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Executive Summary

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

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

The climate on college campuses 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 climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). Because 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 (1999) and modified by Rankin (2002).

The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives¹ as evidenced by the system's support and commitment to this climate assessment project. In 2005, a taskforce committee was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as leader in conducting multiple identity studies in higher education. In 2006, R&A presented a proposal to

¹ For more information on UW System diversity initiatives see <http://www.uwsa.edu/vpacad/diversity.htm>

the UW System Provosts and various constituent groups, which resulted in the formation by UW System administrators of the *Climate Study Working Group* (CSWG)² and subsequent contract with R&A to facilitate a system-wide climate assessment.

Fact-finding groups were held in September 2007 to discuss with University of Wisconsin System students, staff, and faculty their perceptions of the system climate. Informed by these fact-finding groups and by previous R&A work, the CSWG developed the final survey instrument template that was administered to the five participating campuses in spring 2008.

UW-Stevens Point (UWSP) was one of the five UW System institutions that participated in the initial climate project in 2007-2008. A Diversity Leadership Committee (DLC) was created at UW-Stevens Point to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better match the campus context at UW-Stevens Point. The final survey contained 96 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment.

All members of the campus community (e.g., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented in bullet form below, suggests that while UW-Stevens Point has several challenges with regard to diversity issues, these challenges are found in many other higher education institutions across the country.

² The CSWG included 2 representatives from each of the five participating institutions. The provost from each institution was requested to appoint the two representatives.

Sample Demographics

1,901 surveys were returned representing the following:

- 18.4 percent response rate³
- 1,331 undergraduate students, 46 graduate students, 215 faculty, 149 academic staff, and 127 classified staff
- 190 people of color⁴; 1,673 White respondents
- 45 people who identified as having a physical disability
- 29 people who identified as having a learning disability
- 47 people who identified as having a psychological condition
- 94 people who identified as lesbian, gay, bisexual, or queer; 21 who were questioning their sexuality
- 1,250 women; 633 men; 5 transgender⁵
- 636 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

³ Caution is suggested in generalizing results for constituent groups with significantly lower response rates. Despite this limitation, the results provided here reflect participants' beliefs and concerns with regard to the campus climate.

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

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

Quantitative Findings

*Personal Experiences with Campus Climate*⁶

- **A percentage of respondents believed⁷ they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁸ within the past two years. Gender was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities⁹ perceived such harassment more often than White people, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**
 - 17 percent of respondents believed that they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
 - The perceived conduct was most often based on the respondents' gender (41%), age (35%), and university status¹⁰ (23%).
 - Compared with 14 percent of White people, 35 percent of people of color believed they had personally experienced such conduct.
 - Of respondents of color who reported experiencing this conduct, 38 percent stated it was because of their race.
 - Compared with 15 percent of men, 17 percent of women believed they had personally experienced such conduct.
 - Of the women who believed they had experienced this conduct, 52 percent stated it was because of their gender.
 - Compared with 16 percent of heterosexual respondents, 30 percent of sexual minority respondents believed they had personally experienced such conduct.
 - Of sexual minority respondents who believed they had experienced this conduct, 64 percent stated it was because of their sexual orientation.
 - Compared with 16 percent of all respondents, 22 percent of respondents with physical disabilities, 52 percent of respondents with learning disabilities, and 38 percent of respondents with psychological conditions believed they had personally experienced such conduct.

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

⁷ The modifier "believe(d)" is used throughout the report to indicate the respondent's perceived experiences. This modifier is not meant in any way to diminish those experiences.

⁸ 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.

⁹ This report uses the terms "LGB" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc..

¹⁰ University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

- Of those that believed they had experienced harassment, 10 percent of respondents with physical disabilities, 27 percent of respondents with learning disabilities, and 33 percent of respondents with psychological conditions said the harassment was based on their disability.
- 15 percent of participants made complaints to UW-Stevens Point officials, while 20 percent did not know who to go to, and 16 percent did not report the incident for fear of retaliation.
- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
 - 9 percent believed they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW-Stevens Point.
 - 51 respondents believed they had been sexually assaulted during their time at UW-Stevens Point.
 - Women, people who identified as bisexual, and people with psychological conditions were more likely than other groups to believe that they had been sexually assaulted.
 - Most of the respondents who believed that they had been sexually assaulted were students (48 people), female (46 people), heterosexual (45 people), and White (43 people).
 - The alleged perpetrators of the perceived sexual assault were most often students, friends, acquaintances, and strangers.

Satisfaction with UW-Stevens Point

- **80 percent of UW-Stevens Point employees were “highly satisfied” or “satisfied” with their jobs at UW-Stevens Point. 74 percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Stevens Point.**
 - Academic staff were slightly more satisfied with their jobs than were other employees.
 - Classified staff were least satisfied with the way their careers have progressed at UW-Stevens Point.

- **84 percent of percent of students were “highly satisfied” or “satisfied” with their education at UW-Stevens Point, while 70 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed at UW-Stevens Point.**
 - A slightly lower percentage of students of color and sexual minority students were satisfied with their educations and with the way their academic careers have progressed at UW-Stevens Point than were other students.

- **45 percent of all respondents have seriously considered leaving UW-Stevens Point.**
 - Among employees, 71 percent of men and 54 percent of women considered leaving UW-Stevens Point.
 - 50 percent of employees of color, in comparison with 61 percent of White employees, have seriously considered leaving UW-Stevens Point. Additionally, 64 percent of sexual minority employees, compared to 60 percent of heterosexual respondents, have seriously considered leaving the institution.
 - Among students, 38 percent of women and 40 percent of men considered leaving the University.
 - 40 percent of students of color and 38 percent of White students considered leaving UW-Stevens Point, as did 49 percent of LGB students and 38 percent of heterosexual students.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-Stevens Point (86%), in their departments or work units (84%), and in their classes (85%). The figures in the narrative demonstrate some disparities based on race.**
 - Compared with 88 percent of White people, 73 percent of people of color were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 85 percent of White people, 75 percent of people of color were “comfortable” or “very comfortable” with the climate in their departments or work units.
 - Compared with 88 percent of White people, 71 percent of people of color were “comfortable” or “very comfortable” with the climate in their classes.

- **Slightly more than one-quarter of all respondents indicated that they were aware of or believed they had observed harassment on campus. The perceived harassment was most often based on sexual orientation, ethnicity, and race. People of color and sexual minorities were more aware of perceived harassment.**
 - 27 percent of participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.
 - Most of the perceived harassment was based on sexual orientation (41%), ethnicity (32%), and race (31%).
 - Compared with 25 percent of White respondents, 37 percent of respondents of color believed they had observed or personally been made aware of such conduct.
 - Compared with 25 percent of heterosexuals, 50 percent of sexual minorities believed they had observed or personally been made aware of such conduct.
 - Compared with 26 percent of students and 18 percent of classified staff, 33 percent of faculty and 30 percent of academic staff believed they had observed such conduct.
 - These incidences were reported to an employer or official only 7 percent of the time.

- **Some employee respondents believed that they had observed discriminatory employment practices, and indicated that these practices were most often based on gender.**
 - 22 percent of employee respondents believed they had observed discriminatory hiring.
 - 9 percent believed that they had observed discriminatory employment-related disciplinary actions at UW-Stevens Point (up to and including dismissal).
 - 18 percent believed that they had observed discriminatory promotion practices.

- **With regard to campus accessibility for people with mobility and visual impairment, labs (41%), residential facilities (32%), food facilities (47%), offices (46%), and snow removal (34%) were considered the least accessible (rated “somewhat accessible” or “very inaccessible”) areas of campus.**
 - 28 percent ranked snow removal as “very inaccessible.”

Institutional Actions

- More than half of the respondents “strongly agreed”/“agreed” that Multicultural Affairs, Student Diversity Groups, and FSGSA provided visible leadership that foster inclusion of diverse members of the campus community.
- 34 percent of all respondents believed the Chancellor’s Office to have visible leadership that fosters inclusion of diverse members of the campus community.
- 52 percent of all respondents believed that diversity initiatives are relevant to their work
- 58 percent felt welcome at campus diversity events.

- 52 percent of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 62 percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 59 percent thought offering diversity training/programs as community outreach would positively affect the climate.
- Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum and rewarding research efforts that evaluate outcomes of diversity training would positively affect the climate.
- 78 percent of employees felt providing on-campus child care services would positively affect the climate.
- More than three-quarters of all employees thought the following initiatives would also positively affect the climate on campus: improving, and promoting access to quality services for those individuals who experience sexual abuse (80%), providing mentors for minority faculty/students/staff new to campus (82%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (84%) and departmental level (82%).

Qualitative Findings

Out of the 1,901 surveys received at UW-Stevens Point, several respondents contributed remarks to the open-ended questions. No respondents commented on all open-ended questions.

Respondents included undergraduate and graduate students, as well as faculty, academic staff, and classified staff. The open-ended questions asked whether their campus experiences differed from experiences in the surrounding community, for general elaboration of personal experiences and thoughts¹¹, to name three things the respondent would like to see changed on campus and three things they would like to see remain the same, and to describe the current classroom and campus climates.

Of the respondents who provided comments regarding these questions, they were divided between whether attention to diversity was a positive or negative aspect of UW-Stevens Point. Many praised UW-Stevens Point'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

¹¹ The complete survey is available in Appendix C.

over-emphasized or have led to reverse discrimination. These comments 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 with a 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 UW-Stevens Point.

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 respondents. 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 Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments in which these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship¹². 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 environment¹³. Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

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

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

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

¹² For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998); Boyer (1990); Milem, Chang, & Antonio, (2005); Peterson (1990); Rankin (1994, 1998); and Tierney & Dilley (1996).

¹³ For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer (1998); Bensimon (2005); Hurtado (2005), Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990); Rankin (1994, 1998, 1999, 2003, 2005); and Tierney (1990).

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

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

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

History of the Project

The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives and an interest in campus climate issues¹⁴. In 2005, an academic planner was made aware of bias incidents at several campuses, and conversations began regarding a system-wide campus climate project. A taskforce committee was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. Conversations at the system level continued, and R&A presented a proposal to the UW System Provosts and various constituent groups in September 2006. Following this meeting, UW System administrators formed the *Climate Study Working Group* (CSWG), which conducted in-depth interviews with other higher education institutions that had contracted with R&A. In July 2007, UWS contracted with R&A to facilitate a system-wide climate assessment. Five campuses (UW Colleges, UW-La Crosse, UW-Oshkosh, UW-Milwaukee and UW-Stevens Point) volunteered to participate in the first year.

In the first phase of the project, fact-finding groups were conducted to learn from University of Wisconsin System students, staff, and faculty their perceptions of the campus climate to inform question construction on a system-wide survey instrument. The CSWG began working with

¹⁴ For more information on UW System diversity initiatives see <http://www.uwsa.edu/vpacad/diversity.htm>

R&A in spring 2007 to assist in identifying participants for the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-finding groups were conducted at the University of Wisconsin-Madison on September 27 and 28, 2007. One hundred seventy-eight people participated in the 19 fact finding groups, which were divided by certain demographic characteristics so that participants might feel safe to speak about their own experiences. Of the 178 participants, 50 were students and 128 were faculty or staff members.

Informed by the fact-finding groups, the CSWG developed the final survey instrument template that was administered to the five participating campuses in spring 2008. The results of the internal assessment will be used to help to lay the groundwork for future initiatives.

UW-Stevens Point (UWSP) was one of the five UW System institutions participating in the initial climate project in 2007-2008. The Diversity Leadership Committee reviewed the CSWG template and revised the survey instrument to better fit the context at UW-Stevens Point. The final survey contained 96 questions including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and the thematic analysis of comments provided by survey respondents.

Methodology

Conceptual Framework

This project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics¹⁵.” The inherent complexity of the topic of diversity requires the examination of 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 (1999) and modified by Rankin (2002).

Research Design

Survey Instrument¹⁶. The survey questions were constructed based on the work of Rankin, 2003, and informed by the fact-finding groups held in Madison in September, 2007. The Diversity Leadership Committee reviewed the drafts of the survey. The final survey contained 96 questions¹⁷, including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UW-Stevens Point’s institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both on-line and pencil-and-paper formats. All surveys responses were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

¹⁵ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁶ The original project that served as the foundation for survey was conducted in 2000-2001. The sample included 15,356 respondents from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to: Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education*.

¹⁷ To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in February 2008 by the UW-Stevens Point Institutional Review Board for the Protection of Human Subjects. The proposal indicated that any analysis of the data would insure participant confidentiality. The final web-based survey and paper-and-pencil surveys were distributed to the campus community in April/May 2008. 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 via an invitation to participate from Chancellor Bunnell. To encourage participation, members of the Diversity Leadership Committee forwarded subsequent invitations.

Limitations. Several limitations to the generalizability of the data exist. The first limitation occurred because respondents in this study were “self-selected.” Self-selection bias is, therefore, possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate. A second limitation is in regard to response rates. Caution is suggested in generalizing the results for response rates less than thirty percent. Despite this limitation, the results provided here reflect participants’ beliefs and concerns with regard to the campus climate.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 16.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using valid percentages.¹⁸ Refer to the survey data tables in Appendix B for actual percentages.¹⁹

A few survey questions allowed respondents the opportunity to describe further their experiences on the UW-Stevens Point campus, to expand upon their survey responses, and to add any additional thoughts they wished to offer. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were 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.

This methodology does not reflect a comprehensive qualitative study. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. Comments were not used to develop grounded hypotheses independent of the quantitative data.

¹⁸ Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁹ Percentages derived using the total number of survey respondents.

Results

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

Description of the Sample.²⁰

One thousand nine hundred and one (1,901) 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 1.1. With regard to gender, the sample has a significantly larger proportion of females and smaller proportion of males than does the population. With regard to race, the sample has a significantly larger proportion of Asians and a larger proportion of Native American Indians than does the population. The sample has significantly smaller proportions of Asian Americans, Southeast Asians, and Caucasians/Whites than does the population. There is no significant difference between the sample and the population in proportions within citizenship groups. Given the results, caution must be used when comparing these groups to their corresponding majority groups. The Chi Square statistic was not computed for proportions within categories of position.²¹

²⁰ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

²¹ An obvious lack of correspondence exists between position categories for the population and the sample. Therefore, results of the Chi Square statistic would be of little practical value.

Table 1. UW-Stevens Point Demographics of Population and Sample Respondents

Characteristic	Subgroup	Population		Sample		Response Rate %
		%	(n)	%	(n)	
Gender ^a	Male	45.9%	4733	33.5%	633	13.4%
	Female	54.1%	5581	66.1%	1250	22.4%
	Transgender			0.3%	5	n/a
	Other			0.2%	3	n/a
Race/Ethnicity ^b	African			0.2% ¹	4	n/a
	African American/Black	1.1%	117	1.5%	29	24.8%
	Alaskan Native			0.1%	1	n/a
	Asian	0.3%	29	2.5%	48	>100.0%
	Asian American	1.9%	193	1.3%	25	13.0%
	Caribbean/West Indian			0.2%	3	n/a
	Caucasian/White	93.1%	9486	90.5%	1721	18.1%
	Indian Subcontinent			0.2%	4	n/a
	Latino(a)/Hispanic	1.5%	148	1.7%	33	22.3%
	Middle Eastern			0.5%	10	n/a
	Native American Indian	0.7%	70	2.1%	39	55.7%
	Pacific Islander			0.3%	5	n/a
	Southeast Asian	1.4%	145	0.9%	17	11.7%
Other			1.4%	27	n/a	
Position ²	Transfer Student			6.4%	122	n/a
	Associate Degree Student	0.0%	1	1.5%	29	>100.0%
	Dual Enrollment			0.2%	3	n/a
	Non-Degree Seeking Student	2.3%	241	0.7%	14	5.8%
	Bachelor Degree Student	86.1%	8885	61.2%	1163	13.1%
	Master Degree Student	0.0%	1	1.7%	33	>100.0%
	Doctoral Degree Student			0.4%	7	n/a
	Professional Degree Student			0.3%	6	n/a
	Graduate Assistant	0.2%	20	0.0%	0	0.0%
	Instructional Academic Staff	3.5%	362	2.5%	48	13.3%
	Faculty	3.0%	308	8.7%	167	54.2%
	Adjunct Professor			0.3%	6	
	Assistant Professor			2.4%	46	
	Associate Professor			2.6%	50	
	Professor			3.4%	65	
	Limited Term Employee	0.4%	39	1.2%	23	59.9%
	Project	0.2%	17	0.0%	0	0.0%
	Classified Staff	4.3%	440	6.6%	127	28.9%
	Classified FTE	0.8%	81	0.0%	0	
	Classified Permanent	3.5%	359	0.0%	0	
Non-Instructional Academic Staff			5.0%	95	n/a	
Limited Academic Staff			0.5%	9	n/a	
Administrator			1.2%	22	n/a	
Other			1.7%	33	n/a	
Citizenship ^c (students only)	US Citizen	97.7%	8911	97.0%	1330	14.9%
	Dual Citizenship			0.4%	5	n/a
	Permanent Resident	0.5%	48	0.2%	3	6.3%
	International/Non-Resident	1.8%	162	2.4%	33	20.4%

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

² An obvious lack of correspondence exists between position categories for the population and the sample. Therefore, the Chi Square statistic was not computed for proportions within categories of position.

^a $\chi^2(1, N = 1883) = 114.41, p = .0001$

^b $\chi^2(6, N = 1912) = 373.16, p = .0001$

^c $\chi^2(2, N = 1366) = 5.04, p = .0804$

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

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 77) and those that rate overall campus climate on various scales (question 72) were moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients²² are provided in Table 2.

²² Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

Table 2. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups²³

Respectful of:	Climate Characteristics				
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.495				
Alaskan Natives	.358				
Asians	.474				
Asian Americans	.449				
Latino(a)/Hispanics	.462				
Middle Eastern persons	.487				
Multiracial/multiethnic/ multicultural persons	.423				
Native Americans	.412				
Pacific Islanders/Hawaiian Natives	.381				
LGBT individuals		.591			
Socioeconomically Disadvantaged persons			.487		
Women				.442	
Non-native English Speakers					.479

¹p=0.01

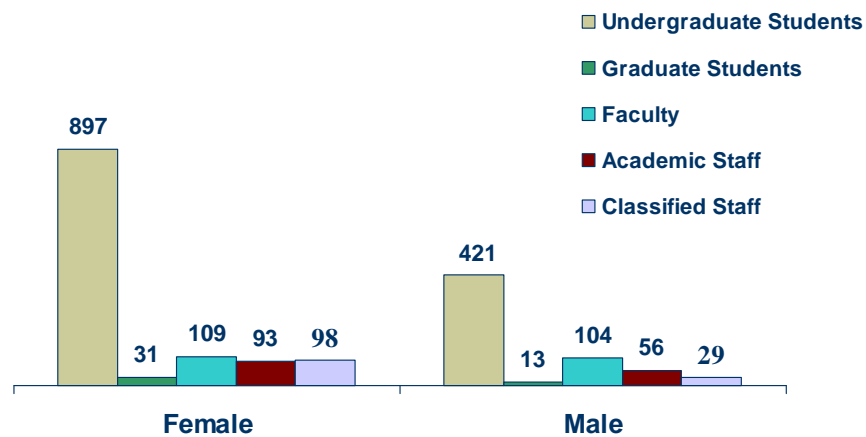
²This demographic information was not collected.

²³ All correlations in the table are significantly different from zero at the .01 level; that is, there is a relationship between all selected pairs of responses. A strong relationship (correlation) exists between responses to respect for LGBT individuals and non-homophobic. A low-moderate relationship exists between non-racist and respect for Alaskan Natives and Pacific Islanders/Hawaiian Natives. The r values for the remaining 10 correlations all indicate a moderate relationship between responses to the selected pairs of questions.

Sample characteristics.²⁴

The majority of the sample was female (66%) (Figure 1). Five transgendered²⁵ individuals completed the survey; however they are not included in Figure 1 to maintain the confidentiality of the small number of transgendered respondents.

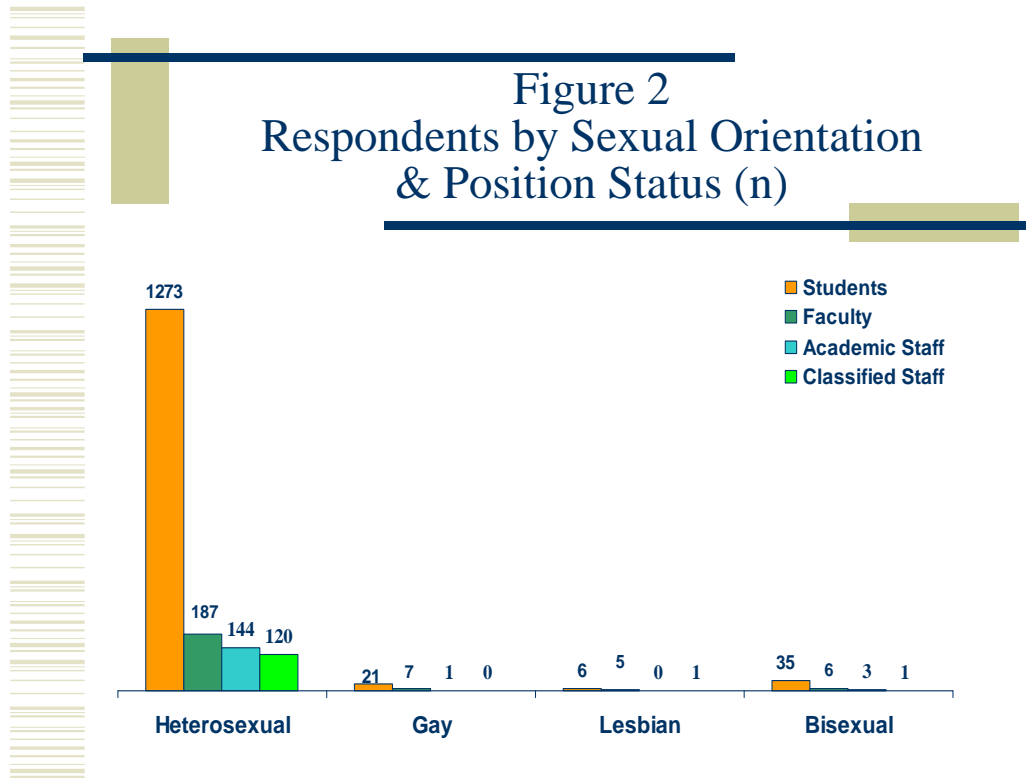
Figure 1
Respondents
by Gender¹ & Position Status (n)



²⁴ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

²⁵ Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

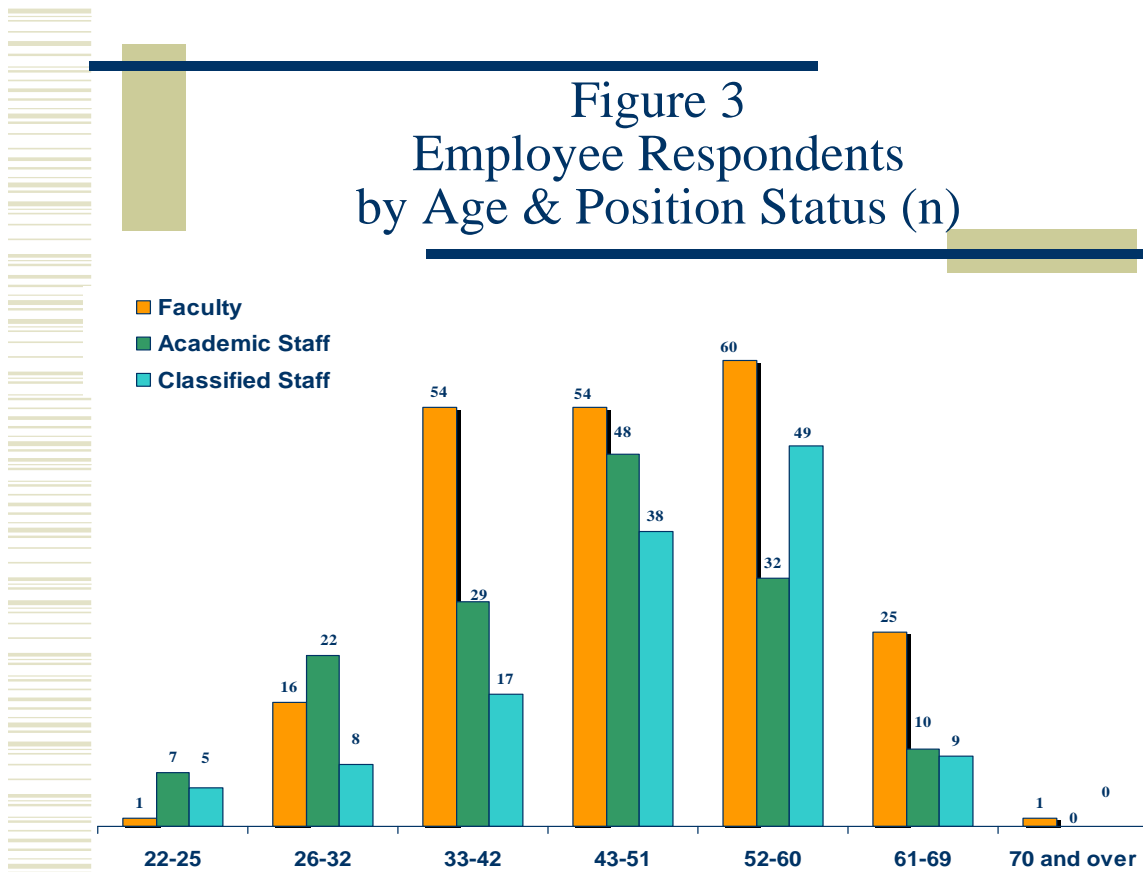
The majority of respondents were heterosexual²⁶ (92%) and five percent were sexual minorities²⁷ (Figure 2). Twenty-one people were questioning their sexual orientations.



