Personal Experiences

Sixteen percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn³⁰ at MSU. Respondents suggested these experiences were based most often on their position on campus (38%), age (30%), gender (25%), education level (24%), political views (20%), religion (15%), race (11%). "Other" responses (22%) included "leadership style," "my tolerance of homosexuals and others," "I'm not from North Dakota," and "people handing out flyers about the Bible were too persistent' I felt uncomfortable." These results are somewhat different from the results of similar investigations (Table 9).³¹

²⁹ All tables are provided in Appendix C. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁰ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

³¹ Rankin (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 9

Conduct based on:

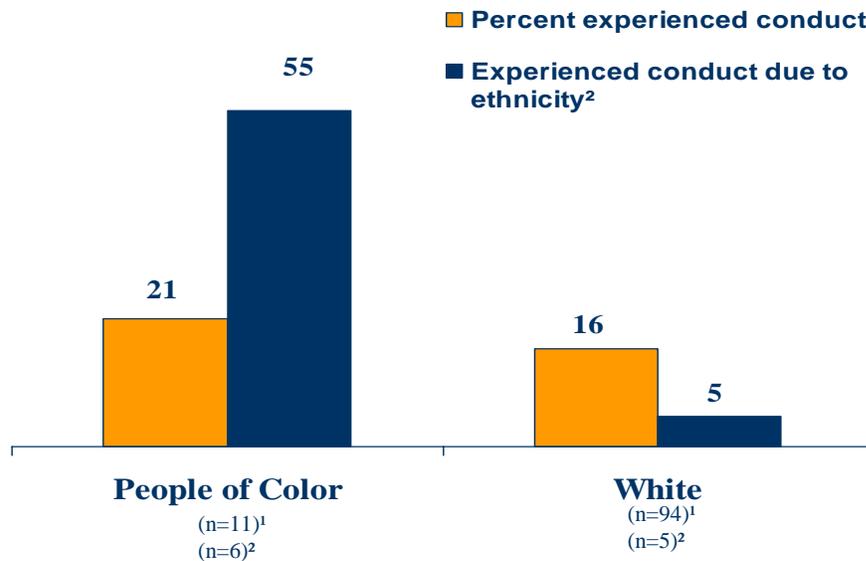
	n	%
My age	32	30.2
My country of origin	7	6.6
My English language proficiency/accent	1	0.9
My educational level	25	23.6
My psychological disability	2	1.9
My learning disability	5	4.7
My physical disability	6	5.7
My physical characteristics	9	8.5
My ethnicity	6	5.7
My race	12	11.3
My skin color	9	8.5
My gender expression	7	6.6
My gender identity (female, male, transgender)	26	24.5
My sexual orientation	8	7.5
My military/veteran status	3	2.8
My parental status (e.g., having children)	7	6.6
My political views	21	19.8
My religion	16	15.1
My socioeconomic class	12	11.3
My position on campus (e.g., part-time instructor, faculty, classified staff, student)	40	37.7
Other	23	21.7

Note: Only answered by respondents reporting experience of harassment (n=106). 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, position) of individuals who responded “yes” to question 6, “Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn on your campus?”

When reviewing these results in terms of race (Figure 12), a higher percentage of respondents of color (21%) reported experiencing this conduct than did White respondents (16%). More than half of respondents of color and five percent of White respondents that experienced this conduct indicated it was based on race.

Figure 12
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Race (by Race)

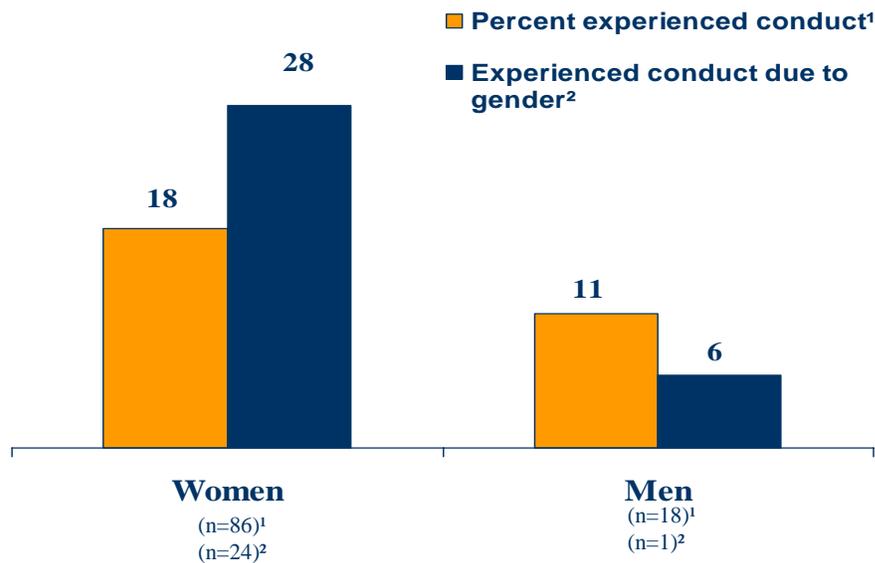


¹ Percentages are based on total n split by group.

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

When reviewing the data by gender (Figure 13), slightly more female respondents than male respondents reported experiencing offensive, hostile, or intimidating conduct. While six percent of men who experienced this conduct said it was based on their gender, 28 percent of women reported they experienced harassment based on gender.

Figure 13
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Gender (by Gender)

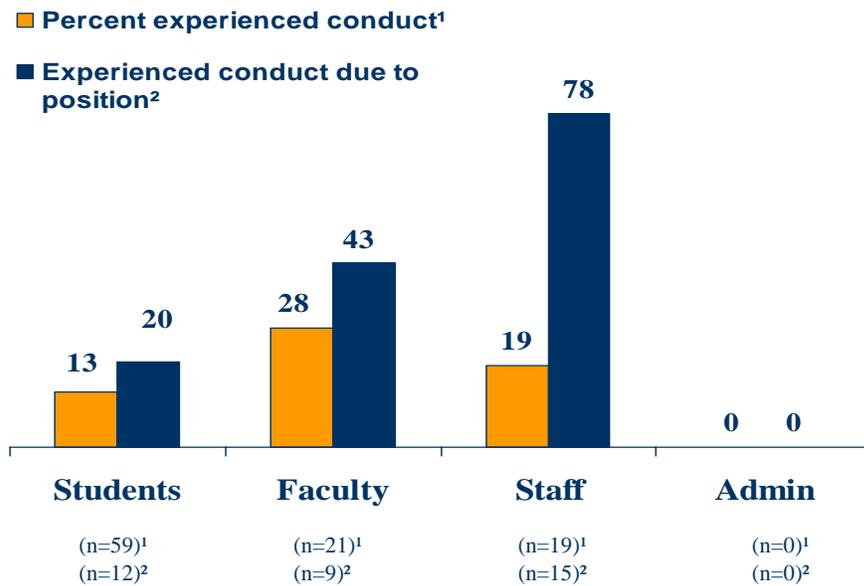


¹ Percentages are based on total n split by group.

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

Similarly, as demonstrated in Figure 14, greater percentages of faculty respondents reported these experiences than did student, staff, or administrator respondents. Personal experiences of offensive, hostile, or intimidating conduct due to University status were reported by a very high percentage of staff.

Figure 14
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to University Position (by Position)

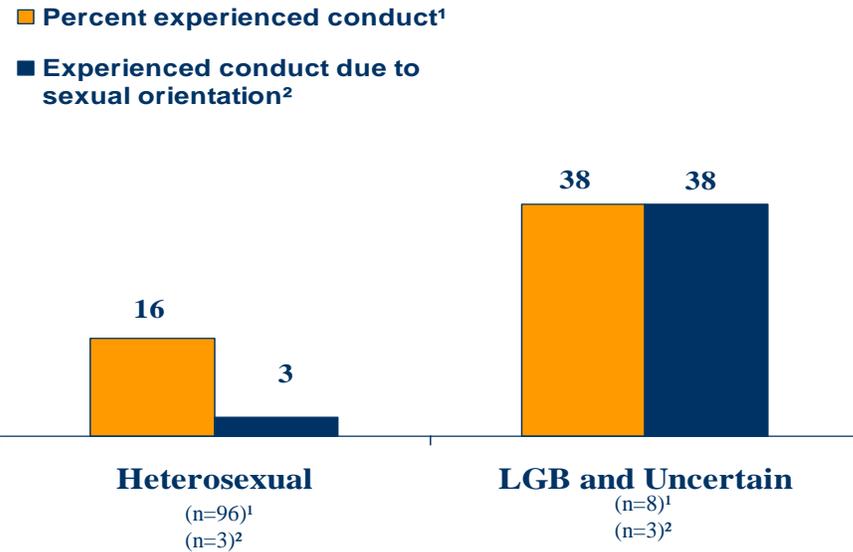


¹ Percentages are based on total n split by position.

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

Figure 15 illustrates that more than twice as many sexual minorities (lesbian, gay, bisexual, and “uncertain” persons) reported experiencing this conduct. Again, the reader is advised to use caution in interpreting these results as so few lesbian, gay, bisexual, and “uncertain” people responded to the survey.

Figure 15
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Sexual Orientation (by Sexual Orientation)

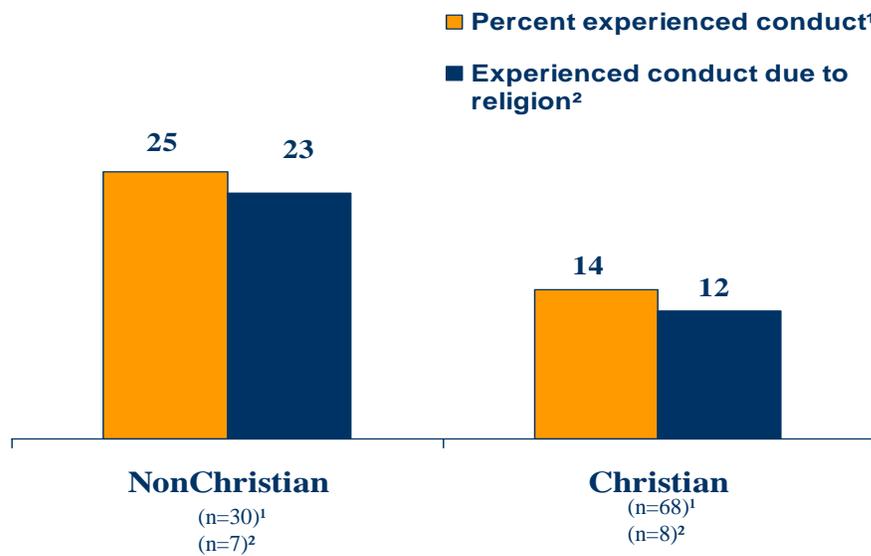


¹ Percentages are based on total n split by group.

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

Twenty-five percent of respondents who reported a spiritual or religious affiliation other than Christian experienced offensive, hostile, or intimidating conduct, while 14 percent of Christian-affiliated participants reported experiencing such conduct (Figure 16). Again, almost twice as many Non-Christians were harassed based on their religion than were Christians.

Figure 16
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Religion (by Spiritual Affiliation)



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 10 illustrates the manners in which individuals experienced this conduct. Fifty percent felt intimidated and 34 percent felt deliberately ignored or excluded; 30 percent were bullied, and 30 percent were subject to derogatory remarks. Seven percent of those that experienced this conduct feared for their physical safety, while two respondents were

targets of physical violence. Nine people were denied a promotion, and five people were denied a campus job.

Table 10.
Form of Experienced Conduct

Form of Experienced Conduct	n	%
Target of racial/ethnic profiling	3	2.8
Graffiti	0	0.0
Written comments	13	12.3
Threatening phone calls	11	10.4
Threats of physical violence	7	6.6
Threats through electronic media (e.g., e-mails, IM, Chat rooms, Blogs)	5	4.7
Target of physical violence	2	1.9
Stares	17	16.0
Deliberately ignored or excluded	36	34.0
Derogatory remarks	32	30.2
Felt intimidated	53	50.0
Felt bullied	32	30.2
Feared for my physical safety	7	6.6
Someone assumed I was admitted or hired because of my identity	4	3.8
Victim of a crime	1	0.9
Feared getting a poor grade because of hostile classroom environment	16	15.1
Singled out as the “authority” regarding my identity	7	6.6
Isolated or left out when working in groups	17	16.0
Isolated or left out because of my socioeconomic class	6	5.7
Denied a scholarship or other financial assistance	3	2.8
Denied a promotion or a raise	9	8.5
Denied a campus job	5	4.7
Other	26	24.5

Note: Only answered by respondents reporting experiences of harassment (n=106). Percentages do not sum to 100 due to multiple responses.

