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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; Milem, Chang, & Antonio, 2005; Ingle, 2005; Harper & Hurtado, 2007). 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 of the UWS Inclusivity Initiative was

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

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 the UWS Provosts and various constituent groups, which resulted in the formation by UWS 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 would be administered to the five participating institutions in spring 2008.

UW-Whitewater was one of the four UWS institutions participating in the climate project in fall 2009. A Diversity Leadership Committee (DLC) was created at UW-Whitewater to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better fit the campus context at UW-Whitewater. The final survey contained 89 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the UW-Whitewater campus-specific assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

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, and student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented in bullet form below, suggests that while

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

the UW-Whitewater has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country.³

Sample Demographics

3,239 surveys were returned representing the following:

- 26% response rate⁴
- 2,196 (68%) undergraduate students; 255 (8%) graduate students; 304 (9%) faculty; 179 (6%) academic staff; and 204 (6%) classified staff
- 418 (13%) People of Color;⁵ 2,777 (87%) White respondents
- 121 people (4%) who identified as having a physical disability
- 75 people (2%) who identified as having a learning disability
- 52 people (2%) who identified as having a psychological condition
- 168 people (5%) who identified as lesbian, gay, bisexual, or queer; 26 (1%) who were questioning their sexuality; 3,004 people (93%) who identified as heterosexual
- 2,007 (62%) women; 1,209 (37%) men; 5 (>1%) transgender⁶
- 970 people (30%) who identified their spiritual affiliation as other than Christian (including those with no affiliation)

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

⁴ Caution in generalizing results for constituent groups with significantly lower response rates. Despite this limitation, the results provided here reflect participant's beliefs and concerns with regard to the campus climate.

⁵ 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.

⁶ "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*⁷

- **Some of respondents believed⁸ they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁹ within the past two years. Gender was most often cited as the reason given for the perceived harassment. People of Color, sexual minorities,¹⁰ and people with disabilities perceived such harassment more often than White people, heterosexual respondents, and nondisabled respondents. Perceived harassment largely went unreported.**
 - 14% (n = 445) of respondents believed they had personally experienced offensive, hostile, exclusionary, 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 (29%, n = 129), age (25%, n = 113), university status¹¹ (25%, n = 110), physical characteristics (15%, n = 65), religious/spiritual views (12%, n = 53), and political views (12%, n = 52).
 - Compared with 13% (n = 359) of White people, 18% (n = 75) of People of Color believed they had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 48% (n = 36) stated it was because of their race.
 - Compared with 13% (n = 155) of men, 14% (n = 283) of women and 20% (n = 1) of transgender respondents believed they had personally experienced such conduct.
 - Of the women who believed they had experienced this conduct, 37% (n = 105) stated it was because of their gender.
 - Compared with 13% (n = 387) of heterosexual respondents, 27% (n = 45) of sexual minority respondents believed they had personally experienced such conduct.

⁷ 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 B.

⁸ The modifier "believe(d)" is used throughout the report to indicate the respondents' perceived experiences. This modifier is not meant in any way to diminish those experiences.

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

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

¹¹ University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

- Of sexual minority respondents who believed they had experienced this conduct, 53% (n = 24) stated it was because of their sexual orientation.
 - Compared with 14% of all respondents, 27% (n = 19) of respondents with physical disabilities, 30% (n = 22) of respondents with learning disabilities, and 40% (n = 21) of respondents with psychological conditions believed they had personally experienced such conduct.
 - Of those that experienced harassment, 37% (n = 7) of respondents with physical disabilities, 41% (n = 9) of respondents with learning disabilities, and 52% (n = 11) of respondents with psychological conditions said the harassment was based on their disability.
 - 16% (n = 70) of participants made complaints to UW-Whitewater officials, while 17% (n = 74) did not know whom to go to, and 18% (n = 80) did not report the incident for fear of retaliation.
- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
 - 7% (n = 220) believed that they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW-Whitewater.
 - 73 respondents (2%) believed that they had been sexually assaulted during their time at UW-Whitewater.
 - Of the 73 respondents, 30 (41%) believed they had been assaulted off-campus and 38 respondents (52%) believed they had been assaulted on campus.
 - Women respondents, heterosexual respondents, and people with learning disabilities and 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 UW-Whitewater students (63 people), female (62 people), heterosexual (65 people), and White (59 people).
 - The alleged perpetrators of the perceived sexual assault were most often students (38%, n = 28), friends (26%, n = 19), strangers (12%, n = 9), and co-workers (8%, n = 6).