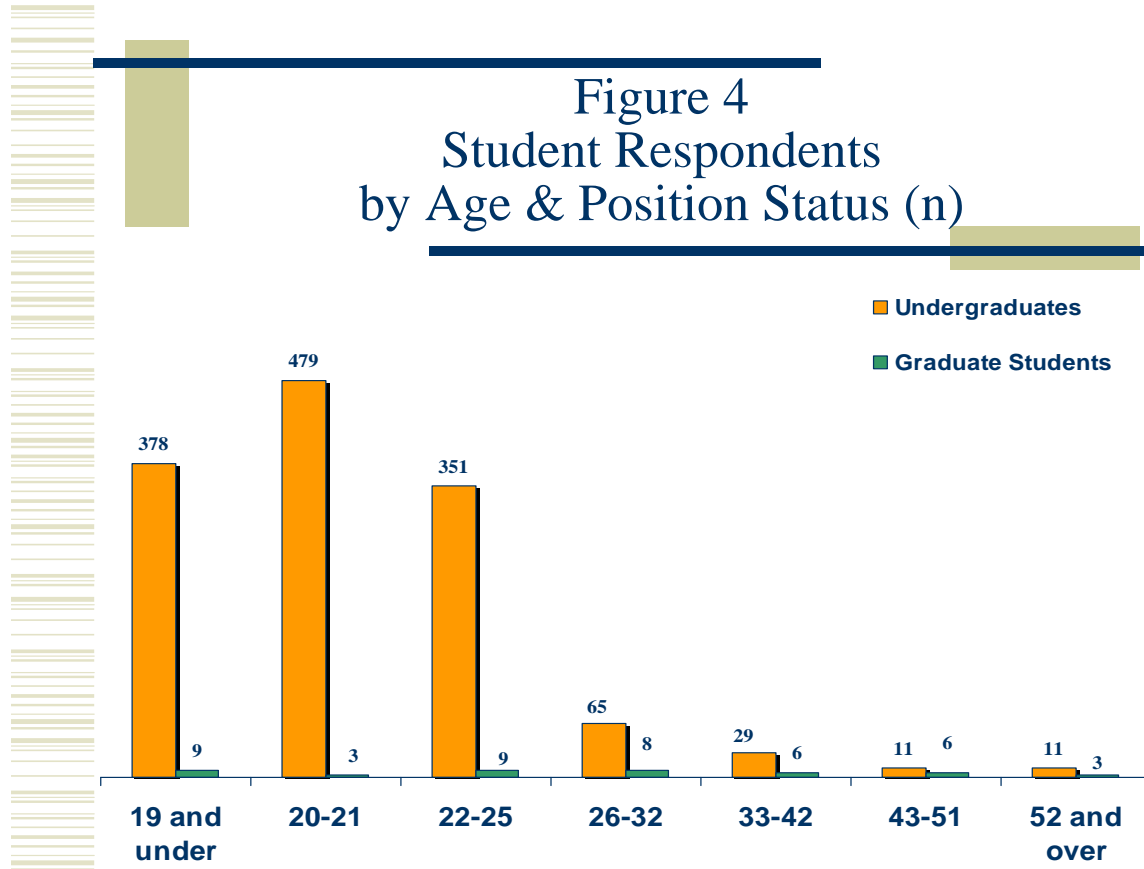
²⁶ Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual.

²⁷ This report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

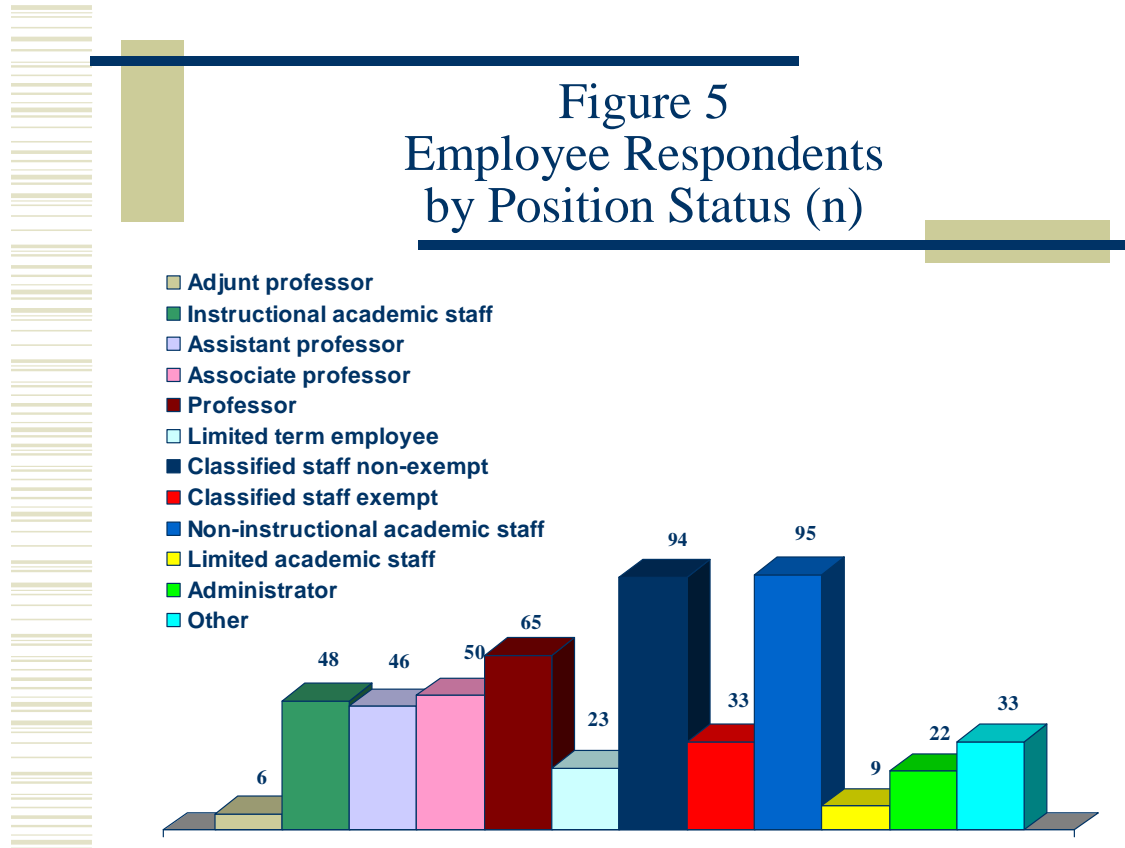
About 28 percent of faculty members were 52 to 60 years old, and 26 percent of faculty members were between the ages of 33 to 42 and 43 to 51. Thirty-two percent of academic staff were between the ages of 43 and 51, and 39 percent of classified staff were between the ages of 52 and 60 (Figure 3).



Thirty-six percent of responding undergraduates were 20 to 21 years old, and 21 percent of responding graduate students were 19 and under or 22 to 25 years old (Figure 4).



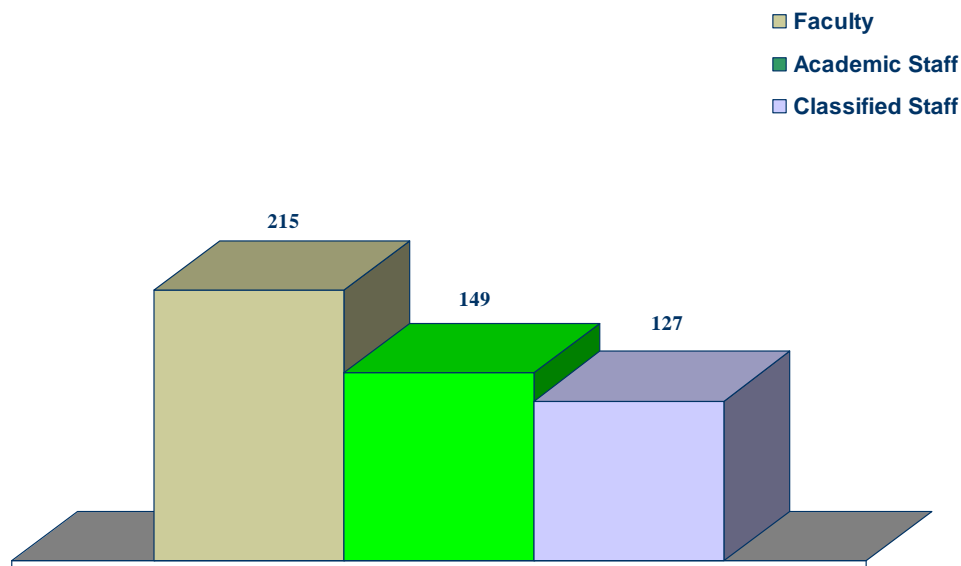
Figures 5 and 6 depict the employee respondent population by UW-Stevens Point status²⁸
(Figure 5).



²⁸ University status was defined in the questionnaire as “Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).”

For the purposes of some analyses, employee “status” data were collapsed²⁹ into the following categories: faculty, academic staff, and classified staff (Figure 6). Forty-four percent of employee respondents were faculty, 30 percent were academic staff, and 26 percent were classified staff.

Figure 6
Collapsed Employee Position Status (n)



²⁹ Throughout the analyses, the term “faculty” is used to include adjunct professors, instructional academic staff, assistant professors, associate professors, and professors. When the term “academic staff” is used, it will encompass all limited term employees, non-instructional academic staff, limited academic staff, and administrators. “Classified staff” include classified non-exempt staff and classified exempt staff. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents.

Table 3 presents the types of appointments faculty and staff held at UW-Stevens Point.

Table 3. Faculty/Staff Appointments

Appointment	Women		Men	
	n	%	n	%
Adjunct professor	3	60.0	2	40.0
Instructional Academic Staff	31	64.6	17	35.4
Assistant professor	23	51.1	22	48.9
Associate professor	27	54.0	23	46.0
Professor	25	38.5	40	61.5
Limited Term employee	17	73.9	6	26.1
Classified staff non-exempt	75	79.8	19	20.2
Classified staff exempt staff	23	69.7	10	30.3
Non-instructional academic staff	66	69.5	29	30.5
Limited academic staff	2	22.2	14	63.6
Administrator	8	36.4	14	63.6

Note: Table reports employee responses only (n = 489).

The majority of employee respondents primarily were affiliated with the College of Letters and Science (23%), Student Affairs (20%), or the College of Professional Studies (13%) (Table 4). Eighty-seven percent of employees were full-time in their positions.

Table 4. Faculty/Staff Academic Department/Work Unit Affiliations

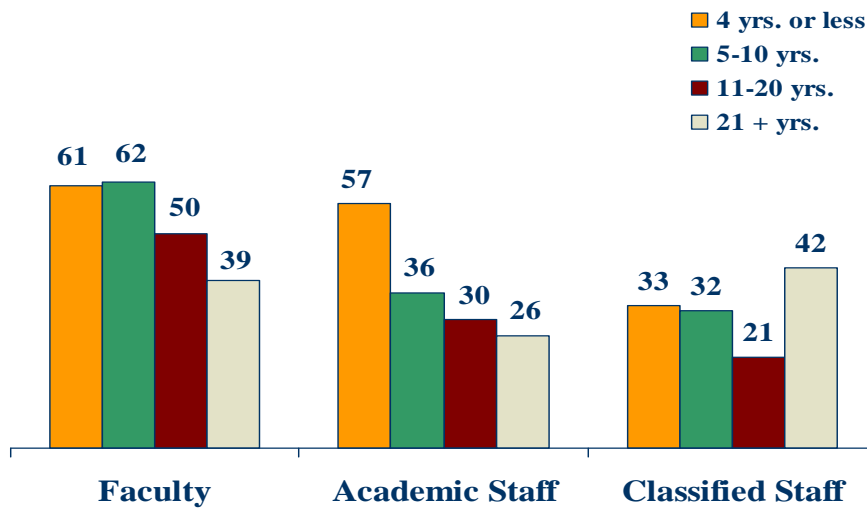
Academic/Work Unit	n	%
Academic Affairs	46	9.1
Student Affairs	99	19.7
Business Affairs	38	7.6
Executive Office	10	2.0
College of Fine Arts and Communication	46	9.1
College of Letters and Science	117	23.3
College of Natural Resources	58	11.5
College of Professional Studies	67	13.3
Other	37	7.4

Note: Table reports employee responses only (n = 503).

About three percent of employee respondents indicated that the highest level of education they completed was high school. Four percent had finished associate’s degrees, 19 percent bachelor’s degrees, 24 percent master’s degrees, and 36 percent doctoral or professional degrees.

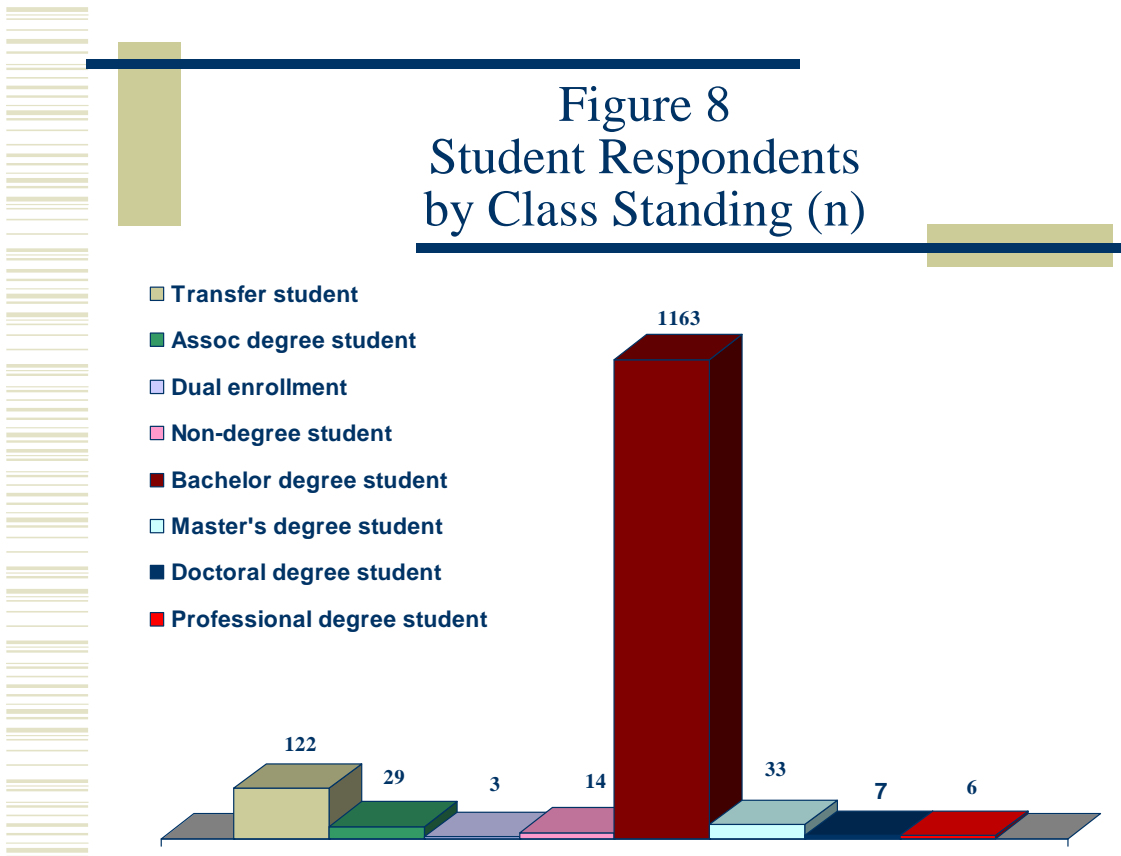
About 27 percent of employee respondents have been employed by UW-Stevens Point for five to 10 years (Figure 7), and 21 percent have been at UW-Stevens Point for 11 to 20 years. Twenty-two percent of employees have been at the University for more than 20 years.

Figure 7
Employees' Time at University (n)



Sixteen percent (n = 80) of current UW-Stevens Point employees have worked for more than one UW System institution/System Administration. Of those respondents, 29 worked at UW-Madison.

Approximately 97 percent of the student respondents were undergraduate students, and three percent were graduate students³⁰ (Figure 8).



Of the transfer students, associate’s degree students, and dual enrollment students, 38 percent were working towards the associate degree only, 27 percent were working towards associate’s degrees and planning to transfer to another institution, and 17 percent plan to transfer without earning associate’s degrees.

³⁰ Throughout the results, the term “Undergraduate students” will be used to signify transfer students, associate degree students, dual enrollment students, non-degree seeking students, and bachelor’s degree students. “Graduate students” will denote master’s degree, doctoral/terminal degree, and professional degree students. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents.

Table 5 illustrates the level of education completed by students' parents or legal guardians.

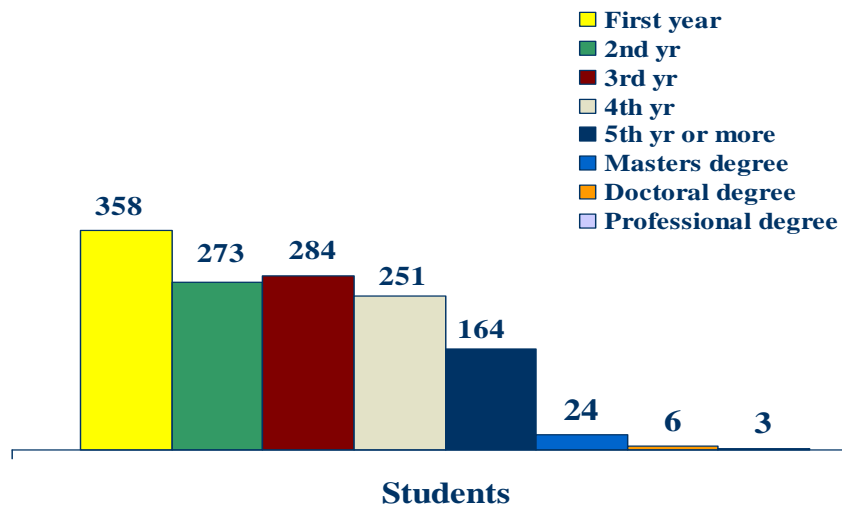
Table 5. Students' Parents'/Guardians' Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	42	3.0	38	2.7
High school	444	31.9	418	30.8
Some college	207	14.9	199	14.7
Business/Technical certificate/degree	124	8.9	142	10.2
Associates degree	90	6.5	109	7.8
Bachelors degree	252	18.1	267	19.2
Some graduate work	19	1.4	31	2.2
Masters degree	142	10.2	108	7.8
Doctorate degree	30	2.2	16	1.2
Other professional degree	8	0.6	10	0.7
Unknown	13	0.9	16	1.2
Not applicable	0	0.0	3	0.2
Missing	20	1.4	34	2.4

Note: Table reports student responses only (n = 1,391).

Twenty-six percent of student respondents were first-year students, and between 18 and 20 percent were second- through fourth-year students (Figure 9). About 12 percent were fifth-year seniors, while three percent were graduate students.

Figure 9
Student Respondents' College Standing (n)

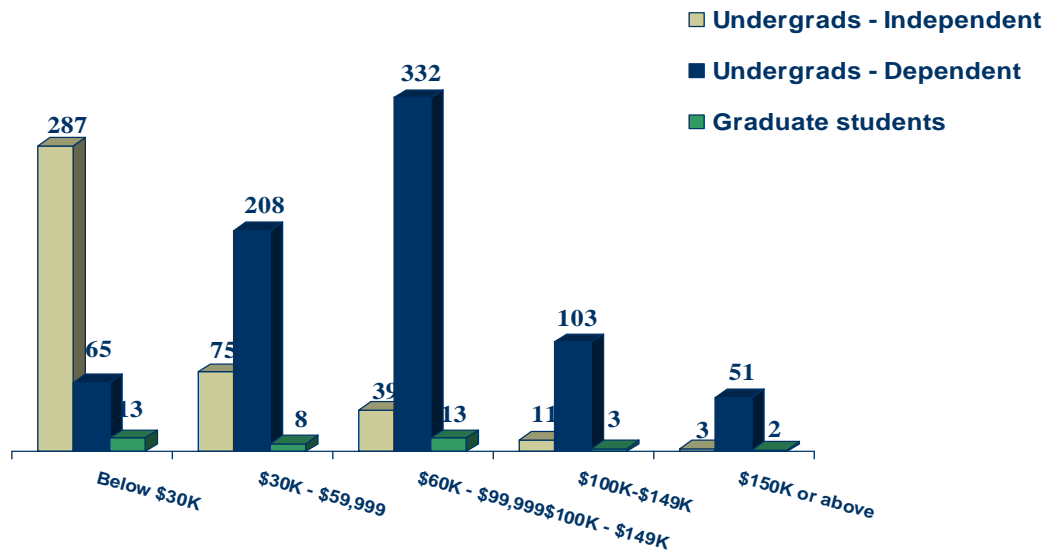


Sixty-five percent of student respondents were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and 33 percent were independent students (i.e., they were the sole providers for their living/educational expenses). Twenty-nine percent of all students were working 20 or more hours per week.

Twenty-six percent of student respondents reported that they or their families have annual incomes of less than \$30,000. Twenty-one percent reported annual incomes between \$30,000 and \$59,999, 28 percent between \$60,000 and \$99,999, nine percent between \$100,000 and \$149,999, and four percent over \$150,000 annually. These figures are displayed by student status

in Figure 10, where information is provided for students based on their status as financially independent or dependent.

Figure 10
Income by Position Status (n)

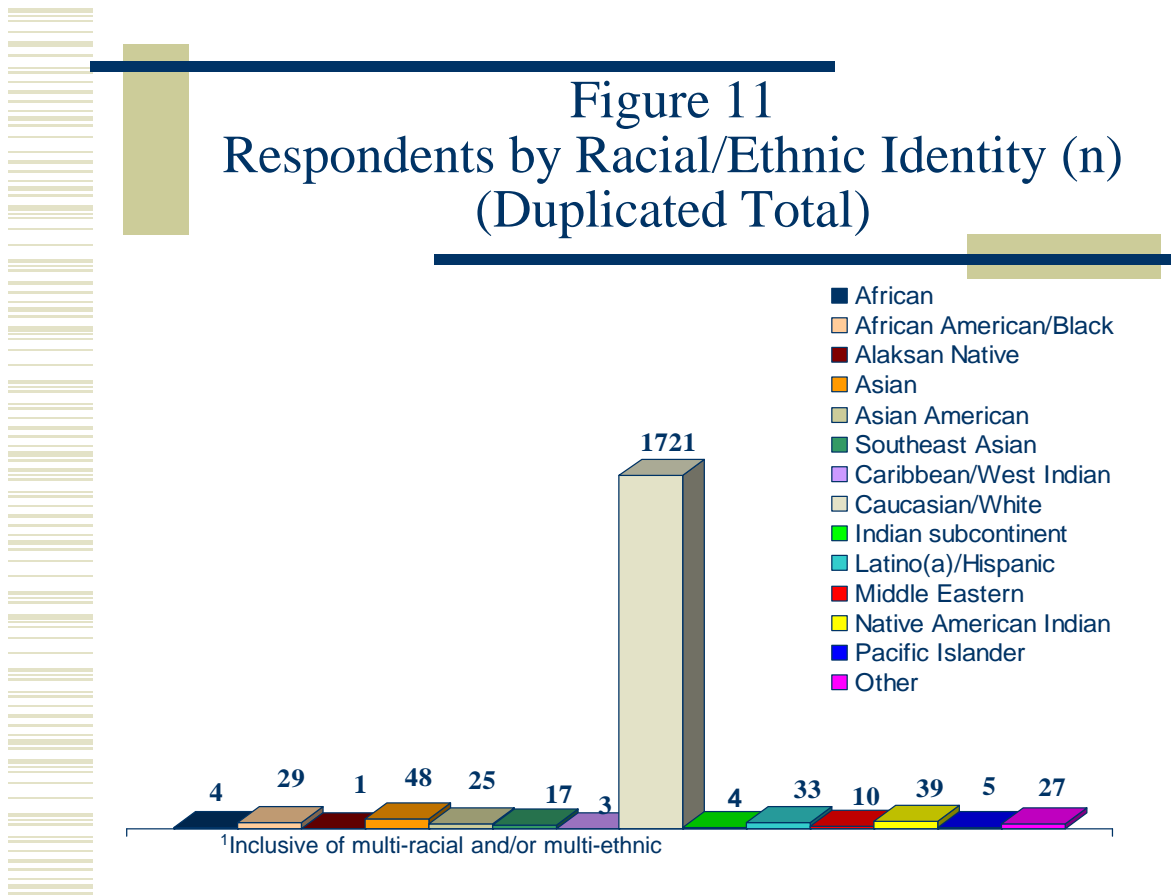


Of the students completing the survey, 42 percent lived in residence halls and 42 percent lived in off-campus houses and apartments (Table 6).

Table 6. Students' Residence	n	%
Residence hall	579	41.6
Fraternity/Sorority housing	3	0.2
Off campus apartment/house	577	41.5
With partner/spouse/children	90	6.5
With parent(s)/family/relative(s)	113	8.1
Other	9	0.6

With regard to race and ethnicity, 91 percent of the respondents identified as White/Caucasian³¹. Three percent identified as Asian, and two percent identified as African American/Black, Latino(a)/Hispanic, or Native American Indian. One percent identified as Asian American, Southeast Asian, or Middle Eastern. One percent or fewer were African, Alaskan Native, Caribbean/West Indian, from the Indian subcontinent, or Pacific Islander (Figure 11). Of the 48 Asian respondents, 21 identified as Chinese, nine identified as Hmong, and three identified as Japanese. Some of the “other” responses included “German American,” “Muslim American,” “Irish Catholic,” “Maori,” “half Mexican, half white,” and “Jewish.” Additionally, 13 people that chose “other” wrote in comments such as “prefer not to say,” “human,” “AMERICAN,” “none of your business,” and “I feel it is wrong to refer to all white people as Caucasian as though they don’t have an identity of their own.”

Figure 11
Respondents by Racial/Ethnic Identity (n)
(Duplicated Total)



³¹ Respondents who answered “other” in response to the question about their racial/ethnic identity and wrote “White” in the adjoining text box were recoded as White.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, thus allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 1,673; 88%) as part of their identity and 190 respondents (10%) chose a category other than White as part of their identity (Figure 12). Due to the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of people of color and White people.³²

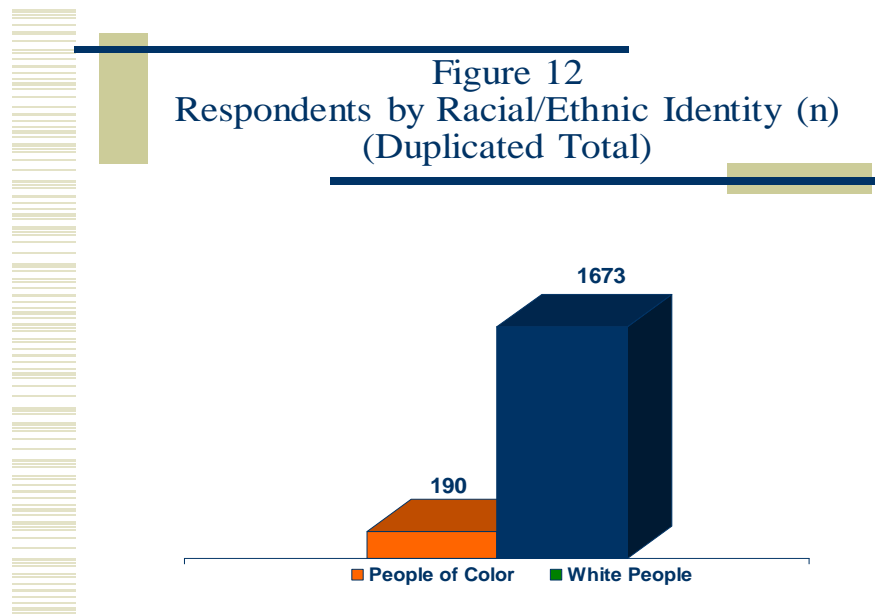


Table 7 illustrates that approximately 63 percent of the respondents were affiliated with a Christian denomination, while 30 percent identified as having no spiritual affiliation (e.g., no affiliation, atheist, agnostic). Many respondents who marked “other” named Christian religions not identified on the survey (e.g., Assembly of God, Congregational, Evangelical, Protestant, United Methodist Church) and those identified on the survey (e.g., “Catholic,” “Christian,”). Others identified their spiritual affiliations as “Druid,” “efca,” “Jedi Knight,” “pantheist,” etc.