Forty percent of respondents experienced the incidents while working at a campus job, 27 percent in a class, and 24 percent said the incidents occurred in a meeting with a group of people (Table 11). “Other” responses included “at a work-related convention,” “in the library,” and “during pre-set clinical sessions.”

Table 11.
Location of Experienced Conduct

Location of Experienced Conduct	n	%
In a class	29	27.4
While working at a campus job	42	39.6
While walking on campus	20	18.9
Campus housing	8	7.5
Campus dining facility	7	6.6
Campus office	17	16.0
Campus event	8	7.5
Faculty office	16	15.1
Public space on campus	16	15.1
Student Health Center	0	0.0
In a meeting with one other person	21	19.8
In a meeting with a group of people	25	23.6
Off campus housing	2	1.9
In the athletic community	1	0.9
In the local community	7	6.6
In the Greek community/campus fraternities/sororities	0	0.0
Other	11	10.4

Note: Only answered by respondents reporting experience of harassment (n=106). Percentages do not sum to 100 due to multiple responses.

Thirty-six percent of the respondents said faculty were the source of the harassment, while one-third of the respondents identified students as the sources of the conduct.

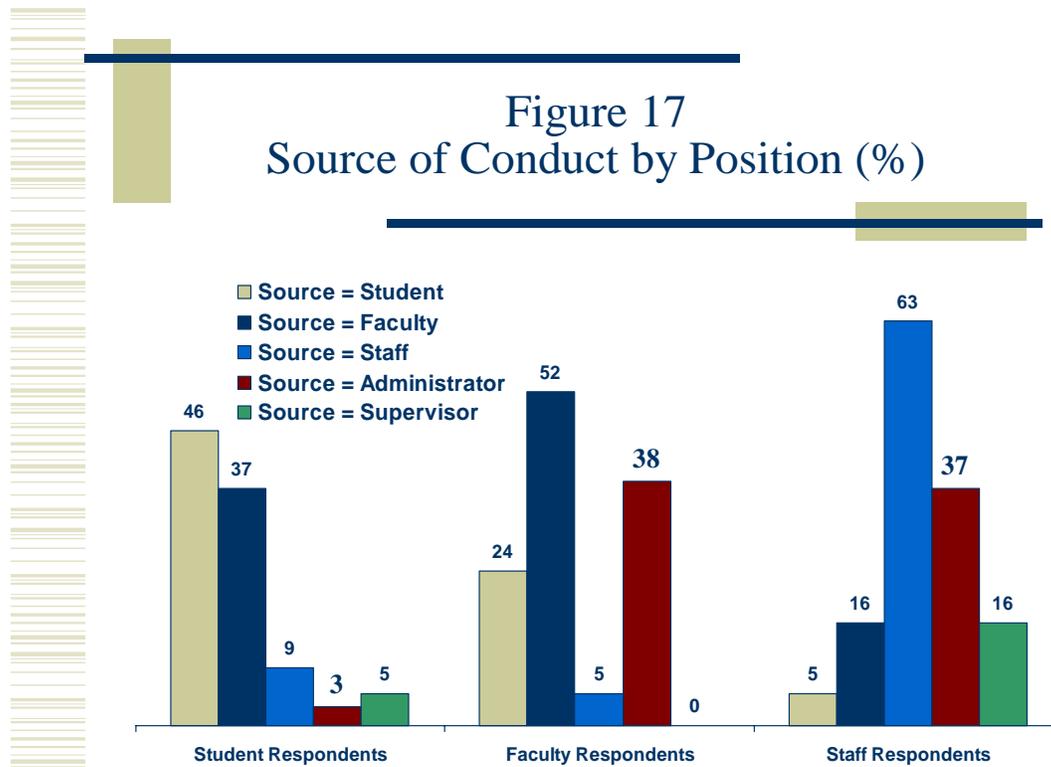
Twenty-one percent said it was a department chair/program director, and 18 percent identified administrators or staff as the sources (Table 12). “Other” responses include “Campus Crusade for Christ,” “Canadians,” and “Diversity Forums.”

Table 12.
Source of Experienced Conduct

Source of Experienced Conduct	n	%
Student	35	33.0
Department chair/program director	22	20.8
Administrator	19	17.9
Staff member	19	17.9
Faculty member	38	35.8
Campus Security/Public Safety	1	0.9
Local police	2	1.9
Student group	4	3.8
Campus Housing staff	1	0.9
Dining Services staff	1	0.9
Academic advisor	3	2.8
Health Center Staff	0	0.0
Teaching assistant	0	0.0
Student organization advisor	0	0.0
Supervisor/manager	10	9.4
Person that I supervise	0	0.0
Member of my peer group	13	12.3
Athletic coach	1	0.9
Athletic trainers/athletic team physicians	0	0.0
Campus media and events reporter	1	0.9
Organization on campus	3	2.8
Community member	6	5.7
Don't know source	4	3.8
Other	5	4.7

Note: Only answered by respondents reporting experience of harassment (n=106). Percentages do not sum to 100 due to multiple responses.

Figure 17 reviews the source of harassment by position. Forty-six percent of students that experienced this conduct were harassed by other students. Similarly, most faculty members were harassed by other faculty, and most staff members were harassed by other staff.



In response to this conduct, 43 percent of affected respondents felt embarrassed and 43 percent told a friend. Thirty-eight percent avoided the person that harassed them. Others ignored it (26%) or left the situation immediately (24%). Twenty-three percent of participants made complaints to campus officials, 16 percent did not know who to go to, and 23 percent did not report the incident for fear of retaliation.

Experiences – Sexual Victimization.³² Less than two percent (n=10) of all respondents indicated that they had experienced sexual assault while at MSU. Analyses of the data suggest that all of the survivors were heterosexual, White women. In addition, six of the respondents that had been sexually assaulted identified as students; three were employees (the tenth respondent did not identify his/her position at MSU).

Those who were sexually assaulted most often told a friend (60%), or told a family member (50%) (Table 13). None contacted the police, and two sought medical services. “Other” responses included “I confronted the student,” and “I told my spouse.” Those survivors that did not report the incidents said they chose not to because they believed “nothing would happen” and “it would only be worse” for them. The three respondents that did seek support indicated that the incidents were not responded to appropriately. One felt her confidentiality was breached; another felt “belittled and scared into not taking further action,” and the third said the report has “not been responded to at all, let alone appropriately.”

³² Sexual victimization, as used here, includes any unwelcome intentional sexual conduct. This includes sexual intercourse, sexual touching that is direct or through clothing, and/or sexually explicit words or invitations. This refers to conduct that is unwelcome, unwanted, or offensive.

Table 13.

Response to Sexual Assault	n	%
Sought support from off-campus hotline/advocacy services	0	0.0
Told a friend	6	60.0
Told a family member	5	50.0
Told my RA	0	0.0
Sought support from a campus resource (Counseling center, Human resources, Campus advocate)	3	30.0
Sought medical services	2	20.0
Contacted Campus Security/Public Safety	0	0.0
Contacted the local police	0	0.0
Contacted my Union	0	0.0
Sought support from a campus staff person	1	10.0
Sought support from a campus faculty member	3	30.0
Sought information on-line	2	20.0
Did nothing	1	1.0
Other	2	20.0

Note: Only answered by respondents reporting experiences of sexual victimization (n=10). Percentages do not sum to 100 due to multiple responses.

Respondents indicated that the sexual assault occurred more often on campus (n=7) than off-campus (n=4) or at another location (n=0). As indicated in Table 14, the sexual assault perpetrators were most often a professor (n=4), a coworker (n=3), and an acquaintance (n=2).

Table 14.
Sexual Assault Offender

Sexual Assault Offender	n	%
Acquaintance	2	20.0
Athletic personnel	1	10.0
Co-worker	3	30.0
Roommate	0	0.0
Relative	0	0.0
Staff member	1	10.0
Classmate	1	10.0
Current partner/spouse	1	10.0
Ex-partner/spouse	0	0.0
Stranger	1	10.0
Professor	4	40.0
Friend	1	10.0
Resident assistant or housing staff	0	0.0
Other	1	10.0

Note: Only answered by respondents reporting experiences of sexual victimization (n=10). Percentages do not sum to 100 due to multiple responses.

Six percent of all female respondents and two percent of male respondents have been touched in a sexual manner on campus that has made them feel uncomfortable or fearful (Table 15). A greater percentage of employees (6%) than students (4%) had been subjected to such treatment.

Table 15.
Touched in a Sexual Manner

	Students		Employees	
	n	%	n	%
Touched in a Sexual Manner				
Very often	3	0.7	0	0.0
Often	1	0.2	0	0.0
Sometimes	2	0.4	1	0.5
Rarely	13	2.9	10	5.1
Never	427	95.7	184	94.4

Respondents were also queried whether they believed the campus community would support and take action on their behalf in the event they were sexually assaulted on campus. Forty-nine percent thought MSU would support them and take action on their behalf, while 36 percent were unsure about how MSU would react. Eight of the 10 sexual assault survivors believed MSU would not support them or take action on their behalf.

Summary

As noted earlier, 16 percent of respondents across MSU reported personally experiencing at least subtle forms of conduct that had interfered with their ability to work or learn on campus. This is a slightly smaller percentage than uncovered in similar investigations at other campuses.³³ Given similar investigations at other higher education institutions, it was not surprising to find that members of historically underrepresented groups are more likely to have experienced various forms of harassment and discrimination than have those in the “majority.” Also paralleling other research, the basis of this conduct is most often directed at women, people of color, and people who identify as lesbian, gay, or bisexual.

³³ Rankin, (forthcoming). National assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing offensive, hostile, or intimidating conduct based mostly on their race (31%), their gender (55%) or their ethnicity (16%). Other studies conducted by Rankin & Associates suggest that between 20% and 25% of respondents report experience this conduct.

National statistics suggest that more than 80 percent of all respondents that 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 written comments and intimidation/bullying). Overall, more students reported personally experiencing this harassment than did employees.

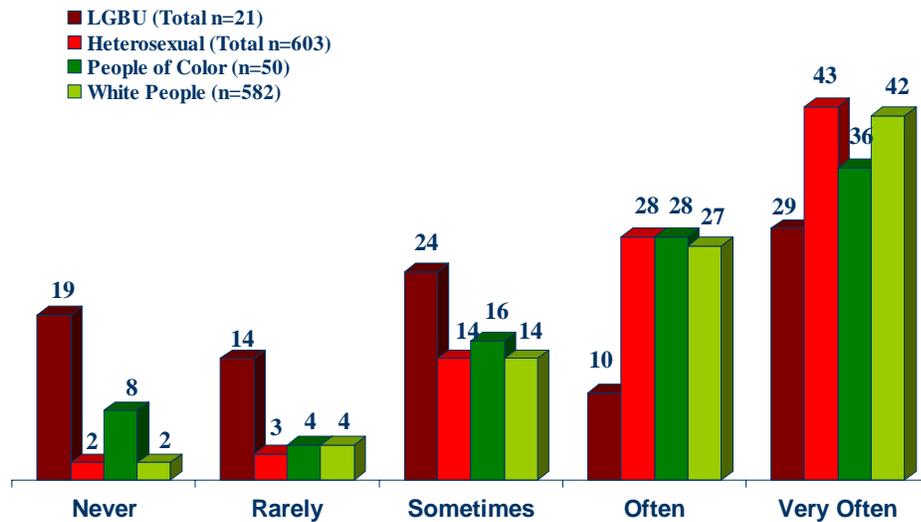
Experiences as Members of the University Community

Part 5 of the questionnaire asked members of the campus community to respond to questions about their experiences at MSU and in the classroom or workplace. Table 16 illustrates that 67 percent of all respondents reported feeling comfortable being open “often” or “very often” on campus about their identity. Additionally, 20 percent reported that they never, rarely, or only sometimes feel comfortable. Forty-one percent of respondents reported that their cultural heritage was “often” or “very often” valued at MSU, while 16 percent “rarely” or “never” felt that it was valued.