Satisfaction with UW-Whitewater

- **81% (n = 553) of UW-Whitewater employees were “highly satisfied” or “satisfied” with their jobs at UW-Whitewater. 68% (n = 458) were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Whitewater.**
 - Academic staff members were more satisfied with their jobs than were faculty members and classified staff.
 - Classified staff members were much less satisfied than faculty and academic staff members with the way their careers had progressed at UW-Whitewater.
- **90% (n = 2,197) of students were “highly satisfied” or “satisfied” with their education at UW-Whitewater, while 80% (n = 1,939) were “highly satisfied”**

or “satisfied” with the way their academic careers have progressed at UW-Whitewater.

- 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-Whitewater than were other students.
- **38% (n = 1,206) of all respondents have considered leaving UW-Whitewater.**
 - Among employees, 64% of men and 61% of women thought of leaving the institution.
 - 57% of Employees of Color, in comparison with 63% of White employees, have seriously considered leaving UW-Whitewater.
 - 67% of sexual minority employees, compared to 62% of heterosexual respondents, have seriously thought of leaving the institution.
 - Among students, 30% of women and 32% of men considered leaving the University.
 - 39% of Students of Color and 30% of White students thought of leaving UW-Whitewater, as did 34% of LGB students and 31% of heterosexual students.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-Whitewater (88%, n = 2,845), in their departments or work units (86%, n = 2,749), and in their classes (87%, n = 2,451). The figures in the narrative show some disparities based on race.**
 - Compared with 90% of White people, 80% of People of Color were “comfortable” or “very comfortable” with the overall campus climate.
 - Compared with 87% of White people, 77% of People of Color were “comfortable” or “very comfortable” with the climate in their departments or work units.
 - Compared with 89% of White people, 75% of People of Color were “comfortable” or “very comfortable” with the climate in classes.
- **Slightly less than one-quarter of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past two years. The perceived harassment was most often based on sexual orientation. People of Color and sexual minorities were more aware of perceived harassment.**
 - 23% (n = 727) of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual orientation (39%, n = 282), race (28%, n = 203), ethnicity (25%, n = 179), gender (22%, n = 162), religion/spiritual status (20%, n = 143), and gender expression (17%, n = 126).

- Compared with 27% (n = 606) of White respondents, 22% (n = 111) of Respondents of Color believed they had observed or personally been made aware of such conduct.
 - Compared with 22% (n = 643) of heterosexuals, 39% (n = 66) of sexual minorities believed they had observed or personally been made aware of such conduct.
 - Compared with 21% (n = 507) of students, 31% (n = 62) of classified staff, 30% (n = 91) of faculty and 29% (n = 52) of academic staff believed they had observed such conduct.
 - These incidences were reported to an employee or official only 10% (n = 70) of the time.
- **Some employee respondents believed that they had observed discriminatory employment practices and indicated that they were most often based on UW-Whitewater status and gender.**
 - 25% (n = 170) of employee respondents believed that they had observed discriminatory hiring.
 - 12% (n = 79) believed that they had observed discriminatory employment-related disciplinary actions at UW-Whitewater (up to and including dismissal).
 - 20% (n = 140) believed that they had observed discriminatory promotion practices.

