CAMPUS CLIMATE ASSESSMENT

UNIVERSITY OF MINNESOTA - DULUTH
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PREPARED BY
SUSAN R. RANKIN

PRINCIPAL INVESTIGATOR

Campus Diversity Climate Assessment

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty and staff regardless of cultural differences, and where individuals are not just tolerated but valued. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction. I believe that the first step in creating such an environment is to assess the current campus climate in order to identify issues and challenges and then to create ways for individuals, departments and the university to address them.

This report is an analysis of the data that was collected at the University of Minnesota - Duluth, one of nineteen institutions of higher education participating in this project. I am grateful to the University community for your participation and support. In particular, I would like to thank Angela Nichols for her dedication and commitment to this project.

I am hopeful that the results of this assessment will assist the University of Minnesota – Duluth community in creating and maintaining a community environment that respects individual needs, abilities, and potential. It is very important for all of us that a positive climate exists on our campuses, one that encourages attention to fairness and discourages expressions of injustice.

Respectfully,

Susan R. Rankin, Ph.D.
Primary Investigator
Senior Diversity Planning Analyst/Coordinator of LGBT Equity
313 Grange Building
The Pennsylvania State University
University Park, PA 16802
814-863-8415
sxr2@psu.edu

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Executive Summary

➤ Surveys were distributed to 1,223 students, 535 faculty, and 1,022 staff and administrators and submitted by 179 students, 87 faculty, and 178 staff/administrators for response rates of 52 percent, 16 percent, and 17 percent respectively.

➤ The sample is representative of the population except that women, African American/Blacks, Asian/Pacific Islanders, American Indian/Alaskan Natives, Chicano/Latino/Hispanics, faculty, and staff/administrators over-sampled and Whites/Caucasians and undergraduate students were under-sampled.

➤ The majority of respondents (over 70%) indicated that the overall campus climate was accepting of seven of the various populations. The lowest acceptance ratings were reported for lesbians, gay men, bisexual men/women, and transgender persons.

➤ Over 62 percent of the respondents had seldom heard students, faculty, staff, or administrators make insensitive or disparaging remarks about people from various populations.

➤ Twenty-one percent of the respondents indicated that they had experienced conduct that had interfered unreasonably with their ability to work or learn on campus (i.e., harassment). These experiences were primarily due to gender (53%) and race (27%).

➤ The harassment experienced was in the form of derogatory remarks (78%) and experienced more often by students, Chicano/Latino/Hispanics, and gay men.

➤ Twenty-nine percent of the respondents indicated that they observed conduct on campus that created an offensive, hostile, or intimidating working or learning environment mainly based on gender (52%), race (40%), and sexual orientation (37%).

➤ Very few respondents reported experiencing discriminatory hiring (less than 10%), firing (less than 2%), or promotion (less than 11%) based on any of the characteristics presented.

➤ Respondents indicate that they have little or no contact with Middle Easterners (63%) and Chicano/Latino/Hispanics (54%). Over 40 percent report little or no contact with African American/Blacks, American Indian/Alaskan Natives, Asian/Pacific Islanders, disabled persons, non-native English speakers, and/or openly gay, lesbian, bisexual, or transgender persons.

➤ The majority of respondents indicated that they would feel comfortable being a close friend with, sharing an office with, and being a roommate with different people.

➤ Respondents believed that the campus thoroughly addresses issues related to disabilities (64%), racism (60%), sexism (59%), and heterosexism (57%). They were less likely to agree that issues related to religious beliefs (48%) and ageism (38%) were addressed.

➤ Few respondents (23%) thought that the campus' leadership visibly fosters diversity, and 21 percent felt the curriculum adequately represents the contributions of different groups of people.

➤ Sixteen percent felt that the classroom climate was welcoming for people from underrepresented groups and 10 percent felt that the workplace climate was welcoming for employees from underrepresented groups.

➤ Over 73 percent of respondents would challenge someone on derogatory comments in regard to race and ethnicity, while 65 percent would challenge derogatory remarks made about sexual orientation. Seventy-three percent of the respondents indicated they would refuse to participate in comments or jokes about people from underrepresented groups.

➤ At least half of the respondents believed providing more sensitivity/awareness workshops would increase the University community's awareness of the needs of persons with disabilities (60%), racial minorities (59%), ethnic minorities (58%), lesbian, gay, bisexual, and transgender persons (54%), non-Native English speakers (53%), and persons from different religious backgrounds (51%).

➤ Over half of the respondents felt that requiring all University students and staff to take at least one class that focuses on issues, research, and perspectives about various groups (with the exception of classes that focus on "men") will improve the campus climate for these groups.

➤ Respondents felt that the climate would potentially improve with the offering of art, music, and cultural events that recognize distinctive cultures (70%), people with disabilities (61%), and LGBT people (51%).

➤ Fifty-seven percent of the participants reported that if service that enhances the University's climate for diversity was included as a criterion for faculty and staff evaluation that the climate would improve.

Introduction

One of the primary missions of higher education institutions is unearthing and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship (Bauer, 1998, Boyer, 1990; Peterson, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996). Recent investigations suggest that the climate on college campuses, not only effects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990). Therefore, preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty - an environment free from discrimination - should be one of the primary responsibilities of educational institutions. Yet, the climate on many college campuses is not equally supportive of all of its members.

In response, the University of Minnesota – Duluth participated in an investigation to examine the climate on campus. The internal assessment will help to lay the groundwork for future initiatives. The report is organized to correspond with the survey questions (see Appendix A) with the exception of *Part 3 (Background Information)*, which is presented in the *Description of the Sample*.

Procedures

The entire population of faculty and staff were included in the sample. The population was sent an e-mail encouraging participation. The electronic message was sent in memo format from the Chancellor at UMD. A follow-up electronic mail message was sent one week after the initial mailing and shortly before the response deadline. All electronic messages included the option for respondents to use the web-based survey and were provided with the URL site and instructions (e.g., UMN identification number and password). Eighty-seven faculty and 178 staff/administrators submitted surveys for response rates of 16 percent and 17 percent respectively.

The sampling procedure for students included a random sample of 400 students (including graduate students and the Medical School at UMD), and 100 percent of students whose records indicated that they were enrolled as an international student, a student with a disability, or self-identify as a member of one of the following groups: African-American/Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan. This purposeful sample of self-identified students from underrepresented groups included 823 students. The number of students in the total student sample was 1,223 or 13.5 percent of the total student population and was consistent with the UMD All Student Profile, Fall 2000.

In order to preserve the true randomness of the sample of 400 students, no efforts were made to assure that students who were purposefully sampled as members of

underrepresented groups were not also appearing in the random sample. Thus, duplication may have occurred. One hundred seventy-nine students submitted surveys. All surveys were completed either on-line via a web based survey or through a paper and pencil survey which was machine scanned and tabulated for appropriate analysis. Confidentiality of individual respondents was insured by the anonymous nature of the survey.

Description of the Sample

The majority of respondents were Caucasian (81%) (Table 1), U.S. born citizens (86%) (Table 2), heterosexual (91%) (Table 3), female (60%) (Table 4), and 22 and under (29%) (Table 5). Thirty-nine percent (n = 179) of the respondents were students, 19 percent (n = 87) were faculty and 39 percent were staff/administrators (n = 178) (Table 6). Eighty-eight percent of the respondents indicated that they were full-time students or employees (Table 7) and 9 percent (n = 40) reported the presence of a disability (Table 8). Of the students who responded to the survey, 5 percent were members of Greek letter organizations (Table 9) and 69 percent lived off-campus (Table 10). Chi-square analysis results indicate that the sample is representative of the population with respect to all of the characteristics except for the following:

- The sample included a significantly higher percentage of women than the percentage of women in the population.

- Whites/Caucasians were undersampled and African American/Blacks, Asian/Pacific Islanders, American Indian/Alaskan Natives, and Chicano/Latino/Hispanics were oversampled.

- Undergraduate students were undersampled (percentage of students in the sample is less than half of the percentage of students in the population), and staff/administrators and faculty were oversampled (the percentages of faculty, staff/administrators were four times as large as their percentages in the population).

The sample and population figures, as well as the chi-square analyses are presented in the table below.

Demographics of Population and Sample

Characteristic	Subgroup	Population %	Population (n)	Sample %	Sample (n)
Gender[a]	Male	48.2%	5352	36.9%	170
	Female	51.8%	5763	60.3%	278
Race/Ethnicity[b]	African American /Black	0.9%	91	2.2%[1]	10
	Asian/Pacific Islander	2.3%	248	7.2%	33
	Middle Easterner			4.1%	19
	American Indian/Alaskan Native	1.6 %	171	3.9%	18
	Chicano/Latino/Hispanic	0.9%	93	3.5%	16
	White/Caucasian	94.3%	10008	80.9%	373
	Other				
Citizenship (Students)[c]	US Citizen	97.8%	9279	91.3%	421
	Immigrant			3.9%	18
	International	2.2%	209	2.0%	9
Position[d]	Undergraduate Student	81.7%	9077	35.1%	162
	Professional Student			.7%	3
	Graduate Student	4.3%	481	3.0%	14
	Staff/Administration	9.2%	1022	38.6%	178
	Faculty	4.8%	535	18.9%	87

[1] Percentages do not sum to 100 because respondents were instructed to indicate all categories that apply.
[a] $X^2 = (1, N = 11563) = 17.97, p = .0001$
[b] $X^2 = (4, N = 11061) = 03.08, p = .0001$
[c] $X^2 = (1, N = 9918) = 0.02 \quad p = 1.0000$
[d] $X^2 = (3, N = 11556) = 680.53, p = .0001$

Experiences with Diversity[1,2]

Over 62 percent of the respondents reported that they seldom heard a student make insensitive or disparaging remarks about the various populations listed (Table 11). The responses were similar (over 85%) when referring to having seldom heard staff, faculty, administrators, or teaching assistants make insensitive or disparaging remarks (Tables 12, 13, 14, and 15). There was a higher incidence of having heard students frequently make insensitive or disparaging remarks about gay, lesbian, bisexual, or transgender people (22%) and women (17%) than for the other groups listed.

Experiences with Harassment

Twenty-one percent of the respondents (n = 97) indicated that they had experienced conduct that had interfered unreasonably with their ability to work or learn (i.e., harassment) on campus (Table 16).[3] Of those participants that responded positively, 53 percent (n = 51) indicated that the harassment was due to gender and 27 percent (n = 26) identified race as the motivating factor. The remaining respondents suggested that the conduct was based on age (22%), disability (9%), ethnicity (9%), and sexual orientation (8%) (Table 17).

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

[2] A content analysis of the comments from survey participants is available in Appendix C.

[3] 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.

Further analysis examined the responses of participants who indicated that they had personally experienced harassment by demographic categories. In regard to position, the analyses indicate that professional, graduate, and undergraduate students (67%, 36%, and 29% respectively) experienced a higher incidence of harassment than did staff, administrators, and faculty. Based on race/ethnicity, a higher percentage of Chicano/Latino/Hispanics (38%) reported being harassed than did the individuals from other categories. Approximately 30 percent of American Indian/Alaskan Natives, Asian/Pacific Islanders, and African American/Blacks also experienced harassment. Among the responses by individuals of various sexual identities, a higher percentage of gay men (50%) experienced harassment than did bisexual persons (38%), lesbians (30%), or heterosexual persons (21%).
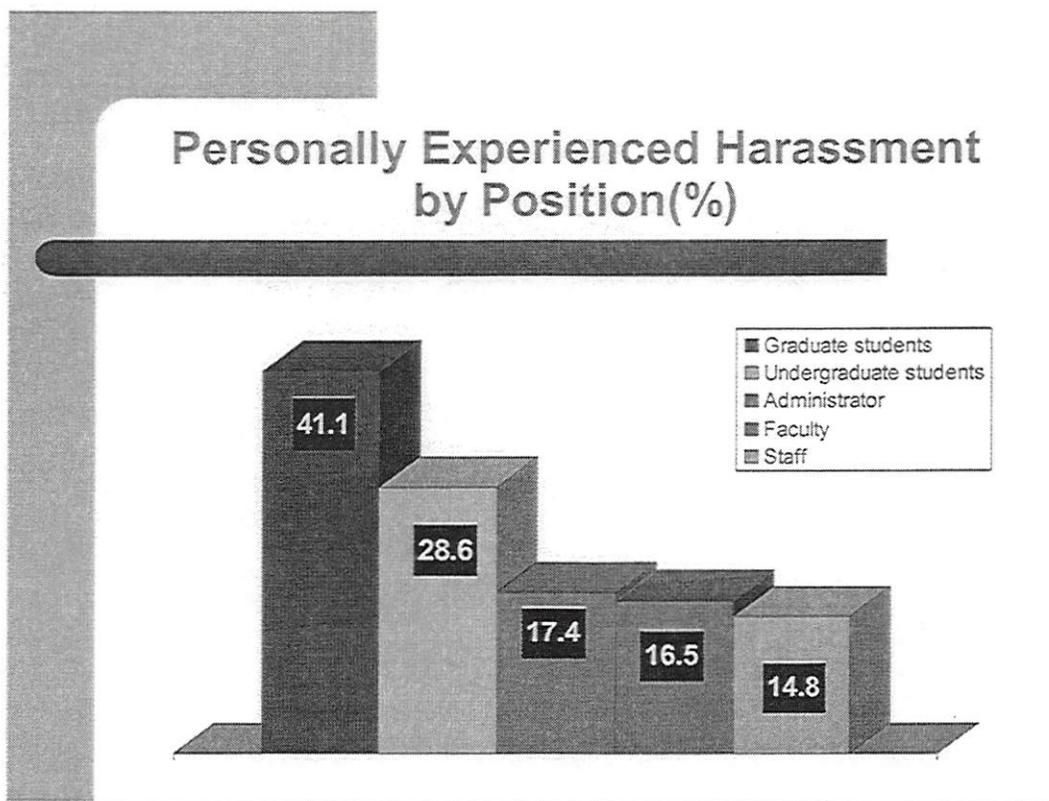
Personally Experienced Harassment by Position(%)
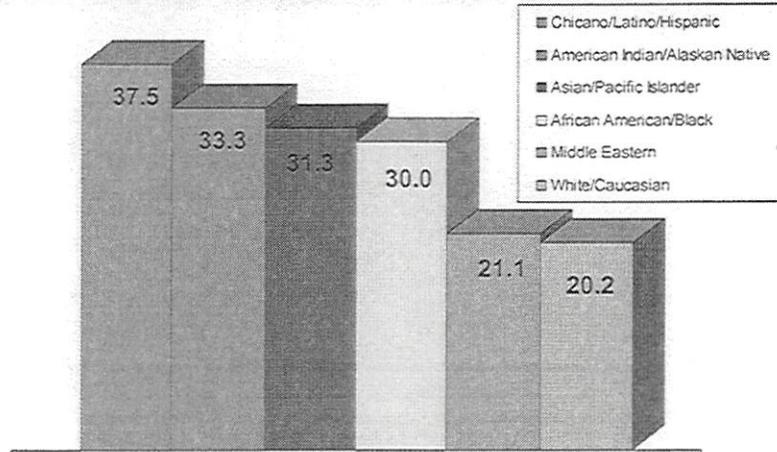
■ Graduate students
▨ Undergraduate students
■ Administrator
■ Faculty
▨ Staff