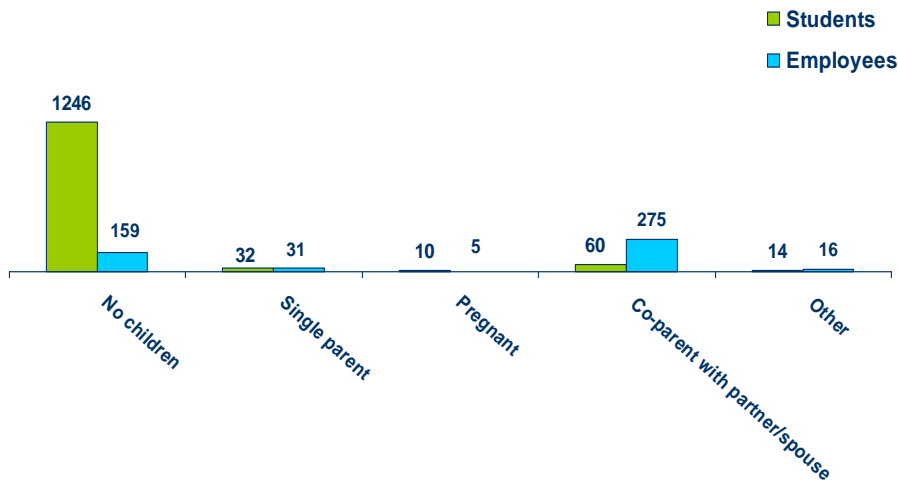
³² While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into people of color and White for many of the analyses due to the small numbers in the individual categories.

Table 7. Respondents' Religious or Spiritual Affiliations

Affiliation	n	%
Animist	2	0.1
Anabaptist	0	0.0
Agnostic	85	4.5
Atheist	62	3.3
Baha'i	2	0.1
Baptist	31	1.6
Buddhist	13	0.7
Eastern Orthodox	4	0.2
Episcopalian	11	0.6
Hindu	2	0.1
Muslim	5	0.3
Jehovah's Witness	1	0.1
Jewish	8	0.4
LDS (Mormon)	5	0.3
Lutheran	351	18.5
Mennonite	0	0.0
Methodist	63	3.3
Moravian	5	0.3
Native American Traditional Practitioner	4	0.2
Nondenominational Christian	135	7.1
Pagan	7	0.4
Pentecostal	10	0.5
Presbyterian	32	1.7
Quaker	2	0.1
Roman Catholic	499	26.2
Seventh Day Adventist	2	0.1
Shamanist	7	0.4
Sikh	0	0.0
Unitarian Universalist	17	0.9
United Church of Christ	24	1.3
Wiccan	7	0.4
Spiritual, but no religious affiliation	158	8.3
No affiliation	257	13.5
Other	64	3.4

Few students had children. More than half of employee respondents were co-parenting with a spouse or partner, while approximately one-third had no children (Figure 13). Seventeen respondents checked “other” and wrote in the subsequent text box that they were parents of adult children.

Figure 13
Respondents' Parental Status
by Position Status (n)



Seventy-two percent of employees were married, and 13 percent were single. Fifty-nine percent of student respondents said they were single, while 33 percent considered themselves partnered. Four students and two employees were partnered in civil unions.

Six percent of respondents (n = 107) had a disability that substantially affects major life activities. Of those respondents, 45 said they had physical disabilities, 29 had learning disabilities, and 47 had psychological conditions (Figure 14).

Figure 14
Respondents with Conditions
that Substantially Affect Major Life Activities (n)

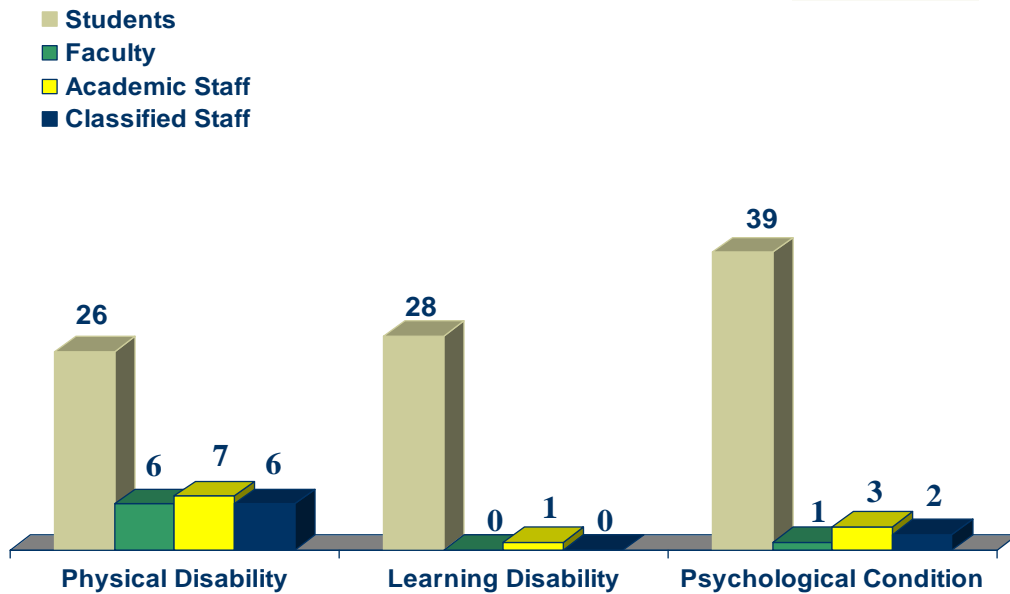


Table 8 indicates that approximately 96 percent of student participants and 93 percent of employee participants who completed this survey were U.S. citizens.

Table 8. Respondents' Citizenship Status

	Students		Employees	
	n	%	n	%
U.S. citizen	1320	96.3	455	93.4
U.S. citizen – naturalized	10	0.7	13	2.7
Dual citizenship	5	0.4	2	0.4
Permanent resident (immigrant)	3	0.2	14	2.9
International (F-1, J-1, or H1-B, or other visa)	33	2.4	2	0.4

Eighty-four respondents (4%) identified as “active military” or veterans.

Thirty-three percent of all respondents grew up in a small town, 21 percent grew up in a suburban area, and 18 percent were raised in a rural area (non-farm).

Campus Climate Assessment Findings ³³

The following section³⁴ reviews the major findings of this study. The review explores the climate at UW-Stevens Point through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Within the past two years, 17 percent of respondents believed³⁵ they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn³⁶ at UW-Stevens Point.

Respondents indicated these experiences were based most often on their gender (41%), age (35%), university status³⁷ (23%), political views (16%), and educational level (16%) (Table 9).

The percentage of respondents experiencing harassment at UW-Stevens Point is lower than the percentage of respondents who experienced harassment in studies of other institutions³⁸.

³³ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁴ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

³⁵ The modifier "believe(d)" is used throughout the report to indicate the respondent's perceived experiences. This modifier is not meant in any way to diminish those experiences.

³⁶ 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.

³⁷ University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

³⁸ Rankin's (2003) national assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%) or their ethnicity (16%).

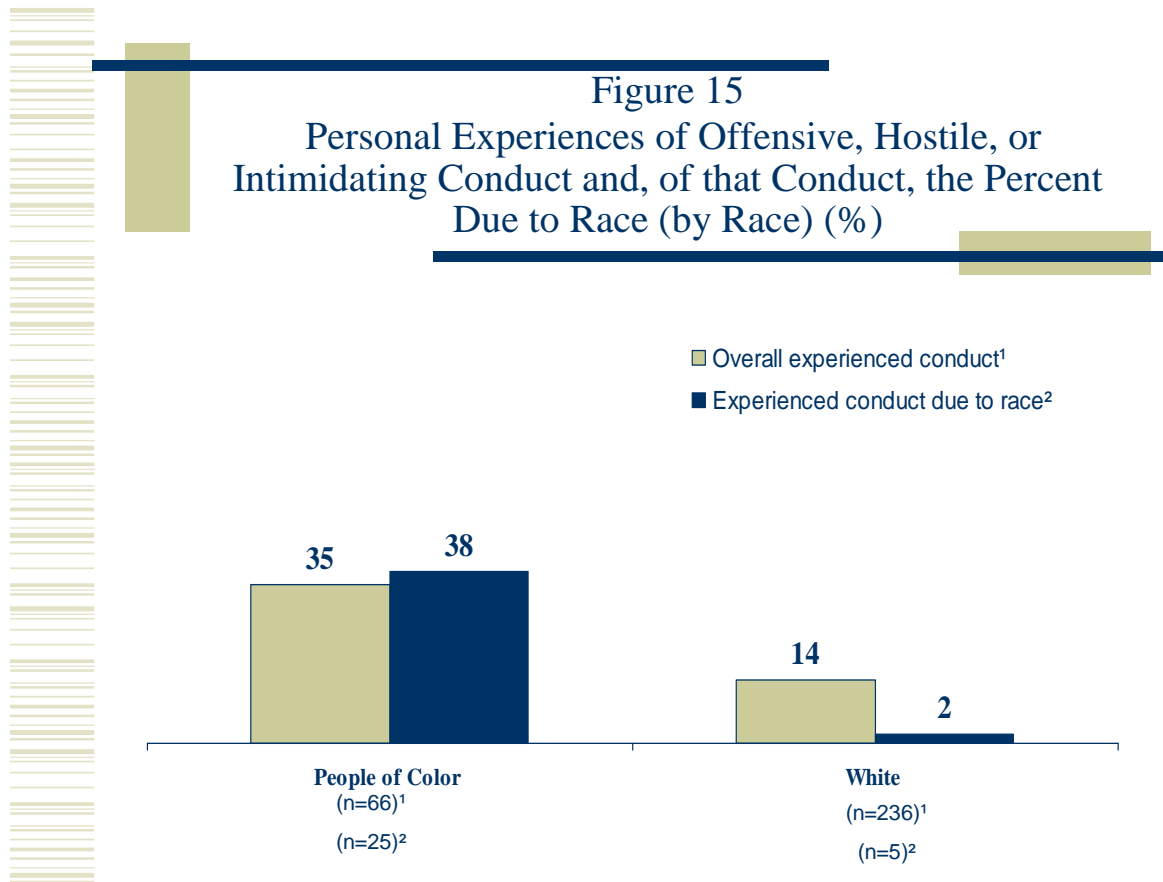
Table 9. Seventeen Percent of Respondents Provided the Following as the Bases of the Conduct They Experienced

	n	%
My gender	128	40.5
My age	111	35.1
My status (e.g., part-time status, faculty, staff, student)	74	23.4
My political views	51	16.1
My educational level	49	15.5
My religion/spiritual status	46	14.6
My physical characteristics	42	13.3
My ethnicity	39	12.3
My race	34	10.8
My sexual orientation	25	7.9
My country of origin	23	7.3
My parental status (e.g., having children)	20	6.3
My English language proficiency/accent	18	5.7
My socioeconomic status	18	5.7
My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)	17	5.4
My gender expression	16	5.1
My gender identity	15	4.7
My learning disability	12	3.8
My military/veteran status	6	1.9
My immigrant status	1	0.3
My physical disability	1	0.3
Other	54	17.1

Note: Only answered by respondents reporting experience of perceived harassment (n = 316). 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, status) of individuals who responded “yes” to the question, “Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct that has interfered unreasonably with your ability to work or learn at your institution?”

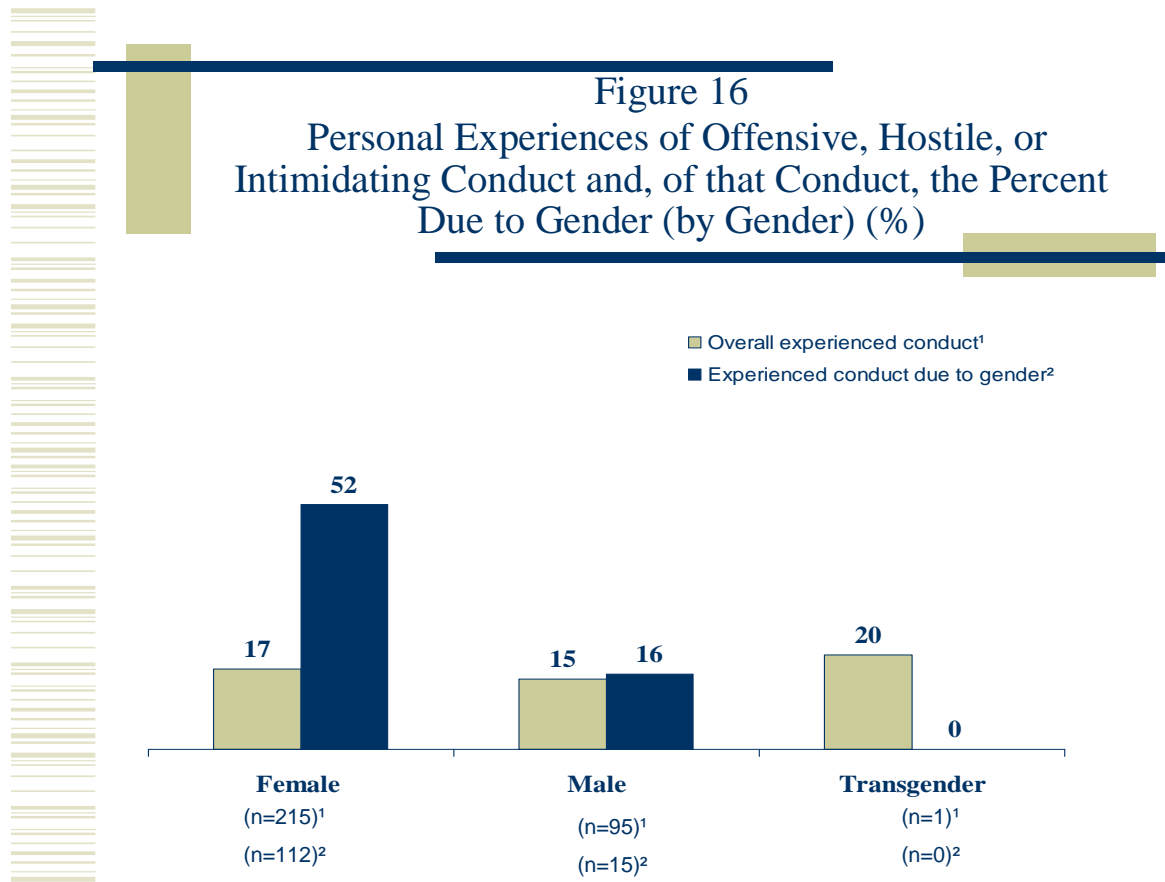
When reviewing these results in terms of race (Figure 15), a higher percentage of respondents of color (35%) believed they had experienced this conduct than did White respondents (14%). Of those respondents who believed they had experienced the conduct, 38 percent of respondents of color said it was based on their race, while only two percent of White respondents thought the conduct was based on race.



¹ Percentages are based on total n split by group.

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

When reviewing the data by gender (Figure 16), a similar percentage of men and women respondents (15% and 17%, respectively) believed they had experienced offensive, hostile, or intimidating conduct. Fifty-two percent of women who believed they had experienced this conduct – in comparison with 16 percent of men – said it was based on gender.

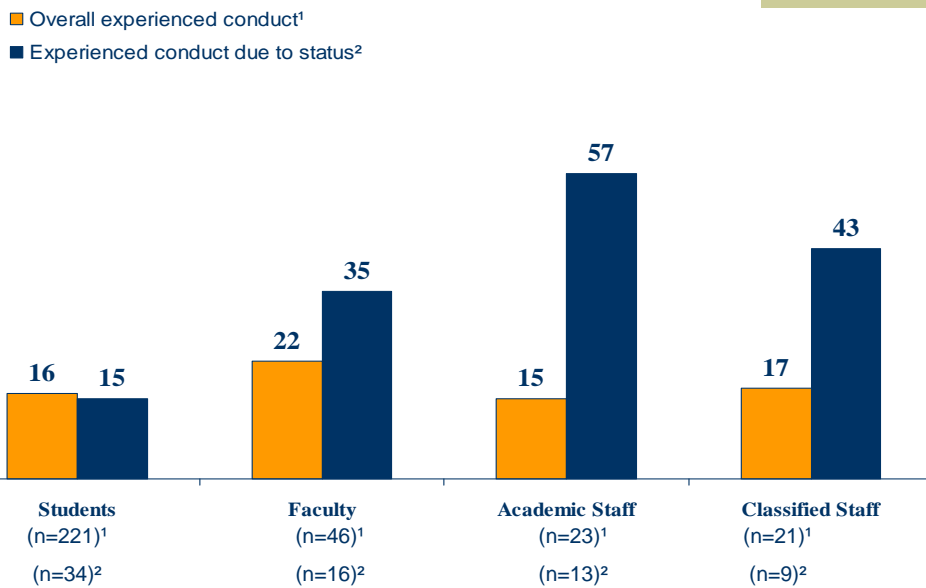


¹ Percentages are based on total n split by group.

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

As depicted in Figure 17, a greater percentage of faculty respondents believed they had been harassed than did other respondents; however, 57 percent of academic staff and 43 percent of classified staff who believed they were harassed said the conduct was based on their status at UW-Stevens Point.

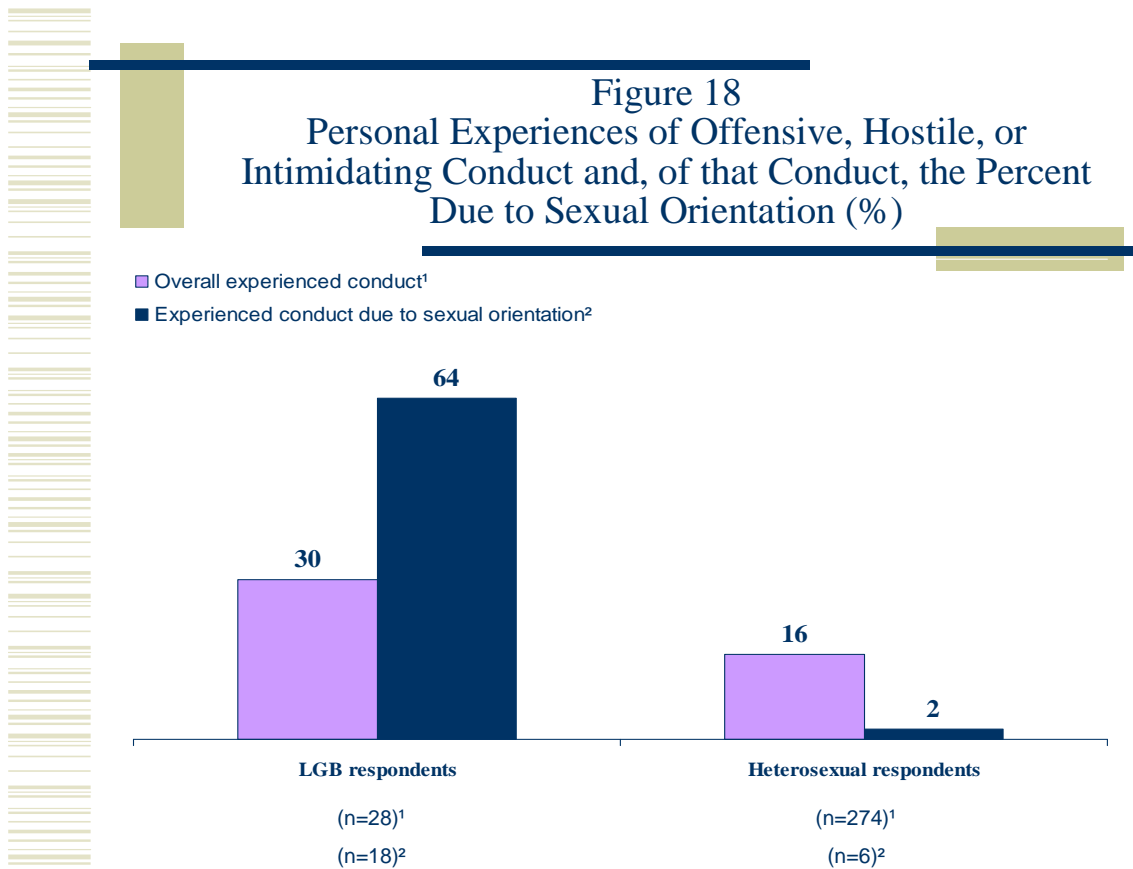
Figure 17
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Position Status (%)



¹ Percentages are based on total n split by status.

² Percentages are based on n split by status for those who believed they had personally experienced this conduct.

Figure 18 illustrates that almost twice the percentage of sexual minorities (i.e., lesbian, gay, and bisexual persons) than straight respondents believed they had experienced this conduct. Of those that experienced this type of conduct, 64 percent of sexual minorities, versus two percent of heterosexual respondents, reported that this conduct was based on their sexual orientations.

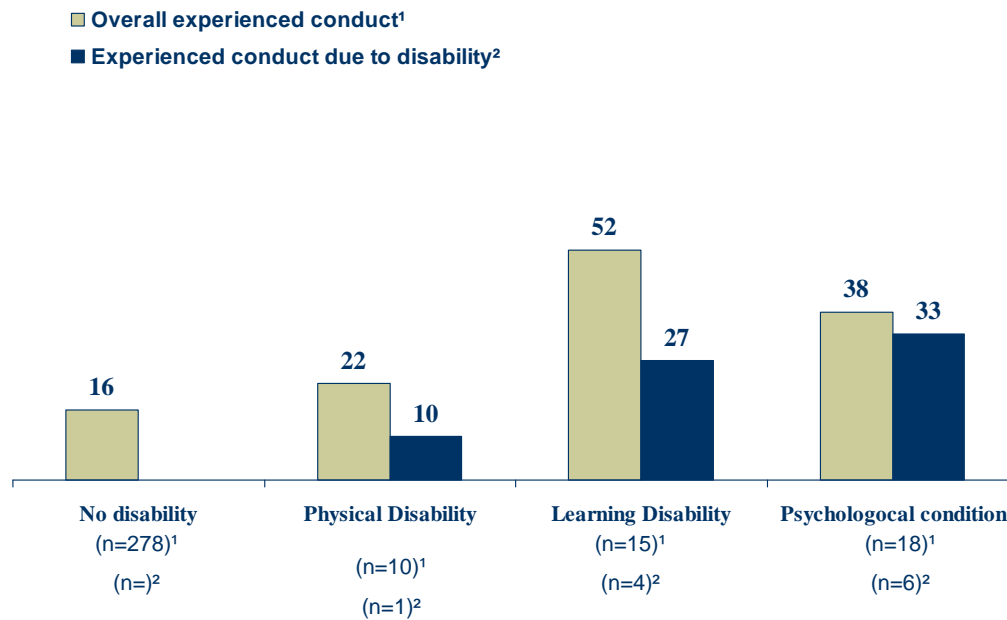


¹ Percentages are based on total n split by group.

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

Higher percentages of people who reported having a physical disability, learning disability, or psychological condition that substantially affects a major life activity than self-identified non-disabled people believed they had experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 19). Twenty-seven percent of those respondents with learning disabilities who believed they had experienced harassment said the conduct was based on their disability. Similarly, 33 percent of respondents with psychological conditions who believed they had been harassed said it was based on their conditions.

Figure 19
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Disability (%)



¹ Percentages are based on total n split by group.

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

Table 10 illustrates the manners in which individuals experienced this conduct. Fifty-one percent felt deliberately ignored or excluded, 37 percent felt intimidated and bullied, 30 percent saw others staring at them, and 24 percent were the targets of derogatory remarks.

Of the respondents who were deliberately ignored or excluded, 48 percent said it occurred in class, and 32 percent said it happened in a meeting with a group of people. Thirty-eight percent of those respondents who believed that they were intimidated/bullied indicated that it happened in a class, and 32 percent said it occurred while working at a campus job. Of those respondents who saw someone staring at them, 60 percent said it happened in class, and 52 percent said it happened while walking on campus.³⁹

³⁹ For complete listings of where harassment occurred, see the data tables in Appendix B.

Table10. Form of Experienced Harassment	n	%
Deliberately ignored or excluded	162	51.3
Felt intimidated/bullied	117	37.0
Stares	94	29.7
Derogatory remarks	75	23.7
Isolated or left out when working in groups	64	20.3
Isolated or left out because of my identity	55	17.4
Derogatory written comments	37	11.7
Feared getting a poor grade because of hostile classroom environment	35	11.1
Received a low performance evaluation	35	11.1
Singled out as the “resident authority” regarding my identity	26	8.2
Someone assumed I was admitted or hired because of my identity	24	7.6
Target of racial/ethnic profiling	20	6.3
Derogatory/unsolicited e-mails	20	.3
Feared for my physical safety	17	5.4
Derogatory phone calls	11	3.5
Threats of physical violence	11	3.5
Graffiti	8	2.5
Victim of a crime	7	2.2
Feared for my family’s safety	2	0.6
Target of physical violence	0	0.0
Other	48	15.2

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

People of color most often believed they had experienced harassment in the form of being deliberately ignored and excluded, someone staring at them, feeling intimidated or bullied, being isolated or left out when working in groups, or being a target of racial/ethnic profiling⁴⁰ (Table 11).

⁴⁰ Although not defined in the survey, racial/ethnic profiling is often defined as when security officials use race or ethnicity as a factor that causes an officer to react with suspicion and take action. (Racial Profiling Data Collection Resource Center) Racial Profiling Data Collection Resource Center at Northeastern UW, Feb. 17, 2006. <<http://www.racialprofilinganalysis.neu.edu/background/glossary.php>>

Table 11. Form of Experienced Harassment by Race

Form	White Respondents n = 236		Respondents of Color n = 66	
	n	%	n	%
Target of racial/ethnic profiling	1	0.4	16	24.2
Graffiti	6	2.5	2	3.0
Derogatory written comments	23	9.7	12	18.2
Derogatory phone calls	6	2.5	4	6.1
Threats of physical violence	7	3.0	4	6.1
Derogatory/unsolicited e-mails	14	5.9	2	3.0
Target of physical violence	0	0.0	0	0.0
Stares	66	28.0	23	34.8
Deliberately ignored or excluded	119	50.4	34	51.5
Derogatory remarks	56	23.7	15	22.7
Felt intimidated/bullied	91	38.6	18	27.3
Feared for my physical safety	10	4.2	4	6.1
Feared for my family's safety	1	0.4	0	0.0
Someone assumed I was admitted or hired because of my identity	12	5.1	9	13.6
Victim of a crime	6	2.5	1	1.5
Feared getting a poor grade because of hostile classroom environment	24	10.2	9	13.6
Received a low performance evaluation	21	8.9	11	16.7
Singled out as the "resident authority" regarding my identity	13	5.5	8	12.1
Isolated or left out when working in groups	41	17.4	18	27.3
Isolated or left out because of my identity	34	14.4	14	21.2

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

Lesbian, gay, and bisexual respondents most often believed they had experienced harassment in the form of being ignored or excluded, being subjected to derogatory remarks, someone staring at them, and being intimidated or bullied (Table 12).