Institutional Actions

- More than half of the respondents (57%, n = 1,628) “strongly agreed” or “agreed” that the Chancellor’s office provided visible leadership that fosters inclusion of diverse members of the campus community while 3% (n = 98) “disagreed” or “strongly disagreed.”
- Substantial percentages of respondents were unaware of the degree to which most campus offices had visible leadership to support diversity/inclusion.
- 58% (n = 1,681) of all respondents believed that diversity initiatives are relevant to their work.
- 63% (n = 1,824) felt welcome at campus diversity events.
- 47% (n = 302) of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 64% (n = 413) thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 57% (n = 365) thought offering diversity training/programs as community outreach would positively affect the climate.
- .
- 75% (n = 481) of employees felt providing on-campus child care services would positively affect the climate.
- Many 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 (73%, n = 460), providing mentors for minority faculty/students/staff new to campus (70%, n = 444), and providing a clear protocol for responding to hate/hostile incidents at the departmental level (75%, n = 479).

Qualitative Findings

Out of the 3,239 surveys received at UW-Whitewater, many of the respondents contributed remarks to one or more of 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 on personal experiences and thoughts,¹² to name three things the respondent would like to see changed on campus and three

¹² The complete survey is available in Appendix C.

things they would like to see remain the same, and to describe the current classroom and campus climates.

A large number of respondents offered suggestions for how to improve the climate at UW-Whitewater. While some respondents indicated that UW-Whitewater provided a very welcoming environment, other respondents noted ways to improve specific aspects of the climate. Topics addressed by several respondents included improving accessibility issues for disabled persons; creating methods for recruitment and retention of faculty, staff, students, and Administrators of Color; becoming a more “LGBTQ aware campus” and eliminating the use of derogatory terms such as “gay” and “fag;” addressing institutional classism that negatively affects staff members, in particular; creating deliberate methods in which campus community members can routinely interact in meaningful ways; and encouraging the administration to take leadership roles in issues of diversity and inclusion. Some respondents were concerned that Christian and conservative viewpoints received much scorn, particularly during the 2008 presidential election cycle.

One of the open-ended items queried, “Are your experiences on campus different than those you experience in the community surrounding campus? If so, how are these experiences different?” Some respondents had similar experiences on and off campus, and most individuals acknowledged that both UW-System overall and UW-Whitewater specifically were primarily “White and middle class.” The majority of respondents, however, felt the campus was more diverse, more accepting of difference, and cohesive. Others respondents’ comments indicated they felt more comfortable voicing their conservative viewpoints in the community, rather than on campus.

Respondents were asked to “describe the climate in the classroom compared to the co-curricular climate.” In response, a number people reported that the climate in their classrooms and co-curricular activities was welcoming. Some people said the climates were less welcoming, yet they had similar experiences with diversity/inclusiveness in and out of the classroom. Several individuals commented that their co-curricular activities

were less structured than their classroom activities, and for some people this meant that the classroom climate was more respectful of difference.

When asked to “Please describe how you are involved with the UW-Whitewater community (e.g., organizations, social organizations),” respondents listed a variety of committees, groups, teams, and organizations with which they were involved. Other respondents indicated that they attended special functions (e.g., athletic competitions, theatre/dance performances, special events). Some people lamented that they were not able to be as involved as they would like due to their academic, work, and/or familial obligations. A few students said they “just wanted to concentrate on school” and “get out of here.” Likewise, a few employees suggested they preferred not to be involved with the UW-Whitewater community.

One of the open-ended items allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues. Several respondents challenged the UW-Whitewater administration to actively set a tone for the University that values diversity and difference by supporting programs and initiatives to do the same. Comments also indicated that respondents want to see action and follow-up as a result of this survey and other climate-related issues on campus.

Several other topics emerged as a result of this question. Others felt, once again, that conservative and Christian viewpoints were silenced on campus. Respondents commented on institutional classism (specifically, lack of respect and mistreatment of staff members); accessibility issues for disabled community members; the lack of racial diversity on campus; concerns regarding how students and faculty who were non-native English speakers inhibit student learning; and specific interests of returning, non-traditional students. Of note, throughout all of the open-ended questions, many respondents took issue with the prevalent and derogatory use of terms such as “gay,” “fag,” and “bitch,” and asked that the University take some initiative to keep people from using those terms.