41.1
28.6
17.4
16.5
14.8

Personally Experienced Harassment by Race/Ethnicity (%)

Legend:
- Chicano/Latino/Hispanic
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American/Black
- Middle Eastern
- White/Caucasian

Values: 37.5, 33.3, 31.3, 30.0, 21.1, 20.2

Personally Experienced Harassment By Gender (%)

Male: 16.2
Female: 24.8

Personally Experienced Harassment by Sexual Identity (%)

Legend:
- Gay
- Bisexual
- Lesbian
- Heterosexual
- Uncertain

Values shown: 50.0, 37.5, 30.0, 20.8, 16.7
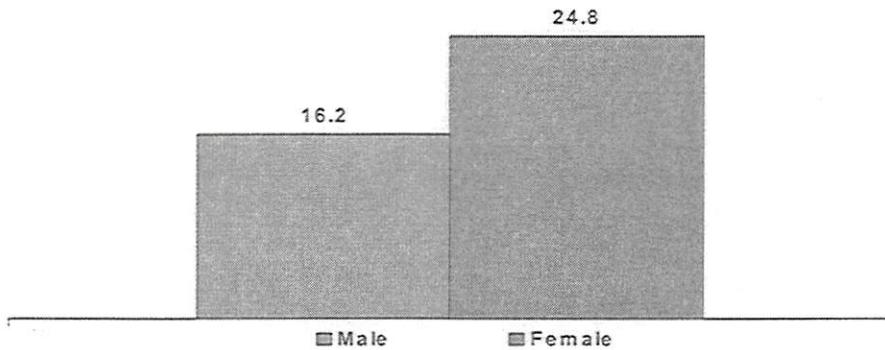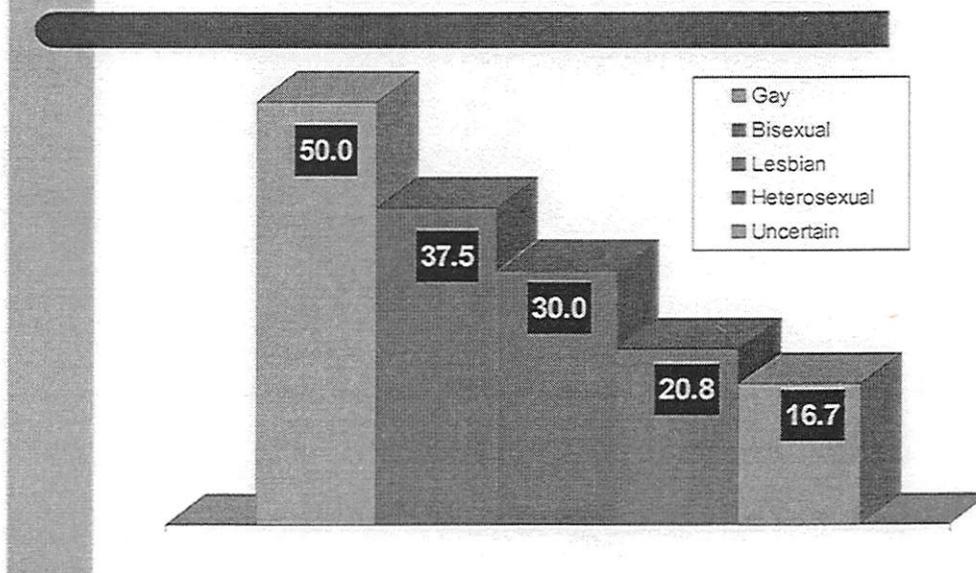
Derogatory remarks were reported as the most common form of harassment (78%). Other forms indicated by respondents included written comments (16%), graffiti (6%), and threats of physical violence (6%). One respondent reported having suffered an actual physical assault or injury on campus (Table 18).

The conduct occurred most often while working at a University job (41%), in public spaces on campus (33%), and in classrooms (29%) (Table 19). Forty-six percent of the respondents indicated the source of the harassment was students, while 45 percent suggested that faculty and 22 percent suggested that staff/administrators were the sources (Table 20).

Form of Experienced Harassment

Legend: Student, Staff, Administrator, Faculty

Categories (x-axis): Oral, Written, Phone, E-Mail, Graffiti, Physical Threats, Physical Assault, Other
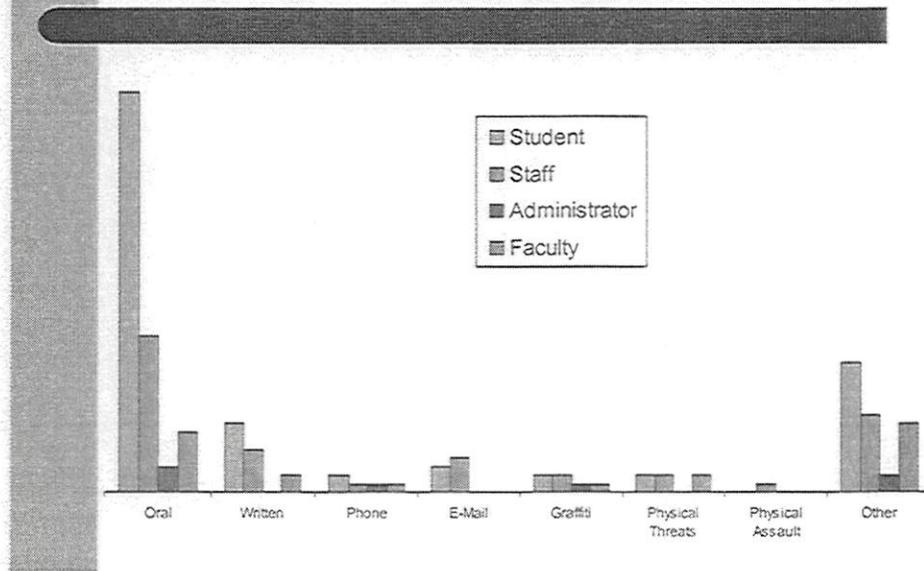
Observation of Harassment

Twenty-nine percent of the participants indicated that they had observed conduct on campus that created an offensive, hostile, or intimidating working or learning environment (i.e., harassment) (Table 21). Most of the observed harassment was primarily based on gender (52%), race (40%), and sexual orientation (37%) (Table 22). Further analyses comparing the relationship between observed harassment and position revealed approximately 30 percent of undergraduate students, administrators, staff, and faculty observed harassment. Sixty-seven percent of professional students and 46 of graduate students observed harassment (It is worthy to note, however, that compared to the greater number of individuals in the other categories, only three professional and 14 graduate students completed the questionnaire). In regard to race/ethnicity, 53 percent of

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Asian/Pacific Islanders and at least 40 percent of African American/Blacks, Middle

Easterners, and American Indian/Alaskan Natives observed harassment. Among the

respondents of various sexual identities, a higher percentage of gay men (50%) and

lesbians (44%) observed harassment than did bisexual persons (25%) and heterosexual

persons (31%).
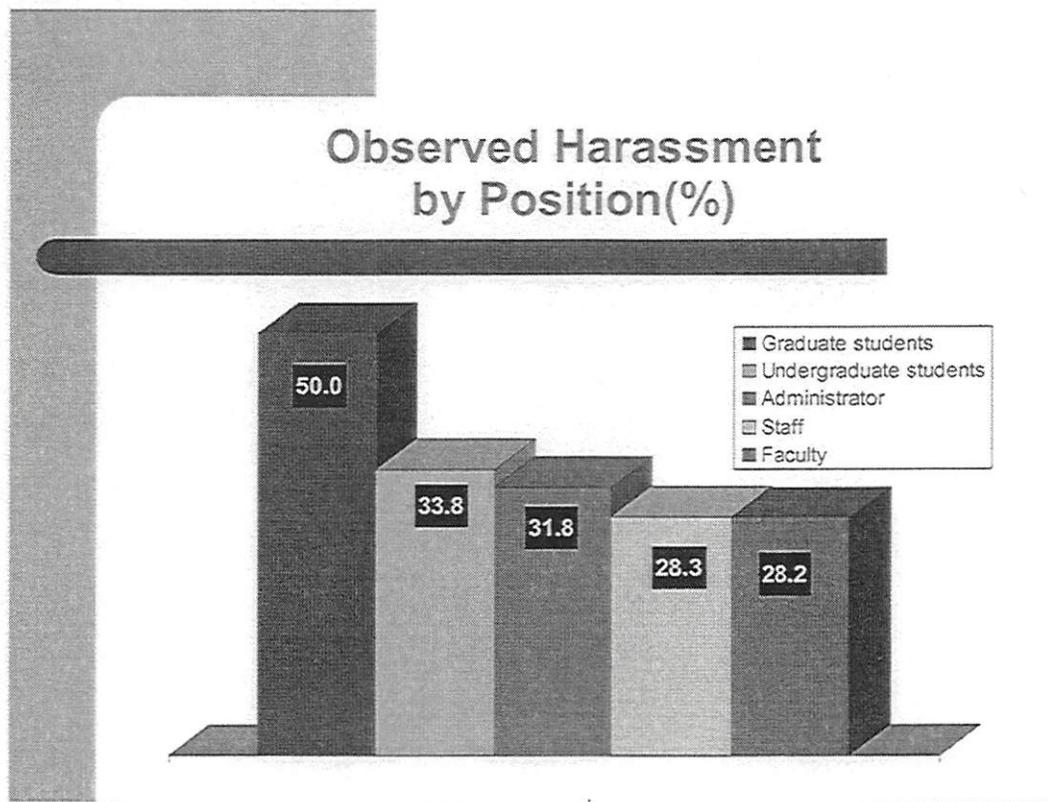
Observed Harassment by Position(%)

Graduate students: 50.0
Undergraduate students: 33.8
Administrator: 31.8
Staff: 28.3
Faculty: 28.2

Observed Harassment by Race/Ethnicity (%)

Legend:
- Asian/Pacific Islander
- American Indian/Alaskan Native
- African American/Black
- Middle Eastern
- White/Caucasian
- Chicano/Latino/Hispanic

53.3 | 44.4 | 40.0 | 40.0 | 28.4 | 18.8

Observed Harassment by Sexual Identity (%)

Legend:
- Gay
- Lesbian
- Heterosexual
- Bisexual
- Uncertain

50.0 | 44.4 | 30.8 | 25.0 | 16.7

11

Observed Harassment By Gender (%)