Table 16. How often...?	Never		Rarely		Sometimes		Often		Very Often		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am comfortable being open on campus about my identity	19	2.9	24	3.7	89	13.6	172	26.3	265	40.5	65	9.9
I feel that my cultural heritage is valued on my campus	33	5.0	70	10.7	121	18.5	133	20.3	137	20.9	142	21.7

Further analyses suggest that lesbian, gay, bisexual, and uncertain respondents, and respondents of color were less comfortable than many of their peers (Figure 18).

Figure 18
 Comfortable Being “Open”
 on Campus by Sexual Orientation & Race (%)



Almost as many student respondents have had a class with a female professor (95%) as with a male professor (94%, Table 17). Approximately one-third (32%) of students report having taken a class with a professor of color, 18 percent with a Native American/American Indian professor, and 20 percent have taken a class with a professor with a disability. Five percent of student respondents reported having taken a class with an “out” lesbian, gay, bisexual, or transgender professor.

Table 17.
Students Have Had Classes with a ...

	n	%
Male professor	420	94.2
Female professor	423	94.8
Professor of color	141	31.6
Native American/American Indian Professor	78	17.5
International professor	216	48.4
White professor	386	86.5
“Out” lesbian, gay, or bisexual professor	20	4.5
Professor with a disability	89	20.0

The majority of student respondents expressed they were comfortable requesting assistance from professors of all genders, sexual orientations, and races/ethnicities, as well as from professors with disabilities. Students were least likely to feel comfortable seeking assistance from an “out” lesbian, gay, bisexual, or transgender professor (74%, Table 18).

Table 18. Comfortable Requesting Assistance from:	Strongly Agree		Agree		Do Not Agree Nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Male professor/ instructor	213	48.9	185	42.4	25	5.7	10	2.3	3	0.7
Female professor/ instructor	232	53.1	183	41.9	17	3.9	5	1.1	0	0.0
Professor/ instructor of color	206	47.6	179	41.3	44	10.2	4	0.9	0	0.0
Native American/ American Indian Professor/ instructor	194	44.7	174	40.1	60	13.8	6	1.4	0	0.0
White professor/ instructor	223	51.5	181	41.8	26	6.0	3	0.7	0	0.0
“Out” lesbian, gay, or bisexual professor/ instructor	172	39.7	150	34.6	73	16.9	24	5.5	14	3.2
Professor/ instructor with a disability	200	46.1	177	40.8	49	11.3	6	1.4	2	0.5
International professor/ instructor	197	45.4	178	41.0	38	8.8	17	3.9	4	0.9

Summary

The results from this section suggest that the majority of the campus community has a high level of comfort with existing campus diversity and feels that their own cultural heritage is valued. Students of color and lesbian, gay, bisexual students appear to be less comfortable openly displaying their identities on campus.

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 19 illustrates that 80 percent of the survey respondents were “comfortable” or “very comfortable” with the climate at MSU. Eighty-one percent were comfortable/very comfortable with the climate for diversity in their academic department/program of study or administrative department; 84 percent were comfortable/very comfortable in their classes/work areas or units. Slightly fewer (78%) were comfortable with the climate in the local community (Tables 19 - 22).

Table 19.
Comfort with Climate at MSU

	n	%
Very Comfortable	139	21.3
Comfortable	382	58.4
Unsure	60	9.2
Uncomfortable	21	3.2
Very Uncomfortable	11	1.7

Table 20.
**Comfort with Climate in Academic
 Dept/Program of Study or
 Administrative Unit**

	n	%
Very Comfortable	195	29.8
Comfortable	334	51.1
Unsure	62	9.5
Uncomfortable	31	4.7
Very Uncomfortable	11	1.7

Table 21.
Comfort with Climate in
Classes/Work Area/Unit

	n	%
Very Comfortable	186	28.4
Comfortable	366	56.0
Unsure	43	6.6
Uncomfortable	32	4.9
Very Uncomfortable	9	1.4

Table 22.
Comfort with Climate in Local
Community

	n	%
Very Comfortable	146	22.3
Comfortable	361	55.2
Unsure	96	14.7
Uncomfortable	20	3.1
Very Uncomfortable	12	1.8

When comparing the data by the demographic categories of “people of color” and “Caucasian/White,” however, a greater percentage of people of color than White people were uncomfortable with the overall climate for diversity at MSU (10% vs. 5%). A higher percentage of White respondents than respondents of color than were uncomfortable in their academic departments (7% vs. 2%), in their classrooms/workplaces (7% vs. 6%), and in the local community (5% vs. 2%, Figures 19-22).

Figure 19
Comfort with Overall Campus Climate by Race (%)

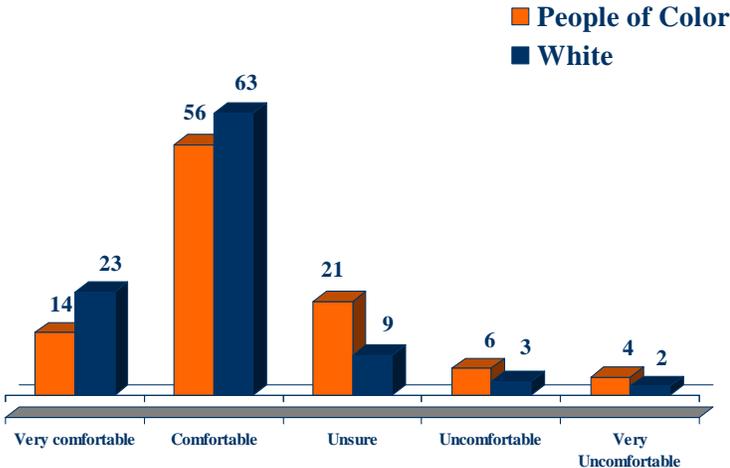


Figure 20
Comfort with Climate in Academic Dept/Program or
Administrative Dept by Race (%)

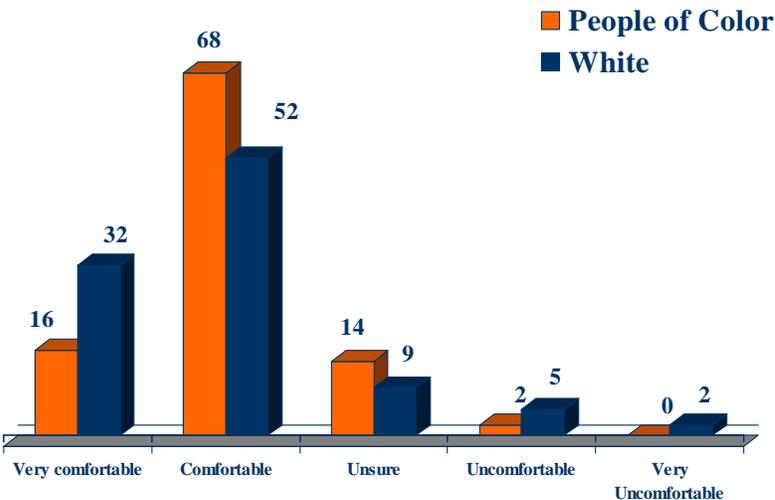


Figure 21
Comfort with Classroom/Workplace Climate
by Race (%)

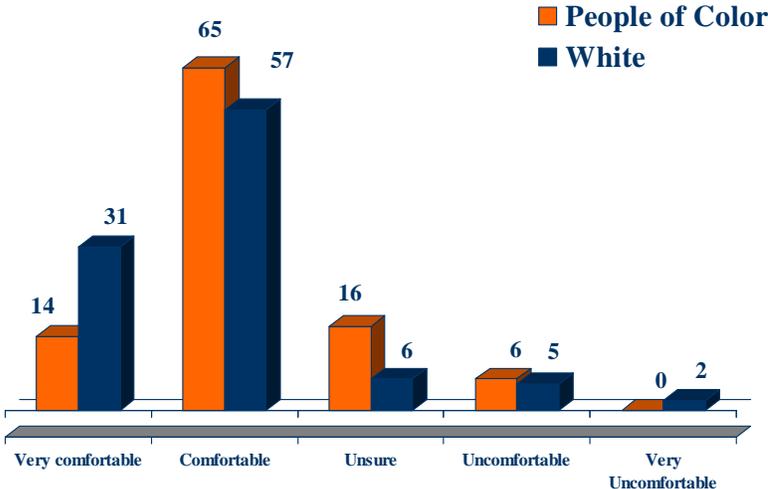
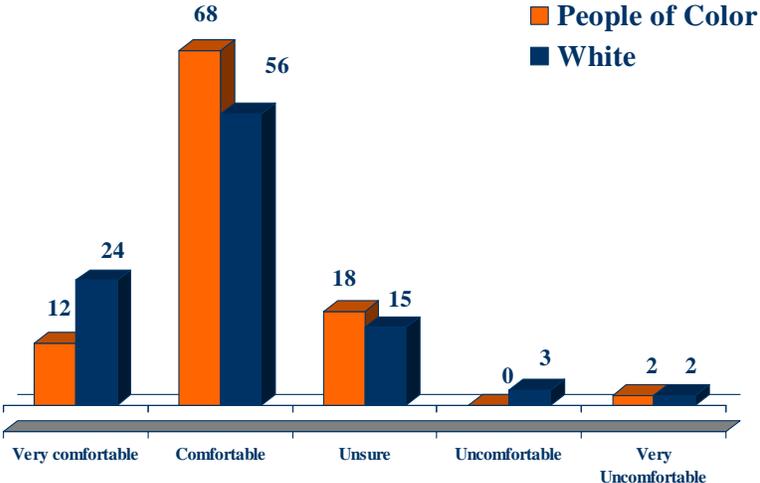
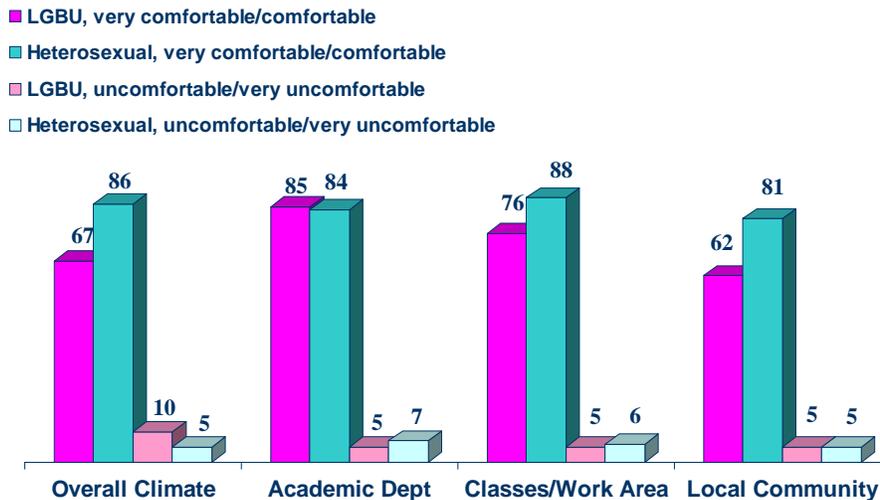


Figure 22
Comfort with Local Community Climate
by Race (%)



When examining the data by sexual orientation, Figure 23 illustrates that lesbian, gay, bisexual, and “uncertain” respondents were less comfortable with the overall climate at MSU, the climate in their classes/work areas, and in the local community than were heterosexual respondents.