Finally, a few respondents commented on the survey instrument and the project process.

Quite a few respondents commented on the length of the survey. Some applauded the University's participation in the assessment and wanted to make certain that the results were made public and used to better UW-Whitewater. Several respondents insisted that UW-Whitewater leadership share with its constituents the climate assessment findings and initiatives instituted as a result of the survey.

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 where these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.¹³ The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment¹⁴ 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, in order to provide a foundation for a vital

¹³ 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 and Dilley (1996).

¹⁴ 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), Tierney (1990).

community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

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 issues.¹⁵ 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 of the UWS Inclusivity Initiative 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 UWS Provosts and various constituent groups in September 2006. Following this meeting, UW System Administrators formed the *Climate Study Working Group* (CSWG),¹⁶ 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 institutions (UW Colleges, UW-La Crosse, UW- Oshkosh, UW-Milwaukee and UW-Stevens Point) volunteered to participate in the first year, 2007-2008.

¹⁵ For more information on UWS diversity initiatives see <http://www.uwsa.edu/vpacad/diversity.htm>

¹⁶ The CSWG included 2 representatives from each of the five participating institutions. The Provost from each institution was requested to appoint the two representatives.

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 System climate, which would inform question construction on a System-wide survey instrument.

The CSWG began working with R&A in spring 2007 to assist with identifying 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 (178) 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.

Informed by the fact-finding groups and informed by prior work of R&A, the CSWG developed the final survey instrument template that was administered to the five participating institutions in spring 2008. The results of the internal assessment continue to be used to help to lay the groundwork for future initiatives. Each of the institutions and campuses will receive a report.

UW-Whitewater was one of the four UW System institutions participating in the climate project in 2009. The Diversity Leadership Committee (DLC) reviewed the CSWG template and revised the survey instrument to better fit the context at UW-Whitewater. The final survey contained 89 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the UW-Whitewater campus-specific assessment, including the results of the campus-wide survey and a 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 characteristics.”¹⁷ 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 Instrument. The survey questions were constructed based on the work of Rankin(2003) and informed by the fact-finding groups held in September, 2007, in Madison.¹⁸ The Diversity Leadership Committee reviewed the drafts of the survey. The final survey contained 89 questions,¹⁹ 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, student and employee satisfaction, and their perceptions of UW-Whitewater institutional actions,

¹⁷ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁸ 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*.

¹⁹ To ensure reliability, evaluators must insure 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).

including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both an on-line and pencil-and-paper format. All surveys responses were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in August 2009 by the UW-Whitewater Institutional Review Board (IRB). 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 October 2009. 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 the Chancellor. To encourage participation, members of the Diversity Leadership Committee forwarded subsequent invitations.

Limitations. Several limitations to the generalizability of the data existed. 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 in the study.

A second limitation²⁰ resulted from the decision to attempt deliberately to over-sample certain populations. For example, after the initial survey announcements, subsequent “invitations to participate” were forwarded to various constituent groups identified by the DLC.

²⁰ Previous research on institutional climate (Smith, 1997; Tierney, 1990) suggests using a random sampling technique will miss the voices of underrepresented groups due to their small numbers. Stratified random sampling may be used to address this challenge, but it was determined that due to the intent of the project to provide all members of the community with the opportunity to participate and to have their voice included, a population study was completed.

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, status²¹) to provide additional information regarding participant responses. Throughout the report, including the narrative and data table within the narrative, all information was presented using valid percentages.²² Refer to the survey data tables in Appendix B for actual percentages²³ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

A few survey questions allowed respondents the opportunity to describe further their experiences on UW-Whitewater’s campus, to expand upon their survey responses, and to add any additional thoughts they wished. 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.

²¹ University status was defined in the questionnaire as “Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).”

²² Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²³ 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 the UW-Whitewater's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample²⁴

Three thousand two hundred thirty-nine (3,239) surveys were returned for a 26% response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. Clearly, the significance of several demographic categories suggests that underrepresented groups were "over-sampled," which adheres to the intent of the sampling procedures. To this end, particular characteristics of the sample should be noted. Given the results, caution must be used when comparing these groups to their corresponding majority groups.

The sample had a significantly greater proportion of females and a smaller proportion of males than did the population. Additionally, the sample had smaller proportion of Caucasians/Whites and African Americans/Blacks, and significantly greater proportions of Southeast Asians and Native American Indians than does the population. Significant differences in proportions within status groups were found between the sample and the population. The sample had significantly smaller proportions of non-degree seeking students, bachelor degree students, and master degree students than did the population. The sample also had significantly larger proportions of assistant professors, associate professors, professors, non-instructional and instructional academic staff and classified staff (non-exempt and exempt) than did the population.

²⁴ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1. Demographics of Population and Sample²⁵

Characteristic	Subgroup	Population		Sample		Response
		%	(n)	%	(n)	Rate %
Gender ^a	Male	49.4%	6158	37.5%	1209	19.6%
	Female	50.6%	6298	62.2%	2007	31.9%
	Transgender			0.2%	5	n/a
	Other			0.2%	6	n/a
Race/Ethnicity ^b	African			0.9% ¹	28	n/a
	African American/Black	4.7%	579	4.2%	137	23.7%
	Alaskan Native			0.1%	2	n/a
	Asian	1.9 %	227	1.6%	52	22.9%
	Asian American			1.0 %	34	n/a
	Southeast Asian	0.7%	88	1.1%	36	40.9%
	Caribbean/West Indian			0.3%	10	n/a
	Caucasian/White	89.6%	10939	88.5%	2868	26.2%
	Indian Subcontinent			0.6%	18	n/a
	Latino(a)/Hispanic	2.6%	312	2.9%	95	30.4%
	Middle Eastern			0.3%	10	n/a
	Native American Indian	0.6%	70	1.4%	46	65.7%
	Pacific Islander/Hawaiian Native			0.3%	10	n/a
Other			1.0%	33	n/a	
Status ^c	Transfer Student			4.4%	143	n/a
	Associate Degree Student			4.4%	142	n/a
	Dual Enrollment			0.2%	5	n/a
	Non-Degree Seeking Student	1.9%	241	1.1%	37	15.4%
	Bachelor Degree Student	76.6%	9536	57.7%	1869	19.6%
	Master Degree Student	11.3%	1409	7.0%	226	16.0%
	Doctoral Degree Student			0.2%	6	n/a
	Professional Degree Student			0.7%	23	n/a
	Adjunct Faculty	0.3%	43	0.2%	7	16.3%
	Instructional Academic Staff	1.7 %	213	2.8%	90	42.3%
	Assistant Professor	0.9%	114	2.2 %	71	62.3%
	Associate Professor	1.1%	132	2.4%	79	59.8%
	Professor	0.7%	91	1.8%	57	62.6%
	Limited Term Employee	0.5%	59	0.5%	15	25.4%
	Classified Staff non-exempt	2.4%	295	4.1%	133	45.1%
	Classified Staff exempt	0.6%	72	2.2%	71	98.6%
	Non-Instructional Academic Staff	1.7%	215	4.0%	130	60.5%
	Limited Academic Staff	0.3%	36	0.2%	5	13.9%
	Administrator			0.9%	29	n/a
Other			3.1%	101	n/a	
Citizenship ^d	U. S. Citizen	96.9%	11929	96.1%	3108	26.1%
	U. S. Citizen-Naturalized	0.4%	47	1.6%	52	>100.0%
	Dual Citizenship			0.3%	11	n/a
	Permanent Resident (Immigrant/Refugee)	1.2%	145	0.8%	25	17.2%
	International	1.6%	194	1.1%	37	19.1%
	Other			0.1%	2	n/a

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

^a $X^2(1, N = 3216) = 179.34, p = .0001$

^b $X^2(5, N = 3234) = 49.04, p = .0001$

^c $X^2(12, N = 2790) = 720.18, p = .0001$

^d $X^2(3, N = 3222) = 127.82, p = .0001$

²⁵ The table population categories for race are those used by the institution. The table sample categories for race are those created by the CSWG based on their knowledge of the community in the UW System.