Male: 29.9
Female: 32.3
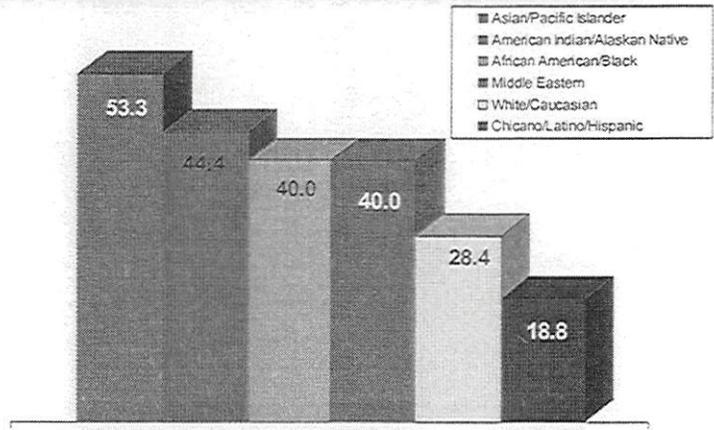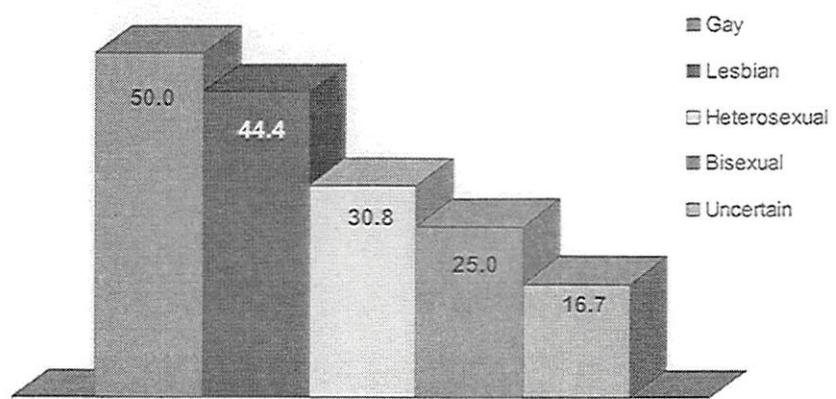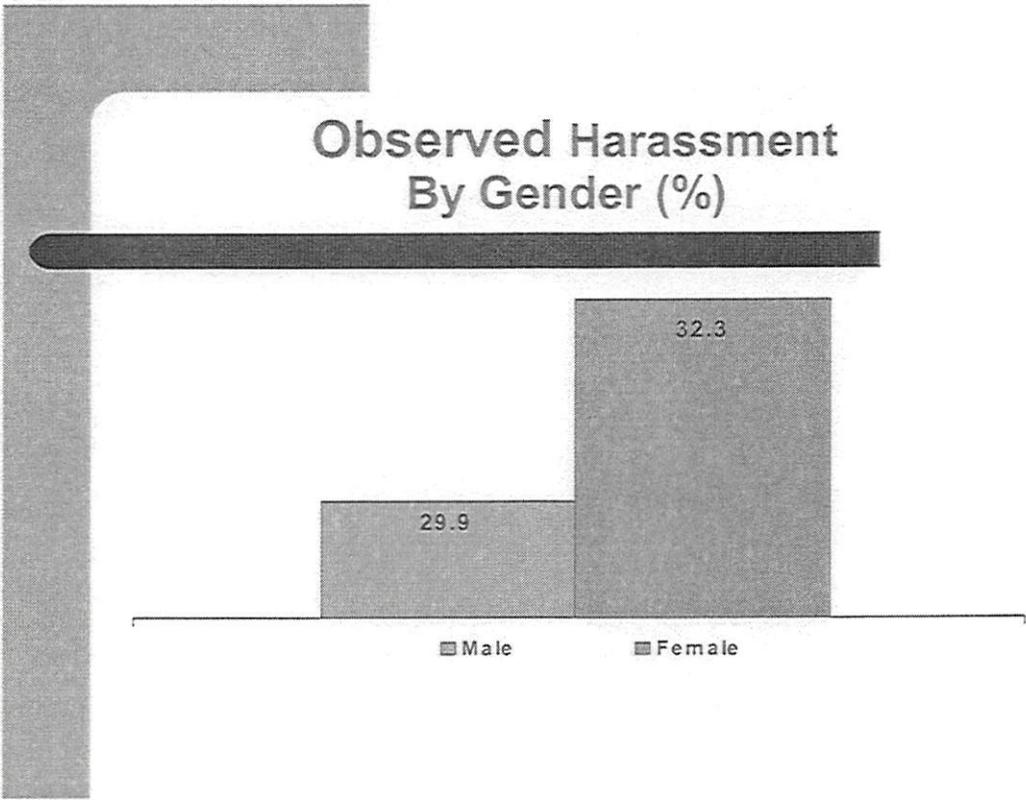
Table 23 illustrates the observed harassment was experienced most often in the form of verbal comments (79%), written comments (24%), and graffiti (12%). The experiences occurred most often in a campus office (44%), in a public space on campus (40%), or in a classroom (28%) (Table 24). The majority of the respondents reported students/student groups (54%), faculty (24%), and staff (24%) were the source of the conduct (Table 25).

Form of Observed Harassment
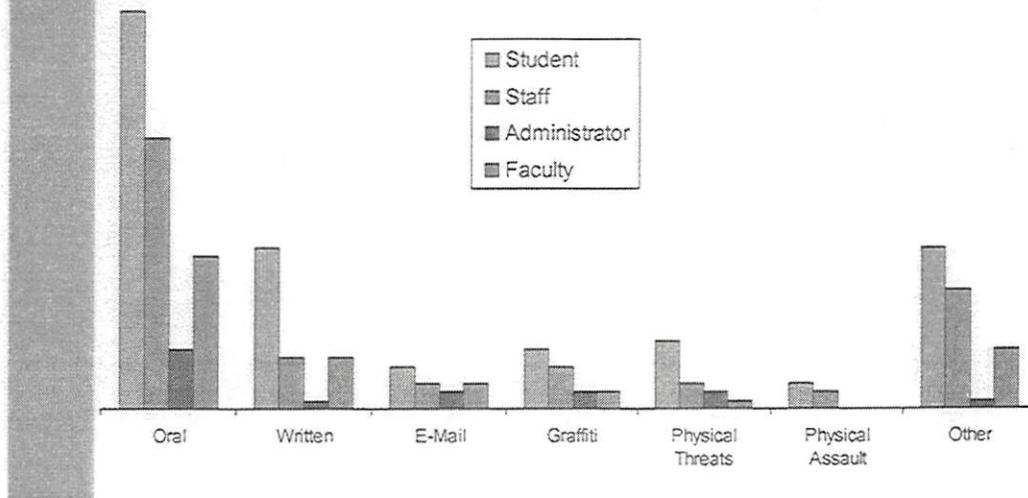
Sixty-six percent (n = 306) of the respondents are employed by the University (Table 26).

Tables 27 through Table 30 provide information on respondents' experiences with regard

to discriminatory employment practices. Very few respondents reported experiencing

discriminatory hiring (less than 10%) (Table 27), firing (less than 2%) (Table 28), or

promotion (less than 11%) based on any of the characteristics presented (Table 29).

Approximately 10 percent of the respondents experienced discriminatory hiring and

promotion based on gender. The majority of respondents indicated that the people in the

office in which they work are accepting of the various groups identified (Table 30).

Attitudes and Actions Relative to Diversity Issues

Table 31 illustrates that respondents have little or no contact with Middle Easterners (63%) and Chicano/Latino/Hispanics (54%). Over 40 percent report little or no contact with African American/Blacks, American Indian/Alaskan Natives, Asian/Pacific Islanders, disabled persons, non-native English speakers, and/or openly gay, lesbian, bisexual, or transgender persons. The majority of respondents indicated they would feel comfortable being a close friend with, sharing an office with, and being a roommate with people representative of the various groups. The percentage of respondents agreeing was lower when asked about being a roommate with a transgender man or woman (42%), an openly gay man (55%), an openly lesbian woman (54%), or a person with HIV or AIDS (53%) (Table 32). When the sample was analyzed by position (e.g., student with roommate and staff/faculty with office partner), the results were similar.

Respondents were also queried regarding their attitudes about the campus. The respondents indicate that the campus thoroughly addresses issues related to disabilities (64%), racism (60%), sexism (59%), and heterosexism (57%). They were less likely to agree that issues related to religious beliefs (48%) and ageism (38%) were addressed. (Table 33).

Few respondents (23%) feel that the campus' leadership visibly fosters diversity, and only 21 percent feel the curriculum adequately represents the contributions of different groups of people (Table 34). Only 16 percent of participants felt that the classroom climate was welcoming for people from underrepresented groups and 10 percent felt that

the workplace climate was welcoming for employees from underrepresented groups (Table 34).

Classroom Welcoming of Under-represented Groups

Legend:
- Student (n=179)
- Faculty (n=87)

	Agree	Disagree	Uncertain
Student	47	103	29
Faculty	7	63	15

Workplace Welcoming of Under-represented Groups

Legend:
- Staff (n=155)
- Faculty (n=87)
- Administrator (n=23)

|	Agree	Disagree	Uncertain
Staff	19	112	24
Faculty	5	66	14
Administrator	3	18	2
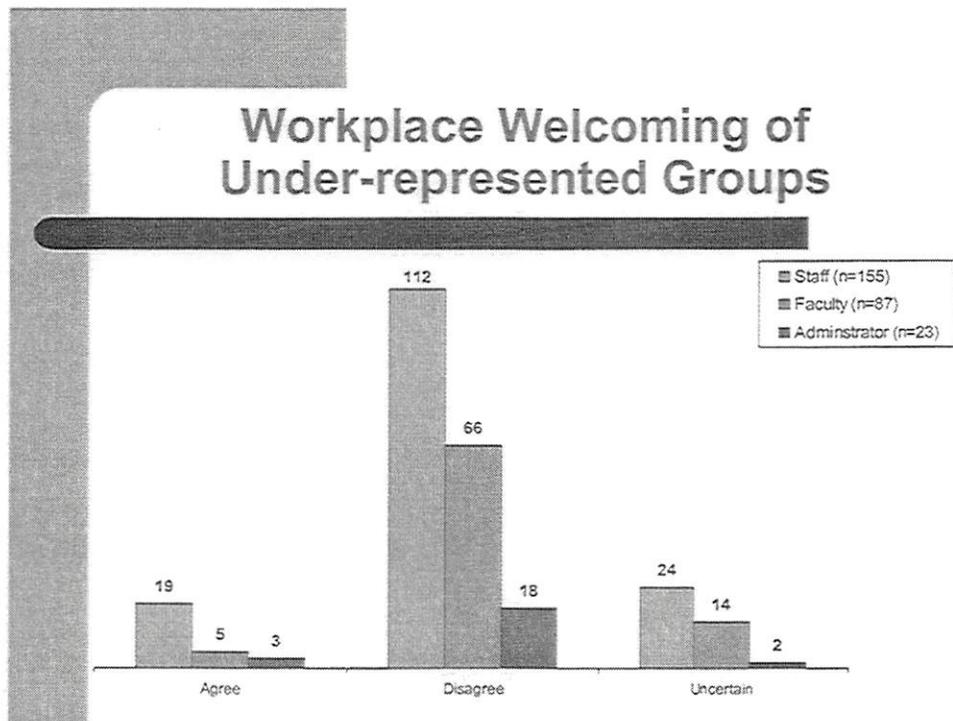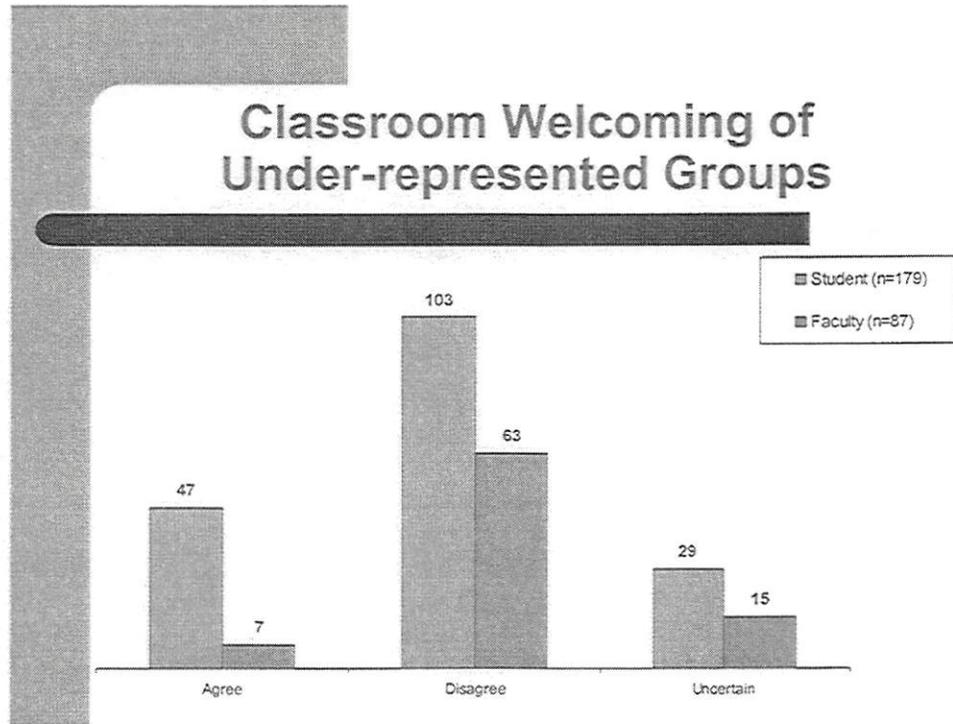
Table 35 provides information on the likelihood of respondents engaging in certain behaviors. Over 73 percent of respondents indicated that they would challenge someone on derogatory comments in regards to race and ethnicity, while 65 percent would challenge derogatory remarks about sexual orientation. Seventy-three percent of the respondents indicated they would refuse to participate in comments or jokes about people from underrepresented groups. Thirty percent of respondents reported being likely to disapprove of a public display of affection by a heterosexual couple and 42 percent were likely to disapprove of a public display of affection by a gay or lesbian couple.