Figure 23
 Comfort With Climate by Sexual Orientation (%)



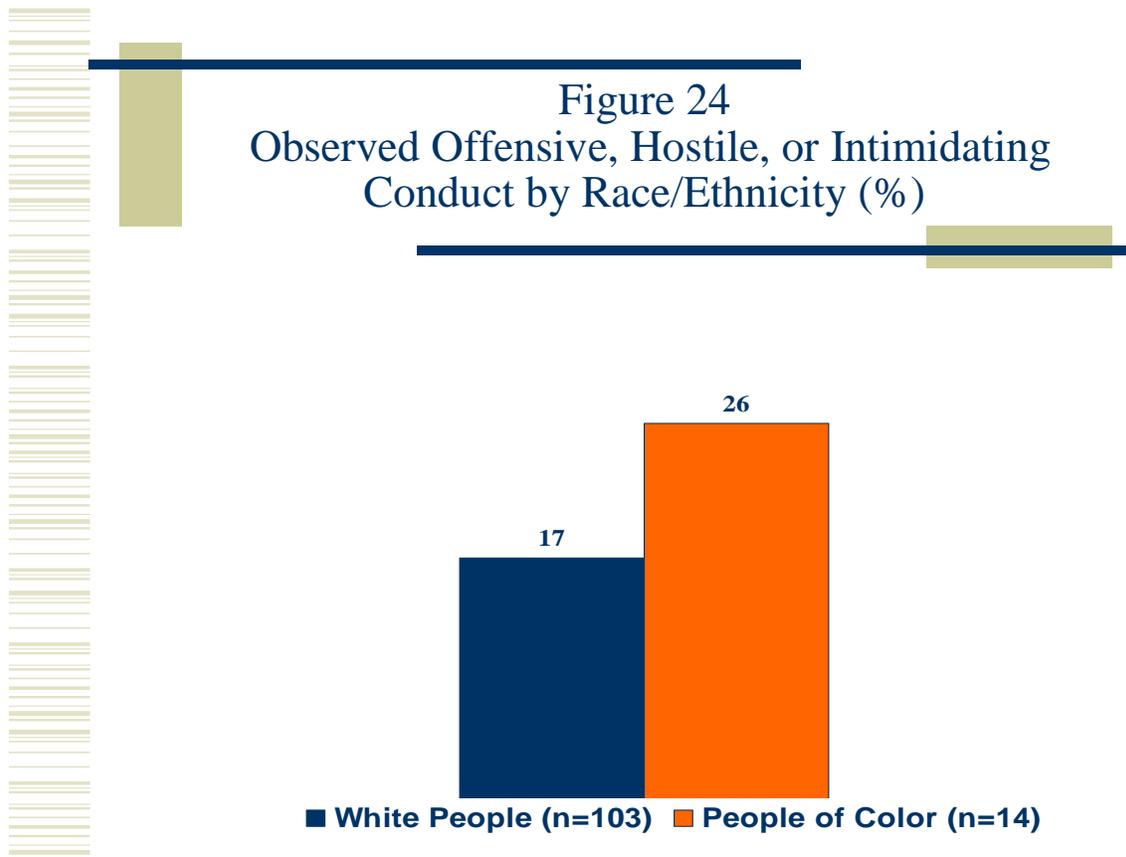
There were no differences between women and men or Christians and Non-Christians in the degree of comfort with the overall climate, climate in individuals’ academic department/program, climate in individuals’ classes/workplaces, or climate in the local community.

Respondents’ observations of others being harassed also contribute to their perceptions of campus climate. Eighteen percent of the participants (n=117) reported observing conduct on campus that created an offensive, hostile, or intimidating working or learning

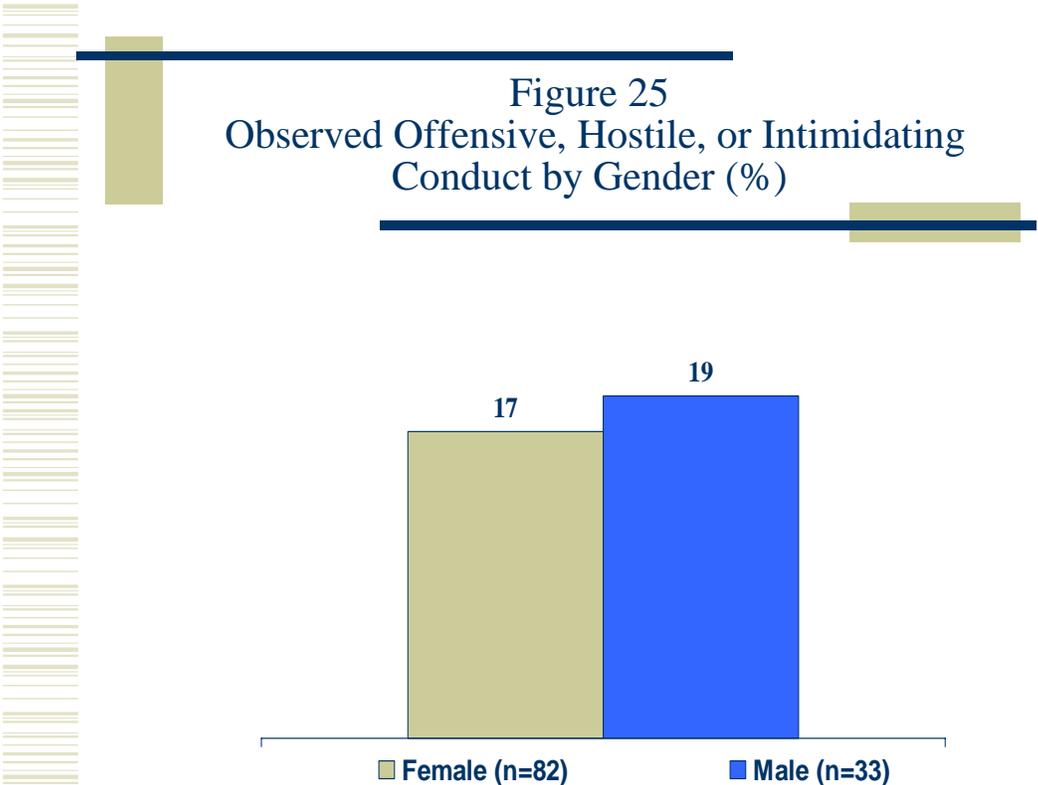
environment. Most of the observed harassment was based on race (27%), position status (26%), ethnicity (24%), sexual orientation (24%), gender (24%), religion (21%), or age (21%).

Figures 24-27 separate by demographic categories (i.e., race/ethnicity, gender, and sexual orientation) the responses to question 10, “Have you observed or personally been made aware of any conduct directed toward a person or group of people at that you feel has created an offensive, hostile, or intimidating working or learning environment?”

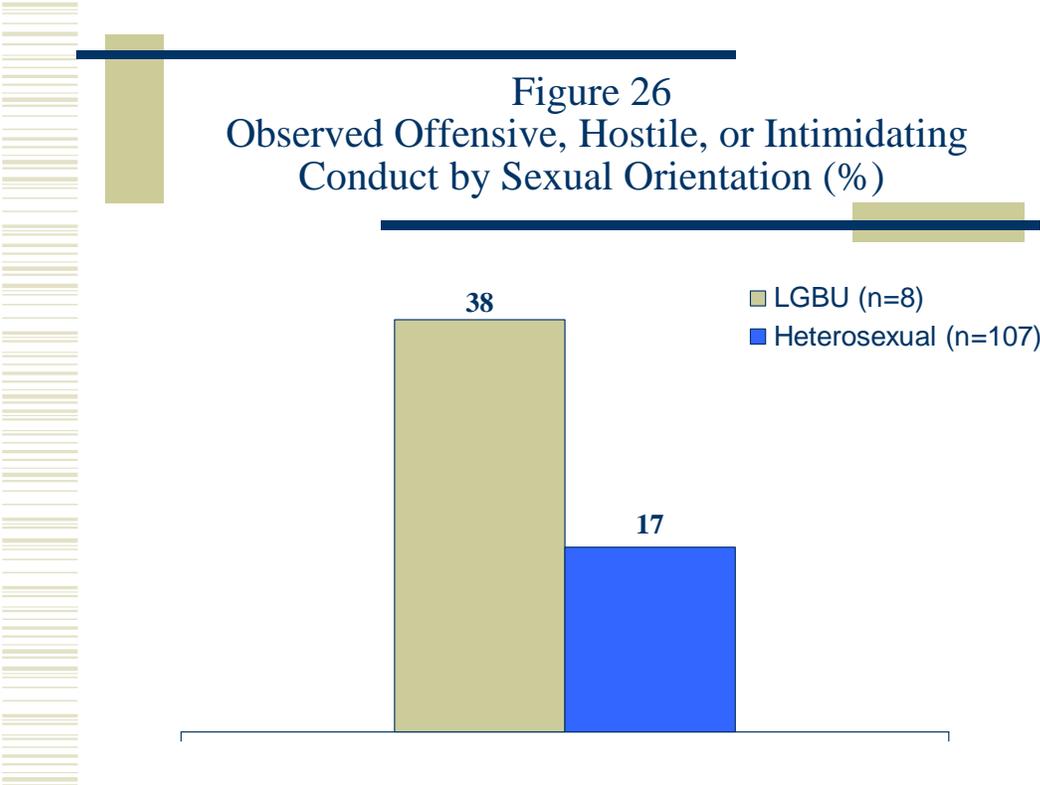
A higher percentage of people of color observed offensive, hostile, or intimidating conduct on campus than did White people (Figure 24).



In terms of gender, a slightly higher percentage of men than women observed offensive, hostile, or intimidating conduct (Figure 25).



A higher percentage of lesbian, gay, bisexual, and uncertain respondents observed offensive, hostile, or intimidating conduct than did heterosexual respondents (Figure 26).



The results also indicate that a higher percentage of faculty observed offensive, hostile, or intimidating conduct than did students, administrators, and staff (Figure 27).

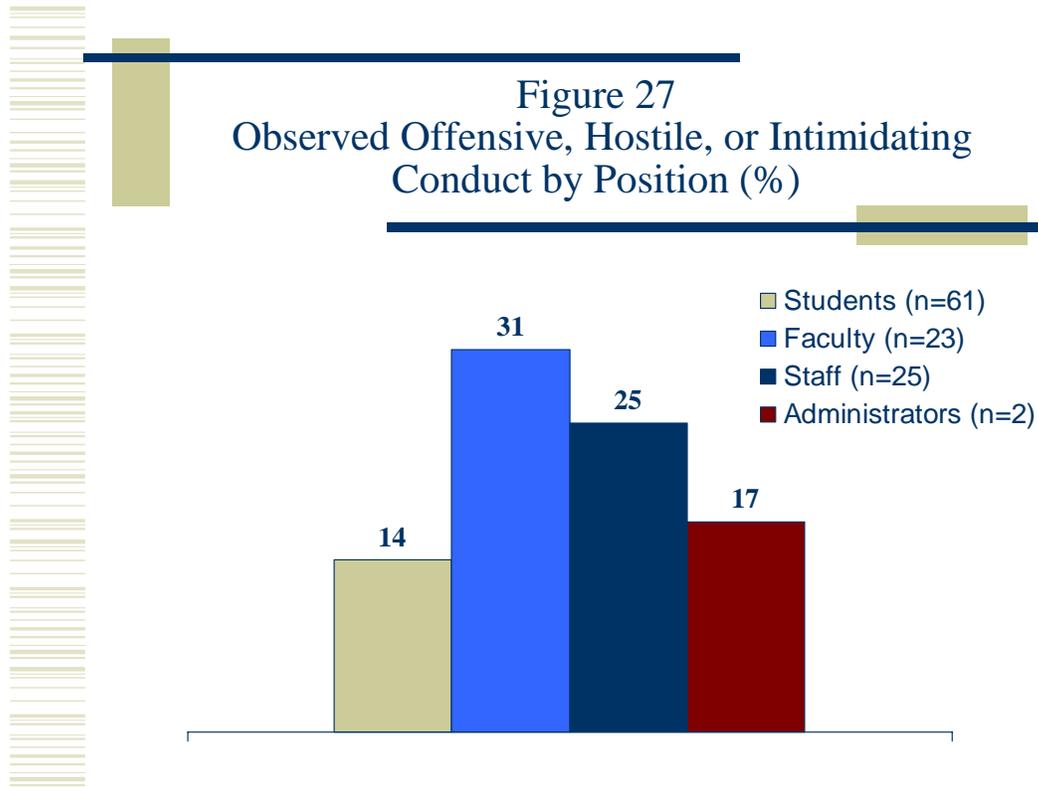


Table 23 indicates that respondents most often observed or were told of this conduct in the form of someone being deliberately ignored or excluded (45%), stared at (39%), subject to derogatory remarks (36%), racially/ethnically profiled (30%), and intimidated or bullied (28%). Four respondents (3%) witnessed or heard about someone being physically assaulted or injured.