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 UW-Whitewater 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 reported 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 (questions 79 & 80) and those that rate overall campus climate on various scales (question 73) were low-moderate to moderate (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 coefficients²⁶ are provided in Table 2.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. A low-moderate relationship exists between non-racist and respect for Alaskan Natives, Asian Americans, Native Americans, and Pacific Islanders/Hawaiian Natives. The r values for the remaining 9 correlations all indicate a moderate relationship between responses to the selected pairs of questions.

²⁶ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

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

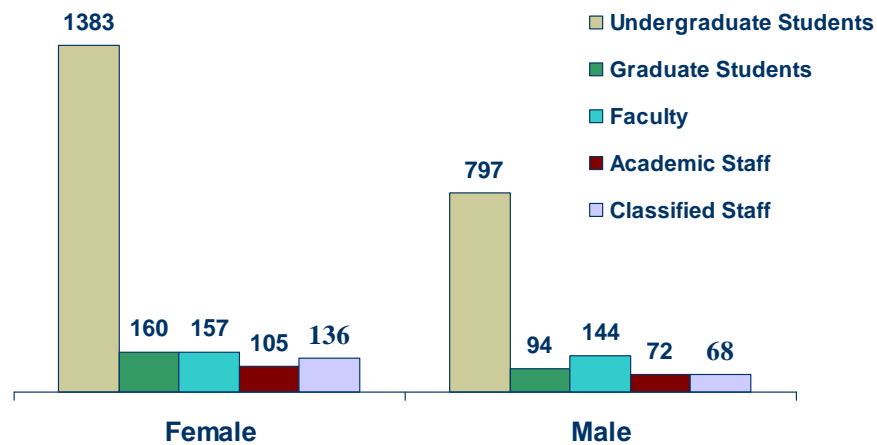
Respectful of:	Climate Characteristics				
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.479				
Alaskan Natives	.396				
Asians	.400				
Asian Americans	.391				
Latino(a)/Hispanics	.447				
Middle Eastern persons	.432				
Multiracial/multiethnic/ multicultural persons	.410				
Native Americans	.398				
Pacific Islanders/Hawaiian Natives	.389				
LGBT individuals		.534			
Socioeconomically Disadvantaged persons			.499		
Women				.458	
Non-native English Speakers					.477

p = 0.01 for all r values

Sample Characteristics²⁷

The majority of the sample were female (62%, n = 2,007, Figure 1). Five respondents identified as transgender;²⁸ - however, they are not included in Figure 1 to maintain the confidentiality of the small number of transgender respondents.