The majority of respondents (over 70%) indicated that the campus climate overall was accepting of seven of the groups listed. The lowest percentages of acceptance ratings were reported for lesbians (50%), gay men (48%), bisexual men/women (44%), and transgender persons (32%) (Table 36). These responses correlated (r =.36 to .62) with the responses from question 4.8, which requested that respondents rate the overall campus climate for the various groups listed (Table 37). There is no relationship between "acceptance of men" and the rating of "non-sexist climate." This finding may indicate that respondents feel that sexism does not refer to gender discrimination (male or female), but only to discrimination against women. Selected correlation coefficients are provided in the table on the following page.

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

Campus Acceptance of:	Campus Climate Characteristics		
	Non-Racist	Non-Homophobic	Non-Sexist
African Americans/Blacks	.624[1]		
Gay Men		.586[1]	
Lesbians		.553[1]	
Bisexual Men or Women		.501[1]	
Men			.049
Women			.360[1]

[1] $p = .01$

Campus Climate

Student (n=179)
Faculty (n=87)
Staff (n=155)
Administrator (n=23)

Racist   Sexist   Heterosexist
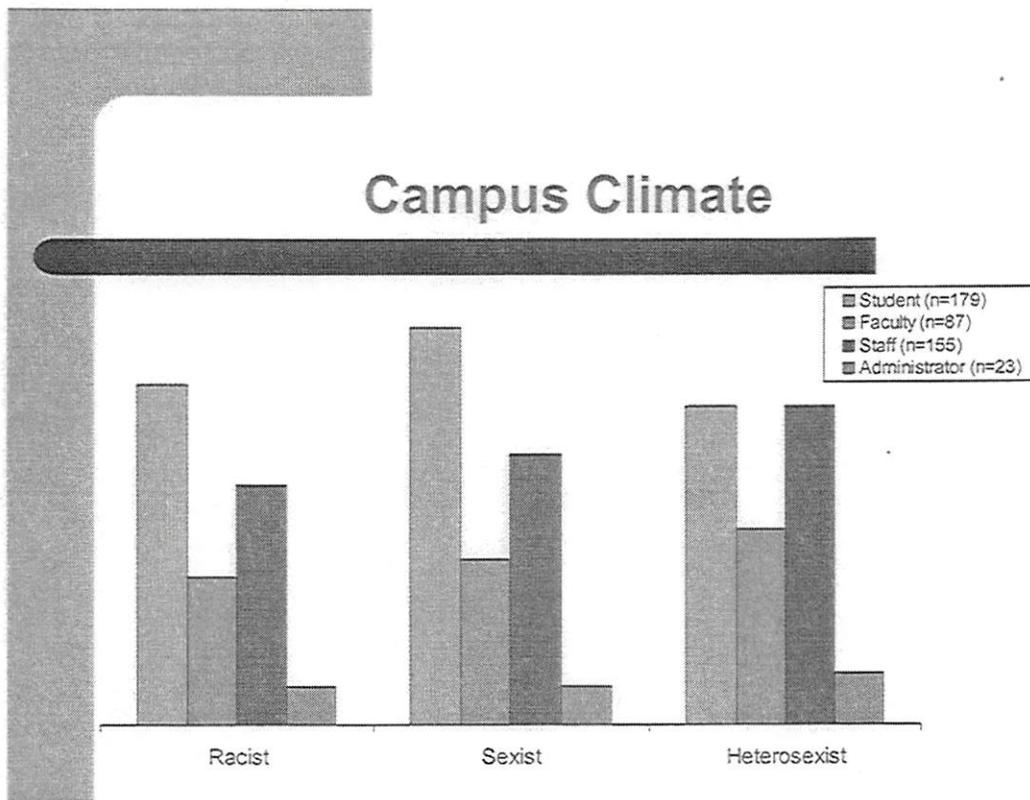
Methods of Improving Campus Climate

Table 38 indicates many respondents felt that providing more awareness/sensitivity workshops would result in no change for the University community's awareness of the needs of older or younger persons (48%), women (50%), and men (68%). The respondents did feel that providing more awareness and/or sensitivity workshops would improve understanding of persons with disabilities (60%), racial minorities (59%), ethnic minorities (58%), lesbian, gay, bisexual, and transgender persons (54%), non-Native English speakers (53%), and persons from different religious backgrounds (51%).

Table 39 and Table 40 indicate over half of the respondents felt that requiring all University students and staff to take at least one class that focuses on issues, research, and perspectives about various groups (with the exception of classes that focus on "men") will improve the campus climate for these groups.

Table 41 indicates that respondents felt that the climate would potentially improve with the offering of art, music, and cultural events that recognize distinctive cultures (70%), people with disabilities (61%), and LGBT people (51%). When asked if service that enhances the University's climate for diversity should be included as a criteria for faculty and staff evaluation, 57 percent reported that the climate would improve.

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Appendix A

Survey Instrument

Assessment of Campus Climate
for
Underrepresented Groups

Rationale: You have been selected to participate in a survey of students, faculty, and staff regarding the climate on your campus for underrepresented groups. This survey is voluntary and your responses will be kept confidential. Individuals will not be identified, and only group data will be reported.

Directions: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. **Your answers will be scored by machine, so please use a NUMBER 2 PENCIL.**

Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Senior Diversity Planning Analyst
313 Grange Building
The Pennsylvania State University
University Park, PA 16802
814-863-8415
sxr2@psu.edu

Part 1. Campus experiences with diversity

Within the past year, have you.....

1-1 Heard a student make insensitive or disparaging remarks about . . .

	Never	1–2 times	3–5 times	6–9 times	10 or more times
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgender persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

1-3 Heard a faculty member make insensitive or disparaging remarks about . . .

	Never	1–2 times	3–5 times	6–9 times	10 or more times
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgender persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

1-2 Heard a staff member make insensitive or disparaging remarks about.....

	Never	1–2 times	3–5 times	6–9 times	10 or more times
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgender persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

1-4 Heard a teaching assistant make insensitive or disparaging remarks about . . .

	Never	1–2 times	3–5 times	6–9 times	10 or more times
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgender persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

1-5 Heard an administrator make insensitive or disparaging remarks about . . .

	Never	1-2 times	3-5 times	6-9 times	10 or more times
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgender persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

1-6 Have you personally experienced harassment (any conduct that has interfered unreasonably with your ability to work or learn) on this campus?

⊃ Yes
⊃ No (if no, skip to question 1-7)

1-6a Do you feel that this conduct was due to...
(Mark all that apply)

◯ your race ◯ your disability
◯ your gender ◯ your religious beliefs
◯ your sexual orientation ◯ your ethnicity
◯ your age ◯ other

1-6b In what form was this conduct?
(Mark all that apply)

◯ derogatory remarks ◯ threats of physical violence
◯ written comments
◯ anonymous phone calls ◯ actual physical assault or injury
◯ unsolicited e-mails
◯ graffiti ◯ other

1-6c Where did this conduct occur?
(Mark all that apply)

◯ in a class ◯ while working at a College/University job
◯ in a residence hall
◯ in a campus office ◯ while walking on campus
◯ in a public space on campus ◯ campus event
(e.g. student union)

1-6d Who was the source of this conduct?
(Mark all that apply)

◯ student ◯ administrator
◯ faculty ◯ staff member
◯ teaching assistant ◯ campus police
◯ resident assistant ◯ don't know

1-7 Have you observed any conduct on this campus that you feel has created an offensive, hostile, intimidating working or learning environment?

◯ Yes ◯ No (if no, skip to question 1-8)

1-7a Do you feel that this conduct created an offensive, hostile, or intimidating working or learning environment for persons of different...
(Mark all that apply)

◯ races ◯ abilities
◯ genders ◯ religious beliefs
◯ sexual orientations ◯ ethnicities
◯ ages ◯ other

1-7b In what form was this conduct?
(Mark all that apply)

◯ derogatory remarks ◯ threats of physical violence
◯ written comments
◯ publications on campus ◯ actual physical assault or injury
◯ unsolicited e-mails
◯ graffiti ◯ other

1-7c Where did this conduct occur?

◯ in a classroom ◯ in a campus office
◯ in a residence hall ◯ campus event
◯ in a public space on campus (e.g. student union)

1-7d Who was the source of this conduct?
(Mark all that apply)

◯ student/student group ◯ administrator
◯ faculty member ◯ staff member
◯ teaching assistant ◯ campus police
◯ resident assistant ◯ don't know

1-8 Are you employed by the College/University?

◯ Yes ◯ No (if no, skip to Part 2)

While employed, did you encounter any of the following?
(Mark one for each line)

1-9 I experienced discriminatory hiring based on...
Note: Discriminatory refers to a prejudicial bias

	Yes	No		Yes	No
Gender	◯	◯	Religious background	◯	◯
Race	◯	◯	Non-English speaking status	◯	◯
Sexual orientation	◯	◯	Age differences	◯	◯
Disability	◯	◯	Ethnicity	◯	◯

1-10 I experienced discriminatory firing based on...

	Yes	No		Yes	
Gender	◯	◯	Religious background	◯	
Race	◯	◯	Non-English speaking status	◯	◯
Sexual orientation	◯	◯	Age differences	◯	◯
Disability	◯	◯	Ethnicity	◯	◯

1-11 I experienced discriminatory promotion based on...

	Yes	No		Yes	No
Gender	○	○	Religious background	○	○
Race	○	○	Non-English speaking status	○	○
Sexual orientation	○	○	Age differences	○	○
Disability	○	○	Ethnicity	○	○

1-12 The people in the offices I frequent are accepting of persons of different...

	Yes	No		Yes	No
Gender	○	○	Religious background	○	○
Race	○	○	Non-English speaking status	○	○
Sexual orientation	○	○	Age differences	○	○
Disability	○	○	Ethnicity	○	○

Part 2. Attitudes and actions relative to diversity issues

2-1 Generally speaking, how much contact would you say you have with persons of the following backgrounds?

	None	Slight	Some	Freq.	Very Freq.
African Americans/Blacks	①	②	③	④	⑤
American Indians/Alaskan Natives	①	②	③	④	⑤
Asians/Pacific Islanders	①	②	③	④	⑤
Chicanos/Latinos/Hispanics	①	②	③	④	⑤
Middle Eastern	①	②	③	④	⑤
Whites/Caucasians	①	②	③	④	⑤
Openly gay, lesbian, bisexual, or transgendered persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons with religious backgrounds other than your own	①	②	③	④	⑤

2-2 Would you be comfortable being close friends, roommates, or office partners with a person who is ...

(please mark one response for each category)

	Close Friend		Roommate		Share Office	
	Yes	No	Yes	No	Yes	No
African American/Black	○	○	○	○	○	○
American Indian/Alaskan Native	○	○	○	○	○	○
Asian/Pacific Islander	○	○	○	○	○	○
Chicano/Latino/Hispanic	○	○	○	○	○	○
Middle Eastern	○	○	○	○	○	○
White/Caucasian	○	○	○	○	○	○
Non-native English speaking	○	○	○	○	○	○
heterosexual woman	○	○	○	○	○	○
heterosexual man	○	○	○	○	○	○
openly lesbian or bisexual woman	○	○	○	○	○	○
openly gay or bisexual man	○	○	○	○	○	○
transgender man or woman	○	○	○	○	○	○
person with disability	○	○	○	○	○	○
person with religious beliefs different than your own	○	○	○	○	○	○
person with HIV or AIDS	○	○	○	○	○	○

Please indicate your agreement or disagreement with the following statements.

2-3 The College/University thoroughly addresses campus issues related to ...

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
race or racism	①	②	③	④	⑤
gender or sexism	①	②	③	④	⑤
sexual orientation or heterosexism/ homophobia	①	②	③	④	⑤
age or ageism	①	②	③	④	⑤
disabilities	①	②	③	④	⑤
religious beliefs or religious harassment	①	②	③	④	⑤

2-4 The College/University has visible leadership from the administration who foster diversity on campus.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
①	②	③	④	⑤

2-5 The curriculum adequately represents the contributions of people from underrepresented groups.