Table 23.

Form of Observed Harassment	n	%
Target of racial/ethnic profiling	35	29.9
Graffiti (e.g., event advertisements removed or defaced)	12	10.3
Derogatory written comments	12	10.3
Derogatory phone calls	5	4.3
Threats of physical violence	7	6.0
Derogatory/Unsolicited e-mails	4	3.4
Victim of physical violence	4	3.4
Stares	46	39.3
Deliberately ignored or excluded	53	45.3
Derogatory remarks	42	35.9
Intimidated/bullied	33	28.2
Fearing for their physical safety	9	7.7
Assumption that someone was admitted or hired because of their identity	18	15.4
Being the victim of a crime	6	5.1
Receiving a poor grade because of hostile classroom environment	25	21.4
Singled out as “resident authority” due to their identity	17	14.5
Isolated or left out when work was required in groups	18	15.4
Isolated or left out on campus	15	12.8
Other	16	13.7

Note: Only answered by respondents reporting observations of harassment (n=117). Percentages do not sum to 100 due to multiple responses.

Table 24 illustrates participants’ responses to this behavior. Respondents most often reported having an emotional response when encountering this behavior (56%). Thirty-five percent told a friend, and 24 avoided the harasser. Fifteen percent made a complaint to a University official, while 17 percent didn’t know who to go to, and 14 percent didn’t

report the incident out of fear of retaliation. “Other” response included “I glared at him,” “I reprimanded the student,” “I gave the co-worker advice,” and “I told the person to leave.”

Table 24.

Reactions to Observed Harassment	n	%
Had an emotional response (e.g., scared, embarrassed, angry)	65	55.6
Told a friend	41	35.0
Avoided the person responsible	28	23.9
Confronted the person responsible at the time	14	12.0
Confronted the person responsible later	12	10.3
Ignored it	17	14.5
Left the situation immediately	13	11.1
Didn't know who to go to	20	17.1
Made a complaint to a campus employee/official	17	14.5
Felt somehow responsible	5	4.3
Didn't report it for fear of retaliation	16	13.7
Didn't affect me at the time	7	6.0
Contemplated leaving the institution	19	16.2
Sought support from counseling/advocacy services	4	3.4
Other	16	13.7

Note: Only answered by respondents reporting observations of harassment (n=117). Percentages do not sum to 100 due to multiple responses.

Respondents observed offensive, hostile, or intimidating conduct most often in class (40%), while walking on campus (28%), while working at a campus job (27%), in the Student Health Center (22%), and in the local community (20%). “Other” responses included “in verbal correspondence,” “in Old Main and outside,” and “on the campus overall.”

The majority of respondents (55%) observed students as the source of this conduct. This finding parallels other investigations. Other respondents identified sources as faculty members (35%), administrators (18%), staff members (18%), and department chair/program directors (15%). “Other” responses included “Campus Crusade for Christ,” “religious people that were harassing students as they left class,” and “student senate.”

With respect to respondents’ observations of discriminatory employment practices, 27 percent of staff, 21 percent of faculty, and 8 percent of administrators observed discriminatory employment practices at MSU. Of those, 40 percent believed it was based on position status (e.g., part-time instructor, faculty, classified staff, student). Twenty-eight percent believed it was based on gender, and 26 percent on age or educational level. Nine people said the discrimination was based on “other” reasons or characteristics, including “being an athlete,” “marital status,” “tobacco smoker,” “personality conflicts,” and “preferential treatment given to athletes.”

The majority of respondents indicated that the overall campus climate was “very respectful” of two of the 27 groups listed, including Caucasians/Whites (56%) and men (58%). Less than one-quarter of all respondents felt the climate was “very respectful” of mentally challenged people (25%), non-native English speakers (25%), economically disadvantaged persons (24%), Middle Easterners (22%), Arab/Arab Americans (20%), gay, lesbian, and bisexual persons (15%), and transgender persons (13%).

With respect to campus accessibility for people with mobility and visual impairment, less than half of all respondents considered the Student Health Center (42%), transportation (37%), residence halls (36%), and field sites (35%) “accessible” or “very accessible.” Almost a third of all respondents were unsure if information was available in alternative formats.

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 MSU, in their academic departments/programs, and in their classrooms/workplaces. They were less comfortable with the climate in the surrounding community. Respondents from underrepresented groups were less likely to feel very comfortable than were majority respondents.

While some respondents reported experiencing conduct that has interfered with their ability to work or learn on campus (16% of respondents), slightly more than twice as many people (18% of respondents) witnessed conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This 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 actually having *experienced* the conduct themselves. Notably, students were identified as the major source of observed offensive, hostile, or intimidating conduct.

Institutional Actions

Another factor influencing campus climate is how an institution responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about institutional actions of MSU regarding diversity concerns on campus. Table 25 illustrates that some of the respondents indicated that they had attended diversity related events at MSU. “Other” programs attended included “Campus Crusade for Christ,” “Diversity Ed class,” “Special Olympics,” “African music concert,” and “regional collaborative conference.” More than one-third had not attended any multicultural/diversity programs or events at MSU.

Table 25.
Attended Program within Past Year

	n	%
Residence hall diversity program ¹	55	61.1
Campus sponsored multicultural program	198	30.3
Academic unit sponsored diversity event	128	19.6
Other cultural events (e.g., Powwow, Black History month event, Cultural speakers)	294	45.0
Other	19	2.9
I have not attended any multi-cultural/diversity programs/events	234	35.8

Students who indicated they lived in residence halls only (n=90).

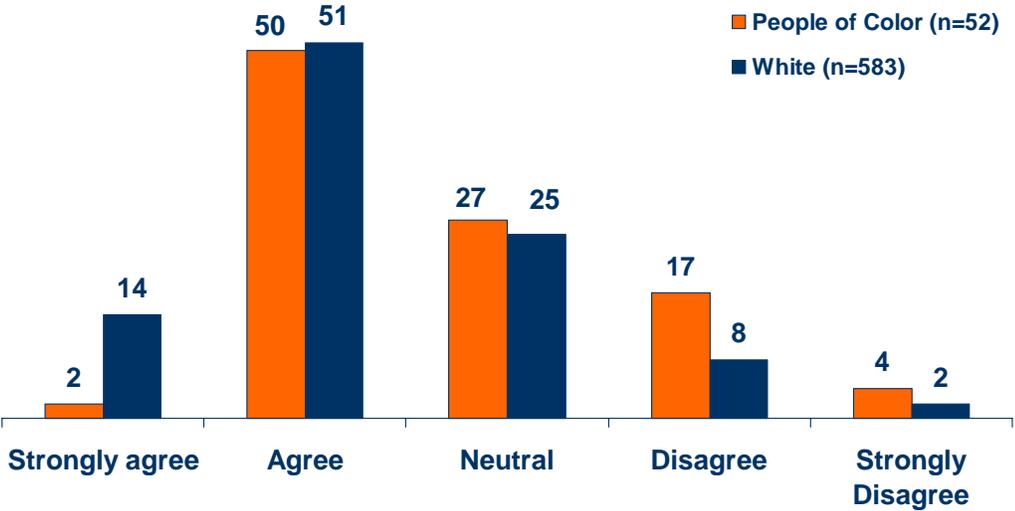
More than half of the respondents believed that MSU proactively addresses eight of the eighteen campus issues listed in question 27 (Table 26). The exceptions include: religion (49%), age (48%), parental status (48%), psychological disability (47%), physical characteristics (46%), socioeconomic status (40%), sexual orientation (37%), ESL (37%), gender identity (36%), and gender expression (36%).

Table 26.
MSU Takes Initiative to Address...

	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Age	52	8.0	264	40.4	230	35.2	80	12.2	16	2.4
Ethnicity	85	13.0	326	49.8	161	24.6	54	8.3	11	1.7
Race	92	14.1	310	47.4	168	25.7	55	8.4	12	1.8
International status	104	15.9	317	48.5	168	25.7	40	6.1	15	2.3
Skin color	78	11.9	264	40.4	228	34.9	47	7.2	17	2.6
English as a second language speakers	38	5.8	205	31.3	300	45.9	83	12.7	16	2.4
Psychological disability	54	8.3	256	39.1	264	40.4	51	7.8	15	2.3
Learning disability	123	18.8	334	51.1	142	21.7	36	5.5	9	1.4
Physical disability	126	19.3	346	52.9	122	18.7	34	5.2	13	2.0
Physical characteristics	47	7.2	252	38.5	288	44.0	41	6.3	10	1.5
Sexual orientation	42	6.4	200	30.6	280	42.8	87	13.3	34	5.2
Gender identity	45	6.9	189	28.9	295	45.1	83	12.7	29	4.4
Gender expression	37	5.7	198	30.3	299	45.7	80	12.2	26	4.0
Parental status	51	7.8	263	40.2	226	34.6	85	13.0	19	2.9
Employee status	58	8.9	274	41.9	234	35.8	63	9.6	16	2.4
Religion	64	9.8	256	39.1	239	36.5	62	9.5	21	3.2
Socioeconomic class	39	6.0	222	33.9	289	44.2	74	11.3	17	2.6
Military status/Veteran	105	16.1	307	46.9	188	28.7	29	4.4	12	1.8

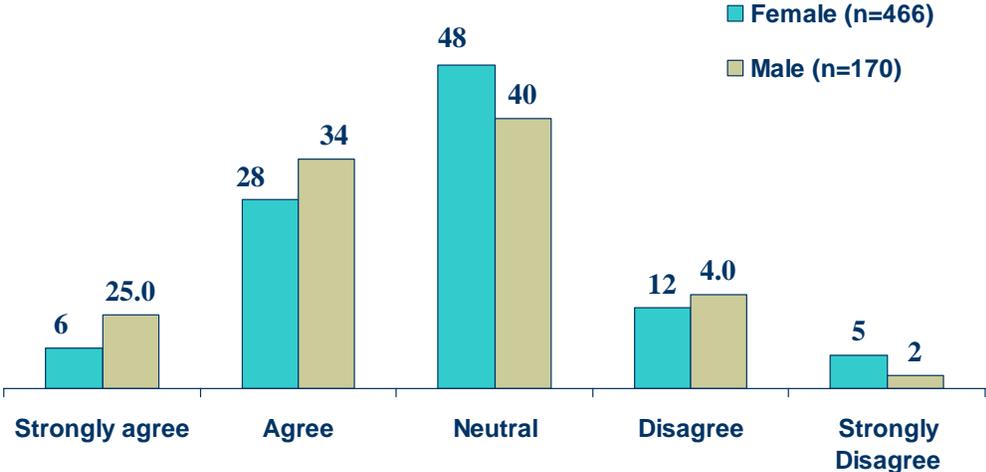
When comparing these responses in terms of the demographic categories, people of color demonstrated a different opinion than did White people with respect to how the university addresses the issues of ethnicity (Figure 28). In other words, people of color were less apt than White people to “strongly agree” that MSU is proactively addressing issues of ethnicity.