Table 12. Form of Experienced Harassment by Sexual Orientation

Form	Heterosexual Respondents n =274		LGB Respondents n = 28	
	n	%	n	%
Target of racial/ethnic profiling	17	6.2	0	0.0
Graffiti	4	1.5	4	14.3
Derogatory written comments	31	11.3	4	14.3
Derogatory phone calls	9	3.3	0	0.0
Threats of physical violence	10	3.6	1	3.6
Derogatory/unsolicited e-mails	15	5.5	3	10.7
Target of physical violence	0	0.0	0	0.0
Stares	80	29.2	11	39.3
Deliberately ignored or excluded	137	50.0	16	57.1
Derogatory remarks	58	21.2	14	50.0
Felt intimidated/bullied	103	37.6	9	32.1
Feared for my physical safety	11	4.0	5	17.9
Feared for my family’s safety	1	0.4	0	0.0
Someone assumed I was admitted or hired because of my identity	21	7.7	2	7.1
Victim of a crime	6	2.2	1	3.6
Feared getting a poor grade because of hostile classroom environment	32	11.7	2	7.1
Received a low performance evaluation	30	10.9	3	10.7
Singled out as the “resident authority” regarding my identity	22	8.0	3	10.7
Isolated or left out when working in groups	55	20.1	3	10.7
Isolated or left out because of my identity	42	15.3	8	28.6

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

The most common forms of perceived harassment that was experienced by people with physical disabilities, learning disabilities, or psychological conditions were being intimidated/bullied or ignored/excluded (Table 13).

Table 13. Form of Experienced Harassment by Disability Status

Form	Physically Disabled n = 10		Learning Disabled n = 15		Psychological Condition n = 18	
	n	%	n	%	n	%
Target of racial/ethnic profiling	0	0.0	0	0.0	0	0.0
Graffiti	0	0.0	0	0.0	0	0.0
Derogatory written comments	4	40.0	4	26.7	2	11.1
Derogatory phone calls	0	0.0	0	0.0	1	5.6
Threats of physical violence	0	0.0	0	0.0	1	5.6
Derogatory/unsolicited e-mails	0	0.0	2	13.3	1	5.6
Target of physical violence	0	0.0	0	0.0	0	0.0
Stares	1	10.0	6	40.0	6	33.3
Deliberately ignored or excluded	6	60.0	10	66.7	13	72.2
Derogatory remarks	1	10.0	4	26.7	9	50.0
Felt intimidated/bullied	7	70.0	8	53.3	11	61.1
Feared for my physical safety	1	10.0	1	6.7	3	16.7
Feared for my family's safety	0	0.0	0	0.0	0	0.0
Someone assumed I was admitted or hired because of my identity	0	0.0	1	6.7	2	11.1
Victim of a crime	0	0.0	0	0.0	1	5.6
Feared getting a poor grade because of hostile classroom environment	2	20.0	4	26.7	4	22.2
Received a low performance evaluation	0	0.0	2	13.3	1	5.6
Singled out as the "resident authority" regarding my identity	1	10.0	1	6.7	3	16.7
Isolated or left out when working in groups	3	30.0	4	26.7	4	22.2
Isolated or left out because of my identity	2	20.0	4	26.7	5	27.8

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

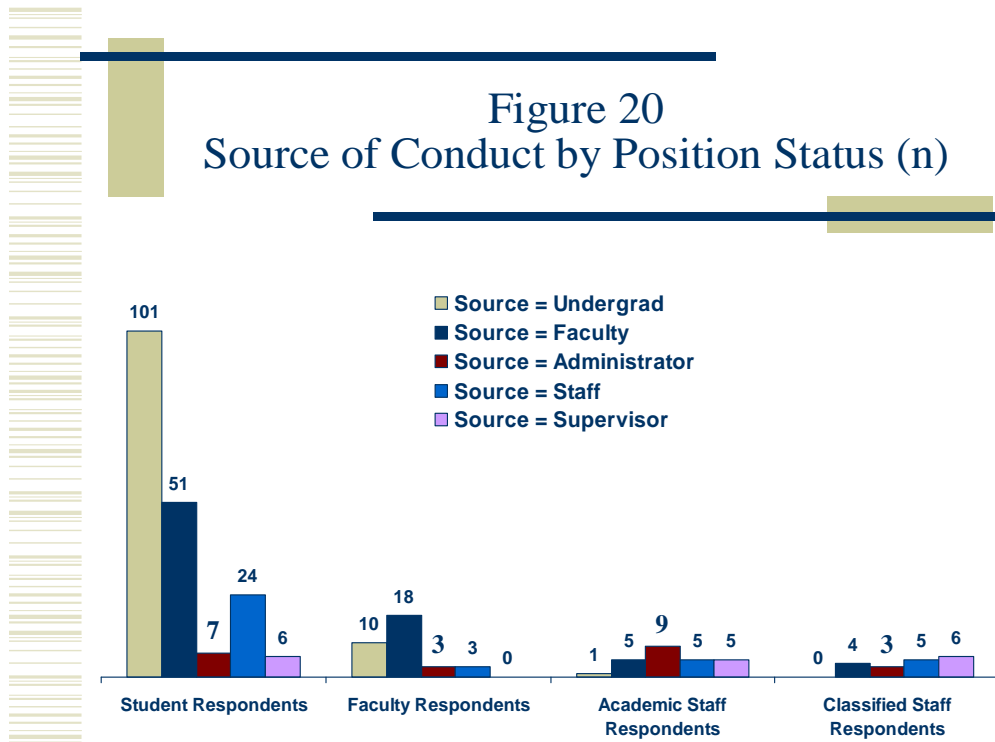
Thirty-six percent of the respondents identified undergraduate students as the sources of the conduct. Twenty-five percent identified faculty, and 23 percent identified colleagues as the sources (Table 14). “Other” responses include more than one colleague, peers, roommates, faculty groups, hall director, and co-workers.

Table 14. People Identified By Respondents As Sources of Harassment

	n	%
Undergraduate student	113	35.8
Faculty member	79	25.0
Colleague	73	23.1
Don't know source	37	11.7
Staff member	37	11.7
Administrator	22	7.0
Academic administrator	20	6.3
Supervisor	17	5.4
Campus visitor(s)	15	4.7
Community member	13	4.1
Department chair	12	3.8
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	9	2.8
Faculty advisor	9	2.8
Campus security	5	1.6
Center director	4	1.3
Person that I supervise	4	1.3
Graduate student	2	0.6
Research assistant	2	0.6
Teaching assistant	2	0.6
Other	34	10.8

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

Figure 20 reviews the source of perceived harassment by status. Interestingly, but not uniquely, the greatest source of perceived harassment was generally within the status (e.g., student against student, faculty against faculty).



In response to this conduct, 54 percent of respondents were angry, 43 percent felt embarrassed, and 43 percent told a friend (Table 15). While 15 percent of participants made complaints to campus officials, 20 percent did not know who to go to, 16 percent did not report the incident for fear of retaliation, and 13 percent did not report it for fear their complaints would not be taken seriously.

Table 15. Reactions to Experienced Harassment

Reactions	n	%
Was angry	171	54.1
Felt embarrassed	135	42.7
Told a friend	124	42.7
Ignored it	111	35.1
Avoided the person who harassed me	104	32.9
Didn't know who to go to	64	20.3
Was afraid	59	18.7
Didn't report it for fear of retaliation	49	15.5
Confronted the harasser at the time	48	15.2
Made a complaint to a campus employee/official	47	14.9
Didn't report it for fear my complaint would not be taken seriously	40	12.7
Did report it but my complaint was not taken seriously	32	10.1
Felt somehow responsible	30	9.5
Confronted the harasser later	29	9.2
Left the situation immediately	26	8.2
Didn't affect me at the time	21	6.6
Sought support from counseling/advocacy services	13	4.1
Other	25	7.9

Note: Only answered by respondents who believed they had experienced harassment (n = 316). Percentages do not sum to 100 due to multiple responses.

Experiences – Sexual Misconduct.

One section of the questionnaire asked respondents about whether they believed they had experienced various forms of sexual misconduct (e.g., sexual harassment,⁴¹ sexual assault⁴²) during their time at their institution.

Nine percent (n = 174) of all respondents indicated that they believed they had been touched in a sexual manner that made them feel uncomfortable or fearful at UW-Stevens Point during their time at the institution (Table 16).

Table 16. Respondents Who Believed They Had Been Touched in a Sexual Manner That Made Them Feel Uncomfortable or Fearful

	n	%
Never	1713	90.8
Rarely	148	7.8
Sometimes	25	1.3
Often	0	0.0
Very often	1	0.1

⁴¹ The survey defined sexual harassment as “A repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile, or offensive work or classroom environment.”

⁴² The survey defined sexual assault as “Intentional physical contact, such as sexual intercourse or touching, of a person’s intimate body parts by someone who did not have permission to make such contact.”

Twenty-one percent (n = 399) of all respondents said there were times when they were fearful of being sexually harassed at UW-Stevens Point (Table 17).

Table 17. Respondents who Were Fearful of Being Sexually Harassed at UW-Stevens Point

	n	%
Never	1490	78.9
Rarely	310	16.4
Sometimes	84	4.4
Often	5	0.3
Very often	0	0.0

Respondents most often feared being sexually harassed by students (49%), strangers (35%), acquaintances (18%), and friends (12%) (Table 18).

Table 18. People Who Respondents Feared Would Sexually Harass Them

	n	%
Student	196	49.1
Stranger	141	35.3
Acquaintance	71	17.8
Friend	48	12.0
Co-worker	43	10.8
Faculty member	28	7.0
Staff member	22	5.5
Administrator	11	2.8
Supervisor	10	2.5
Partner/spouse	9	2.3
Department chair	3	0.8
Person that I supervise	3	0.8
Academic advisor	2	0.5
Faculty advisor	1	0.3
Teaching Assistant	1	0.3
Research assistant	0	0.0
Other	22	5.5

Note: Only answered by respondents who feared sexual harassment (n = 399). Percentages do not sum to 100 due to multiple responses.

Additionally, 51 people (3%) believed they had been the victims of sexual assault while at UW-Stevens Point. Analyses of the data suggest that women, people who identified as bisexual, and people with psychological conditions were more likely than other groups to believe they had experienced sexual assault. Figures 21 through 26 indicate the percentage of respondents who believed they had suffered a sexual assault while at UW-Stevens Point.

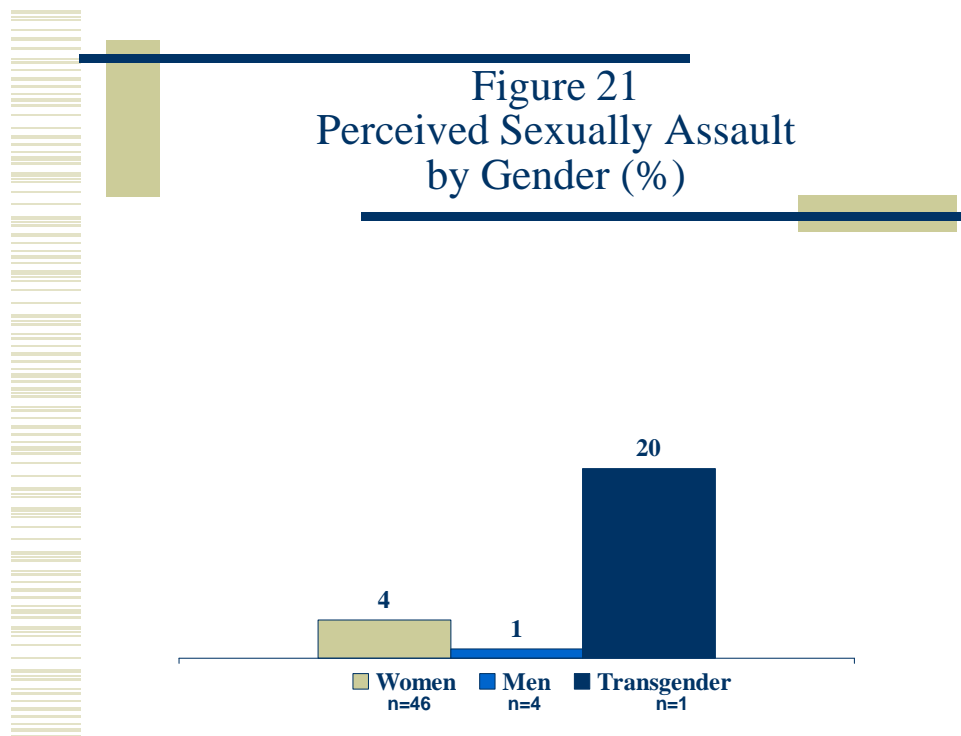


Figure 22
Perceived Sexually Assault
by Sexual Orientation (%)

- Lesbian
- Gay
- Bisexual
- Queer
- Heterosexual

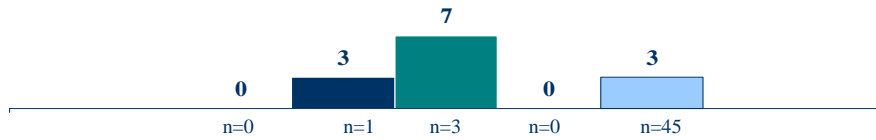


Figure 23
Perceived Sexually Assault
by Race (%)

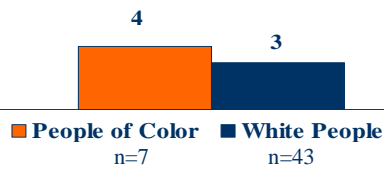


Figure 24
Perceived Sexually Assault
by Disability (%)

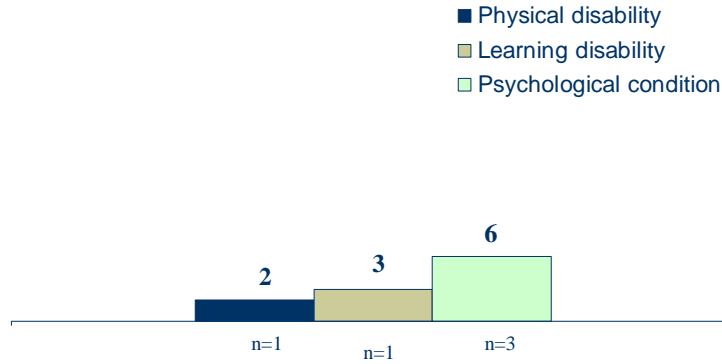


Figure 25
Perceived Sexual Assault by
Position Status and Gender (%)

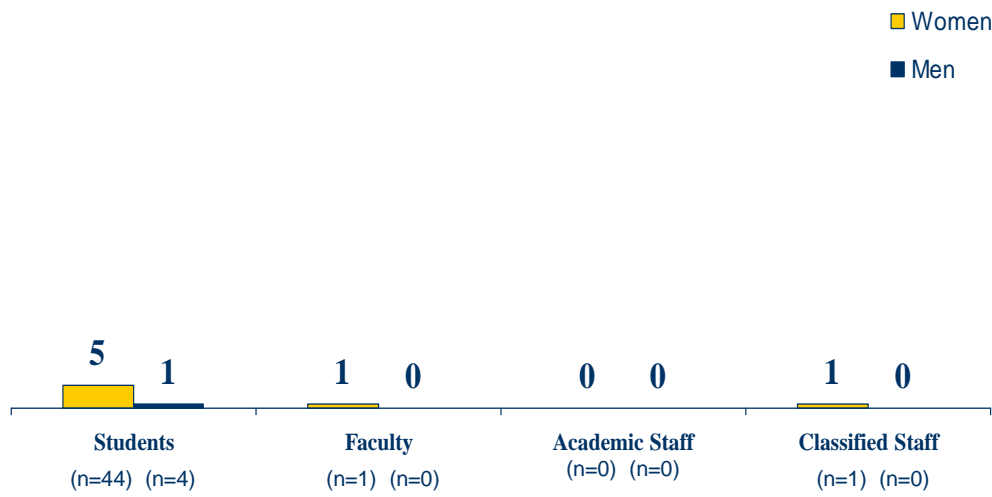
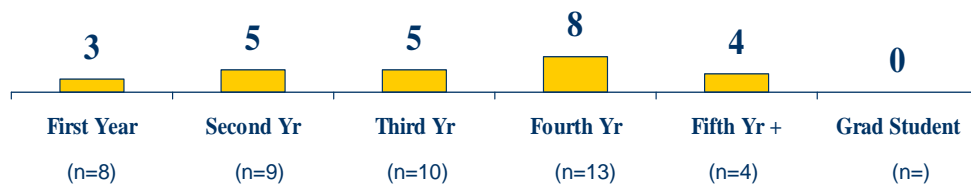


Figure 26
Women Students Who Perceived They Were Sexually Assaulted by Class Standing (%)



Fifty-five percent of those who believed they had been sexually assaulted believed that they were assaulted off-campus and 55 percent believed they were assaulted on-campus. Of those who believed they were assaulted off-campus, several indicated the locations were at the alleged perpetrators' houses, at parties, in their apartments, or in specific locations (Schmeekle, Graffiti's, at a bar, at sporting event, etc.). Of those who believed they were assaulted on-campus, respondents said the assaults occurred in specific buildings (e.g., Hyer and Knutzen Halls, in the UC, May Roach, Pray Hall, Smith Hall, in the CCC), and 17 respondents believed they had been assaulted in residence halls or dorm rooms.

As indicated in Table 19, the alleged perpetrators of sexual assaults against students were most often other students (n = 28), acquaintances (n = 10), friends (n = 10), or strangers (n = 9). Among employees, one respondent had been sexually assaulted by a stranger, and one respondent believed they had been assaulted by a faculty member.

Table 19. Alleged Perpetrator of Sexual Assault

	Students n	Employees n
Academic advisor	0	0
Acquaintance	10	0
Administrator	0	0
Department chair	0	0
Co-worker	3	0
Faculty advisor	0	0
Faculty member	1	1
Friend	10	0
Partner/spouse	1	0
Person that I supervise	0	0
Research assistant	0	0
Staff member	1	0
Stranger	9	1
Student	28	0
Supervisor	0	0
Teaching Assistant	0	0
Other	4	0

Note: Only answered by respondents who believed they had experienced sexual assault (n = 51). Percentages do not sum to 100 due to multiple responses.

Those respondents who believed they had been sexually assaulted most often told a friend (67%), told a family member (35%), or did nothing (28%) (Table 20). Only six percent contacted Campus Police/Security, two percent contacted local law enforcement officials, and six percent sought medical services.

Table 20. Responses to Alleged Sexual Assault	n	%
Told a friend	34	66.7
Told a family member	18	35.3
Did nothing	14	27.5
Sought medical services	3	5.9
Contacted Campus Police/Security	3	5.9
Sought support from a campus resource/counseling center(s)	2	3.9
Reported the incident and it was ignored	2	3.9
Sought support from a spiritual advisor	2	3.9
Sought information on-line	2	3.9
Sought support from off-campus hotline/advocacy service	1	2.0
Contacted my local law enforcement official	1	2.0
Sought support from a staff person	1	2.0
Contacted my Union	0	0.0
Sought support from a faculty member	0	0.0
Other	3	5.9

Note: Only answered by respondents who believed they had experienced sexual assault (n = 51). Percentages do not sum to 100 due to multiple responses.

The 37 respondents who believed they had been sexually assaulted but chose not to report the assault were asked why they choose not to report it. Several commented that they were too embarrassed or did not want others to know the assault occurred. Others said they thought they would not be believed or dreaded reporting the assault. The respondents indicated that there was

not any reason to report the alleged assault because it was perceived that the alleged perpetrator would not be punished in anyway. Other respondents indicated that they were afraid and did not want to talk about it. Some respondents lacked confidence that reporting the assault would have any positive outcomes. Several said they did not report the incidents because the alleged perpetrators were their friends and they did not want to get them in trouble. Still others seemed to blame themselves for the assaults because either they had been drinking when the alleged assault occurred or that they were somehow responsible for it.

Fourteen respondents answered the question, “If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately?” Eight respondents indicated that their complaints were responded to appropriately.

Summary

As noted earlier, 17 percent of respondents across UW-Stevens Point believed they had personally experienced at least subtle forms of conduct that had interfered with their ability to work or to learn on campus. The findings indicate that members of historically underrepresented groups were more likely to believe they had experienced various forms of harassment and discrimination than those in the “majority.” That is, this type of conduct allegedly was most often directed at women, people of color, people who identify as lesbian, gay, or bisexual, and people with disabilities.

National statistics suggest that more than 80 percent of all respondents who experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

In addition, 51 respondents believed they had been sexually assaulted during the time they were enrolled or employed at UW-Stevens Point. And 174 respondents believed they had been touched in a way that made them feel uncomfortable or fearful at UW-Stevens Point.

Satisfaction with UW-Stevens Point

Eighty percent of UW-Stevens Point employees were “highly satisfied” or “satisfied” with their jobs at Stevens Point (Table 21). Seventy-four percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Stevens Point.

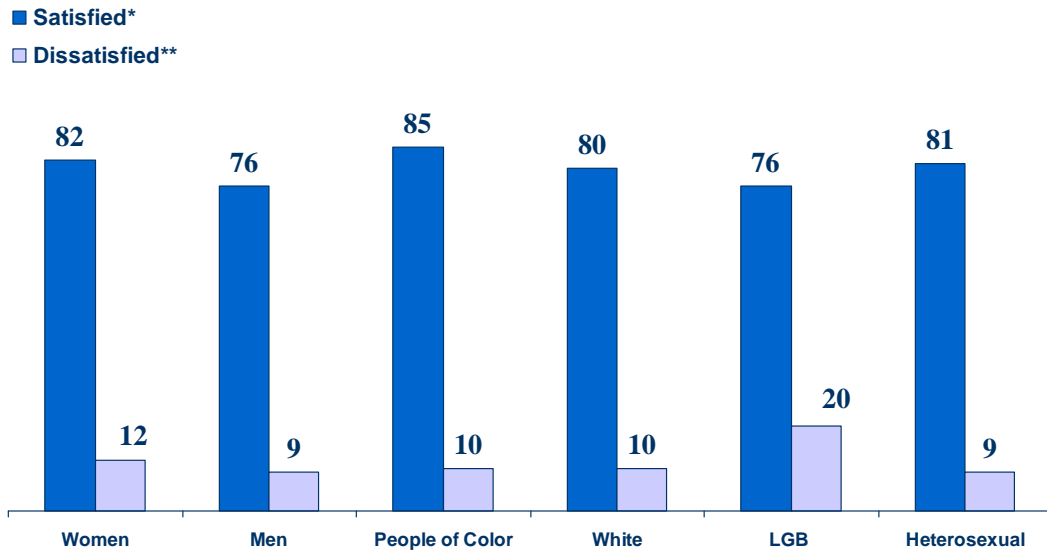
Table 21. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at UW-Stevens Point	181	36.6	215	43.5	46	9.3	46	9.3	6	1.2
The way your career has progressed at UW-Stevens Point	130	26.4	232	47.1	65	13.2	57	11.6	9	1.8

Note: Table reports employee responses only (n = 503).

When examining the results by various demographic categories, the reader will note that men were less satisfied than women with their jobs and sexual minority respondents were less satisfied with their jobs than their heterosexual counterparts (Figure 27).

Figure 27
Employee Satisfaction with Their Jobs
By Selected Demographics (%)

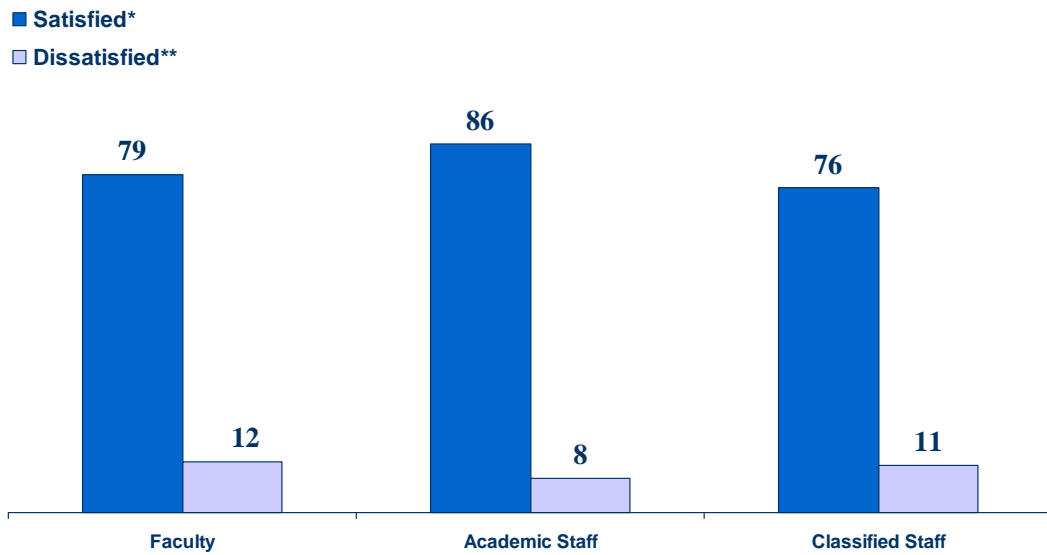


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Academic staff were more satisfied than were faculty members and classified staff with their jobs (Figure 28).

Figure 28
Employee Satisfaction with Their Jobs
By Position Status (%)

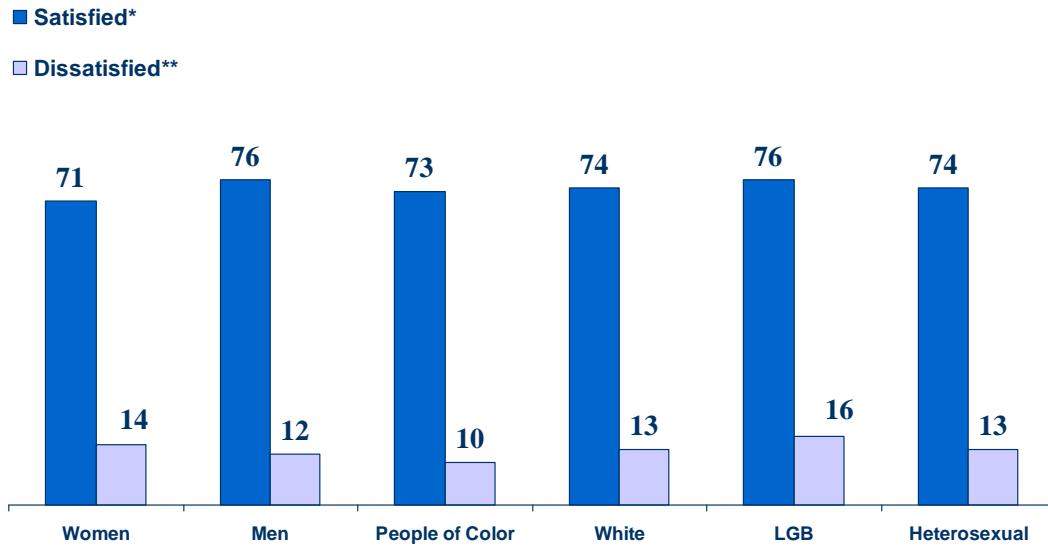


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

The analyses suggest that most employee groups were similarly satisfied with the way their careers have progressed at UW-Stevens Point (Figure 29).