Note: **Underrepresented groups** refer to women, people of color, people with disabilities, lesbian, gay, bisexual or transgender people, non-Christian people, non-native English speaking people.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
①	②	③	④	⑤

2-6 The classroom climate is welcoming for students from underrepresented groups.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
①	②	③	④	⑤

2-7 The workplace climate is welcoming for employees from underrepresented groups.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
①	②	③	④	⑤

How likely are you, as an individual, to...

2-8 Challenge others on racially derogatory comments.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-9 Challenge others on ethnically derogatory comments.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-10 Challenge others on derogatory comments regarding sexual orientation/gender identity.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-11 Feel disapproval for a display of public affection (e.g. kiss) by a heterosexual couple.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-12 Feel disapproval for a display of public affection (e.g. kiss) by a gay or lesbian couple.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-13 Refuse to participate in comments or jokes that are derogatory toward persons in underrepresented groups.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-14 Voice disapproval at offensive graffiti directed at persons from underrepresented groups.

Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely
①	②	③	④	⑤

2-15 How would you rate the overall campus climate for diversity in regards to the following groups:

	Very Accepting	Accepting	Uncertain	Not Accepting	Not at all Accepting
Men	①	②	③	④	⑤
Women	①	②	③	④	⑤
African Americans/Blacks	①	②	③	④	⑤
American Indians/Alaskan Natives	①	②	③	④	⑤
Asians/Pacific Islanders	①	②	③	④	⑤
Chicanos/Latinos/Hispanics	①	②	③	④	⑤
Whites/Caucasians	①	②	③	④	⑤
Gay Men	①	②	③	④	⑤
Lesbians	①	②	③	④	⑤
Bisexual Men or Women	①	②	③	④	⑤
Transgender Persons	①	②	③	④	⑤
Persons with Disabilities	①	②	③	④	⑤
Persons with religious backgrounds different from your own	①	②	③	④	⑤
Persons of ages different than your own	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤

3-1 What is your gender?
- ○ female
- ○ male
- ○ transgender

3-2 What is your sexual identity?
- ○ bisexual
- ○ gay
- ○ lesbian
- ○ heterosexual
- ○ uncertain

3-3 What is your age?
- ○ 22 or under
- ○ 23–32
- ○ 33–42
- ○ 43–52
- ○ 53 and over

3-4 What is your position?
- ○ undergraduate student
- ○ professional student (e.g. law, medicine)
- ○ graduate student
- ○ staff
- ○ administrator
- ○ faculty

3-5 Are you full-time or part-time?
- ○ full-time
- ○ part-time

3-6 Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)?
- ○ Yes
- ○ No

3-7 With what racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, mark all that apply.)
- ○ African American/Black
- ○ Asian/Pacific Islander
- ○ Middle Eastern
- ○ American Indian/Alaskan Native
- ○ Chicano/Latino/Hispanic
- ○ White/Caucasian

3-8 What is your citizenship status?
- ○ US citizen - born in the United States
- ○ US citizen - naturalized
- ○ permanent resident (immigrant)
- ○ international (F-1 or J-1 visa)

3-9 To whom are you most attracted?
- ○ women
- ○ men
- ○ both men and women

3-10 If you are a student, where do you live?
- ○ residence hall
- ○ other campus housing (e.g. co-op)
- ○ off campus
- ○ family student housing
- ○ fraternity or sorority house

3-11 If you are a student, are you a member of a Greek letter organization?
- ○ Yes
- ○ No

Part 4. How to improve the campus climate

In your opinion, how would each of the following affect the climate for underrepresented groups on your campus?

Note: Climate refers to the current perceptions and attitudes of faculty, staff and students.

4–1 Provide more awareness/sensitivity workshops/programs to help members of the campus community become more aware of the concerns of . . .

	Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	③	⑤
Gay, lesbian, bisexual, transgendered persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

4–2 Require all students to take at least one class that focuses on issues, research, and perspectives on . . .

	Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	③	⑤
Gay, lesbian, bisexual, transgendered persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

4–3 Require all staff to take at least one class that focuses on issues, research, and perspectives on. . .

	Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
Women	①	②	③	④	⑤
Men	①	②	③	④	⑤
Racial minorities	①	②	③	④	⑤
Ethnic minorities	①	②	③	④	⑤
Gay, lesbian, bisexual, transgendered persons	①	②	③	④	⑤
Persons with disabilities	①	②	③	④	⑤
Non-native English speakers	①	②	③	④	⑤
Persons of particular religious backgrounds	①	②	③	④	⑤
Older or younger persons	①	②	③	④	⑤

4–4 Provide more art, music, and cultural events that recognize distinctive cultures.

Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
①	②	③	④	⑤

4–5 Provide more art, music and cultural events that recognize lesbian, gay, bisexual, and/or transgender persons.

Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
①	②	③	④	⑤

4–6 Provide more art, music and cultural events that recognize persons with disabilities.

Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
①	②	③	④	⑤

4–7 Include services that enhance the campus climate for diversity as one of the criteria for faculty/staff evaluation.

Worsen Considerably	Worsen Slightly	No Change	Improve Slightly	Improve Considerably
①	②	③	④	⑤

4–8 Please rate the campus climate in general using the following scale:

Friendly	①	②	③	④	⑤	Hostile
Communicative	①	②	③	④	⑤	Reserved
Concerned	①	②	③	④	⑤	Indifferent
Respectful	①	②	③	④	⑤	Disrespectful
Cooperative	①	②	③	④	⑤	Uncooperative
Competitive	①	②	③	④	⑤	Noncompetitive
Improving	①	②	③	④	⑤	Worsening
Accessible to Persons with Disabilties	①	②	③	④	⑤	Inaccessible to Persons with Disabilities
Non-racist	①	②	③	④	⑤	Racist
Non-sexist	①	②	③	④	⑤	Sexist
Non-homophobic	①	②	③	④	⑤	Homophobic

Part 5. Your additional comments

5-1 This survey has raised a large number of issues. If you would like to offer your own suggestions on how the campus may move forward to improve the campus climate, please use the space below or write your comments on an additional sheet of paper. Thank you.

Appendix B

Data Tables[1]

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[1]Questions are restated and the number of the question on the survey is repeated after the question in parentheses.

Table 1
With what racial/ethnic group do you identify? (3-7)

Race/ethnic identification	%	(n)
African American/Black	2.2	(10)
Asian/Pacific Islander	7.2	(33)
Middle Eastern	4.1	(19)
American Indian/Alaskan Native	3.9	(18)
Chicano/Latino/Hispanic	3.5	(16)
White/Caucasian	80.9	(373)

Table 2
What is your citizenship status? (3-8)

Citizenship status	%	(n)
U.S. citizen—born in the United States	86.1	(397)
U.S. citizen—naturalized	5.2	(24)
Permanent resident (immigrant)	3.9	(18)
International (F-1 or J-1 visa)	2.0	(9)

Table 3
What is your sexual identity? (3-2)

Sexual Identity	%	(n)
Bisexual	1.7	(8)
Gay	.9	(4)
Lesbian	2.2	(10)
Heterosexual	90.5	(417)
uncertain	1.3	(6)

Table 4
What is your gender? (3-1)

Gender	%	(n)
Female	60.3	(278)
Male	36.9	(170)
Transgender	.4	(2)

Table 5
What is your age? (3-3)

Age	%	(n)
22 or under	29.3	(135)
23 to 32	12.4	(57)
33 to 42	14.1	(65)
43 to 52	21.0	(97)
53 or over	20.4	(94)

Table 6
What is your position? (3-4)

Position	%	(n)
Undergraduate student	35.1	(162)
Professional student	.7	(3)
Graduate student	3.0	(14)
Staff	33.6	(155)
Administrator	5.0	(23)
Faculty	18.9	(87)

Table 7
Are you full-time or part-time? (3-5)

Status	%	(n)
Full-time	87.6	(404)
Part-time	9.5	(44)

Table 8
Do you have a disability that substantially limits a major life activity such as seeing, hearing, learning, and/or walking? (3-6)

Disability	%	(n)
Yes	8.7	(40)
No	89.2	(411)

Table 9
If you are a student, are you a member of a Greek letter organization? (3-11)

Greek	%	(n)
Yes	5.0	(10)
No	95.0	(190)

Table 10
If you are a student, where do you live? (3-10)

Residence	%	(n)
Residence hall	38.3	(34)
Other campus housing	12.9	(25)
Off campus	69.4	(134)

Table 11
Within the past year, how often have you experienced the following?
Heard a student make insensitive or disparaging remarks about...(1-1)

Percent (number) reporting

Group	Never % (n)	1 – 2 times % (n)	3 – 5 times % (n)	6 – 9 times % (n)	10 or more times % (n)
Women	42.1 (194)	24.9 (115)	13.2 (61)	6.9 (32)	10.4 (48)
Men	49.5 (228)	21.5 (99)	13.0 (60)	6.7 (31)	5.6 (26)
Racial minorities	52.9 (244)	17.8 (82)	11.3 (52)	5.4 (25)	8.9 (41)
Ethnic minorities	53.4 (246)	18.7 (86)	10.6 (49)	6.3 (29)	7.6 (35)
Gay, lesbian, bisexual, transgender people	41.9 (193)	20.0 (92)	13.4 (62)	7.8 (36)	13.7 (63)
Persons with disabilities	68.3 (315)	15.2 (70)	5.2 (24)	4.6 (21)	3.0 (14)
Non-native English speakers	50.5 (233)	18.7 (86)	13.7 (63)	5.4 (25)	8.0 (37)
Persons of particular religious backgrounds	62.0 (286)	17.6 (81)	8.7 (40)	3.7 (17)	3.9 (18)
Older or younger persons	57.7 (266)	21.9 (101)	8.9 (41)	4.3 (20)	3.7 (17)

Table 12
Within the past year, how often have you experienced the following?
Heard a staff member make insensitive or disparaging remarks about...(1-2)

Percent (number) reporting

Group	Never % (n)	1 – 2 times % (n)	3 – 5 times % (n)	6 – 9 times % (n)	10 or more times % (n)
Women	65.7 (303)	19.1 (88)	9.3 (43)	2.2 (10)	1.1 (5)
Men	70.3 (324)	16.5 (76)	5.9 (27)	2.6 (12)	2.2 (10)
Racial minorities	75.3 (347)	16.3 (75)	2.6 (12)	1.7 (8)	1.1 (5)
Ethnic Minorities	78.3 (361)	12.4 (57)	4.3 (20)	.9 (4)	1.1 (5)
Gay, lesbian, bisexual, transgender people	71.6 (330)	15.0 (69)	6.5 (30)	2.2 (10)	1.7 (8)
Persons with disabilities	86.3 (398)	7.4 (34)	1.5 (7)	.9 (4)	.9 (4)
Non-native English speakers	77.0 (355)	14.8 (68)	3.3 (15)	1.1 (5)	.4 (2)
Persons of particular religious backgrounds	80.0 (369)	12.1 (56)	3.3 (15)	.2 (1)	.9 (4)
Older or younger persons	76.1 (351)	14.5 (67)	2.6 (12)	1.7 (8)	2.2 (10)

Table 13
Within the past year, how often have you experienced the following?
Heard a faculty member make insensitive or disparaging remarks about…(1-13)

Percent (number) reporting

Group	Never %	Never (n)	1 – 2 times %	1 – 2 times (n)	3 – 5 times %	3 – 5 times (n)	6 – 9 times %	6 – 9 times (n)	10 or more times %	10 or more times (n)
Women	68.5	(316)	18.0	(83)	6.5	(30)	1.1	(5)	.9	(4)
Men	77.0	(355)	12.1	(56)	3.3	(15)	1.3	(6)	1.1	(5)
Racial minorities	80.9	(373)	9.3	(43)	2.2	(10)	2.2	(10)	.2	(1)
Ethnic minorities	82.4	(380)	8.9	(41)	1.5	(7)	1.3	(6)	.7	(3)
Gay, lesbian, bisexual, transgender people	82.0	(378)	7.6	(35)	3.3	(15)	1.1	(5)	1.1	(5)
Persons with disabilities	84.8	(391)	7.4	(34)	1.1	(5)	1.1	(5)	.7	(3)
Non-native English speakers	81.1	(374)	10.4	(48)	1.3	(6)	1.1	(5)	.2	(1)
Persons of particular religious backgrounds	81.8	(377)	8.5	(39)	2.4	(11)	1.1	(5)	.4	(2)
Older or younger persons	79.2	(365)	11.1	(51)	2.8	(13)	.7	(3)	1.5	(7)

Table 14
Within the past year, how often have you experienced the following?
Heard a teaching assistant make insensitive or disparaging remarks about…(1-4)