Figure 28
MSU Addresses Issues
of Ethnicity by Race (%)

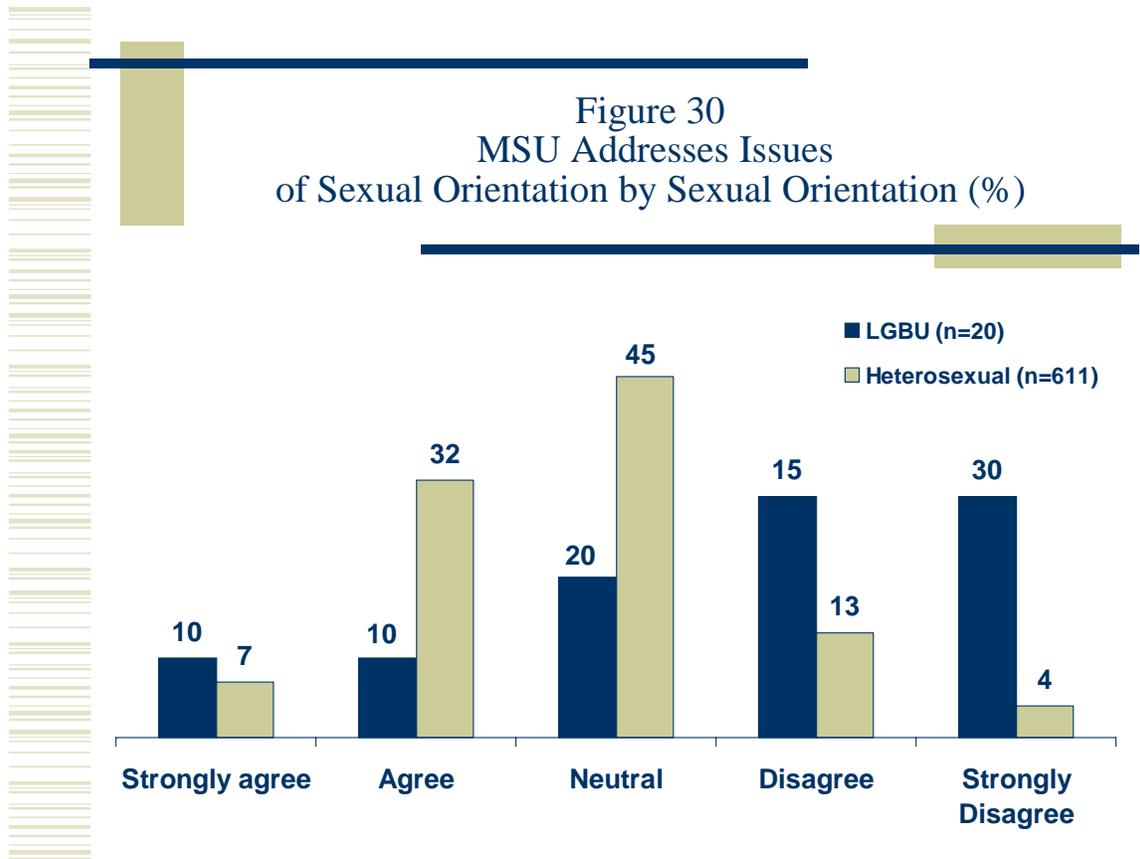


Similarly, female respondents felt differently than did male respondents regarding the degree to which MSU addresses gender issues (Figure 29).

Figure 29
MSU Addresses Issues of Gender Identity by Gender (%)



Also, lesbian, gay, bisexual, and uncertain respondents felt differently than heterosexual respondents with respect to their opinions on whether MSU proactively addresses issues related to sexual orientation (Figure 30). Again, readers are advised to interpret these results with caution due to the low number of LGB and “uncertain” respondents in the study.



Administrators were much more likely to feel MSU proactively addresses issues related to university status than were other respondents (Figure 31).

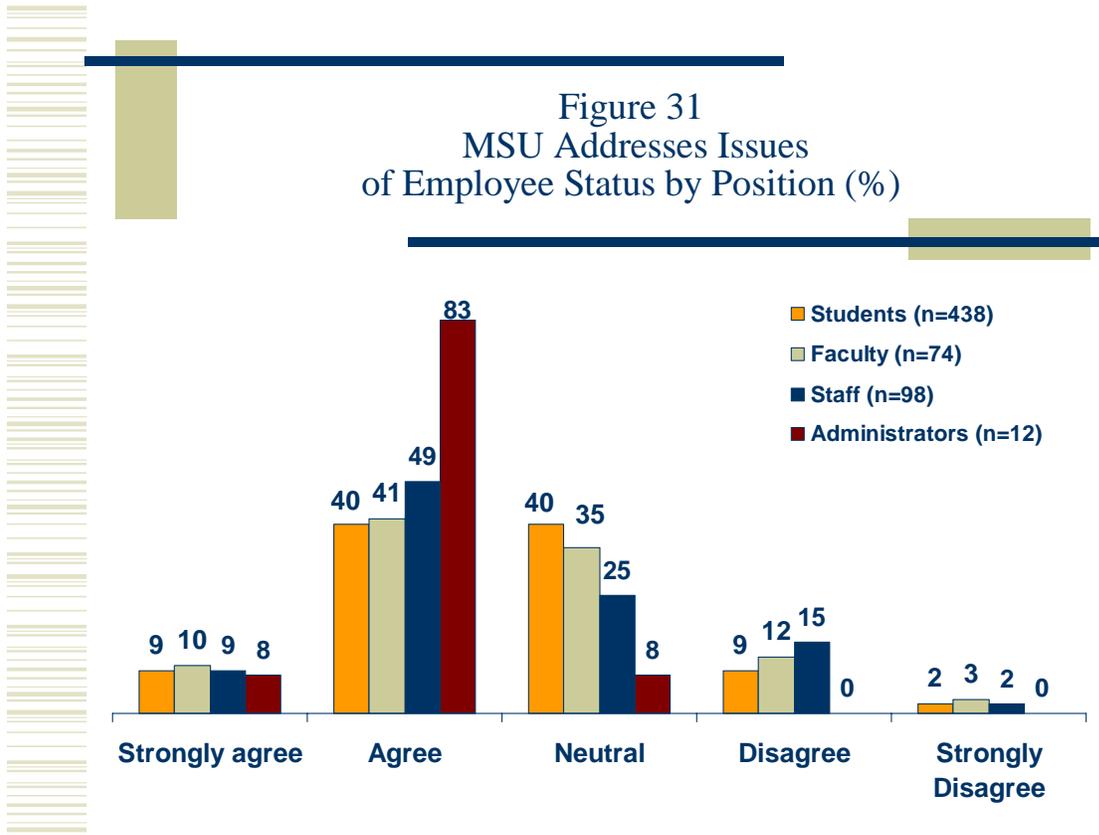


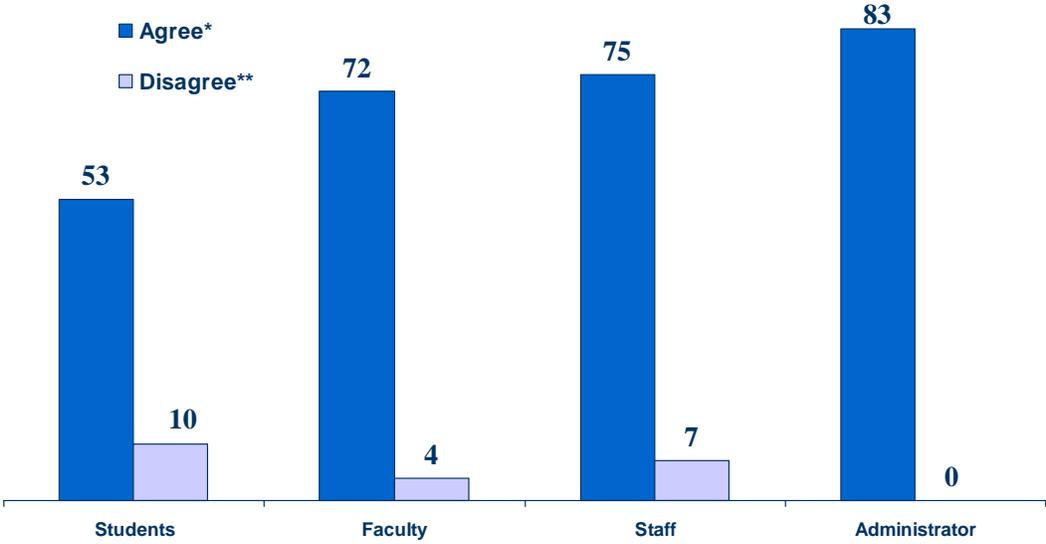
Table 27 illustrates that more than half of all respondents believe the following offices/units had visible leadership to foster diversity/social justice at MSU: faculty in their schools (64%), the President's Office (57%), their direct supervisors (55%), and student organizations (52%). A substantial percentage of respondents did not agree nor disagree about whether the Vice President for Business Affairs (48%), the Campus Violence Advocate (47%), and the Affirmative Action office (46%) fostered diversity/social justice.

Table 27.
Visible Leadership to Foster Diversity/Social Justice from...

	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Not Applicable	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
The President's Office	127	19.4	246	37.6	195	29.8	36	5.5	19	2.9	14	2.1
Vice President for Student Affairs	66	10.1	238	36.4	252	38.5	42	6.4	11	1.7	18	2.8
Vice President for Business Affairs	52	8.0	184	28.1	311	47.6	37	5.7	15	2.3	25	3.8
Vice President for Academic Affairs	64	9.8	217	33.2	271	41.4	36	5.5	16	2.4	19	2.9
Dean of Students Office	62	9.5	210	32.1	266	40.7	34	5.2	14	2.1	40	6.1
My school dean/unit head	90	13.8	221	33.8	237	36.2	36	5.5	18	2.8	28	4.3
My direct supervisor	119	18.2	238	36.4	196	30.0	33	5.0	19	2.9	25	3.8
Faculty in my school	102	15.6	313	47.9	172	26.3	26	4.0	6	0.9	9	1.4
Student government	75	11.5	243	37.2	238	36.4	42	6.4	20	3.1	12	1.8
Student organizations	78	11.9	260	39.8	228	34.9	33	5.0	16	2.4	13	2.0
Faculty Senate	59	9.0	218	33.3	276	42.2	30	4.6	22	3.4	24	3.7
Affirmative Action Office	48	7.3	175	26.8	298	45.6	26	4.0	16	2.4	61	9.3
Athletics	91	13.9	223	34.1	248	37.9	25	3.8	17	2.6	25	3.8
Campus Violence Advocate	48	7.3	172	26.3	304	46.5	28	4.3	12	1.8	60	9.2
Other	8	1.2	31	4.7	57	8.7	3	0.5	5	0.8	26	4.0

The majority of responding employees believed there is visible leadership to foster diversity in the President’s Office, while student respondents were less apt to agree. When reviewing the data by the demographic categories, differing opinions emerged (Figures 32-33).

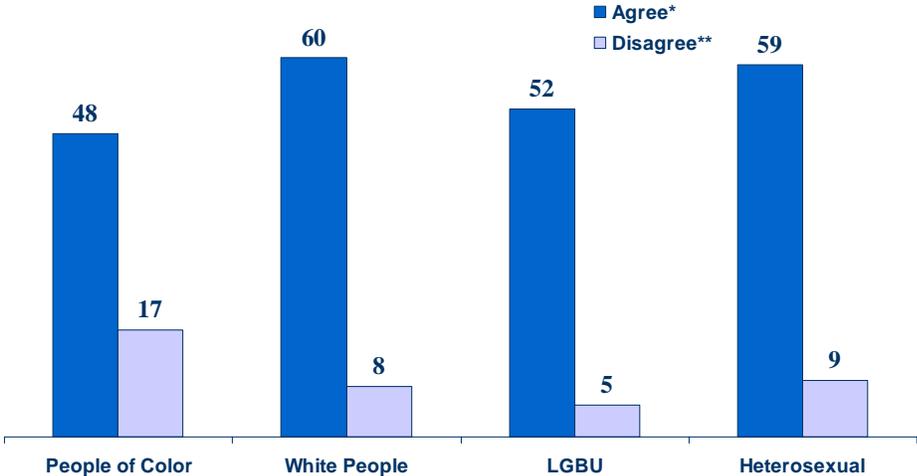
Figure 32
President’s Office Visibly
Fosters Diversity by Position (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

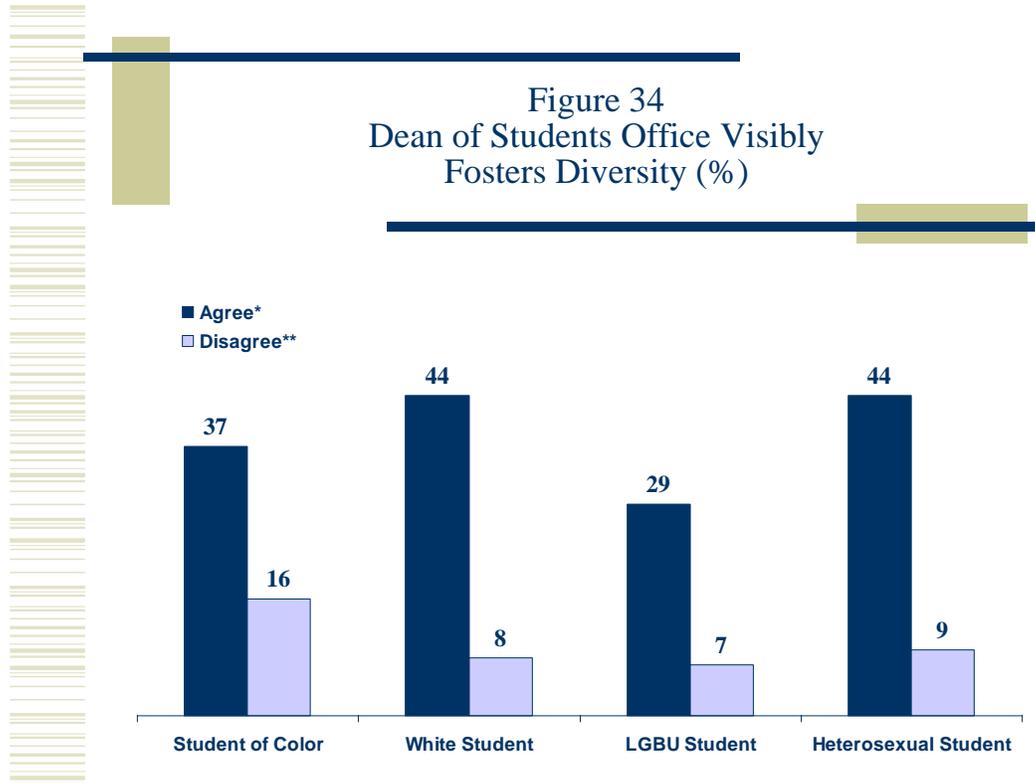
Figure 33
President's Office Visibly
Fosters Diversity by Race and Sexual Orientation (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-two percent of respondents agreed that the Dean of Students office visibly fosters diversity. When reviewing the data by the student demographic categories, differing opinions emerged (Figure 34). A greater percentage of White and heterosexual students agreed than did students of color and LGBU students.