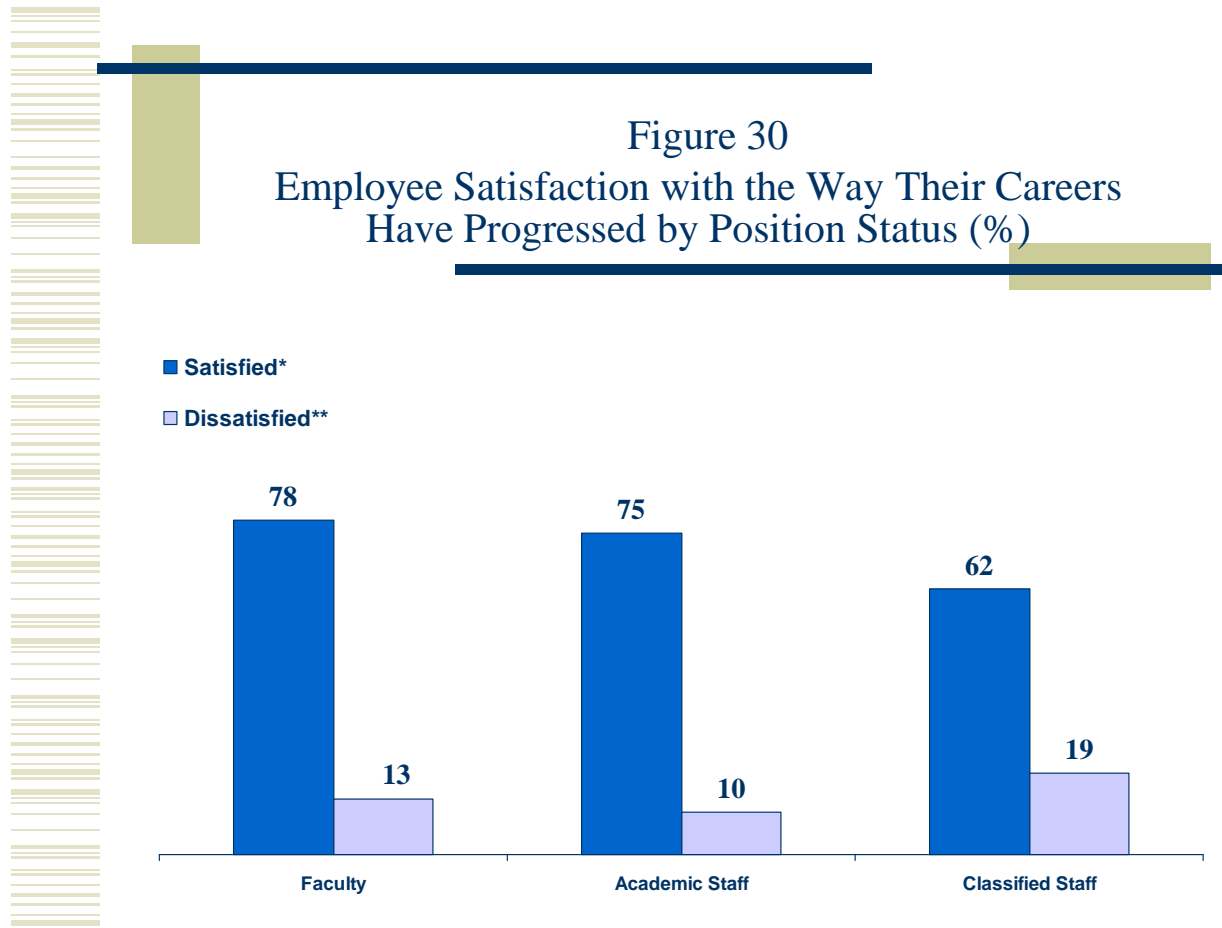
Figure 29
Employee Satisfaction with the Way
Their Careers Have Progressed (%)



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Figure 30 indicates that classified staff members were less satisfied than faculty and academic staff with the way their careers have progressed at UW-Stevens Point.



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees who were satisfied with the way their careers have progressed attributed their successes to their freedom on the job and their ability to “grow on the job,” and commented that they had supportive departments and/or supervisors. Other respondents indicated that they loved their jobs, were passionate about teaching and working with students, and enjoyed the people with whom they worked.

A number of instructional academic staff said that they felt undervalued. Other respondents said they were in limited term positions and wanted to obtain full-time positions. Others said the lack of opportunities for advancement was disappointing to them. Dissatisfied faculty were overwhelmed with the amount of work expected and one was denied sabbatical. Some employees said their departments and colleagues were not good fits for them, or believed that the UW-Stevens Point leadership was lacking or on an errant course.

Among UW-Stevens Point faculty and staff, 30 percent of employees said they relied on three to four people at work for social support. Twenty-two percent said they could rely on five to six people, and 21 percent said they relied on one or two people at work for social support.

Sixty-three percent of faculty and staff reported they suffered physical symptoms from work-related stress one to two times per week. Eighteen percent said they suffered physical symptoms three to four times per week, and 11 percent felt symptoms five to six times per week.

To relieve work-related stress, 76 percent of faculty and staff use alcohol, over-the-counter drugs, or prescription drugs one to two times per week. Eleven percent use alcohol or drugs three to four times per week, and seven percent of employees use them five or six times per week.

Thirty-one percent of faculty and staff have felt excluded on the UW-Stevens Point campus (Table 21a).

Table 21a. Faculty/Staff Who Have Felt Excluded on the UW-Stevens Point Campus

	n	%
All Faculty/Staff (Employees)	153	31.2
Women	93	31.6
Men	60	32.6
Employees of Color	14	36.8
White Employees	136	31.3
LGB Employees	8	32.0
Heterosexual Employees	139	31.5

Eighty-four percent of students were “highly satisfied” or “satisfied” with their education at UW-Stevens Point, while 70 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed (Table 22).

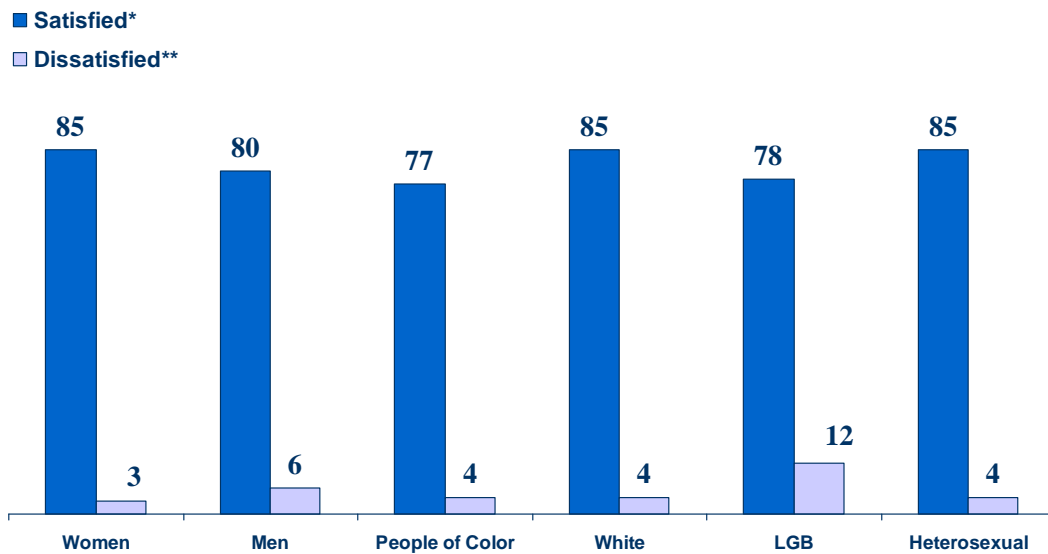
Table 22. Student Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your education at UW-Stevens Point	303	22.1	846	61.8	159	11.6	58	4.2	3	0.2
The way your academic career has progressed at UW-Stevens Point	257	18.9	699	51.3	264	19.4	122	9.0	20	1.5

Note: Table reports student responses only (n = 1391).

When broken down by demographic categories, slightly lower percentages of students of color and sexual minority students were satisfied with their educations at UW-Stevens Point than were other students (Figure 31).

Figure 31
Student Satisfaction with their Education (%)

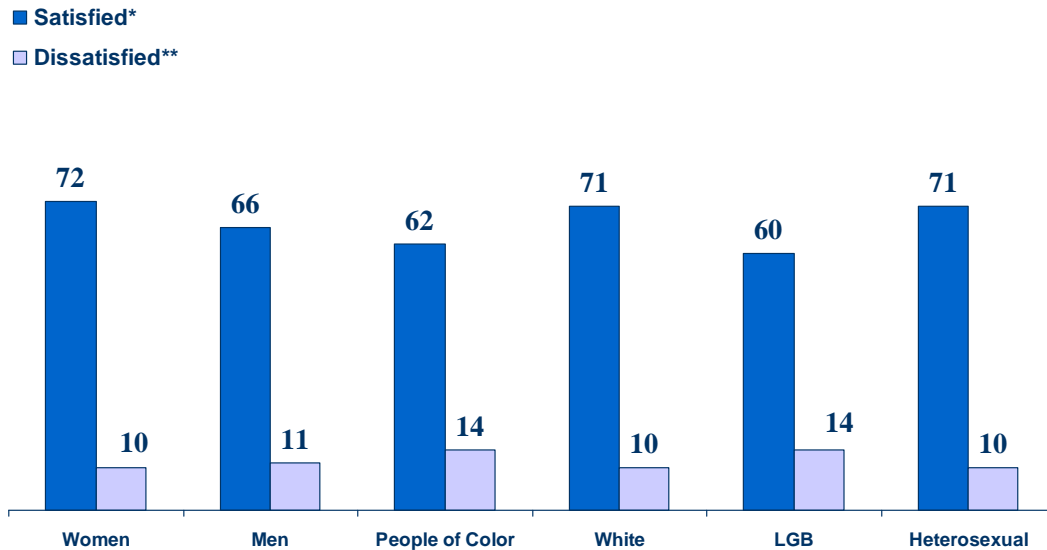


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Higher percentages of women students, White students, and heterosexual students were satisfied with the way their academic careers have progressed than were men students, students of color, or sexual minority students (Figure 32).

Figure 32
Student Satisfaction with the Way their
Academic Careers Have Progressed (%)



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Students who were satisfied with the way their academic careers have progressed said they established relationships with supportive advisors and faculty members, earned good grades, recognized the value in getting a college education, felt challenged by the course work, and their expectations matched their experiences. Dissatisfied students said faculty were not up to standards, experienced difficulties with certain offices (e.g., advising, bursar) and getting into required courses, and felt they were not challenged by their course work.

Forty-five percent of all respondents have seriously considered leaving UW-Stevens Point.

Thirty-nine percent of students, 66 percent of faculty, 60 percent of academic staff, and 53 percent of classified staff have seriously considered leaving UW-Stevens Point. Among employees, 71 percent of men and 54 percent of women considered leaving the institution. Fifty percent of employees of color, in comparison with 61 percent of White employees, have seriously considered leaving UW-Stevens Point. Additionally, 64 percent of sexual minority employees, compared to 60 percent of heterosexual respondents, have seriously considered leaving the institution.

Many employees who considered leaving did so due to unsupportive department chairs/leadership, low salaries, lack of career advancement opportunities, and lack of job opportunities for partners/spouses. Several employee respondents indicated that they stayed because of local family obligations, professional fulfillment, health benefits, and lack of alternative job opportunities in central Wisconsin. Other respondents said that other professional opportunities that they were interested in did not work out or that departmental leadership had changed for the better.

Among students, 38 percent of women and 40 percent of men considered leaving the University. Forty percent of students of color and 38 percent of White students considered leaving UW-Stevens Point, as did 49 percent of LGB students and 38 percent of heterosexual students.

Many of the students who considered leaving did so because they wanted to transfer to another institution that better suited their academic pursuits, they were frustrated by changes in academic requirements, they felt they could no longer afford tuition, they had difficulty getting into desired course sections, and they felt other institutions had better academic reputations. Others considered leaving because of the “lack of culture” in town and for personal reasons (e.g., feeling overwhelmed, depressed). Those students who decided to stay did so because they established friendships with other students and collegial relationships with faculty/staff at UW-Stevens Point, they “can’t afford anything else,” and their credits would not transfer to another institution so that they could graduate on time.

Summary

The results from this section suggest that the majority of the campus community had a good deal of comfort with the existing campus diversity, as well as a high degree of satisfaction with their jobs, educations, and way their careers have progressed at UW-Stevens Point.

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 the treatment of others members within the academy. Table 23 illustrates that 86 percent of the survey respondents were “comfortable” or “very comfortable” with the climate at UW-Stevens Point. Eighty-four percent were “comfortable” or “very comfortable” with the climate for diversity in their department or work unit; and 85 percent of faculty and students were “comfortable” or “very comfortable” in their classes.

Table 23. Respondents’ Comfort with Climate

	Comfort with Climate at UW-Stevens Point		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	530	28.0	676	35.8	490	30.5
Comfortable	1098	58.0	901	47.7	881	54.9
Neither Comfortable nor Uncomfortable	183	9.7	222	11.8	168	10.5
Uncomfortable	72	3.8	72	3.8	61	3.8
Very Uncomfortable	9	0.5	18	1.0	5	0.3

Note: Only answered by faculty and students (n = 1,614).

When comparing the data by the demographic categories of “people of color” and “Caucasian/White,” however, people of color were less comfortable than White people with the overall climate for diversity at UW-Stevens Point, and the climate in their departments/work units and classes (Figures 33-35).

Figure 33
Comfort with Overall Campus Climate by Race (%)

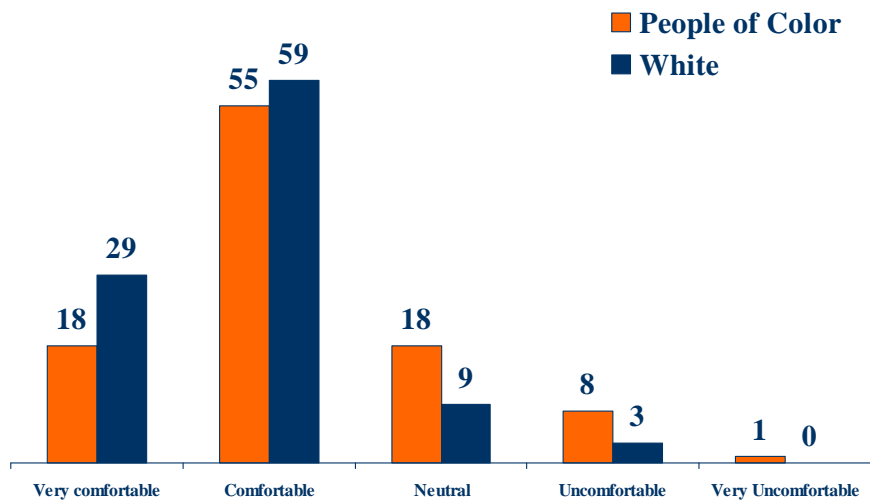


Figure 34
Comfort with Climate in Department/Work Unit by Race (%)

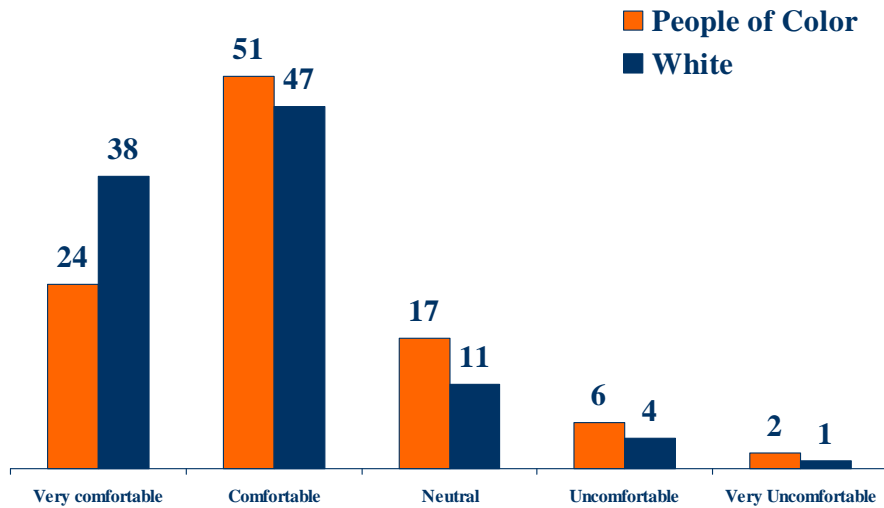
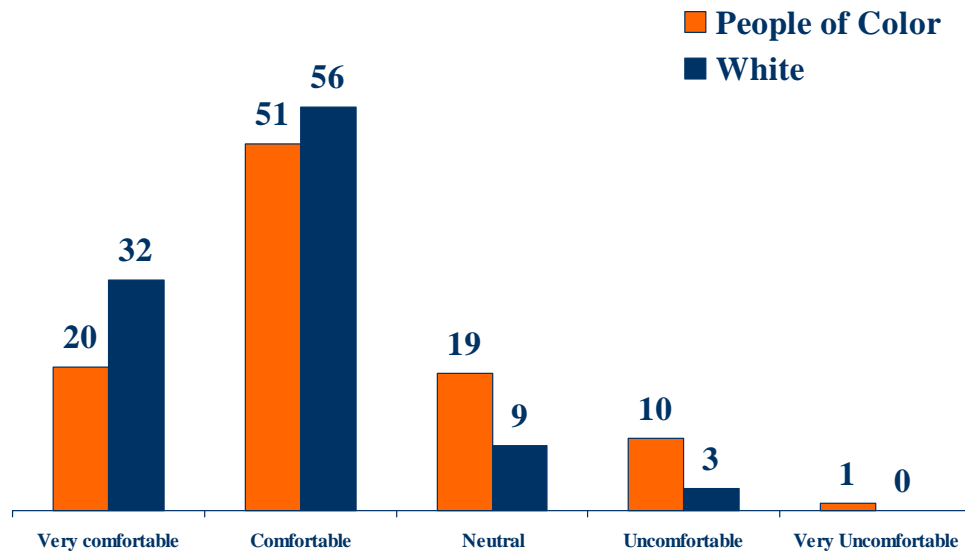


Figure 35
Comfort with Climate in Classes*
by Race (%)



*

Note: Faculty and student responses only.

Women and men were almost equally comfortable with the climate in their departments, work areas, and classes at UW-Stevens Point (Figures 36-38).

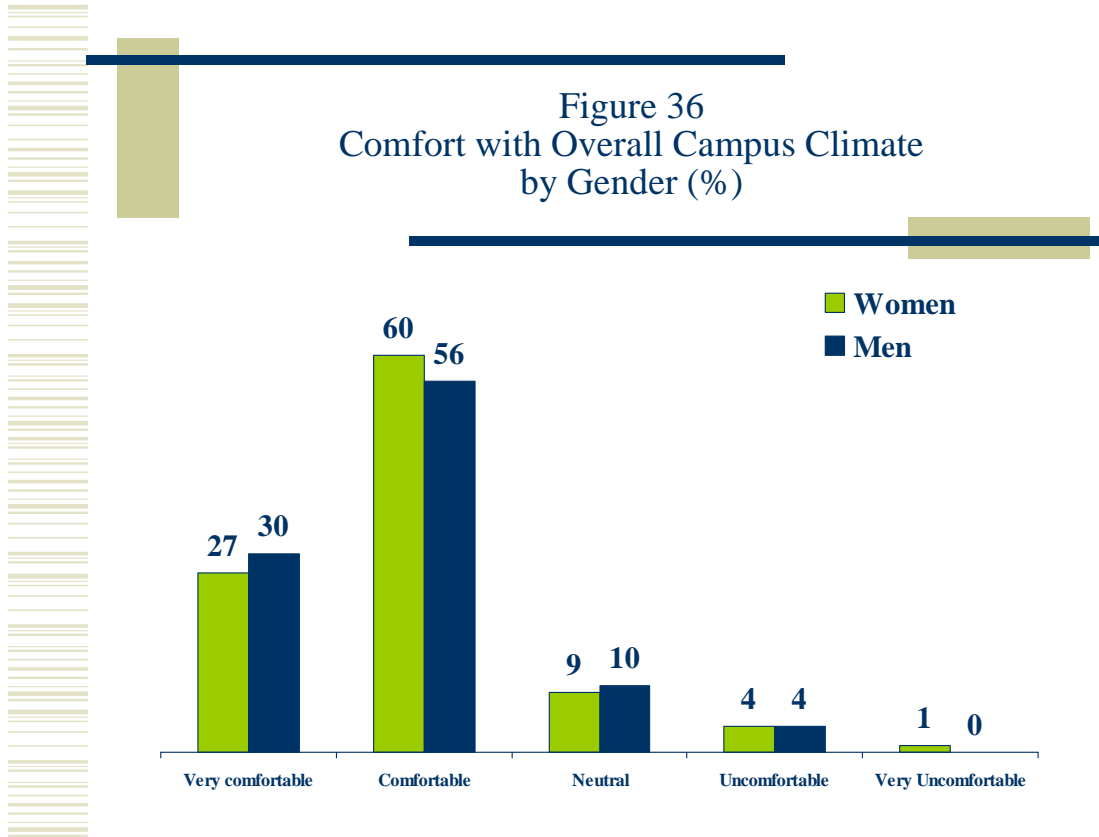


Figure 37
Comfort with Climate in Department/Work Unit
by Gender (%)

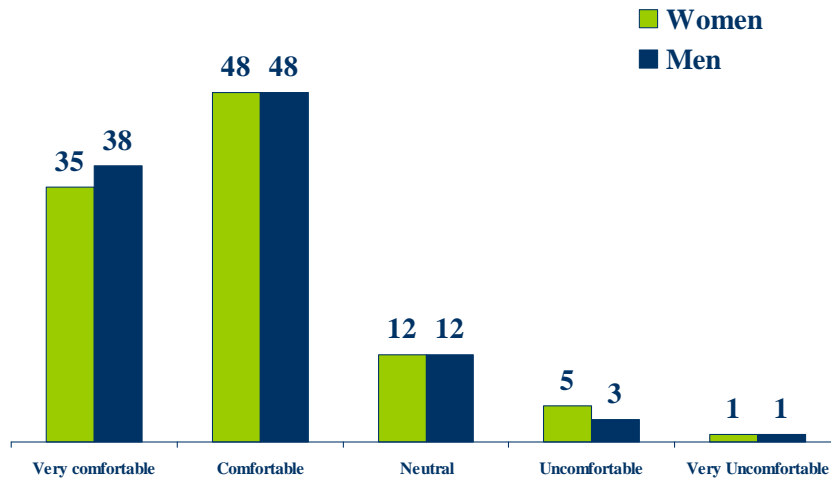
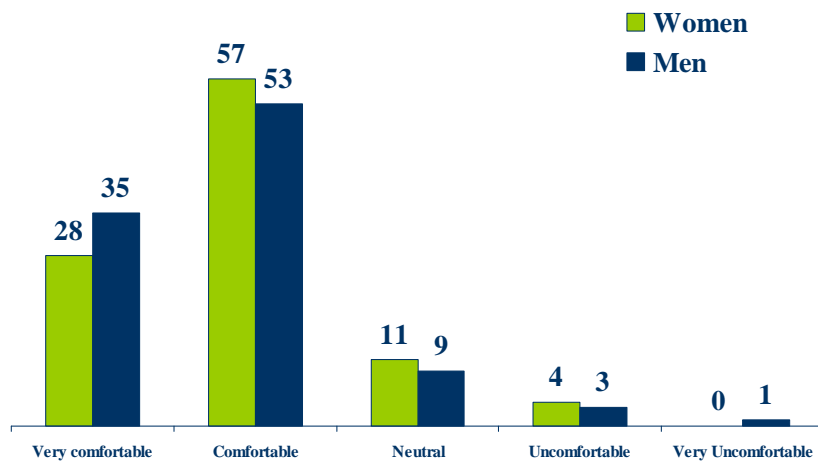


Figure 38
Comfort with Climate in Classes*
by Gender (%)



* Note: Faculty and student responses only.

With respect to sexual orientation, heterosexual respondents were more comfortable with the climate than were sexual minority respondents (Figures 39-41).

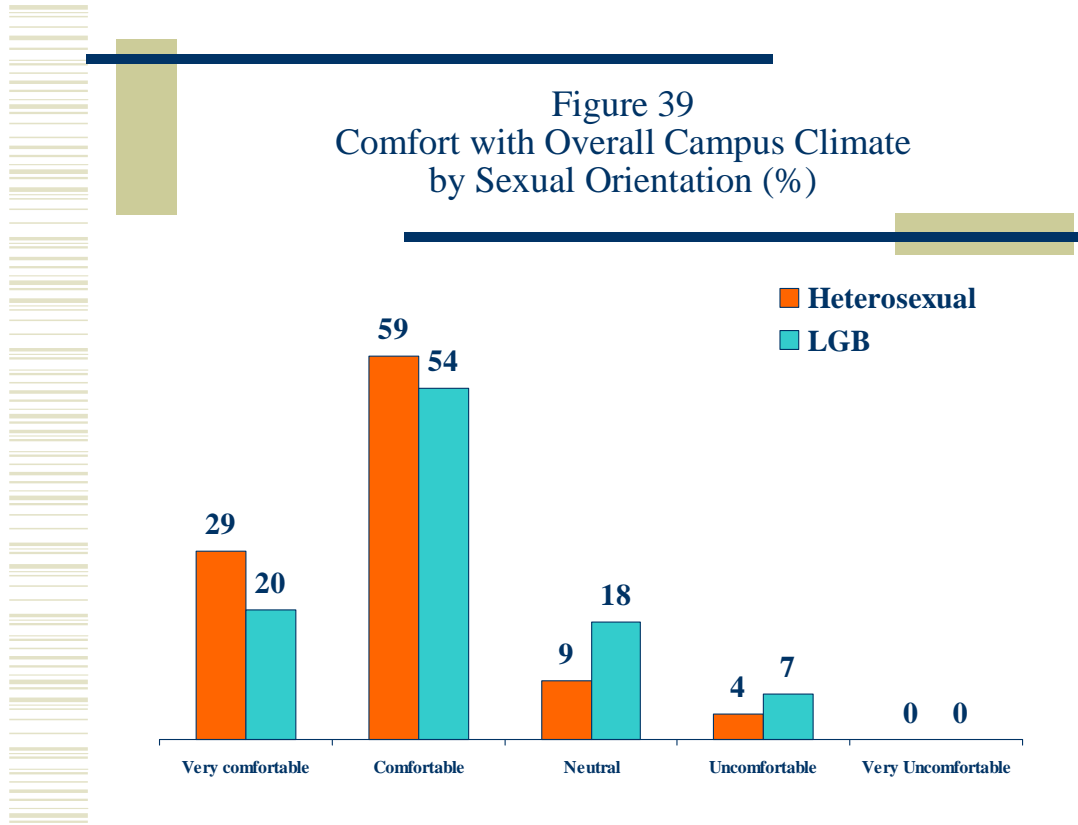


Figure 40
 Comfort with Climate in Department/Work Unit
 by Sexual Orientation (%)

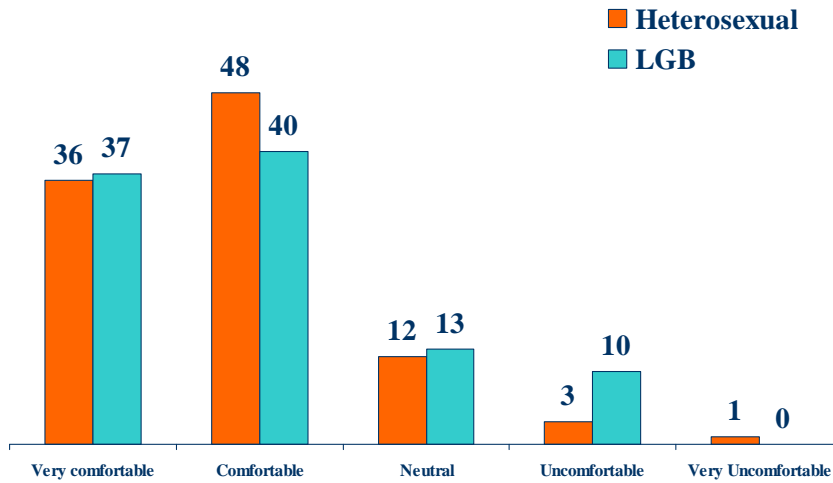
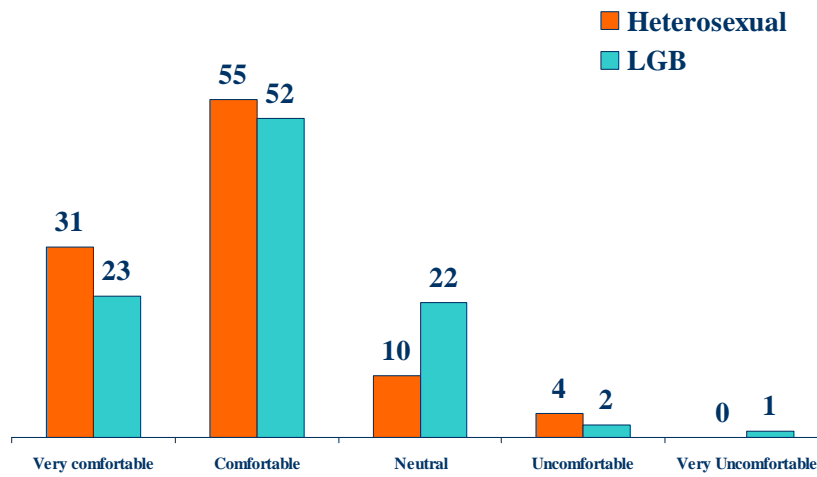


Figure 41
 Comfort with Climate in Classes*
 by Sexual Orientation (%)



*Note: Faculty and student responses only.