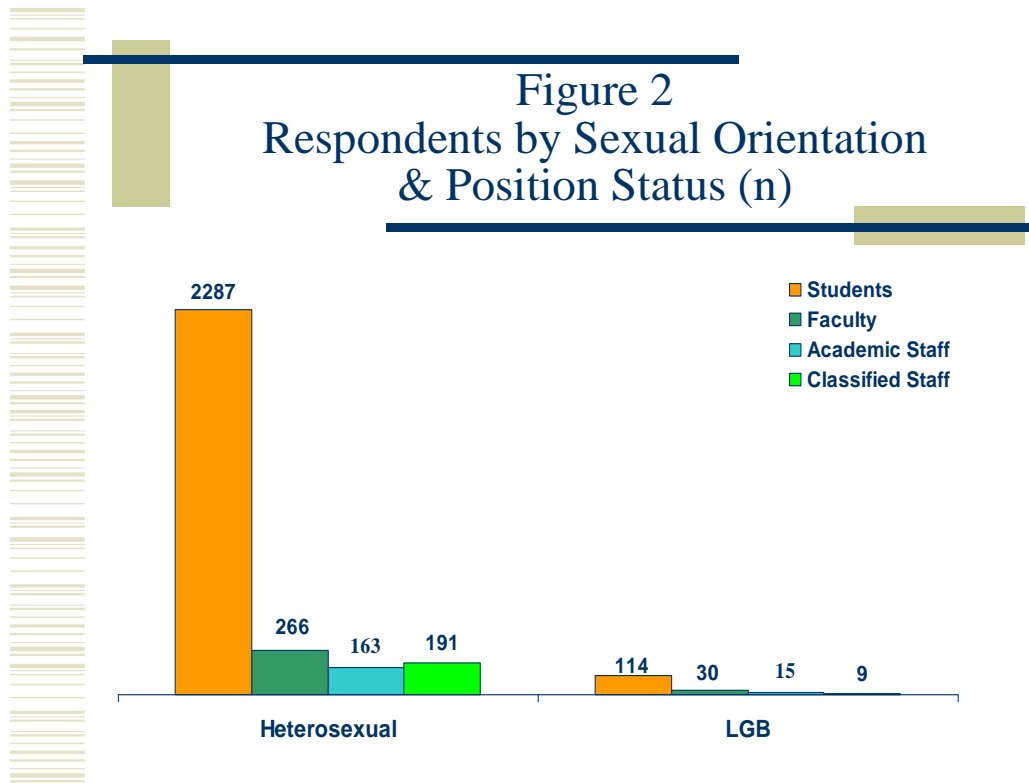
Figure 1
Respondents by Gender¹ &
Position Status (n)



²⁷ All percentages presented in the “Sample Characteristics” section of the report are valid percentages.

²⁸ 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 heterosexual²⁹ (93%, n = 3,004) and five percent (n = 168) were sexual minorities³⁰ (lesbian, gay, bisexual, or queer) (Figure 2). Twenty-six people (1%) were questioning their sexual orientations.