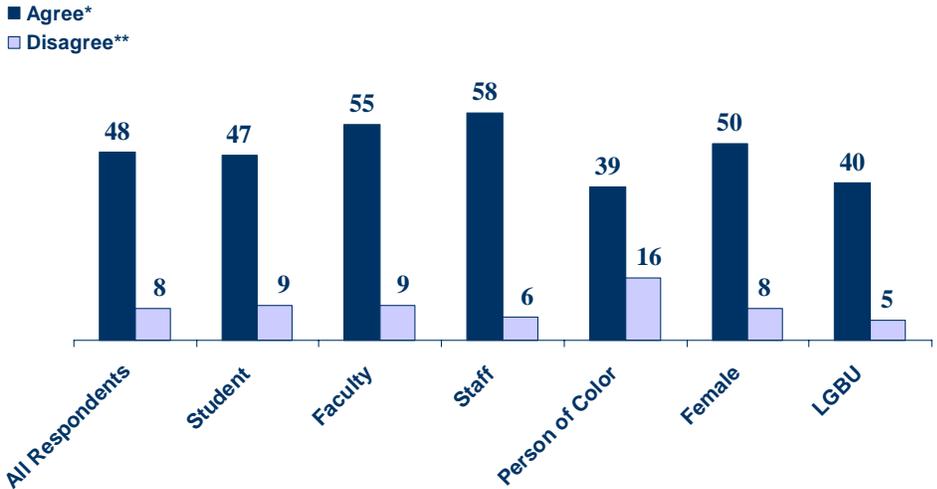


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-eight percent of respondents agreed that their academic dean or unit head visibly fosters diversity. Staff most often agreed with this statement, while people of color were most likely to disagree (Figure 35).

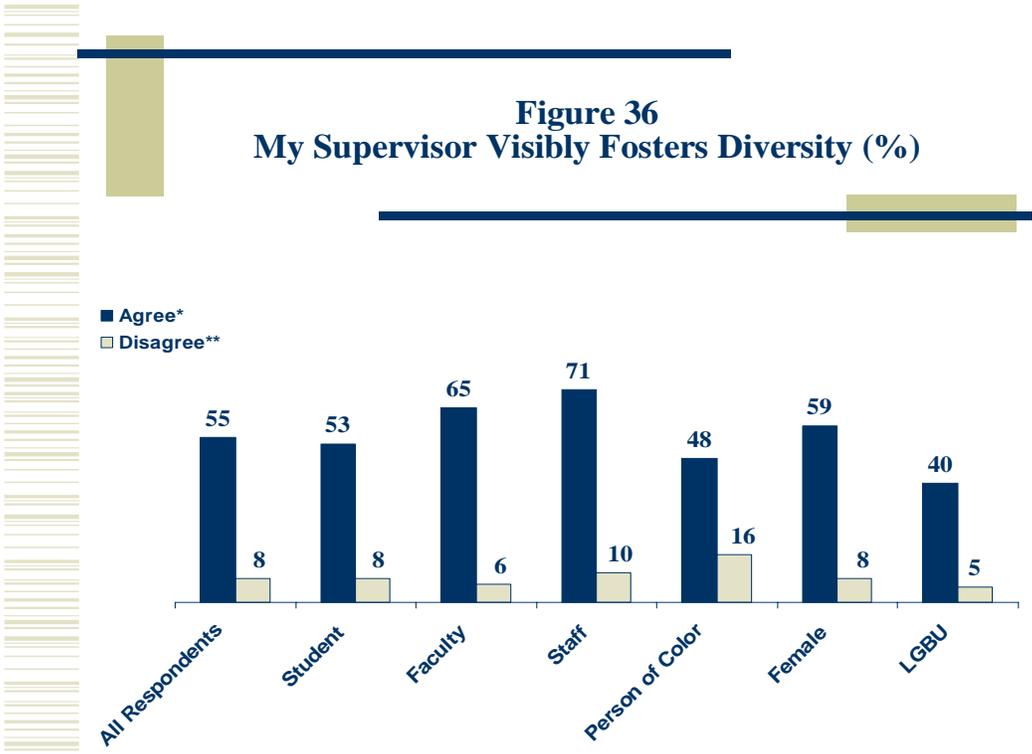
Figure 35
My Academic Dean/Unit Head
Visibly Fosters Diversity (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fifty-five percent of respondents agreed that their direct supervisors visibly foster diversity. When reviewing the data by employee status, faculty and staff most often agreed with this statement. When reviewing the data by race, gender, and sexual orientation, People of color were most likely to disagree (Figure 36).

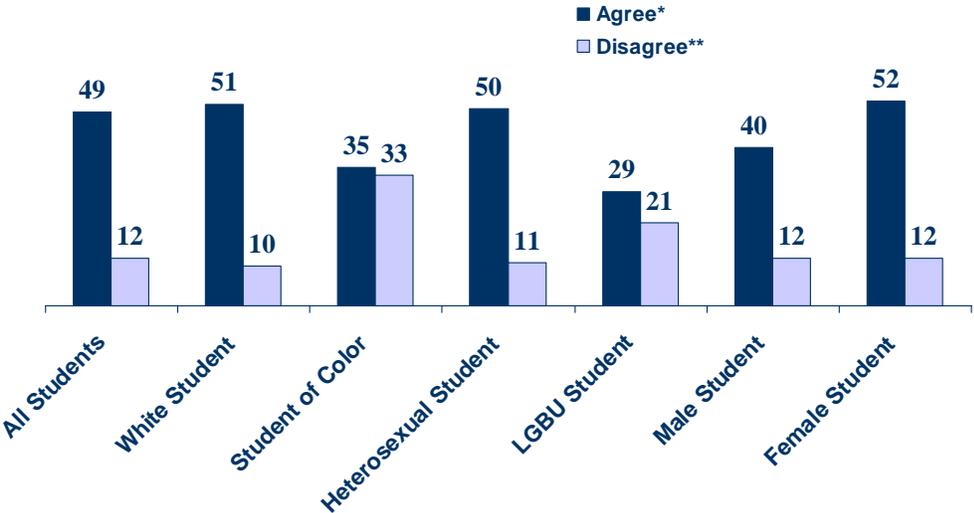


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-nine percent of respondents felt that student government visibly fosters diversity (Figure 37). Women students were most likely to agree, while students of color were most likely to disagree with this statement.

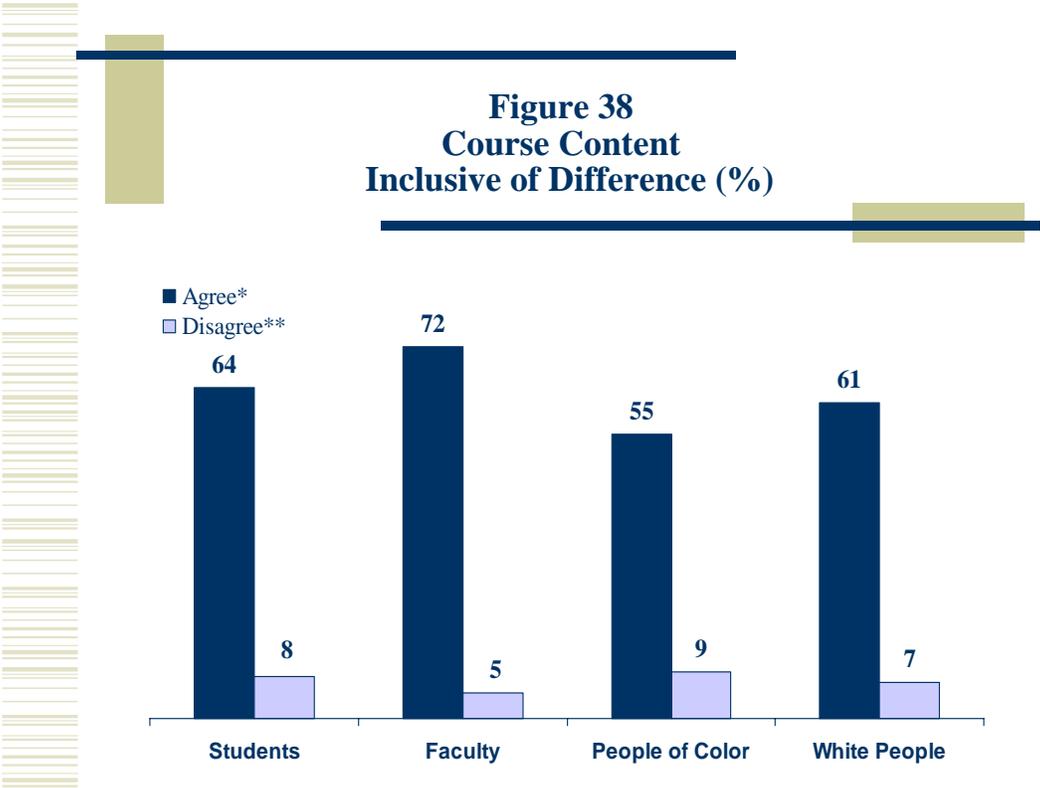
Figure 37
Student Government Visibly
Fosters Diversity (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

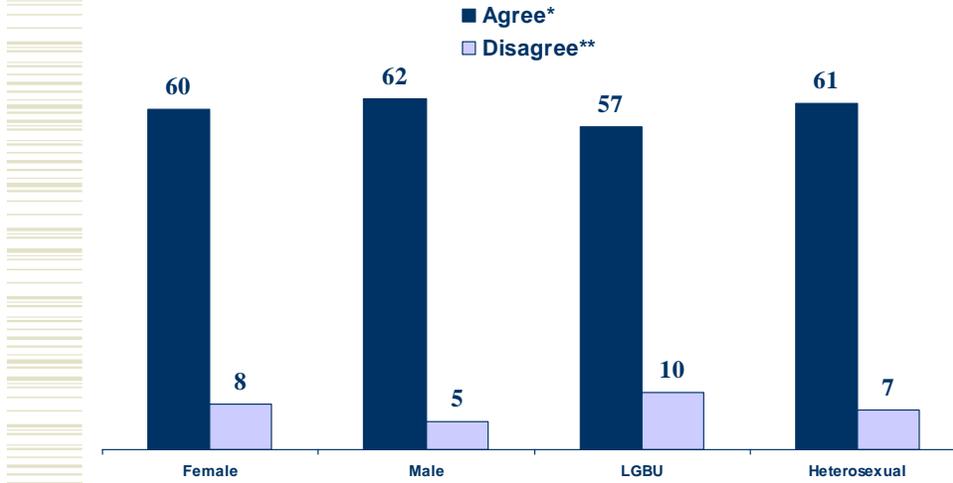
Sixty percent of respondents felt that course content represents the contributions of people from historically marginalized groups. Again, a breakdown by demographic categories reveals noteworthy results (Figures 38 & 39). Respondents of color least often agreed with this statement. LGBU respondents were also less likely to agree.