As evidenced in Table 24, a substantial proportion of respondents were not familiar with several of the offices at UW-Stevens Point.

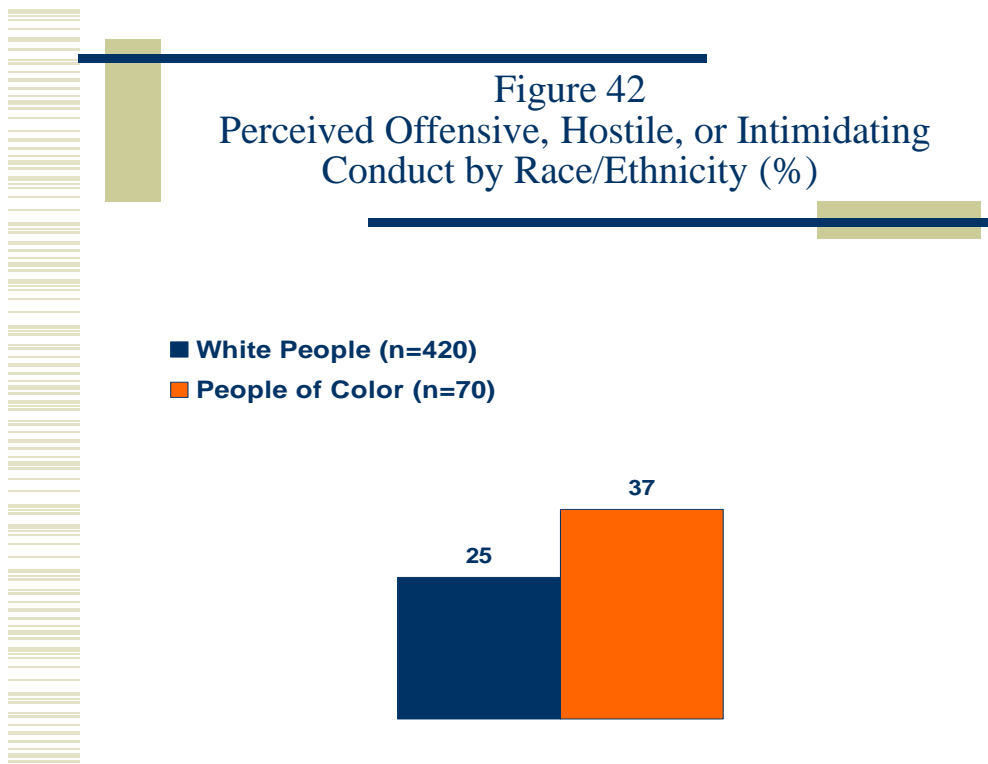
Table 24. Respondents' Comfort Using the Following Offices

Office/Individual	Very comfortable		Comfortable		Uncomfortable		Very Uncomfortable		Not familiar with this office/individual	
	n	%	n	%	n	%	n	%	n	%
Employee Assistance Program	203	11.8	511	29.6	119	6.9	29	1.7	864	50.1
Equity and Affirmative Action Office	231	13.4	548	31.7	119	6.9	31	1.8	800	46.3
Multicultural Affairs Office/Multicultural Resource Center	285	16.6	615	35.8	126	7.3	25	1.5	668	38.9
Disability Services Office	282	16.4	520	30.2	97	5.6	25	1.5	799	46.4
University Officers	263	15.3	681	39.7	147	8.6	51	3.0	573	33.4
Counseling Center	301	17.5	695	40.3	172	10.0	62	3.6	493	28.6
Foreign Students Office	232	13.5	508	19.6	98	5.7	16	0.9	861	50.2
Dean	262	15.2	577	33.4	234	13.6	85	4.9	568	32.9
Department head	480	27.8	740	42.8	161	9.3	50	2.9	297	17.2
Personnel/HR	300	17.5	727	42.3	112	6.5	32	1.9	546	31.8
Faculty	551	32.0	933	54.1	102	5.9	35	2.0	102	5.9
Other	32	17.6	58	31.9	9	4.9	10	5.5	73	40.1

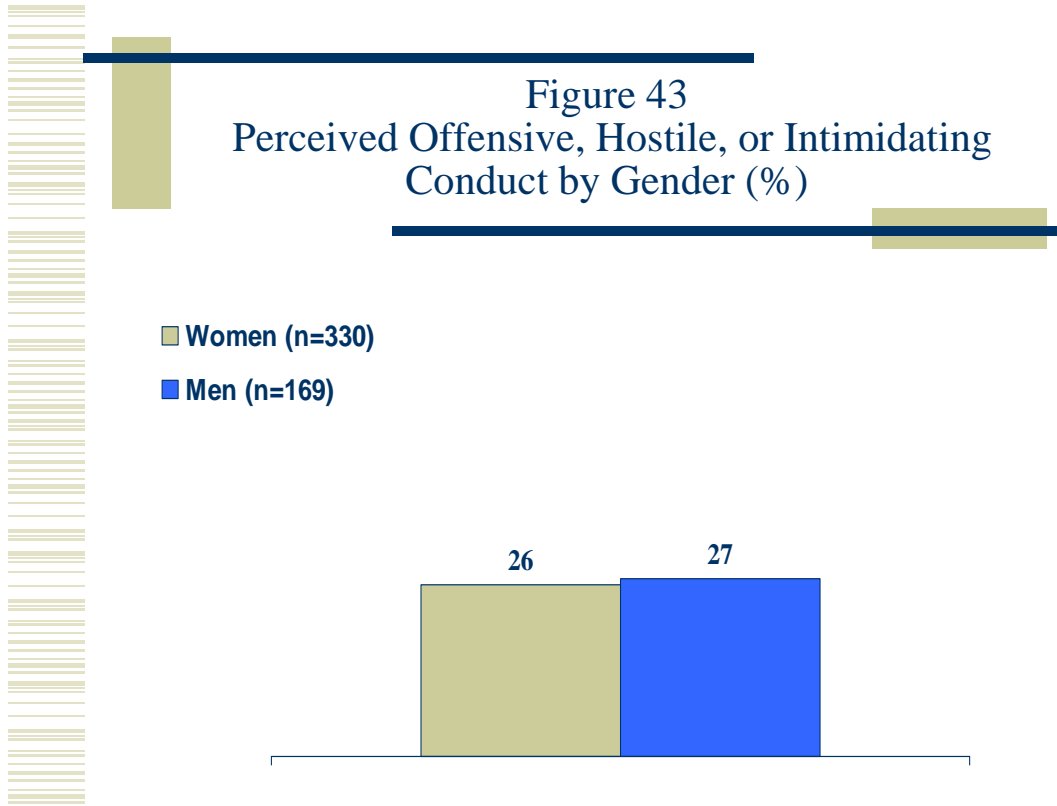
Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Twenty-seven percent of the participants (n = 503) reported observing or being personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment within the past two years. Most of the perceived harassment was based on sexual orientation (41%), ethnicity (32%), race (31%), gender (25%), gender expression (22%), country of origin (22%), and gender identity (19%).

Figures 42 through 45 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, and status) the responses of those individuals who believed they had observed or were made aware of harassment.

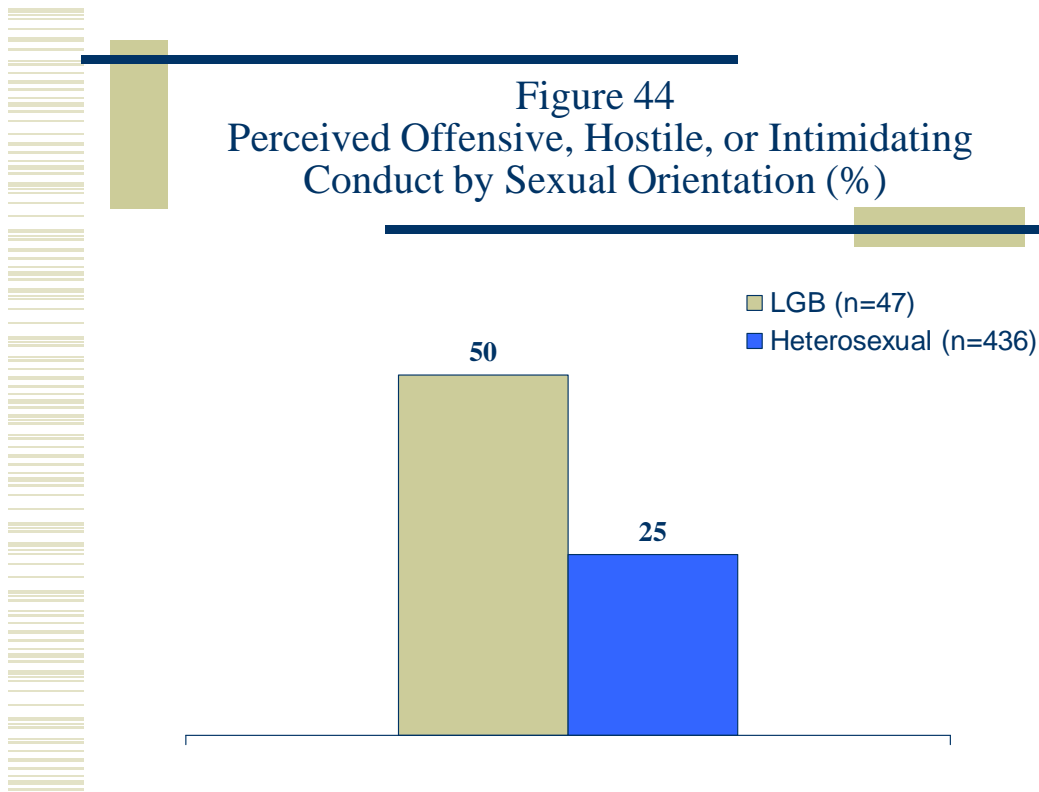
A higher percentage of people of color than White people believed they had observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 42).



In terms of gender, almost the same percentage of men and women believed they had observed offensive, hostile, or intimidating conduct (Figure 43).



Twice the percentage of lesbian, gay, and bisexual respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (Figure 44).



The results also indicate that a slightly higher percentage of faculty members believed they had observed offensive, hostile, or intimidating conduct than did other respondents (Figure 45).

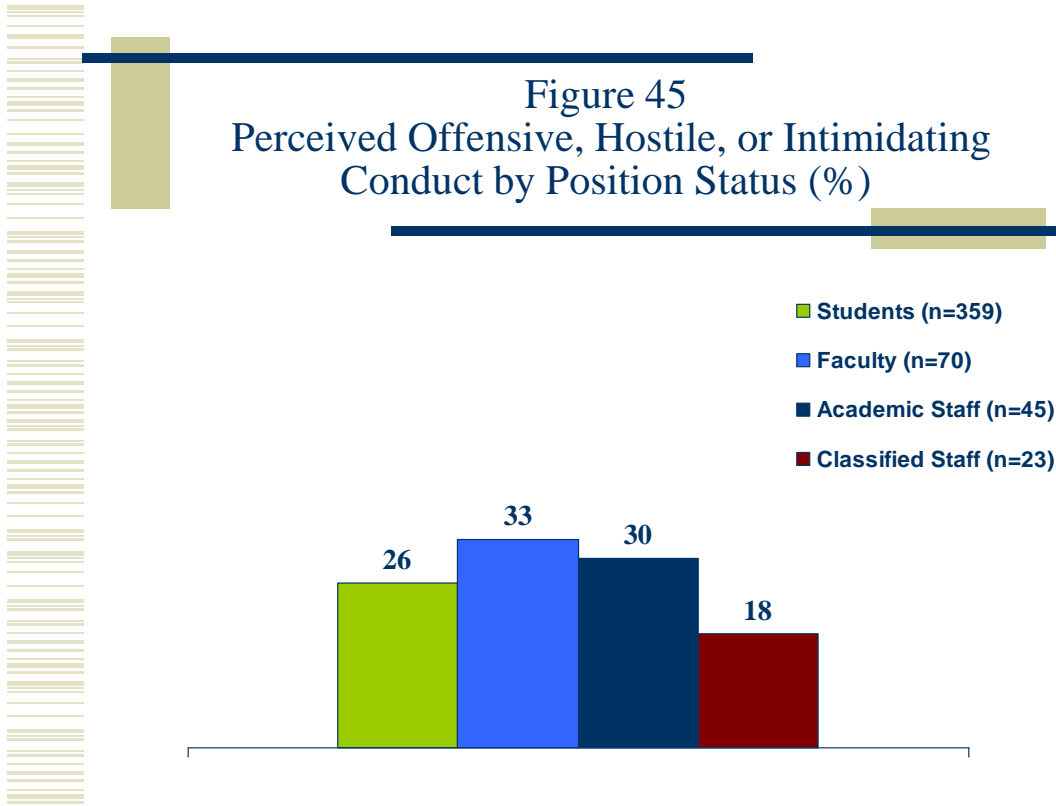


Table 25 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to stares (43%) or derogatory remarks (39%), someone being deliberately ignored or excluded (35%) or someone being targeted for racial/ethnic profiling (35%).

Table 25. Form of Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct	n	%
Stares	214	42.5
Derogatory remarks	197	39.2
Someone being deliberately ignored or excluded	178	35.4
Racial/ethnic profiling	177	35.2
Someone isolated or left out because of their identity	113	22.5
Intimidation/bullying	97	19.3
Derogatory written comments	96	19.1
Assumption that someone was admitted or hired because of their identity	83	16.5
Graffiti	81	16.1
Someone isolated or left out when working in groups	71	14.1
Someone singled out as the “resident authority” regarding their identity	59	11.7
Threats of physical violence	45	8.9
Someone isolated or left out because of their socioeconomic status	41	8.2
Someone receiving a poor grade because of hostile classroom environment	36	7.2
Someone receiving a low performance evaluation	36	7.2
Someone fearing for their physical safety	33	6.6
Derogatory/unsolicited e-mails	22	4.4
Physical violence	19	3.8
Derogatory phone calls	18	3.6
Victim of a crime	14	2.8
Someone fearing for their family’s safety	10	2.0
Other	52	10.3

Note: Only answered by respondents who believed they had observed harassment (n = 503). Percentages do not sum to 100 due to multiple responses.

Of the 43 percent of respondents who observed people staring, 62 percent said they saw people staring while walking on campus, and others saw people staring in a class (44%) or in a public space on campus (42%). Additionally, of those respondents who believed they had witnessed racial profiling, 49 percent said it happened while walking on campus and 39 percent said it occurred in a residence hall.

The majority of respondents observed undergraduate students as the source of perceived offensive, hostile, exclusionary, or intimidating conduct (49%). This finding parallels other investigations. Other respondents identified sources as faculty members (16%), colleagues (14%), community members (8%), and staff members (7%).

Table 26 illustrates participants' responses to this behavior. Respondents most often felt angry (42%) or embarrassed when encountering this behavior (29%). Twenty-two percent ignored the conduct, and 22 percent told a friend. Seven percent made a complaint to a campus employee/official, while eight percent did not know who to go to, and seven percent did not report it out of fear of retaliation.

Table 26. Reactions to Perceiving Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Was angry	211	41.9
Felt embarrassed	145	28.8
Ignored it	109	21.7
Told a friend	108	21.5
Didn't affect me at the time	66	13.1
Confronted the harasser at the time	56	11.1
Left the situation immediately	47	9.3
Didn't know who to go to	40	8.0
Made a complaint to a campus employee/official	36	7.2
Felt somehow responsible	35	7.0
Didn't report it for fear of retaliation	35	7.0
Was afraid	32	6.4
Didn't report it for fear my complaint would not be taken seriously	29	5.8
Avoided the person who harasser	28	5.6
Confronted the harasser later	27	5.4
Sought support from counseling/advocacy services	7	1.4
Other	47	9.3

Note: Only answered by respondents who believed they had observed harassment (n = 503). Percentages do not sum to 100 due to multiple responses.

Ninety-one percent of the respondents indicated that the overall campus climate was “very respectful” of Caucasians/Whites (Table 27). More than half of all respondents indicated the overall campus climate was “very respectful” or “respectful” of all groups listed in the table.

Table 27. Reported Perceptions Of Overall Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African	349	19.4	990	55.0	67	3.7	20	1.1	375	20.8
African American/Black (not Hispanic)	347	19.3	1031	57.3	110	6.1	23	1.3	289	16.1
Alaskan Native	304	17.0	773	43.3	18	1.0	8	0.4	683	38.2
Asian American	373	20.9	1010	56.5	111	6.2	22	1.2	272	15.2
Asian	355	19.8	995	55.5	152	8.5	26	1.5	264	14.7
Southeast Asian	336	18.8	947	52.9	136	7.6	24	1.3	346	19.3
Caribbean/West Indian	310	17.5	814	45.9	41	2.3	11	0.6	597	33.7
Caucasian/White (not Hispanic)	716	39.8	922	51.3	23	1.3	3	0.2	133	7.4
Indian subcontinent	313	17.5	871	48.7	61	3.4	9	0.5	535	29.9
Latino(a)/Hispanic	345	19.3	977	54.6	111	6.2	16	0.9	342	19.1
Middle Eastern	291	16.3	848	47.4	131	7.3	45	2.5	474	26.5
Multiracial, multiethnic, or multicultural persons	347	19.4	963	53.8	55	3.1	11	0.6	414	23.1
Native American Indian	341	19.1	926	51.9	64	3.6	21	1.2	433	24.3
Pacific Islanders/Hawaiian Natives	322	18.0	806	45.0	35	2.0	7	0.4	621	34.7

Table 28 indicates that the majority of respondents thought that the overall campus climate was respectful of all campus groups listed in the table.

Table 28. Respondents' Perceptions of Overall Campus Climate for Various Campus Groups

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
From other than Christian religious affiliations	351	19.8	992	55.8	143	8.0	29	1.6	262	14.7
From Christian affiliations	530	29.9	965	54.4	71	4.0	19	1.1	189	10.7
Gay, lesbian, bisexual, transgender persons	287	16.2	916	51.7	245	13.8	52	2.9	272	15.3
Immigrants	287	16.2	935	52.9	144	8.1	19	1.1	384	21.7
International students, staff, or faculty	379	21.5	1057	60.0	104	5.9	11	0.6	211	12.0
Learning disabled	304	17.2	971	55.1	111	6.3	12	0.7	365	20.7
Men	602	33.9	1004	56.6	34	1.9	4	0.2	131	7.4
Affected by mental health issues	256	14.5	819	46.4	184	10.4	26	1.5	481	27.2
Non-native English speakers	288	16.3	938	53.2	191	10.8	40	2.3	305	17.3
People with children	409	23.2	1039	58.8	62	3.5	16	0.9	240	13.6
People who provide care for other than a child	346	19.6	938	53.1	46	2.6	4	0.2	433	24.5
Physically challenged	312	17.6	1009	57.0	115	6.5	17	1.0	316	17.9
Returning/non-traditional students	373	21.2	1062	60.4	116	6.6	13	0.7	195	11.1
Socioeconomically disadvantaged	312	17.7	993	56.2	146	8.3	13	0.7	303	17.1
Women	482	27.1	1085	61.1	86	4.8	16	0.9	107	6.0
Veterans/active military status	484	27.4	962	54.5	41	2.3	5	0.3	273	15.5

With regard to campus accessibility for people with disabilities, more than half of all respondents considered most of the areas listed in Table 29 as accessible (rated “very accessible” or “accessible”) areas of campus. The exceptions included: labs (41%), residential facilities (32%), food facilities (47%), offices (46%), and snow removal (34%).

Table 29. Reported Ratings of Campus Accessibility

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Entry ways	327	17.8	765	41.6	501	27.3	90	4.9	154	8.4
Bathrooms	268	14.6	744	40.5	566	30.8	110	6.0	147	8.0
Classrooms	259	14.1	749	40.9	533	29.1	89	4.9	203	11.1
Labs	193	10.6	552	30.3	475	26.0	116	6.4	488	26.8
Residential facilities	160	8.8	427	23.4	428	23.5	265	14.6	541	29.7
Food facilities	215	11.8	647	35.4	443	24.2	122	6.7	400	21.9
Buildings	215	11.7	777	42.4	567	31.0	108	5.9	164	9.0
Offices	196	10.7	639	35.0	573	31.4	142	7.8	277	15.2
Ramps	329	18.0	842	46.0	364	19.9	71	3.9	223	12.2
Elevators	340	18.7	843	46.2	355	19.5	102	5.6	183	10.0
Sidewalks	418	22.8	854	46.6	324	17.7	110	6.0	127	6.9
Lots	391	21.3	807	44.0	350	19.1	112	6.1	175	9.5
Pathways	339	18.6	762	41.8	411	22.5	130	7.1	182	10.0
Curbs	299	16.4	737	40.3	449	24.6	143	7.8	199	10.9
Snow removal	177	9.7	436	23.8	506	27.7	517	28.3	193	10.6
Web sites	538	29.7	680	37.5	188	10.4	25	1.4	381	21.0
Classroom accommodations	356	19.6	738	40.6	297	16.3	44	2.4	383	21.1
Disabilities services	350	19.2	632	34.7	227	12.5	29	1.6	583	32.0
Test-taking accommodations	409	22.5	652	35.9	186	10.2	29	1.6	541	29.8

Employees' Attitudes and Experiences

Several questions were asked of employees only. These items addressed employees' experiences at UW-Stevens Point, their satisfaction with their careers at the University, and their attitudes about the climate for diversity and work-life issues at UW-Stevens Point.

Question 53 asked employees to rank on a five-point Likert scale ("strongly agree" to "strongly disagree") the degree to which they agreed with the statements that can be found in the first column of Table 30. Table 30 depicts the responses of all employees, and splits the analyses by gender and race/ethnicity. The majority of respondents "strongly agreed" or "agreed" that they were comfortable asking questions about performance expectations (79%). Twenty-four percent of respondents were reluctant to bring up issues that concern them for fear than it will affect their performance evaluation or tenure decision, and 35 percent believe there are many unwritten rules concerning how one is expected to interact with colleagues in their work units. Fifty-two percent of faculty thought their research interests were valued by their colleagues.

Many of the rest of the statements listed in Table 30 were negatively worded statements, and thus, few respondents strongly agreed/agreed. For example, 19 percent of respondents constantly felt under the scrutiny by their colleagues, and 22 percent felt they have to work harder than their colleagues do in order to be perceived as legitimate.

Table 30. Employee Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision	28	5.7	90	18.3	69	14.0	164	33.3	122	24.7
Women	17	5.8	53	18.0	44	14.9	99	33.6	68	23.1
Men	11	5.9	34	18.3	24	12.9	60	32.3	52	28.0
White	24	5.5	77	17.6	58	13.2	149	34.0	113	25.8
People of Color	3	7.9	10	26.3	9	23.7	8	21.1	6	15.8

Table 30 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am comfortable asking questions about performance expectations	149	30.2	240	48.6	52	10.5	32	6.5	17	3.4
Women	92	31.2	145	49.2	28	9.5	19	6.4	9	3.1
Men	54	28.9	87	46.5	24	12.8	13	7.0	8	4.3
White	135	30.8	210	47.8	45	10.3	30	6.8	16	3.6
People of Color	11	28.9	18	47.4	7	18.4	2	5.3	0	0.0
My colleagues expect me to represent “the point of view” of my identity	21	4.3	63	12.9	170	34.7	105	21.4	72	14.7
Women	16	5.5	39	13.4	97	33.3	66	22.7	43	14.8
Men	4	2.1	23	12.3	70	37.4	34	18.2	29	15.5
White	14	3.2	52	12.0	155	35.6	93	21.4	66	15.2
People of Color	5	13.2	9	23.7	10	26.3	7	18.4	5	13.2
My colleagues have lower expectations of me than of other employees	10	2.0	18	3.7	84	17.1	154	31.4	214	43.7
Women	6	2.1	10	3.4	46	15.8	93	32.0	127	43.6
Men	4	2.1	7	3.7	37	19.8	55	29.4	83	44.4
White	9	2.1	13	3.0	76	17.4	137	31.4	192	44.0
People of Color	0	0.0	3	8.1	6	16.2	10	27.0	17	45.9
My colleagues have higher expectations of me than of other employees	25	5.1	85	17.2	149	30.2	133	27.0	92	18.7
Women	11	3.7	42	14.3	84	28.6	87	29.6	64	21.8
Men	13	7.0	42	22.5	61	32.6	43	23.0	25	13.4
White	21	4.8	77	17.6	131	29.9	122	27.9	78	17.8
People of Color	3	7.9	6	15.8	12	31.6	7	18.4	10	26.3
I constantly feel under scrutiny by my colleagues	23	4.7	68	13.9	88	18.0	168	34.3	138	28.2
Women	16	5.5	35	11.9	41	14.0	102	34.8	97	33.1
Men	6	3.2	30	16.2	46	24.9	61	33.0	39	21.1
White	19	4.4	56	12.9	81	18.6	153	35.2	122	28.0
People of Color	2	5.3	8	21.1	5	13.2	8	21.1	14	36.8
My research interests are valued by my colleagues*	34	15.5	79	36.1	42	19.2	35	16.0	11	5.0
Women Faculty	20	18.3	37	33.9	15	13.8	20	18.3	4	3.7
Men Faculty	14	13.7	37	36.3	24	23.5	15	14.7	7	6.9
White Faculty	28	15.1	70	37.8	33	17.8	31	16.8	0	5.4
Faculty of Color	6	26.1	4	17.4	5	21.7	3	13.0	1	4.3
I feel pressured to change my research agenda to make tenure/be promoted*	7	3.2	23	10.5	29	13.2	55	25.1	73	33.3
Women Faculty	5	4.6	7	6.4	17	15.6	29	26.6	24	22.0
Men Faculty	2	1.9	8	7.8	14	13.6	24	23.3	30	29.1
White Faculty	3	1.6	10	5.4	28	15.1	49	26.3	50	26.9
Faculty of Color	4	17.4	3	13.0	3	13.0	3	13.0	4	17.4

Table 30 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	20	4.1	42	8.6	68	13.9	123	25.2	110	22.5
Women	13	4.5	23	7.9	35	12.0	77	26.5	69	23.7
Men	7	3.8	16	8.6	31	16.7	44	23.7	40	21.5
White	15	3.5	38	8.8	56	12.9	112	25.8	104	24.0
People of Color	4	10.5	1	2.6	9	23.7	8	21.1	5	13.2
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	39	8.0	70	14.4	78	16.0	150	30.8	127	26.1
Women	28	9.7	40	13.9	39	13.5	84	29.2	78	27.1
Men	10	5.3	30	16.0	35	18.7	64	34.2	46	24.6
White	31	7.2	65	15.0	64	14.8	139	32.2	114	26.4
People of Color	6	15.8	4	10.4	9	23.7	8	21.1	10	26.3
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	48	9.8	123	25.1	79	16.1	125	25.5	106	21.6
Women	28	9.6	64	22.0	55	18.9	74	25.4	64	22.0
Men	18	9.6	57	30.5	21	11.2	50	26.7	39	20.9
White	42	9.7	110	25.3	67	15.4	115	26.4	93	21.4
People of Color	3	7.9	11	28.9	8	21.1	8	21.1	8	21.1
Others seem to find it easier than I do to “fit in”	16	3.3	70	14.3	98	20.0	163	33.2	136	27.7
Women	10	3.4	43	14.7	53	18.2	96	32.9	84	28.8
Men	5	2.7	25	13.4	41	21.9	64	34.2	50	26.7
White	11	2.5	58	13.3	84	19.3	149	34.2	127	29.1
People of Color	4	10.5	8	21.1	9	23.7	9	23.7	7	18.4

Note: Table reports employee responses only (n = 503).