Percent (number) reporting

Group	Never % (n)	1 – 2 times % (n)	3 – 5 times % (n)	6 – 9 times % (n)	10 or more times % (n)
Women	81.8 (377)	5.9 (27)	2.8 (13)	.9 (4)	.2 (1)
Men	81.8 (377)	7.2 (33)	1.7 (8)	.2 (1)	.4 (2)
Racial minorities	85.5 (394)	2.8 (13)	1.5 (7)	.9 (4)	.4 (2)
Ethnic minorities	85.5 (394)	3.0 (14)	1.7 (8)	.7 (3)	.4 (2)
Gay, lesbian, bisexual, transgender people	83.5 (385)	4.1 (19)	1.1 (5)	1.1 (5)	.7 (3)
Persons with disabilities	86.8 (400)	2.4 (11)	0.0 (0)	1.1 (5)	.9 (4)
Non-native English speakers	81.6 (376)	5.6 (26)	2.4 (11)	.7 (3)	.7 (3)
Persons of particular religious backgrounds	86.6 (399)	3.0 (14)	.7 (3)	.4 (2)	.4 (2)
Older or younger persons	81.8 (377)	5.6 (26)	.9 (4)	.9 (4)	.9 (4)

Table 15
Within the past year, how often have you experienced the following?
Heard an administrator make insensitive or disparaging remarks about...(1-5)

Percent (number) reporting

Group	Never %	(n)	1 – 2 times %	(n)	3 – 5 times %	(n)	6 – 9 times %	(n)	10 or more times %	(n)
Women	85.2	(393)	6.7	(31)	2.2	(10)	.4	(2)	.2	(1)
Men	87.9	(405)	5.0	(23)	1.3	(6)	.4	(2)	.4	(2)
Racial minorities	88.3	(407)	4.3	(20)	1.5	(7)	.4	(2)	.4	(2)
Ethnic minorities	89.4	(412)	3.5	(16)	1.3	(6)	.4	(2)	.4	(2)
Gay, lesbian, bisexual, transgender people	86.8	(400)	5.2	(24)	1.1	(5)	.2	(1)	.9	(4)
Persons with disabilities	88.5	(408)	4.3	(20)	.4	(2)	.4	(2)	.4	(2)
Non-native English speakers	89.4	(412)	3.7	(17)	1.3	(6)	.2	(1)	.4	(2)
Persons of particular religious backgrounds	89.8	(414)	2.8	(13)	1.5	(7)	.2	(1)	.4	(2)
Older or younger persons	85.9	(396)	5.6	(26)	1.7	(8)	.7	(3)	.9	(4)

Table 16
Have you personally experienced any conduct that has interfered unreasonably with your ability to work or learn on this campus? (1-6)

Experienced	%	(n)
Yes	21.0	(97)
No	77.2	(356)

Table 17
Do you feel that this conduct was due to...(1-6a)

Due to:	%	(n)
Race	26.8	(26)
Gender	52.6	(51)
Sexual orientation	8.2	(8)
Age	21.6	(21)
Disability	9.3	(9)
Religious beliefs	7.2	(7)
Ethnicity	9.3	(9)
Other	6.5	(30)

Note: Only answered by respondents reporting experience of discrimination. Percentages do not sum to 100 due to multiple responses.

Table 18
In what form was this conduct? (1-6b)

Form	%	(n)
Derogatory remarks	78.4	(76)
Written comments	15.5	(15)
Anonymous phone calls	5.2	(5)
Unsolicited e-mails	7.2	(7)
Graffiti	6.2	(6)
Threats of physical violence	6.2	(6)
Actual physical assault or injury	1.0	(1)
other	36.1	(35)

Table 19

1-6c   Where did this conduct occur?

Location	%	(n)
Classroom	28.9	(28)
Residence hall	10.3	(10)
Campus office	25.8	(25)
Public space on campus	33.0	(32)
While working at a College/University job	41.2	(40)
While walking on campus	26.8	(26)
Campus event	9.3	(9)

Table 20

Who was the source of this conduct? (1-6d)

Source	%	(n)
Student	46.4	(45)
Faculty	45.4	(44)
Teaching assistant	4.1	(4)
Resident assistant	0.0	(0)
Administrator	21.6	(21)
Staff member	22.7	(22)
Campus police	2.1	(2)
don't know	6.2	(6)

Table 21

Have you observed any conduct on this campus that you feel has created an offensive, hostile, intimidating working or learning environment? (1-7)

Observed	%	(n)
Yes	28.6	(132)
No	63.1	(291)

Table 22
Do you feel that this conduct created an offensive, hostile or intimidating working or learning environment for persons of different...(1-7a)

Persons of different:	%	(n)
Races	40.2	(53)
Genders	52.3	(69)
Sexual orientations	37.1	(49)
Ages	15.9	(21)
Abilities	25.8	(34)
Religious beliefs	18.2	(24)
Ethnicities	26.5	(35)
Other	22.7	(30)

Table 23
In what form was this conduct? (1-7b)

Form	%	(n)
Derogatory remarks	78.8	(104)
Written comments	24.2	(32)
Publications on campus	11.4	(15)
Unsolicited e-mails	9.8	(13)
Graffiti	12.1	(86)
Threats of physical violence	10.6	(14)
Actual physical assault or injury	3.8	(5)
other	33.3	(44)

Table 24
Where did this conduct occur? (1-7c)

Location	%	(n)
Classroom	28.0	(37)
Residence hall	17.4	(23)
Public space on campus	40.2	(53)
Campus office	43.9	(58)
Campus event	15.9	(21)

Table 25
Who was the source of this conduct? (1-7d)

Source	%	(n)
Student/student group	54.5	(72)
Faculty member	24.2	(32)
Teaching assistant	2.3	(3)
Resident assistant	3.8	(5)
Administrator	18.2	(24)
Staff member	24.2	(32)
Campus police	3.8	(5)
don't know	12.9	(17)

Table 26
Are you employed by the College/University? (1-8)

Employed	%	(n)
Yes	66.4	(306)
No	29.3	(135)

Table 27
I experienced discriminatory hiring based on...(1-9)

	Yes		No	
Factor	%	(n)	%	(n)
Gender	9.6	(30)	90.4	(281)
Race	5.1	(16)	93.9	(292)
Sexual orientation	.3	(3)	97.7	(304)
Disability	2.9	(9)	95.8	(298)
Religious background	.3	(1)	98.4	(306)
Non-English speaking status	1.9	(6)	96.8	(301)
Age differences	3.5	(11)	95.8	(298)
Ethnicity	2.3	(7)	96.8	(301)

Table 28
I experienced discriminatory firing based on...(1-10)

	Yes		No	
Factor	%	(n)	%	(n)
Gender	1.3	(4)	94.5	(294)
Race	1.3	(4)	94.9	(295)
Sexual orientation	1.3	(4)	94.5	(294)
Disability	.3	(1)	95.5	(297)
Religious background	.3	(1)	95.5	(297)
Non-English speaking status	.3	(1)	95.8	(298)
Age differences	.3	(1)	95.8	(298)
Ethnicity	.3	(1)	94.9	(295)

Table 29
I experienced discriminatory promotion based on...(1-11)

	Yes		No	
Factor	%	(n)	%	(n)
Gender	10.3	(32)	86.5	(269)
Race	2.9	(9)	92.6	(288)
Sexual orientation	2.3	(7)	93.0	(289)
Disability	1.3	(4)	94.2	(293)
Religious background	0.0	(0)	100.0	(291)
Non-English speaking status	1.3	(4)	93.9	(292)
Age differences	3.9	(12)	92.3	(287)
Ethnicity	1.6	(5)	93.6	(296)

Table 30
The people in the offices I frequent are accepting of persons of different...(1-12)

	Yes		No	
Factor	%	(n)	%	(n)
Gender	96.8	(301)	5.1	(16)
Race	96.5	(300)	5.8	(18)
Sexual orientation	92.9	(289)	7.7	(24)
Disability	95.8	(298)	5.1	(16)
Religious background	97.4	(303)	3.5	(11)
Non-English speaking status	93.9	(292)	6.8	(21)
Age differences	98.4	(306)	3.9	(12)
Ethnicity	98.1	(305)	3.5	(11)

Table 31
Generally speaking, how much contact would you say you have with people of the following backgrounds? (2.1)

Percent (number) reporting

Backgrounds	None %	(n)	Slight %	(n)	Some %	(n)	Freq. %	(n)	Very freq. %	(n)
African Americans/Blacks	5.2	(24)	35.4	(163)	34.7	(160)	12.4	(57)	10.0	(46)
American Indians/Alaskan Natives	13.9	(64)	30.2	(139)	27.5	(127)	15.0	(69)	11.5	(53)
Asians/Pacific Islanders	13.0	(60)	29.3	(135)	29.1	(134)	16.1	(74)	10.4	(48)
Chicanos/Latinos/Hispanic	19.1	(88)	34.9	(161)	27.3	(126)	10.4	(48)	5.6	(26)
Middle Eastern	24.5	(113)	38.0	(175)	21.0	(97)	8.9	(41)	4.6	(21)
Whites/Caucasians	.7	(3)	1.1	(5)	.7	(3)	5.0	(23)	89.8	(414)
Openly gay, lesbian, bisexual, or transgender persons	13.9	(64)	28.6	(132)	24.7	(114)	17.4	(80)	13.2	(61)
Disabled persons	8.5	(39)	31.9	(147)	28.4	(131)	14.5	(67)	14.3	(66)
Non-native English speakers	15.8	(73)	30.2	(139)	22.3	(103)	15.8	(73)	13.2	(61)
Persons of religious backgrounds other than your own	2.4	(11)	8.2	(38)	22.6	(104)	27.8	(128)	36.2	(167)

Table 32

Would you be comfortable being close friends, roommates, or office partners with a person who is… (2-2)

Person	Close friend				Roommate				Office Partner			
	Yes		No		Yes		No		Yes		No	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
African American/Black	93.3	(430)	2.6	(12)	80.5	(371)	9.1	(42)	94.1	(434)	1.3	(6)
American Indian/Alaskan native	92.8	(428)	3.0	(14)	79.8	(368)	9.8	(45)	92.6	(427)	2.6	(12)
Asians/Pacific Islander	93.5	(431)	2.4	(11)	80.7	(372)	8.7	(40)	93.3	(430)	1.7	(8)
Chicano/Latino/Hispanic	92.6	(427)	3.0	(14)	80.7	(372)	8.9	(41)	92.4	(426)	2.4	(11)
Middle Eastern	87.6	(404)	6.5	(30)	75.1	(346)	14.3	(66)	88.3	(407)	5.6	(26)
White/Caucasian	94.6	(436)	1.5	(7)	84.2	(388)	5.2	(24)	92.2	(425)	2.0	(9)
Non-native English speaking	90.7	(418)	4.6	(21)	77.2	(356)	12.4	(57)	89.6	(413)	4.6	(21)
Heterosexual woman	93.5	(431)	2.0	(9)	79.2	(365)	10.2	(47)	92.6	(427)	2.2	(10)
Heterosexual man	92.4	(426)	2.8	(13)	72.7	(335)	16.5	(76)	91.1	(420)	3.0	(14)
Openly lesbian or bisexual woman	81.8	(377)	13.2	(61)	54.0	(249)	34.9	(161)	88.1	(406)	6.3	(29)
Openly gay or bisexual man	82.9	(382)	12.1	(56)	55.3	(255)	34.3	(158)	87.2	(402)	7.2	(33)
Transgender man or woman	65.1	(300)	28.4	(131)	41.9	(193)	46.6	(215)	80.3	(370)	14.3	(66)
Disabled person	93.5	(431)	2.0	(9)	76.1	(351)	13.4	(62)	92.4	(426)	2.2	(10)
Person of religious beliefs other than your own	94.1	(434)	1.3	(6)	81.6	(376)	7.4	(34)	92.8	(428)	1.3	(6)
Person with HIV or AIDS	84.6	(390)	10.2	(47)	52.7	(243)	35.8	(165)	83.3	(384)	10.2	(47)

Table 33
The College/University thoroughly addresses campus issues related to…(2-3)

Issues	Strongly agree %	(n)	Agree %	(n)	Uncertain %	(n)	Disagree %	(n)	Strongly disagree %	(n)
Race or racism	18.7	(86)	41.2	(190)	21.5	(99)	11.9	(55)	3.5	(16)
Gender or sexism	19.3	(89)	39.9	(184)	20.2	(93)	14.5	(67)	3.5	(16)
Sexual orientation or heterosexism/homophobia	19.1	(88)	37.7	(174)	23.9	(110)	13.2	(61)	3.0	(14)
Age or ageism	12.8	(59)	25.2	(116)	33.0	(152)	20.8	(96)	5.4	(25)
Disabilities	23.0	(106)	41.4	(191)	21.5	(99)	8.5	(39)	3.0	(14)
Religious beliefs or religious harassment	16.7	(77)	30.8	(142)	30.8	(142)	15.0	(69)	3.7	(17)

Table 34
Attitudes about unit (2-4 through 2-7)

Attitude	Strongly agree %	(n)	Agree %	(n)	Uncertain %	(n)	Disagree %	(n)	Strongly disagree %	(n)
My college/unit has visible leadership from the administration who foster diversity on campus	7.8	(36)	15.0	(69)	23.0	(106)	38.0	(175)	13.9	(64)
The curriculum adequately represents the contributions of people from underrepresented groups	6.5	(30)	14.3	(66)	29.9	(138)	37.5	(173)	9.1	(42)
The classroom climate is welcoming for students from underrepresented groups	2.8	(13)	13.4	(62)	28.4	(131)	40.8	(188)	11.5	(53)
The workplace climate is welcoming for employees from underrepresented groups	2.6	(12)	7.2	(33)	26.7	(123)	47.3	(218)	13.7	(63)