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 39
Course Content
Inclusive of Difference (%)

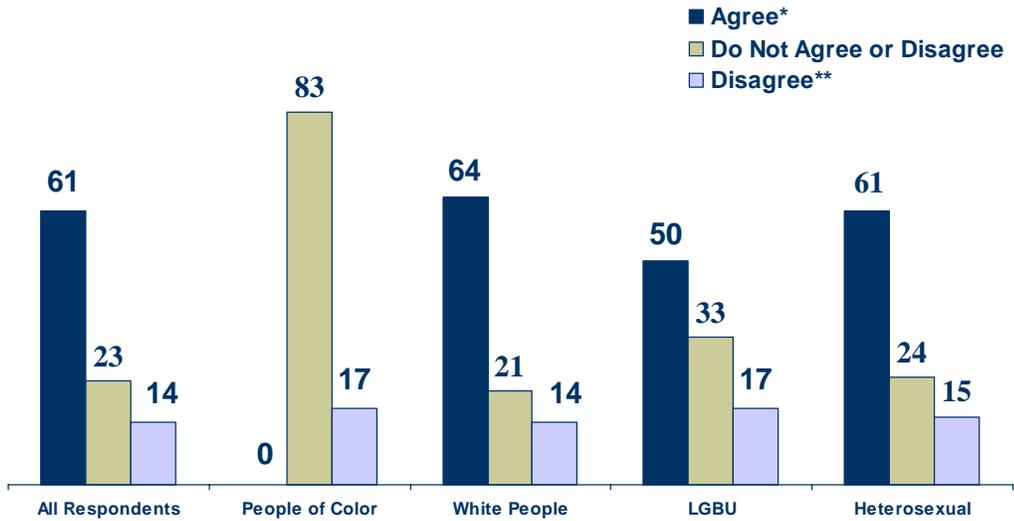


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fifty-eight percent of the respondents believed that MSU values their involvement in diversity initiatives. Sixty-eight percent of student respondents felt that the classroom climate is welcoming for people from underrepresented groups, and 61 percent of employee respondents felt that the workplace climate is welcoming for employees from underrepresented groups. Figure 40 illustrates these data for employee respondents by race and sexual orientation. Notably, none of the employees of color agreed that the workplace was welcoming for people of underrepresented groups, and sexual minorities find the workplace climate less welcoming than do their majority counterparts.

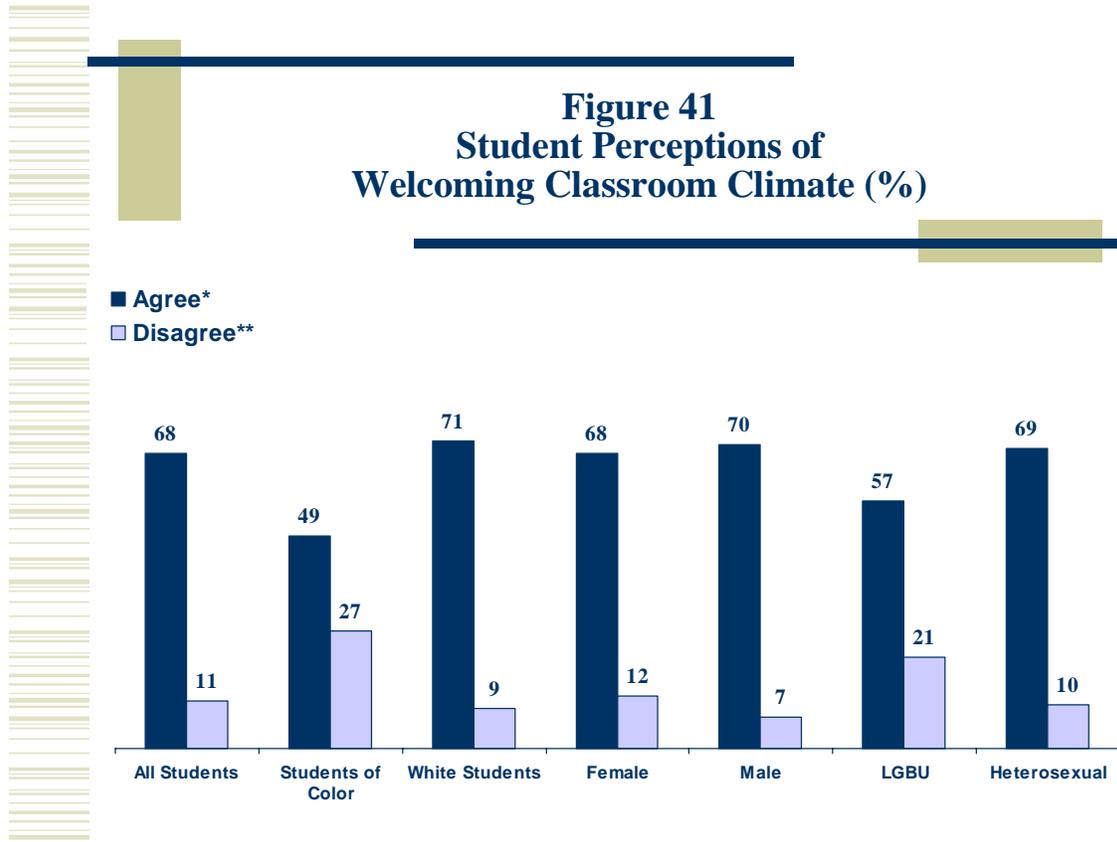
Figure 40
Employee Perceptions of Welcoming Workplace Climate (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 41 reviews the findings regarding classroom climate from student respondents according to race, gender, and sexual orientation.



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of all respondents believed providing social justice workshops/programs to raise the awareness of issues would positively affect the campus climate in terms of all the groups/characteristics listed in Table 28.

Table 28.

Workshops/Programs Would Positively Affect Campus Climate	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Age	86	13.1	253	38.7	240	36.7	40	6.1	3	0.5
Country of origin	102	15.6	278	42.5	204	31.2	33	5.0	3	0.5
Ethnicity	123	18.8	300	45.9	170	26.0	26	4.0	3	0.5
Race	116	17.7	297	45.4	177	27.1	22	3.4	4	0.6
English as a second language status	98	15.0	275	42.0	210	32.1	30	4.6	6	0.9
Psychological disability status	86	13.1	296	45.3	218	33.3	18	2.8	2	0.3
Learning disability status	95	14.5	306	46.8	202	30.9	20	3.1	2	0.3
Physical disability status	96	14.7	305	46.6	197	30.1	23	3.5	2	0.3
Physical characteristics	71	10.9	259	39.6	249	38.1	36	5.5	6	0.9
Sexual orientation	95	14.5	260	39.8	219	33.5	35	5.4	14	2.1
Gender identity	91	13.9	254	38.8	226	34.6	36	5.5	13	2.0
Gender expression	92	14.1	240	36.7	232	35.5	41	6.3	15	2.3
Religion	89	13.6	250	38.2	239	36.5	35	5.4	8	1.2
Socioeconomic class	85	13.0	262	40.1	242	37.0	27	4.1	5	0.8
Veterans/Active military	79	12.1	252	38.5	246	37.6	33	5.0	9	1.4

Seventy-eight percent of the respondents of color felt providing more social justice workshops would improve the MSU community’s awareness of the issues and concerns of people based on race, while only 66 percent of White respondents agreed. Likewise,

85 percent of LGBU respondents, compared to 56 percent of heterosexual respondents, thought providing workshops on sexual orientation would improve MSU's awareness of those issues. A higher percentage of female respondents (60%) than male respondents (45%) felt that providing more awareness or sensitivity workshops focused on gender would improve the university community's awareness of the issues.

Fewer respondents, between 38 and 53 percent, felt that *requiring* all MSU students, staff, and faculty to take at least one social justice class that focuses on issues, research, and perspectives about various groups would improve the campus climate for various campus constituencies.

Thirty-six percent of respondents felt that using social justice-related activities as one of the criteria for hiring and/or evaluations of non-student staff, faculty, and administrators would improve the climate. Nineteen percent disagreed with this statement.

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken (or overlooked) by the institution may be perceived either as promoting (or impeding) a positive campus climate. As the above data suggest, respondents hold widely divergent opinions about the degree to which MSU does, and should, promote diversity to shape campus climate.

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, 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.

These are values also espoused by Minot State University, as suggested in its mission statement. This project provides one tool to assist the institution in fulfilling its mission.

Implications of the Study

That stated, what do the results of this study suggest? At minimum, it adds quantitative data to a knowledge base that has heretofore been built largely on anecdotal sources of information, especially with regard to sub-populations other than racial and ethnic groups. As to the findings themselves, aside from the aforementioned finding that a sizable majority of respondents, regardless of race, sexual orientation, or any other personal characteristics, have been victims of at least subtle forms of harassment, the results parallel those from similar investigations. It is not uncommon, for instance, that members of historically underrepresented groups are more likely to have experienced various forms of harassment and discrimination than have those in the “majority.” A more interesting question is, given that the MSU has some structure in place to address diversity issues, *how effective have their efforts been in positively shaping and directing campus climate with respect to diversity?*

Unfortunately, the answer to this key question is unknowable from this assessment, which is, in effect, a single snapshot taken at one particular point in time. Put another way, there is no “pre-test” data to determine what the climate on campus was like *before*

MSU introduced initiatives aimed at increasing sensitivity to issues of diversity as a means of enhancing campus climate for all. Without this pre-test information, it is beyond the scope of these data to inform how effective these programmatic diversity-related interventions have been. This being the case, the present study may be most valuable when considered as setting the stage for a longitudinal plan to foster diversity (Ingle, 2005).

Following this premise, the campus climate assessment, beginning in 2005, was a proactive initiative MSU to review the campus climate for underrepresented populations. It was the intention of the Diversity Council that the results would be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The recommended next steps include the Committee and other campus constituent groups (e.g., underrepresented groups, students, faculty, staff, and administration), working in collaboration with the consultant, create a strategic plan for maximizing equity at MSU based on the results of the internal assessment and using the Transformational Tapestry Model (Appendix D). As in the previous phases of this project, the development of the plan will be in collaboration with *all* constituent groups at Minot State University.

References

- AAC&U (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Bartz, A. E. (1988). *Basic statistical concepts*. New York: Macmillan.
- Bauer, K. (1998). Campus climate: Understanding the critical components of today's colleges and universities. *New Directions for Institutional Research*, no.98. San Francisco: Jossey-Bass.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education* (4th ed.). Boston: Allyn and Bacon.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Higher Education Report, Vol. 26, No.8. Washington, DC: Association for the Study of Higher Education.
- Ingle, G. (2005). Will your campus diversity initiative work. *Academe*, 91(5).
- Kuh, G., & Whitt, E.J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report No. 1. Washington, DC: Association for the Study of Higher Education.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Peterson, M., & Spencer, M. (1990). Understanding academic culture and climate. In W. Tierney (Ed.), *Assessing academic climates and cultures*. San Francisco: Jossey-Bass.
- Rankin, S. (forthcoming). Campus climate for sexual minority students: Challenges and best practices. In J. Jackson & M. Terrell (Eds.), *Toward administrative reawakening: Creating and maintaining safe college campuses*. Herndon, VA: Stylus Publications.
- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of Student College Development*, 46(1): 43-61.
- Rankin, S. (2003). Campus climate for lesbian, gay, bisexual & transgender people: A legal perspective. *Focus on Law Studies*, 19(1): 10-17.

- Rankin, S. (2003). *Campus climate for LGBT people: A national perspective*. New York: NGLTF Policy Institute.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., Merchant, P. A., Beliak, H. D., & Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Tierney, W. G. (Ed.). (1990). *Assessing academic climates and cultures*. San Francisco: Jossey-Bass.
- Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog Publishing.

Appendices

Appendix A – Thematic Analysis of Comments

Appendix B – Survey

Appendix C – College Data Tables

Appendix D – Transformational Tapestry Model