* Faculty responses only (n = 212).

With respect to work-life issues, 65 percent of employees are usually satisfied with the way in which they were able to balance their professional and personal lives, and 47 percent found UW-Stevens Point supportive of family leave (Table 31). Thirty-three percent have had to miss out on important things in their personal lives because of professional responsibilities. Fourteen percent felt that employees who have children were considered less committed to their careers, and 16 percent felt that employees who do not have children were often burdened with work responsibilities. Twenty percent believed the institution was unfair in providing health benefits to unmarried, co-parenting partners. Nineteen percent thought they had equitable access to domestic partner benefits, and 44 percent believed they had equitable access to tuition

reimbursement. Table 31 indicates employees' responses to these items by gender and sexual orientation.

Table 31. Employee Attitudes about Work-Life Issues

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am usually satisfied with the way in which I am able to balance my professional and personal life.	71	14.4	249	50.6	48	9.8	100	20.3	24	4.9
Women	43	14.6	157	53.4	35	11.9	45	15.3	14	4.8
Men	26	14.0	86	46.2	11	5.9	54	29.0	9	4.8
I find that the institution is supportive of my family leave.	68	13.9	160	32.7	194	39.7	29	5.9	38	7.8
Women	44	15.2	99	34.1	105	36.2	21	7.2	21	7.2
Men	23	12.3	55	29.4	86	46.0	7	3.7	16	8.6
I have to miss out on important things in my personal life because of professional responsibilities.	34	6.9	129	26.2	103	20.9	172	35.0	54	11.0
Women	16	5.5	58	19.8	67	22.9	118	40.3	34	11.6
Men	18	9.6	64	34.2	33	17.6	53	28.3	19	10.2
I feel that faculty/staff who have children are considered less committed to their careers.	17	3.5	51	10.4	122	24.8	195	39.7	106	21.6
Women	11	3.8	31	10.6	74	25.3	110	37.5	67	22.9
Men	5	2.7	18	9.7	43	23.1	81	43.5	39	21.0
I feel that faculty/staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.	17	3.5	62	12.7	139	28.4	176	36.0	95	19.4
Women	11	3.8	40	13.7	83	28.5	97	33.3	60	20.6
Men	6	3.2	21	11.3	51	27.4	74	39.8	34	18.3
I find the institution unfair in providing health benefits to unmarried, co-parenting families.	44	9.1	51	10.5	189	39.0	106	21.9	94	19.4
LGB Employees	6	26.1	0	0.0	6	26.1	6	26.1	5	21.7
Heterosexual Employees	34	7.8	49	11.2	176	40.2	93	21.2	86	19.6
I have equitable access to domestic partner benefits.	30	6.5	59	12.7	282	60.8	23	5.0	70	15.1
LGB Employees	3	12.5	0	0.0	11	45.8	2	8.3	8	33.3
Heterosexual Employees	27	6.4	53	12.6	259	61.8	20	4.8	60	14.3
I have equitable access to tuition reimbursement.	57	12.0	151	31.9	179	37.8	37	7.8	50	10.5
LGB Employees	3	12.5	5	20.8	9	37.5	3	12.5	4	16.7
Heterosexual Employees	51	11.9	142	33.2	162	37.9	30	7.0	43	10.0

Note: Table reports employee responses only (n = 503).

More than half of all employees believed that they had colleagues or peers at UW-Stevens Point who gave them career advice or guidance when they needed it (75%), support from decision makers/colleagues who supported their career advancement (70%), and equipment and supplies they needed to adequately perform their work (75%) (Table 32). Similarly, most employees felt they received regular maintenance/upgrades of their equipment (61%), had equitable work space in terms of quantity and quality (75%), and had equitable access to shared space (74%). Eighty-seven percent believed they had equitable access to health benefits. Forty-one percent thought their compensation was equitable to their peers with similar levels of experience, and about one-third thought their supervisors were receptive to accommodating a telecommuting arrangement (33%). Table 32 includes selected analyses by gender and race/ethnicity.

Table 32. Employees' Perceptions of Resources Available at UW-Stevens Point

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I have colleagues or peers who give me career advice or guidance when I need it	114	23.3	252	51.5	61	12.5	35	7.2	12	2.5
I have support from decision makers/colleagues who support my career advancement	121	24.8	218	44.7	77	15.8	39	8.0	21	4.3
Women	73	25.3	129	44.6	43	14.9	25	8.7	10	3.5
Men	45	24.1	85	45.5	30	16.0	13	7.0	11	5.9
White	106	24.4	200	46.1	65	15.0	35	8.1	17	3.9
People of Color	12	32.4	12	32.4	6	16.2	3	8.1	3	8.1
I have the equipment and supplies I need to adequately perform my work	110	22.4	259	52.6	40	8.1	58	11.8	22	4.5
I receive regular maintenance/upgrades of my equipment compared to my colleagues	86	17.5	215	43.7	101	20.5	43	8.7	20	4.1
I have equitable work space in terms of quantity and quality as compared to my colleagues	119	24.2	250	50.9	60	12.2	30	6.1	20	4.1
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues	38	8.3	85	18.6	176	38.4	16	3.5	16	3.5
I have equitable access to shared space as my colleagues	108	22.4	250	51.9	80	16.6	12	2.5	7	1.5
I have equitable access to shared equipment/technology for research support as my colleagues	81	17.3	170	36.2	122	26.0	19	4.1	6	.3
I have equitable teaching support (e.g., materials, technology, TAs)	69	15.0	128	27.8	132	28.6	32	6.9	11	2.4
I feel that my compensation is equitable to my peers with a similar level of experience	42	8.7	154	31.8	71	14.7	116	24.0	78	16.1
Women	29	10.2	87	30.5	45	15.8	64	22.5	45	15.8
Men	13	7.0	64	34.2	22	11.8	48	25.7	32	17.1
White	40	9.3	137	31.9	58	13.5	104	24.2	71	16.5
People of Color	2	5.4	11	29.7	9	24.3	6	16.2	6	16.2
I have equitable access to health benefits	159	32.5	265	54.2	35	7.2	10	2.0	12	2.5
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement	52	10.8	108	22.5	132	27.5	42	8.8	28	5.8

Note: Table reports employee responses only (n = 503).

Regarding respondents' observations of discriminatory employment practices, 22 percent of all employees (20% of faculty, 27% of academic staff, and 22% of classified staff) believed they had observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at UW-Stevens Point (Table 33).

Women were more likely than men to believe they had observed discriminatory hiring practices (24% vs. 20%, respectively), as were employees of color (34% vs. 21% of White respondents). Twenty-two percent of sexual minority respondents and 22 percent of straight respondents believed they had observed discriminatory hiring. Of those who believed they had observed discriminatory hiring, 26 percent said it was based on gender, 15 percent on race, 18 percent on campus status, and 13 percent on age.

Nine percent of respondents believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions up to and including dismissal at UW-Stevens Point. Of those individuals, 40 percent said they believed the discrimination was based on gender, and 14 percent said it was based on campus status, marital/partner status, or political views. Similar percentages of women and men (9% and 9%, respectively) believed they had observed the discriminatory practices. Four percent of sexual minorities and nine percent of heterosexual respondents believed they had witnessed discriminatory disciplinary actions. While 17 percent of employees of color believed they had witnessed such disciplinary actions, eight percent of White respondents did. Additionally, classified staff members (13%) were more likely than faculty members (6%) and academic staff (9%) to believe they had observed discriminatory disciplinary actions.

Eighteen percent of all employees believed they had observed discriminatory practices related to promotion at UW-Stevens Point, and they believed it was based on gender (33%), campus status (18%), age (11%), and marital/partner status (8%). Nineteen percent of women and 16 percent of men believed they had witnessed discriminatory promotion, as did 18 percent of heterosexual respondents and 16 percent of LGB respondents. A lower percentage of White respondents (17%) than respondents of color (26%) believed they had witnessed such conduct. And, faculty members (19%), academic staff (18%), and classified staff (16%) were similarly likely to believe they had observed unfair promotion.

Table 33. Employee Respondents Who Believed They Had Observed Unfair, Unjust, or Discriminatory Employment Practices at UW-Stevens Point

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	109	22.0	43	8.7	89	18.0
No	386	78.0	451	91.3	406	82.0

Note: Table reports employee responses only (n = 503).

Students' Attitudes and Experiences

The survey asked students about the perceptions they held about the UW-Stevens Point climate before they enrolled on campus (Table 34). Before they enrolled at UW-Stevens Point, more than half of all student respondents thought the climate was welcoming for all of the groups listed in Table 34.

Table 34. Students' Pre-enrollment Perceptions of Welcoming Campus Climate

Group	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
From other than Christian religious affiliations	358	26.9	660	49.5	269	20.2	42	3.2	4	0.3
From Christian affiliations	445	33.4	657	49.4	206	15.5	19	1.4	4	0.3
Gay, lesbian, bisexual, transgender persons	293	22.1	645	48.6	298	22.4	78	5.9	14	1.1
Immigrants	301	22.8	638	48.2	334	25.2	41	3.1	9	0.7
International students, staff, or faculty	371	28.0	713	53.7	209	15.7	27	2.0	7	0.5
Learning disabled (e.g., dyslexia)	309	23.3	678	51.2	298	22.5	36	2.7	3	0.2
Men	513	38.6	634	47.7	176	13.2	5	0.4	1	0.1
Affected by mental health issues (e.g., depression, schizophrenia, bipolar)	258	19.4	572	43.0	398	29.9	92	6.9	10	0.8
Non-native English speakers	292	22.0	625	47.2	312	23.5	83	6.3	13	1.0
People with children	329	24.8	675	50.8	274	20.6	43	3.2	7	0.5
People who provide care for other than a child (e.g., elder care)	312	23.5	632	47.5	344	25.9	32	2.4	10	0.8
Physically challenged	313	23.6	665	50.1	304	22.9	40	3.0	5	0.4
Returning/non-traditional students	357	26.9	701	52.8	226	17.0	37	2.8	6	0.5
Socioeconomically disadvantaged	322	24.3	648	48.9	301	22.7	47	3.5	7	0.5
Women	475	35.8	667	50.3	175	13.2	8	0.6	1	0.1
Veterans/active military status	435	32.9	646	48.8	229	17.3	9	0.7	5	0.4

Note: Table reports student responses only (n = 1,391).

When comparing students’ pre-enrollment perceptions of how welcoming the campus climate is for various groups with respondents’ current perceptions of the overall campus climate for the same groups (Table 34a), students’ pre-enrollment perceptions were more positive than respondents’ current perceptions for all of the groups listed.

Table 34a. Respondents’ Current Perceptions of Overall Campus Climate for Various Campus Groups

	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
From other than Christian religious affiliations	351	19.8	992	55.8	143	8.0	29	1.6	262	14.7
From Christian affiliations	530	29.9	965	54.4	71	4.0	19	1.1	189	10.7
Gay, lesbian, bisexual, transgender persons	287	16.2	916	51.7	245	13.8	52	2.9	272	15.3
Immigrants	287	16.2	935	52.9	144	8.1	19	1.1	384	21.7
International students, staff, or faculty	379	21.5	1057	60.0	104	5.9	11	0.6	211	12.0
Learning disabled	304	17.2	971	55.1	111	6.3	12	0.7	365	20.7
Men	602	33.9	1004	56.6	34	1.9	4	0.2	131	7.4
Affected by mental health issues	256	14.5	819	46.4	184	10.4	26	1.5	481	27.2
Non-native English speakers	288	16.3	938	53.2	191	10.8	40	2.3	305	17.3
People with children	409	23.2	1039	58.8	62	3.5	16	0.9	240	13.6
People who provide care for other than a child	346	19.6	938	53.1	46	2.6	4	0.2	433	24.5
Physically challenged	312	17.6	1009	57.0	115	6.5	17	1.0	316	17.9
Returning/non-traditional students	373	21.2	1062	60.4	116	6.6	13	0.7	195	11.1
Socioeconomically disadvantaged	312	17.7	993	56.2	146	8.3	13	0.7	303	17.1
Women	482	27.1	1085	61.1	86	4.8	16	0.9	107	6.0
Veterans/active military status	484	27.4	962	54.5	41	2.3	5	0.3	273	15.5

Forty-nine percent of student respondents said lack of financial aid compromised their access to college. Sixty percent were concerned about their financial debt upon graduation, and 66 percent indicated that their tuition increases were not met by corresponding increases in financial aid (Table 35).

Table 35. Students' Access to College is Being Compromised by...

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Lack of available financial aid	287	21.5	373	27.9	308	23.0	262	19.6	107	8.0
Concerns regarding financial debt upon graduation	371	27.8	422	31.7	249	18.7	204	15.3	87	6.5
Tuition increases that are not met by corresponding increases in financial aid	445	33.3	432	32.4	264	19.8	133	10.0	61	4.6
Other	72	34.0	38	17.9	83	39.2	11	5.2	8	3.8

Note: Table reports student responses only (n = 1,391).

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 UW-Stevens Point, in their college/unit, and in their departments. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents believed they had *experienced* conduct that has interfered with their ability to work or learn on campus (17% of respondents), many more people (27% of respondents) believed they had *witnessed* conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than reporting that they believed they had *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment. Additionally, the analyses revealed that the various employee groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being.

Institutional Actions

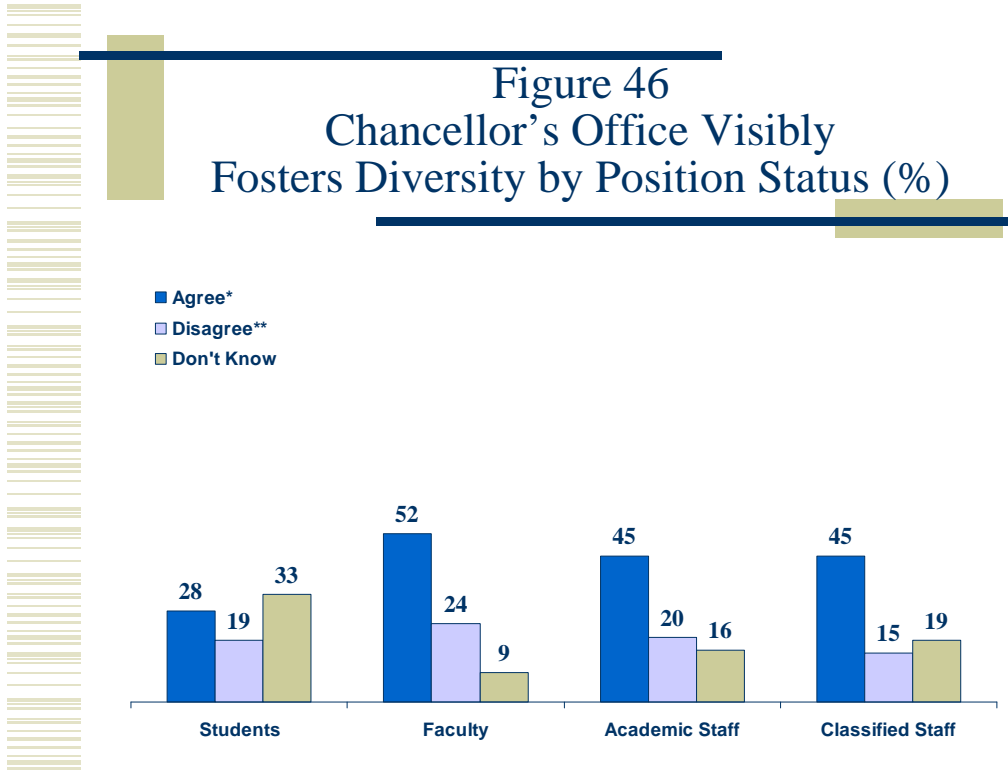
Respondents’ perceptions of the degree to which their leadership fosters diversity or inclusion also influences campus climate. More than half of the respondents “strongly agreed”/“agreed” that Multicultural Affairs, Student Diversity Groups, and FSGSA provided visible leadership that foster inclusion of diverse members of the campus community⁴³ (Table 36).

Table 36. Visible Leadership to Foster Diversity/Inclusion from

Individual/Office	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Chancellor	180	10.1	422	23.7	354	19.8	203	11.4	136	7.6
Vice Chancellor	218	12.2	442	24.8	344	19.3	145	8.1	63	3.5
University Officers	195	11.0	540	30.5	345	19.5	122	6.9	44	2.5
Equity and Affirmative Action Office	258	14.5	474	26.7	331	18.7	104	5.9	34	1.9
Equity and Affirmative Action Committee	226	12.7	441	24.8	345	19.4	99	5.6	32	1.8
Diversity Council	220	12.4	453	25.6	294	16.6	99	5.6	29	1.6
Plan 2008 Committee	153	8.7	325	18.5	345	19.6	112	6.4	32	1.8
Multicultural Affairs	458	25.8	642	36.2	224	12.6	55	3.1	17	1.0
Student Diversity Groups	425	23.9	687	38.7	235	13.2	47	2.6	15	0.8
Deans	204	11.5	495	28.0	360	20.4	123	7.0	33	1.9
Personnel/HR	216	12.2	479	27.2	358	20.3	93	5.3	26	1.5
Residential Living	310	17.6	564	32.0	269	15.3	59	3.3	26	1.5
Faculty and Staff Gay-Straight Alliance (FSGSA)	337	19.1	575	32.5	273	15.4	52	2.9	25	1.4

⁴³ The reader will note that percentages across rows do not equal 100. Respondents were allowed to choose a “don’t know” category and many of the respondents chose this category. See Table 113 in the Data Tables Appendix for the percentages of respondents who selected “don’t know.”

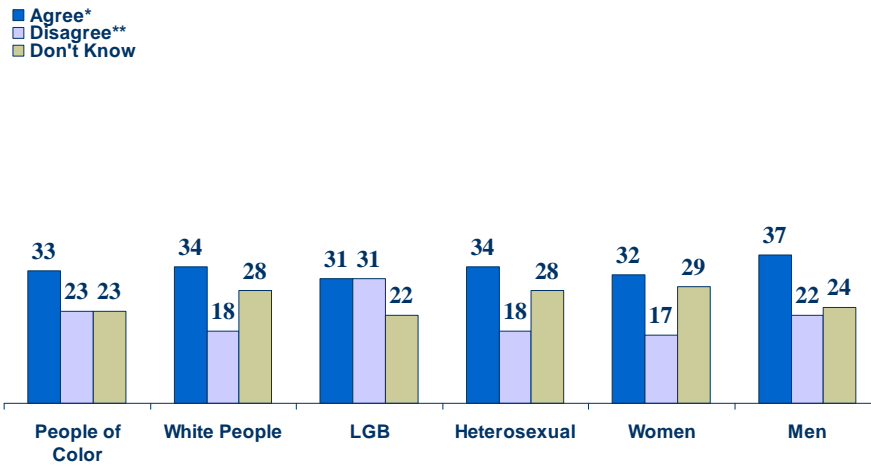
Thirty-four percent of all respondents believed there is visible leadership to foster diversity in the Chancellor's Office, while faculty respondents were more apt to agree. When reviewing the data by the demographic categories, differing opinions emerged (Figures 46-47).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 47
Chancellor's Office Visibly
Fosters Diversity (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on six of the 15 characteristics listed in Table 37. The exceptions included psychological disability status, gender identity, gender expression, immigrant status, learning disability status, physical characteristics, physical disability status, sexual orientation, and veteran/military status.

Table 37. Students and Faculty Who Believed the Courses they Took/Taught Included Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristics	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Country of origin	291	19.8	686	46.8	252	17.2	87	5.9	14	1.0
Ethnicity	296	20.0	682	46.0	259	17.5	89	6.0	13	0.9
Psychological disability status	185	12.5	469	31.8	398	27.0	176	11.9	36	2.4
Gender	315	21.3	663	44.8	265	17.9	79	5.3	15	1.0
Gender identity	207	14.1	495	33.7	378	25.7	159	10.8	38	2.6
Gender expression	197	13.4	478	32.5	395	26.8	168	11.4	39	2.6
Immigrant status	195	13.2	520	35.3	382	25.9	147	10.0	28	1.9
Learning disability status	180	12.2	408	27.6	440	29.8	189	12.8	35	2.4
Physical characteristics	189	12.8	486	32.9	410	27.8	159	10.8	36	2.4
Physical disability status	183	12.4	440	29.9	429	29.2	768	11.4	34	2.3
Race	304	20.7	632	43.0	281	19.1	84	5.7	17	1.2
Religion/spiritual status	247	16.8	589	40.1	332	22.6	116	7.9	24	1.6
Sexual orientation	198	13.4	485	32.9	404	27.4	151	10.2	40	2.7
Socioeconomic status	245	16.6	544	36.9	368	25.0	110	7.5	29	2.0
Veterans/active military status	165	11.5	415	28.9	436	30.3	161	11.2	46	3.2

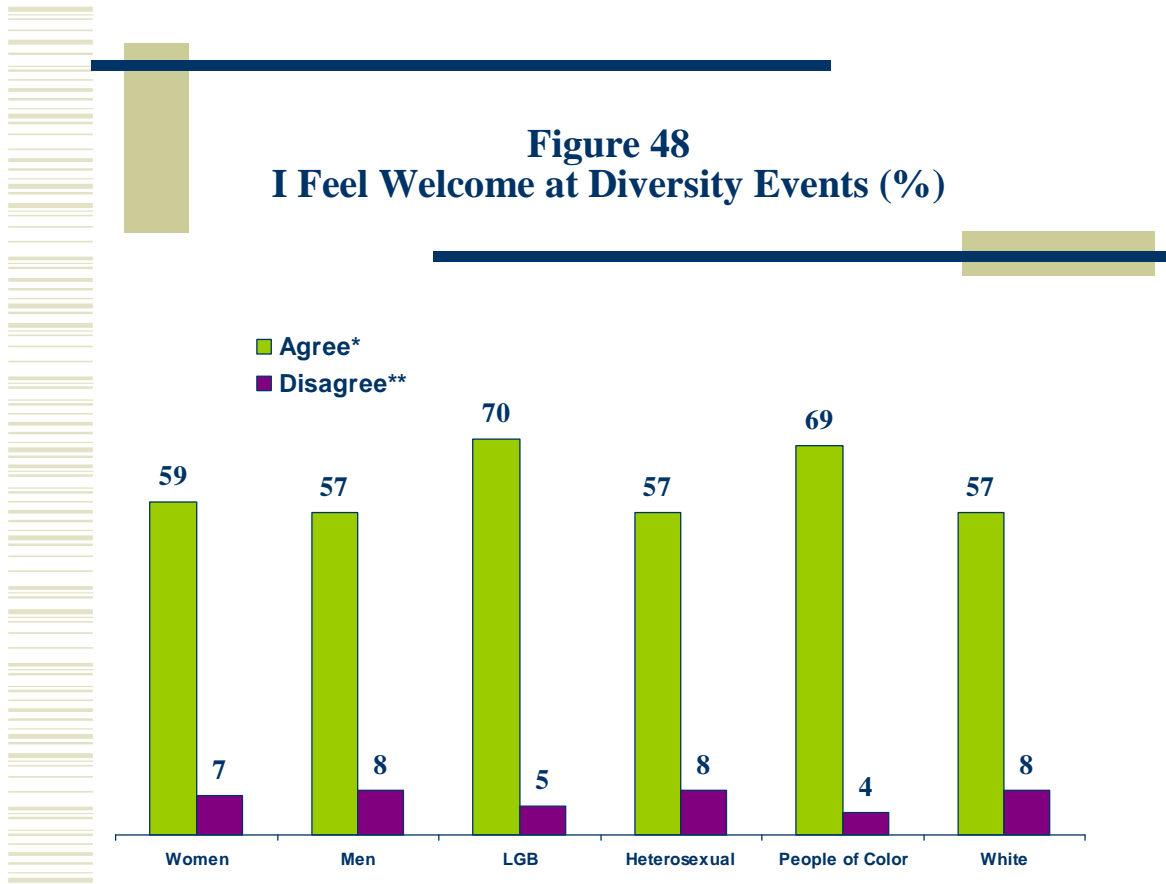
Note: Table includes responses only from those who indicated they were students or faculty in Question 28 (n = 1,614).

One survey question asked respondents to consider the factors that influence their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). More than half of all respondents believed that diversity initiatives are relevant to their work (52%), that diversity events are well advertised (56%), that they felt welcome at these events (58%), and that their school/work load prevents them from attending (59%) (Table 38). While 57 percent felt they learned from these events, only 40 percent of respondents thought diversity events at UW-Stevens Point fit into their schedules, and 24 percent believed they were expected to attend diversity events. Thirty-three percent said they received a personal invitation to attend from a member of the institutional leadership.