Table 35

How likely are you, as an individual, to...(2-8 through 2-14)

Likelihood	Very unlikely %	(n)	Somewhat unlikely %	(n)	Uncertain %	(n)	Somewhat likely %	(n)	Very likely %	(n)
Challenge others on racially derogatory comments	5.6	(26)	8.2	(38)	8.7	(40)	42.7	(197)	32.1	(148)
Challenge others on ethnically derogatory comments	5.2	(24)	6.9	(32)	10.2	(47)	44.5	(205)	28.9	(133)
Challenge others on derogatory comments regarding sexual orientation	6.7	(31)	9.5	(44)	15.0	(69)	35.6	(164)	28.9	(133)
Feel disapproval for a public display of affection by a heterosexual couple	25.4	(117)	31.7	(146)	8.7	(40)	23.4	(108)	6.5	(30)
Feel disapproval for a public display of affection by a gay or lesbian couple	15.2	(70)	25.2	(116)	13.7	(63)	27.8	(128)	14.1	(65)
Refuse to participate in comments or jokes that are derogatory toward persons in underrepresented groups	5.2	(24)	5.2	(24)	12.4	(57)	26.2	(121)	46.9	(216)
Voice disapproval at offensive graffiti directed at persons from underrepresented groups	5.0	(23)	5.4	(25)	10.0	(46)	30.6	(141)	44.9	(207)

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Table 36
How would you rate the overall campus climate for diversity in regard to the following groups? (2-15)

Group	Very accepting %	(n)	Accepting %	(n)	Uncertain %	(n)	Not accepting %	(n)	Not at all accepting %	(n)
Men	70.5	(325)	19.7	(91)	5.0	(23)	1.7	(8)	.2	(1)
Women	51.8	(239)	37.1	(171)	5.6	(26)	2.0	(9)	.2	(1)
African Americans/Blacks	23.6	(109)	44.7	(206)	20.2	(93)	7.6	(35)	.7	(3)
American Indians/Alaskan natives	24.3	(112)	43.0	(198)	22.1	(102)	6.7	(31)	.7	(3)
Asians/Pacific Islanders	26.2	(121)	44.9	(207)	20.4	(94)	5.2	(24)	.2	(1)
Chicanos/Latinos/Hispanics	23.6	(109)	44.7	(206)	21.7	(100)	6.1	(28)	.4	(2)
Whites/Caucasians	70.5	(325)	19.3	(89)	5.4	(25)	.9	(4)	.4	(2)
Gay men	15.4	(71)	32.1	(148)	31.9	(147)	14.5	(67)	2.6	(12)
Lesbians	16.1	(74)	34.1	(157)	31.9	(147)	13.9	(64)	.9	(4)
Bisexual men or women	15.2	(70)	28.9	(133)	39.9	(184)	11.7	(54)	.9	(4)
Transgender persons	11.9	(55)	20.2	(93)	43.2	(199)	15.2	(70)	5.2	(24)
Disabled persons	34.3	(158)	42.5	(196)	15.2	(70)	4.1	(19)	.4	(2)
Persons with religious backgrounds different from your own	31.2	(144)	43.4	(200)	18.7	(86)	2.6	(12)	.7	(3)
People of ages different than your own	38.0	(175)	39.0	(180)	14.8	(68)	4.3	(20)	.4	(2)
Non-native English speakers	20.8	(96)	38.6	(178)	26.7	(123)	8.0	(37)	2.6	(12)

Table 37
Rate the general campus climate using the following scale: (4-8)

Characteristic	1 %	(n)	2 %	(n)	3 %	(n)	4 %	(n)	5 %	(n)
Friendly/Hostile	33.6	(155)	44.9	(207)	13.9	(64)	3.0	(14)	.4	(2)
Communicative/Reserved	18.4	(85)	34.5	(159)	26.7	(123)	12.8	(59)	2.8	(13)
Concerned/Indifferent	18.4	(85)	31.2	(144)	27.1	(125)	13.4	(62)	5.0	(23)
Respectful/Disrespectful	27.1	(125)	41.2	(190)	18.7	(86)	5.4	(25)	2.6	(12)
Cooperative/Uncooperative	24.3	(112)	40.8	(188)	19.7	(91)	7.6	(35)	1.5	(7)
Competitive/Noncompetitive	18.7	(86)	32.5	(150)	34.9	(161)	6.9	(32)	.7	(3)
Improving/Worsening	17.1	(79)	34.3	(158)	37.1	(171)	3.9	(18)	1.3	(6)
Accessible to persons with disabilities/Inaccessible to persons with disabilities	33.8	(156)	37.5	(173)	16.9	(78)	5.4	(25)	1.1	(5)
Non-racist/Racist	19.5	(90)	35.6	(164)	23.2	(107)	12.4	(57)	3.3	(15)
Non-sexist/Sexist	17.8	(82)	32.8	(151)	27.3	(126)	13.2	(61)	3.5	(16)
Non-homophobic/ Homophobic	12.1	(56)	25.4	(117)	32.3	(149)	17.8	(82)	6.1	(28)

Table 38
In your opinion, how would each of the following affect the climate for underrepresented groups on your campus?

Provide more awareness/sensitivity workshops/programs to help members of the campus community become more aware of the concerns of...(4-1)

Group	Worsen considerably %	(n)	Worsen slightly %	(n)	No change %	(n)	Improve slightly %	(n)	Improve considerably %	(n)
Women	.4	(2)	3.5	(16)	49.7	(229)	33.4	(154)	6.5	(30)
Men	.4	(2)	2.0	(9)	67.7	(312)	20.2	(93)	3.3	(15)
Racial minorities	.4	(2)	2.8	(13)	31.0	(143)	47.5	(219)	11.1	(51)
Ethnic minorities	.4	(2)	2.8	(13)	31.9	(147)	47.3	(218)	10.8	(50)
Gay, lesbian, bisexual, transgender persons	2.0	(9)	5.4	(25)	31.0	(143)	43.8	(202)	10.6	(49)
Persons with disabilities	.4	(2)	1.5	(7)	31.2	(144)	47.9	(221)	12.1	(56)
Non-native English speakers	.4	(2)	3.3	(15)	35.6	(164)	45.1	(208)	8.2	(38)
Persons with particular religious backgrounds	.4	(2)	3.7	(17)	37.5	(173)	41.0	(189)	9.8	(45)
Older or younger persons	.7	(3)	1.5	(7)	47.9	(221)	36.0	(166)	7.2	(33)

Table 39

In your opinion, how would each of the following affect the climate for underrepresented groups on your campus?

Require all students to take at least one class that focuses on issues, research, and perspectives on...(4-2)

Group	Worsen considerably %	(n)	Worsen slightly %	(n)	No change %	(n)	Improve slightly %	(n)	Improve considerably %	(n)
Women	3.3	(15)	6.9	(32)	30.6	(141)	38.4	(177)	13.9	(64)
Men	2.8	(13)	6.1	(28)	44.7	(206)	29.9	(138)	9.3	(43)
Racial minorities	3.3	(15)	6.5	(30)	19.7	(91)	44.5	(205)	18.4	(85)
Ethnic minorities	3.3	(15)	6.5	(30)	20.2	(93)	43.6	(201)	18.9	(87)
Gay, lesbian, bisexual, transgender persons	5.6	(26)	8.5	(39)	20.8	(96)	40.6	(187)	16.9	(78)
Persons with disabilities	3.0	(14)	5.9	(27)	23.0	(106)	43.0	(198)	17.1	(79)
Non-native English speakers	3.5	(16)	5.4	(25)	27.3	(126)	41.6	(192)	14.8	(68)
Persons with particular religious backgrounds	3.3	(15)	5.0	(23)	27.8	(128)	41.4	(191)	15.4	(71)
Older or younger persons	3.0	(14)	5.0	(23)	34.1	(157)	37.3	(172)	12.8	(59)

Table 40

In your opinion, how would each of the following affect the climate for underrepresented groups on your campus?

Require all staff to take at least one class that focuses on issues, research, and perspectives on…(4-3)

Group	Worsen considerably % (n)	Worsen slightly % (n)	No change % (n)	Improve slightly % (n)	Improve considerably % (n)
Women	3.0 (14)	3.7 (17)	40.6 (187)	32.8 (151)	13.7 (63)
Men	2.6 (12)	3.3 (15)	51.4 (237)	26.9 (124)	9.3 (43)
Racial minorities	3.3 (15)	3.3 (15)	31.2 (144)	39.3 (181)	16.1 (74)
Ethnic minorities	3.5 (16)	3.0 (14)	31.5 (145)	39.7 (183)	15.6 (72)
Gay, lesbian, bisexual, transgender persons	4.1 (19)	3.3 (15)	29.5 (136)	41.4 (191)	14.5 (67)
Persons with disabilities	3.3 (15)	3.3 (15)	29.3 (135)	41.2 (190)	16.1 (74)
Non-native English speakers	3.3 (15)	3.3 (15)	33.8 (156)	39.3 (181)	13.7 (63)
Persons with particular religious backgrounds	3.0 (14)	3.3 (15)	36.2 (167)	37.7 (174)	13.0 (60)
Older or younger persons	3.0 (14)	3.3 (15)	41.4 (191)	33.2 (153)	12.4 (57)

Table 41
In your opinion, how would each of the following affect the climate for underrepresented groups on your campus?

- Have more art, music, and cultural events that recognize distinctive cultures (4-4)
- Have more art, music, and cultural events that recognize lesbian, gay, bisexual, and/or transgender persons (4-5)
- Have more art, music, and cultural events that recognize persons with disabilities (4-6)
- Include services that enhance the University climate for diversity as one of the criteria for faculty/staff evaluation (4-7)

Actions	Worsen considerably % (n)	Worsen slightly % (n)	No change % (n)	Improve slightly % (n)	Improve significantly % (n)
Recognize distinctive cultures	.4 (2)	2.4 (11)	23.0 (106)	45.6 (210)	23.9 (110)
Recognize lesbian, gay, bisexual, and/or transgender persons	2.6 (12)	8.7 (40)	32.5 (150)	39.3 (181)	11.7 (54)
Recognize persons with disabilities	.2 (1)	1.7 (8)	32.5 (150)	44.7 (206)	16.3 (75)
Include services that enhance diversity as one of the criteria for faculty/staff evaluation	2.4 (11)	5.6 (26)	29.1 (134)	41.0 (189)	15.6 (72)

Appendix C

Survey Comments – Content Analysis[1]

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[1] All misspellings and grammatical mistakes in quotes occur in original comments.

The State of the University of Minnesota - Duluth's Campus Climate

More than 35 respondents wrote remarks about the state of diversity at the University of Minnesota – Duluth (UMD), its perceived strengths and weaknesses and potential solutions, and about the survey itself. Many respondents commented that UMD provides an accepting, friendly, campus climate, with little – if any – hostility toward cultural, political, or sexual diversity. Others saw infrequent tension as a reflection of "real world" clashes between certain groups. Some of these and other respondents stated that the diversity of UMD's campus needs no improvement.

Several respondents praised the University for its efforts to create a diverse, welcoming atmosphere and asserted that the campus climate has improved in the last several years. "The campus has greatly improved since I was hired 25 years ago as a totally naive med school faculty member...." In contrast, some respondents reported that the administration has failed to include students in discussions and development of policies concerning diversity, has responded inadequately to reports of harassment or discrimination, and has often fallen short of self-established diversity and inclusiveness goals.

UMD's student body and employee base (faculty, staff, and administrators) were frequently characterized as a homogenous majority composed of white, middle-class Christians. Many respondents noted that the University has been less welcoming for underrepresented groups than for the majority population. Some individuals shared examples of racist, sexist, and anti-gay experiences on the campus. In addition, a few individuals regarded programs or resources targeted for underrepresented students as reverse discrimination. For example, one person wrote, "I feel there has been so much done on behalf of all the minorites that I feel discriminated against by being white! Where do we have a white ethnic group room like the blacks or asians?" Another wrote, "I am tired of being constantly innondated with flyers and emails and advertisements telling me that as a hetorosexual white male, I am close-minded and

discriminating against most any minority or special interest group. This may not be the stated intent of these activities, but they are often how they make me feel…." Maybe more subtly, another person said, "make information accessible to us, that is what we pay for. We will learn. Give contributions were they will be fair and appropriate, so that activities can be held to broaden students perspectives. that is all. Don't catter to minor groups (the underrepresented people), but to all groups."

Though several respondents reported that the general University community has an understanding of gender and race/ethnicity issues, many reported that the campus discriminated against women, ethnic/racial minorities, disabled persons, and lesbian, gay, bisexual, or transgender (LGBT) people. One individual recounted an experience of harassment and the University's poor response: "Last year a Caucasian spit in my hair. I went to the police and nothing was done about it. The person continued and I was told to move my regular sitting place to the back of the room." In addition to obvious infractions, respondents reported covert and institutionalized racism, sexism, and heterosexism; they also noted a lack of amenities for disabled persons. One student indicated that some staff members are disrespectful of students due to the students' young age.