Table 38. Factors that Influence Respondents' Attendance at Diversity Initiatives at UW –Stevens Point

Factor	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Diversity initiatives are relevant to my work.	294	17.1	605	35.1	592	34.3	186	10.8	49	2.8
Diversity events are well advertised.	240	13.9	726	42.1	522	30.3	207	12.0	30	1.7
Diversity events fit into my schedule.	233	13.5	448	26.0	670	38.8	320	18.6	54	3.1
I am expected to attend these events.	135	7.8	287	16.6	630	36.5	525	30.5	147	8.5
I feel that I am welcome at these events.	296	17.1	712	41.2	590	34.1	108	6.2	24	1.4
I learn from these events.	294	17.1	692	40.2	647	37.6	54	3.1	36	2.1
My work/school load prevents me from attending.	331	19.2	678	39.3	510	29.5	162	9.4	45	2.6
Personal invitation from institutional leadership (department head, dean, supervisor).	162	9.5	394	23.1	759	44.	286	16.8	106	6.2
Diversity initiatives are not relevant to my role on campus.	116	6.8	298	17.4	671	39.1	431	25.1	198	11.6
Other	28	13.9	29	14.4	122	60.4	3	1.5	20	9.9

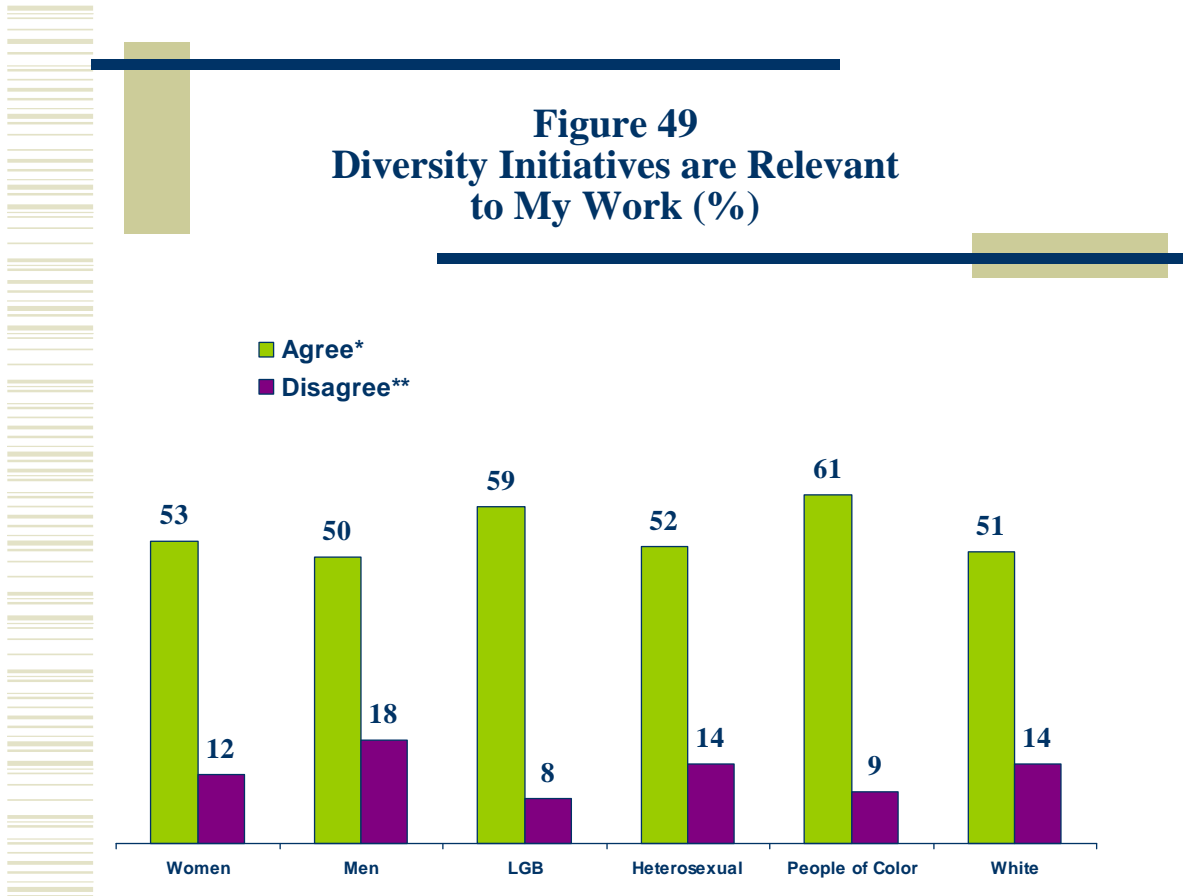
When reviewing some of these items by demographic categories, differences emerged. Figure 48 illustrates that men, White respondents, and heterosexual respondents felt least welcome at diversity events on campus.



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category

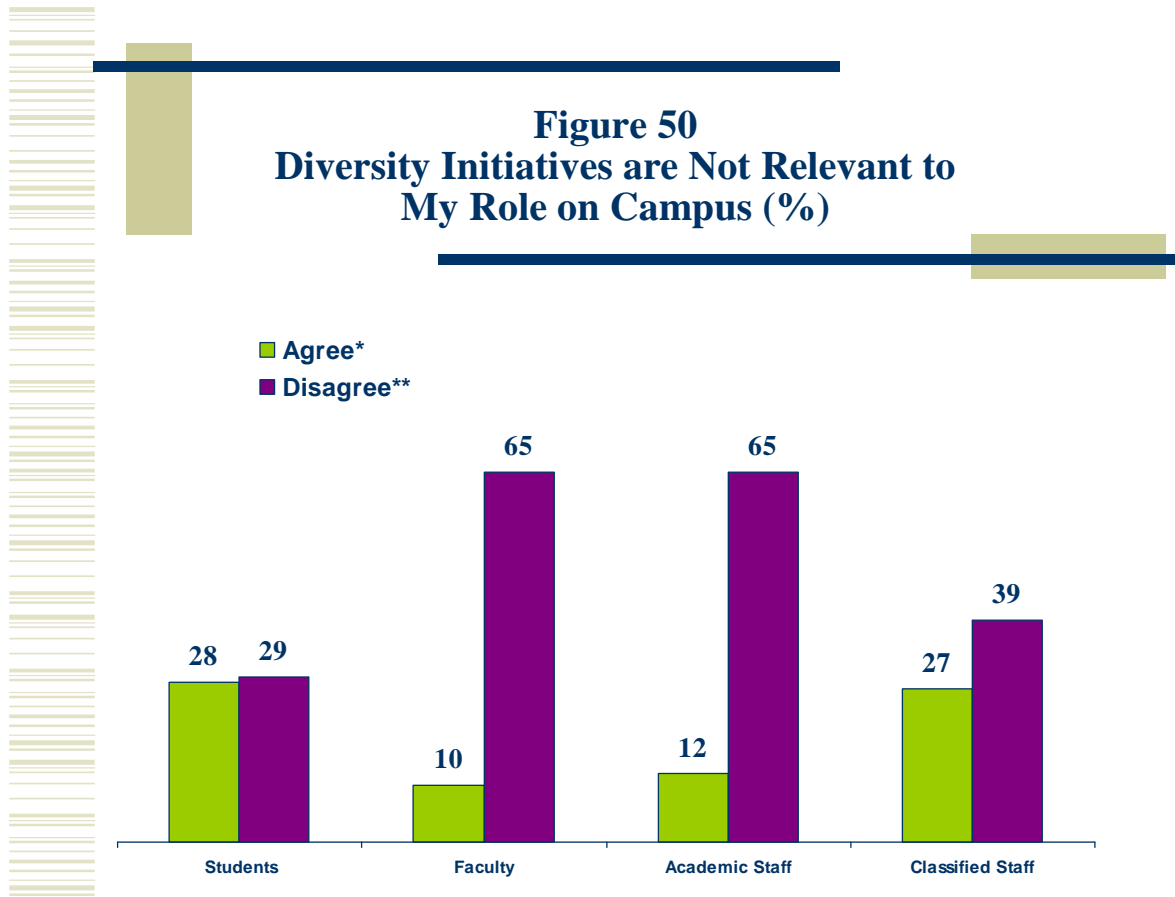
Smaller percentages of men, straight respondents, and White respondents than women, sexual minority respondents, and respondents of color thought that diversity initiatives were relevant to their work (Figure 49).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

The majority of faculty and academic staff believed that diversity initiatives were relevant to their roles on campus (Figure 50).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of all student respondents felt that the classroom climate was welcoming for students based on all of the characteristics listed in Table 39. Seventy-eight percent of women students and 78 percent of men students thought the classroom climate was welcoming based on gender. Fifty-four percent of students of color – in comparison with 62 percent of White students – thought the classroom climate was welcoming based on race. Likewise, 58 percent of LGB students and 71 percent of straight students thought the climate was welcoming for students based on sexual orientation.

Table 39. Classroom Climate is Welcoming for Students Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	356	26.0	692	50.6	208	15.2	69	5.0	21	1.5	22	1.6
Country of origin	289	21.3	649	47.8	292	21.5	62	.6	11	0.8	55	4.1
Ethnicity	288	21.1	679	49.9	264	19.4	69	5.1	19	1.4	43	3.2
Psychological disability status	221	16.2	523	38.4	390	28.6	103	7.6	19	1.4	106	7.8
Gender	464	34.0	603	44.1	229	16.8	41	3.0	13	1.0	16	1.2
Gender identity	277	20.3	536	39.2	356	26.0	107	7.8	21	1.5	70	5.1
Gender expression	264	19.3	519	38.0	378	27.7	114	8.3	23	1.7	69	5.0
Immigrant status	254	18.6	552	40.4	392	28.7	57	4.2	7	0.5	103	7.52
Learning disability status	248	18.2	533	39.1	368	27.0	101	7.4	17	1.2	96	7.0
Marital/partner status	385	28.2	587	43.0	275	20.1	31	2.3	16	1.2	71	5.2
Parental status	359	26.3	592	43.4	270	19.8	53	3.9	25	1.8	66	4.8
Physical characteristics	319	23.4	602	44.1	309	22.7	80	5.9	21	1.5	33	2.4
Physical disability status	258	19.0	592	43.5	331	24.3	83	6.1	20	1.5	77	5.7
Political views	304	22.3	544	39.9	322	23.6	109	8.0	40	2.9	46	3.4
Race	347	25.4	613	44.9	282	20.7	66	4.8	22	1.6	35	2.6
Religion/spiritual status	308	22.6	581	42.6	318	23.3	79	5.8	33	2.4	44	3.2
Sexual orientation	268	19.7	549	40.4	345	25.4	114	8.4	28	2.1	54	4.0
Socioeconomic status	289	21.2	578	42.4	363	26.6	69	5.1	18	1.3	46	3.4
Veterans/active military status	408	29.9	553	40.5	277	20.3	29	2.1	12	0.9	58	4.2

Note: Table includes student respondents only (n = 1,391).

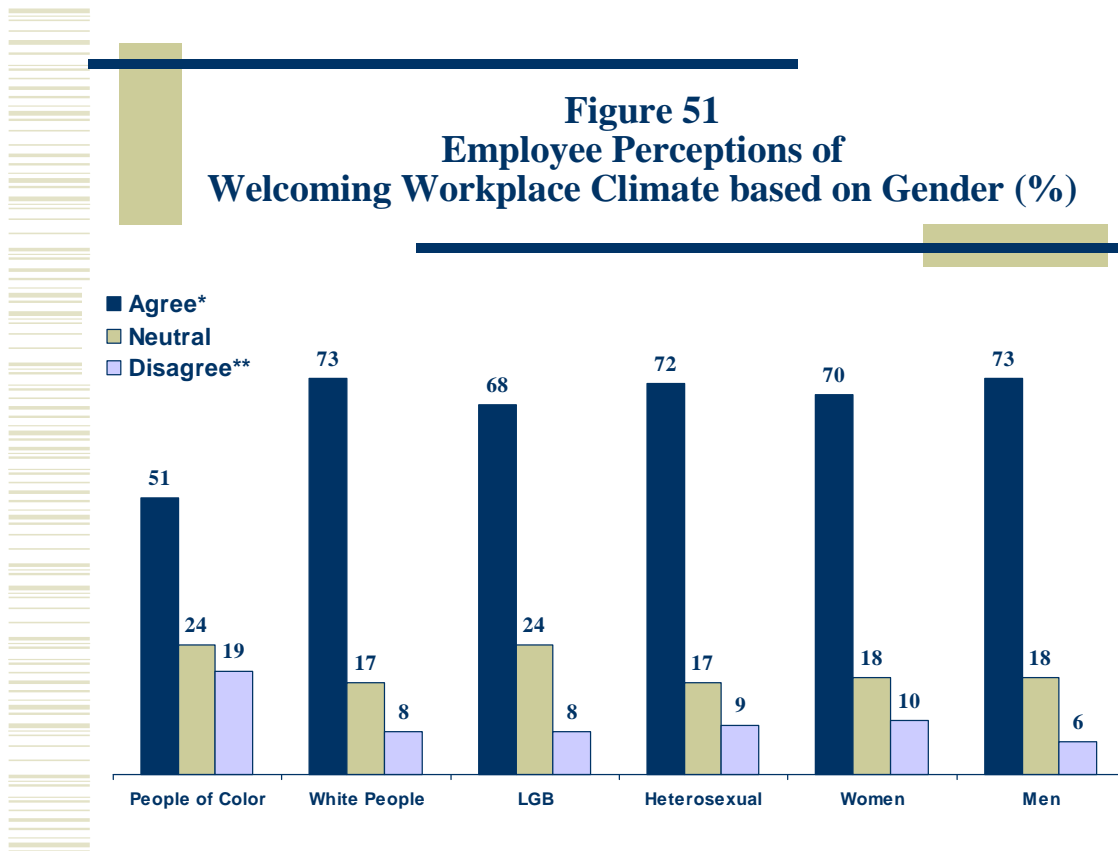
More than half of all employee respondents thought the workplace climate was welcoming for employees based on the following characteristics listed in Table 40: age, ethnicity, gender, gender identity, gender expression, immigrant status, learning disability, marital/partner status, parental status, physical characteristics, physical disability, race, religion/spiritual status, sexual orientation, socioeconomic status, and veteran/military status. The reader will note that a number of respondents chose both the neutral response (“neither agree nor disagree”) for this survey item.

Table 40. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	112	24.0	220	47.2	79	17.0	36	7.7	6	1.3	13	2.8
Country of origin	108	23.1	222	17.5	85	18.2	18	3.9	4	0.9	30	6.4
Ethnicity	104	22.5	215	46.5	86	18.6	26	5.6	5	1.1	26	5.6
Psychological disability status	72	15.7	148	32.3	110	24.0	47	10.3	4	0.9	77	16.8
Gender	125	26.8	205	44.0	84	18.0	35	7.5	5	1.1	12	2.6
Gender identity	95	20.5	158	34.1	107	23.1	39	8.4	8	1.7	57	12.3
Gender expression	92	20.0	150	32.5	112	24.3	48	10.4	7	1.5	52	11.3
Immigrant status	99	21.4	179	38.7	96	20.7	22	4.8	8	1.7	59	12.7
Learning disability status	78	16.9	167	36.1	110	23.8	25	5.4	3	0.6	79	17.1
Marital/partner status	120	25.9	193	41.7	93	20.1	24	5.2	9	1.9	24	5.2
Parental status	120	25.9	194	41.8	93	20.0	22	4.7	8	1.7	27	5.8
Physical characteristics	101	22.0	202	43.9	102	22.2	25	5.4	3	0.7	27	5.9
Physical disability status	102	22.2	182	39.6	87	18.9	34	7.4	2	0.4	53	11.5
Political views	92	20.0	175	38.0	127	27.6	28	6.1	11	2.4	27	5.9
Race	101	22.1	201	43.9	93	20.3	35	7.6	5	1.1	23	5.0
Religion/spiritual status	99	21.6	181	39.4	113	24.6	32	7.0	10	2.2	24	5.2
Sexual orientation	91	19.7	166	35.9	101	21.9	44	9.5	12	2.6	48	10.4
Socioeconomic status	97	21.2	182	39.7	102	22.3	39	8.5	7	1.5	31	6.8
Veterans/active military status	112	24.3	180	39.0	96	20.8	13	2.8	3	0.7	57	12.4

Note: Table includes employee respondents only (n = 503).

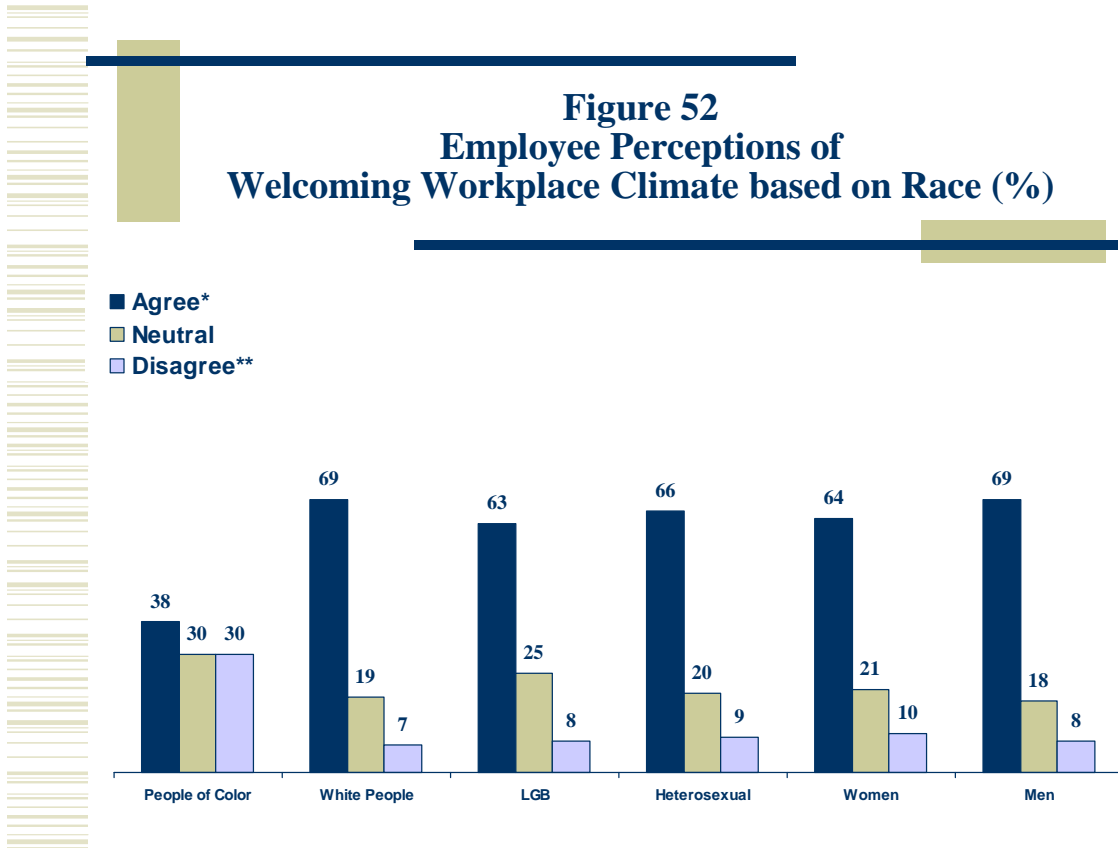
When analyzed by demographic characteristics, the data reveal that respondents of color were least likely to believe the workplace climate was welcoming for employees based on gender (Figure 51).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

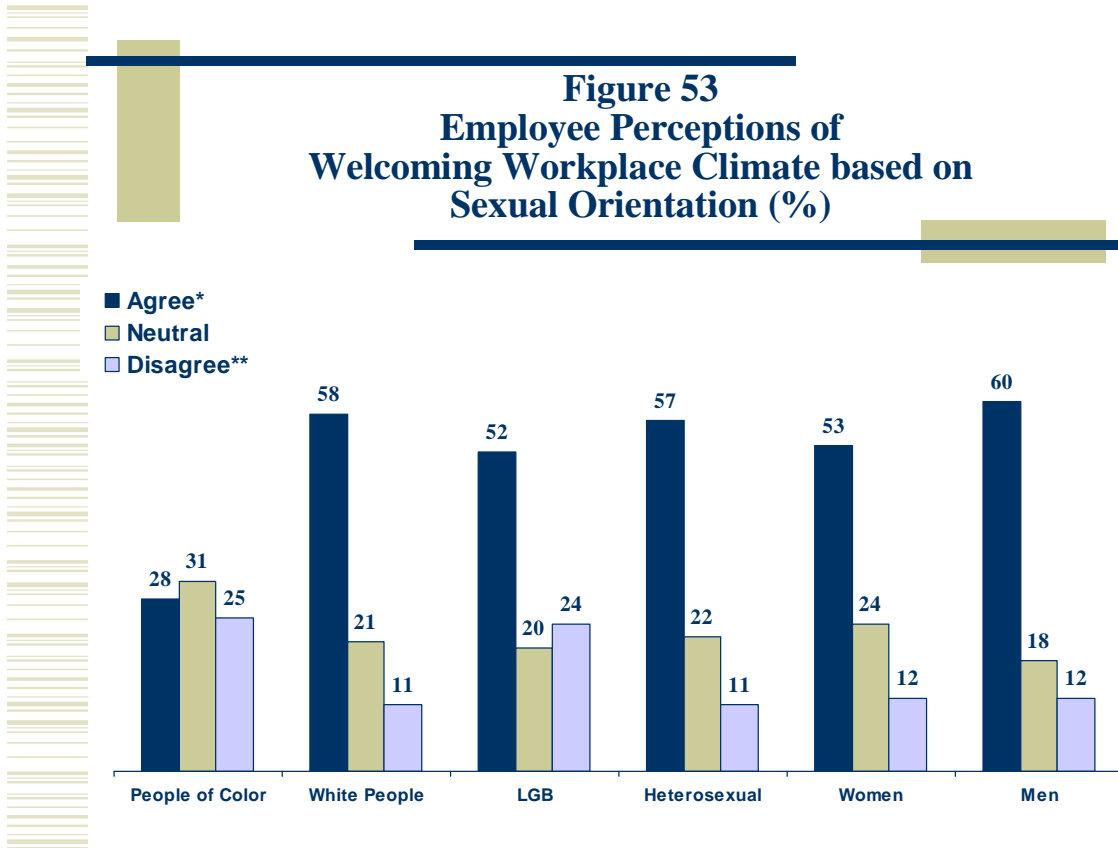
While 66 percent of all respondents thought the workplace climate was welcoming based on race, only about one-third of respondents of color agreed (Figure 52).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Vastly different from the responses of other employees, 28 percent of employees of color believed the workplace climate was not welcoming based on sexual orientation (Figure 53).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Recommendations to Improve the Climate

The survey asked employees to rate how strongly they agreed that the suggestions listed in Tables 41 and 41a would positively affect the climate at the UW-Stevens Point campus. Fifty-two percent of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate. Sixty-two percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior and 59 percent thought offering diversity training/programs as community outreach would positively affect the climate.

Employees also thought the following immersion experiences would positively affect the climate: for faculty/staff/students to learn a second language (60%), for faculty/staff/students to be involved in service-learning projects with lower SES populations (62%), and for faculty/staff/students to work with underrepresented/underserved populations (62%).

Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum (46%) and rewarding research efforts that evaluate outcomes of diversity training would positively affect the climate (39%).

Table 41. Employees’ Perceptions that Initiatives Would Positively Affect the Climate at UW-Stevens Point

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families	92	20.0	147	32.0	52	11.3	23	5.0	12	2.6
Providing recognition and rewards for including diversity in course objectives across the curriculum.	74	16.1	138	29.9	91	19.7	55	11.9	20	4.3
Requiring all writing emphasis classes to involve at least one assignment that focuses on issues, research and perspective that involve diverse populations.	50	10.9	116	25.3	91	19.9	72	15.7	49	10.7
Training mentors and leaders within departments to model positive climate behavior.	95	20.9	186	41.0	84	18.5	28	6.2	17	3.7
Offering diversity training/programs as community outreach for members of the public/community.	82	18.0	186	40.8	107	23.5	24	5.3	15	3.3
Rewarding research efforts that evaluate outcomes of diversity training.	59	13.1	116	25.7	118	26.2	55	12.2	29	6.4
Providing immersion experiences for faculty/staff/students to learn a second language.	101	22.5	170	37.9	85	19.0	30	6.7	14	3.1
Providing immersion experiences for faculty/staff/students in service learning projects with lower socioeconomic populations.	86	19.3	188	42.2	97	21.7	15	3.4	10	2.2
Providing immersion experiences for faculty/staff/students with underrepresented/underserved populations.	93	20.7	184	41.0	95	21.2	15	3.3	10	2.2

Seventy-eight percent of employees felt providing on-campus child care services and 61 percent thought providing gender neutral/family friendly facilities would positively affect the climate at UW-Stevens Point (Table 39a). More than half of all employees thought the following initiatives would also positively affect the climate on campus: providing, improving, and promoting access to quality services for those individuals who experience sexual abuse (80%), providing mentors for minority faculty/students/staff new to campus (82%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (84%) and departmental level (82%). Less than half thought the following would positively affect the climate: reallocating resources to

support inclusive climate changes on campus (46%) and requiring the Affirmative Action Office to provide diversity and equity training to every search and screen committee (46%). Thirty-one percent wanted to see diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators.

Table 41a. Employees’ Perceptions that Initiatives Would Positively Affect the Climate at UW-Stevens Point

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing on-campus child-care services.	163	36.3	187	41.6	55	12.2	6	1.3	11	2.4
Providing gender neutral/family friendly facilities.	108	24.2	166	37.1	99	22.1	18	4.0	17	3.8
Provide, promote and improve access to quality counseling available to faculty/staff/students who experience sexual abuse on campus or in the community	165	36.6	195	43.2	46	10.2	5	1.1	4	0.9
Provide mentors for minority faculty/staff/students new to campus	155	34.1	216	47.6	47	10.4	2	0.4	5	1.1
Providing a clear protocol for responding to hate/hostile incidents process on campus	199	43.9	180	39.7	31	6.8	2	0.4	6	1.3
Providing a clear protocol for responding to hate/hostile incidents process at the departmental level.	198	43.8	171	37.8	40	8.8	6	1.3	4	0.9
Reallocating resources to support an inclusive climate changes on campus	87	19.4	121	27.0	127	28.3	36	8.0	26	5.8
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty and administrators.	62	13.9	76	17.0	131	29.3	77	17.2	53	11.9
Requiring Affirmative Action Office to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	85	18.8	122	27.1	102	22.6	57	12.6	45	10.0

Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken, or not taken, as the case may be, by the institution may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold widely divergent opinions about the degree to which UW-Stevens

Point does, and should, promote diversity to shape campus climate. Overall, the results noted in this section 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 diversity issues as favorably as their White, male, heterosexual, and able-bodied respondents, respectively.

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 and 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.

That stated, what do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. As to the findings themselves, aside from the aforementioned finding that a majority of respondents from historically marginalized groups believed they had experienced harassment, the results parallel those from similar investigations. A more interesting question is, given that there is some structure in place to address diversity issues on campus, *how effective have the campus's efforts been in positively shaping and directing campus climate with respect to diversity?*

Following this premise, the campus climate assessment, beginning in 2007, was a proactive initiative by UW-Stevens Point to review the campus climate. It was the intention of the Diversity Leadership Committee that the results 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 Diversity Leadership Committee and other campus constituent groups using the results of the campus-specific internal assessment to help to lay the groundwork for future initiatives.

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Appendices

Appendix A – Comments Analysis

Appendix B – Data Tables

Appendix C – Survey