One female faculty member reported, "My female colleagues and I have noticed increased entrenchment of attitudes as more and more of the anti-women faculty work their way into administrative positions. In my department misogyny has been rewarded by the Dean of the College -- he has failed to address blatant evidence of this, and instead has turned on the whistle-blowers, who are women. We are still in a minority in the department and our presence is resented by the males. Our last two searches resulted in white-males as candidates, even though there were well qualified women and minorities."

Some respondents urged UMD officials to offer improved services and accessibility for students (and employees) with disabilities. Said one special needs respondent, "When I first moved in, I didn't receive a TTY and door knocker. The first people

approached were hostile and said, 'We don't provide those things.' Once the good people got back from Labor Day vacation, I received the TTY and door knocker."

Lastly, several respondents purported a distinct opposition to the ideology of diversity, claiming that its attention to difference and its minoritizing view only succeed in exacerbating tension, producing backlash, and creating division. Minorities were accused of secluding themselves, only to be the ones complaining about the lack of diversity on campus. For example, one respondent remarked, "As a 'regular' American I am tired of angry/motivated minority groups wanting to rub their personal goals and frustrations into my life and make me feel bad for being a supposed 'normal' and 'privledged' person...."

Improving the Campus Climate

Solutions of varying degree and type were presented within respondents' comments, ranging from top-down intervention to individual consciousness shifting. Several respondents indicated that before coming to UMD, most students have had limited interaction with people from underrepresented populations or exposure to cultures different from their own. Conversely, a few advanced no suggestions and instead stated that there is no need to find solutions to nonexistent problems. These individuals believed that UMD has adequately addressed climate and diversity issues, or that it is not the University's responsibility to do so in the first place.

Classroom solutions or required courses (and workshops for employees) dealing with other cultures, diversity, and race were frequently mentioned. A few respondents wanted practical solutions for addressing discrimination in the classroom and clear, practical advise on how to get students who make inappropriate comments to hear what they're saying and choose to stop making these remarks. On the other hand, many respondents contested the institution of a mandatory class – as the requirement may breed resentment among individuals. Others suggested the University develop

student affairs programs, bring in speakers, and conduct seminars at which attendance is voluntary to help all members of the University understand diversity issues.

Proposed solutions involving administrative intervention resoundingly asked for more visible and vocal leadership on diversity issues, particularly on the part of the Chancellor. More than a couple of respondents said they would like to see better communication between the administration and the other University populations (i.e., students, faculty, staff). Some respondents were in favor of mandatory diversity/sensitivity training for all populations including students, faculty, staff, and administration and of requiring attendance at diversity events. Administrative offices were cited as needing to become more supportive, user-friendly, and responsive to discriminatory infractions, harassment, and threats. Reevaluating and revising hiring policies and their implementation was suggested. Some respondents recommended recruiting and admitting more minority and women faculty.

The need for campus-wide conversations about race was suggested, with encouragement for more student involvement and for those who experience discrimination to organize more effectively. The lack of communication between groups was bemoaned, although no concrete examples of how to amend the situation were offered. Several respondents addressed ideas for all-encompassing cultural events in which all University constituents would be encouraged to participate and attend.

Finally, the most general of solutions involved allowing individuals to come to terms with diversity on their own accord, while benefiting from the University's increased attention to and education on certain values and groups. "Diversity" as an idea and in practice would need to be reviewed and redefined to prevent further tokenism and lip-service. Respect, individuality, interaction, and appreciation for all should be promoted as much and as often as possible. In terms of categorical awareness, attention to physical and psychological disability, sexual orientation, gender identity, the perception and treatment of women, minority and bi-racial/multiracial students,

and empathy with – not condemnation of – heterosexual, white men and Christians needs to be integrated into a broader appreciation for diversity. Commonality and the celebration of similarities should be presented alongside consideration of difference, with the expectation that identity politics and the importance of categories would diminish.

- Exposure I think is key; the more exposure students, staff, and faculty have to minority groups; the more accepting I think they will become.

- Officials and students outside of Residence Life or the Residence Halls frequently report incidents happening, but not being reported. These incidents most reported are homophobic or anti-gay, or racist.

- Thanks for taking the time to begin addressing these things. I think it's the best start.

- The arts are our culture in many ways. I think very highly of requiring more "cultural diversity in art history" classes to be taken. Artists tend to be more open in many ways and would be excellent at teaching these courses.

- I feel there has been so much done on behalf of all the minorites that I feel discriminated against by being white! Where do we have a white ethnic group room like the blacks or asians? I feel its great for those groups who recieve the benefits but where are the benefits for the whites?

- Many students don't have daily (or even weekly or so) interaction with students of a different race, so they don't know how to act. It would help to have a multicultural student area, and something to let people know that they are wonderful, inteligent people just like ourselves. (Not someone who could make trouble or make the school "getto")

- Check to see that everyone follows the rules. Some feel the rules were made for everyone else, but do not pertain to them.

- Nepotism is still an issue. Favoritism has escalated as we employ spouses, partners, and people with off-campus relationships.

- The last honest discussion I heard of was several years ago when the Women's Studies Department sponsored a brown bag discussion on the question, "Can feminists wear makeup?" This was a genuine issue, and there were no politically pre-approved answers. Everyone had a chance to state their beliefs. My basic belief is that there is too much emphasis on certain mechanical approaches and solutions, and not enough nonjudgmental listening to people's real experiences and feelings. This very survey exemplifies such approaches. What I really have to say doesn't fit into these neat categories. The implicit rejection of my *real* experiences and beliefs, and that of the other respondents, is simply a perpetuation of the problem, even though you surely believe it's helpful.   I say this having

myself headed a statewide survey organization and having taught survey methods -- and having thought long and deeply about these issues.

- Last year a Caucasian spit in my hair. I went to the police and nothing was done about it. The person continued and I was told to move my regular sitting place to the back of the room. Why are there only white students hired for jobs at the book store? Besides myself, other non-white students with good work ethics and experience applied, none of us got the jobs. Racism is alive and well at UMD.

- I have been on this campus for 13 years. My female colleagues and I have noticed increased entrenchment of attitudes as more and more of the anti-women faculty work their way into administrative positions. In my department misogyny has been rewarded by the Dean of the College -- he has failed to address blatant evidence of this, and instead has turned on the whistle-blowers, who are women. We are still in a minority in the department and our presence is resented by the males. Our last two searches resulted in white-males as candidates, even though there were well qualified women and minorities. Raising these issues in our faculty creates further attempts at isolation of the women who are sensitive. I have experienced this in merit and in course assignment and support services within the department.

- you people who made this survey make me sick. You are ruining of our society. Thanks to people like you, you can't even so much as look at a person without getting charged of sexual intent, racism, or biggotry.

- I have only been at the University for three years now, but compared to where I have worked previously, the University seems very, very aware of creating a diverse environment.

- When I first moved in, I didn't receive a TTY and door knocker. The first people approached were hostile and said, "We don't provide those things." Once the good people got back from Labor Day vacation, I received the TTY and door knocker. The people from the Access Center have been wonderful to me in aiding me. It was the people in the Housing that were rude. Also, most of the campus's bills, etc. are on the internet. They are there, but the students don't know that they are there. I had to collect information for the DRS before school started and it took me an hour to two HOURS to find individual finacial statements because I didn't know where to look! If notices were sent out to say "This is what is now on the web" and "this is how to get there" that would be WONDERFUL! I have heard similar complaints from other students, disabled or normal.

- I am not based on the campus. Could only comment on what I see at my location.

- Put the higher figures more in the public eye of the students to let us now that they care.

- I think it is key to focus on the notion that we are all people, and neither majorities nor minorities need or deserve 'special attention'. I am tired of being constantly innondated with flyers and emails and advertisements telling me that as a hetorosexual white male, I am close-minded and discriminating against most any minority or special interest group. This may not be the stated intent of these activities, but they are often how they make me feel, and is how I interpret many of these efforts.   As a 'regular' American I am tired of angry/motivated minority groups wanting to rub their personal goals and frustrations into my life and make me feel bad for being a supposed 'normal' and 'privledged' person, because I fit the assumed mold of the few people that have done things to minority groups.   I think we should focus on being good people, no matter the background. This is a two-way street for minority and majority groups, a notion that has been lost in the pursuit of leveling the proverbial playing field.

- what is the university's reason for why the campus is not very diverse?

- I have based my opinions from coming from the twin cities campus. At that campus, I took a class called multi-cultural relations with [name]. I think that was the best class that I have taken so far (even though I am a sophomore) and I think that it would be beneficial for everyone to be required to take a class like that. What made the class even better was our instructor, he took the time to get to know us, and he had many stories to tell from his own experiences.

- I think the best way to reach people is to educate them. I do, however, feel that offering classes or making them mandatory for students will raise hostility. Maybe it would be a good idea to have guest speakers come in and talk to classes. Although it might be difficult to find that many speakers to go to that many classes, I think the results would prove worth it.

- I don't really have a suggestion but I do think that it is unfair to ask whether the survey taker is part of a Greek Organization. Why should that make a difference?

- The campus climate is wonderful when I am dealing with individual, but I am distubed by the indiferance to people when they walk down the halls. I call it the New York syndrom (however now New York has changed) I wonder if there could be some awarness given to how people interact, like looking at people and saying hi or just give them a quick smile.

- My only suggestion would be for Chancellor Martin to start getting herself out in the public eye, and not in the negative way she succeeded in doing on opening weekend with the "Freshman Girls Check In Here" sign fiasco. From my point of view as a sophomore; I met her at the convocation at the beginning of the year, and any time I have seen her this year she has been very rude to me, which discourages me from supporting anything she promotes on campus, which is especially difficult being a University employee. In all honesty, the only thing that I see changing the campus climate drastically for the better is getting a new

Chancellor for UMD. Someone who gets involved, is required to speak in front of the students and voice their pov, and must submit a goal statement to the Statesman. Every opinion I hear is that they feel it isn't right that she makes all these demands and rules in housing, and she has never attended a staff meeting up here, or been involved in any of our programs. This creates a very hostile environment.

- Quite simply put...the campus needs to have many more people from diverse ethnicity, race, culture etc. in order for any of the questions posed to have any validity. UMD is an overwhelmingly midwestern, white, protestant community. Simply including these categories and asking questions will not provide an indication of the real feelings on campus as the vast majority of persons on campus have never encountered the groups mentioned. Minnesota Nice will prevail in the responses but how will they react when they encounter a transgender african american homosexual? That is beyond the experience of 95% of the UMD Campus

- side note: In the above survey, I answered Never to every question in the section about hearing an administrator make a disparaging remark only because I have never heard an administrator speak....so there should have been a choice N/A

- The only problems I have had on this campus is Staff not respecting students because of their age. I have seen this and been harmed by it myself. Just because students are in their 20's doesn't mean they don't deserve respect. A lot of staff think students are young and stupid - which isn't right.

- Diversity issues are not taken seriously. Too political when come to meeting the needs of the diverse students. Diversity is still a political and not the right thing to do.

- I don't believe that requiring students to take a class on an unrepresented group would do any good. I believe the majority of them would resent the fact that they would have to take such a class if they weren't interested.

- If you push any issue to much and to far into peoples faces than they get sick of hearing about it. They turn negitive towards it. I am not homosexual and I don't care to have homosexual issues pushed at me everytime that I turn a corner. All the special legislation and interest groups get on my nerves after a while. It is not that I would care to have everyone hiding in a closet and I don't care what others do with other people, but I don't want to hear about it all the time. It just gets to be to much. Sorry if this opinion is not what you were looking for in this space.

- Experiential learning would provide students with more direct experience working with people different from themselves. Courses, workshops and seminars can teach theory, but only practical experience will help them to overcome their fears.

- Have like a mini- show of cultures from other countries like art work, folk dance, parade, etc.

- I think that the staff in the information counters could learn to be more helpful and less irritable. They are very rude. Also the RA's need to learn to have respect for the students because that is how they will get it back from us.

- I think this is the dumbest survey I have ever taken. Just make information accessible to us, that is what we pay for. We will learn. Give contributions were they will be fair and appropriate, so that activities can be held to broaden students perspectives. that is all. Don't catter to minor groups (the underrepresented people), but to all groups.

- I think this survey is a very important thing, and Im glad that I could be part of it it make my voice heard on some issues that are very concerning to me.

- I believe a wider multicultural network is needed at UMD. Underrepresented groups need to bond together more. I see progress toward a more Multicultural atmosphere, but it is in its infancy. This school (UMD) is predominantly white/Caucasian, but the atmosphere of people I tend to be in seems excepting of people of different backgrounds.

- The campus has greatly improved since I was hired 25 years ago as a totally naive med school faculty member and wasn't even given a lab. Told I could wait three years for the new building. Some of my experiences with student problems is because I am an affirmative action liaison.

- It is essential that we work on bringing more awareness with students with disabilities.