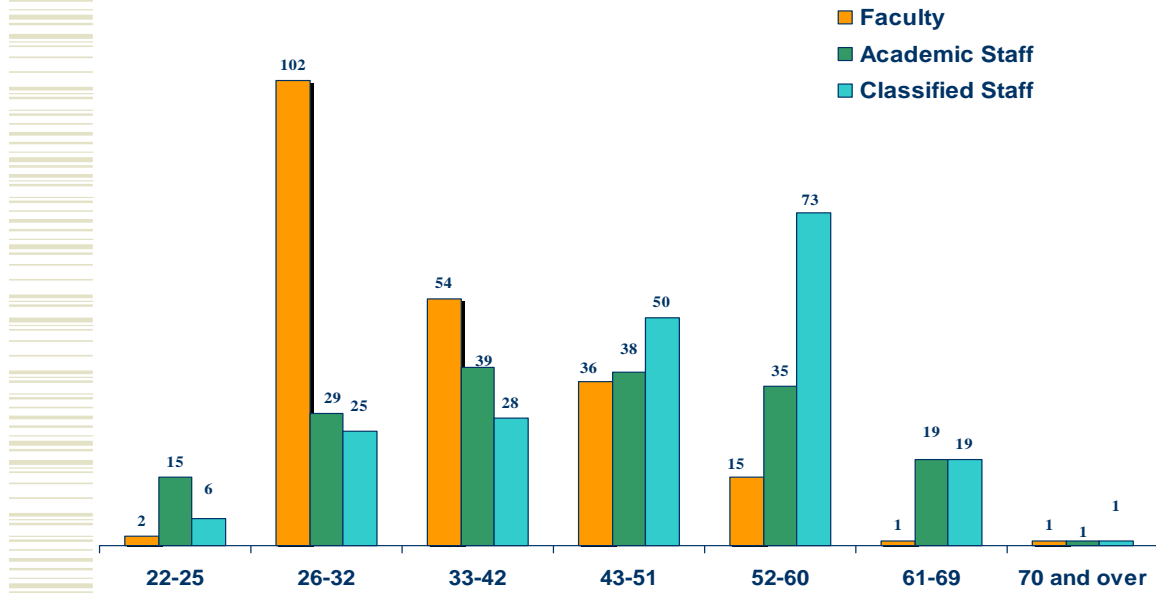


²⁹ Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

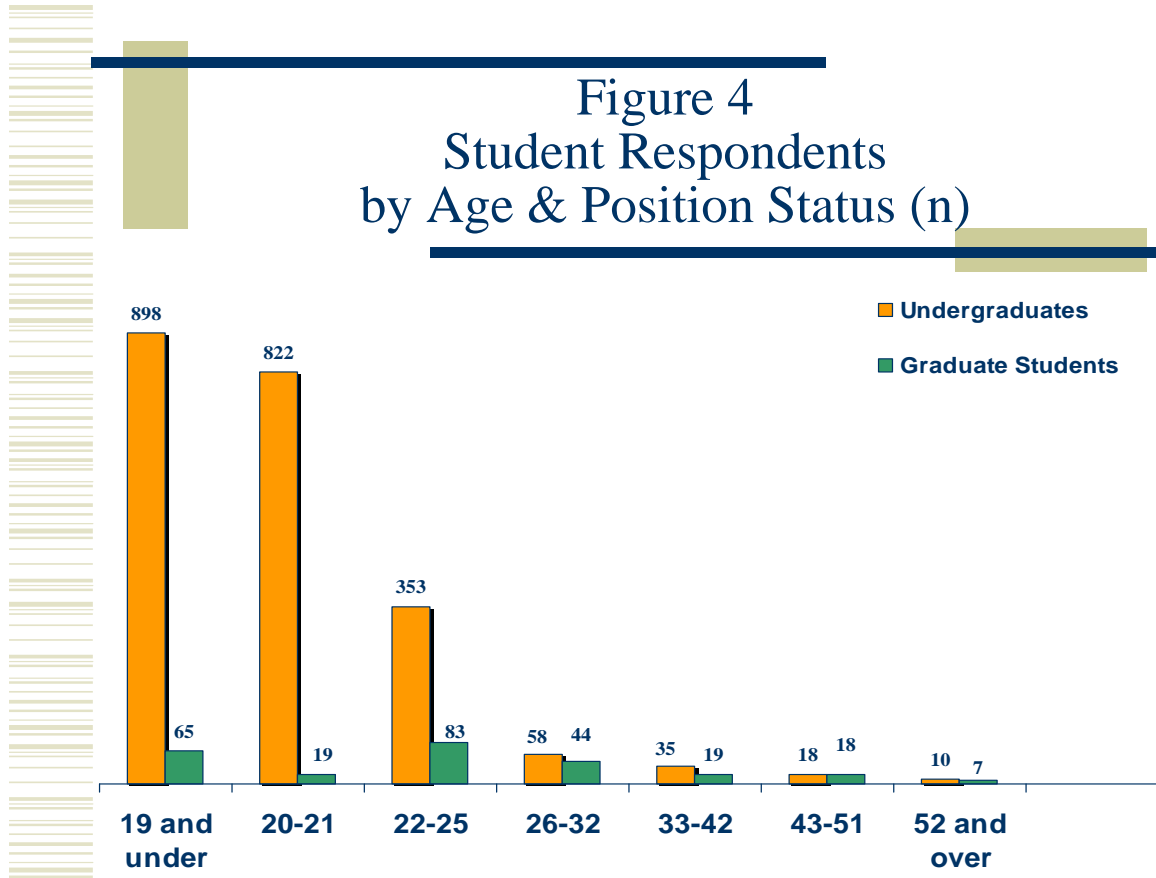
³⁰ This report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc. Respondents who identified as “questioning” (n = 1) were also included in analyses including LGB respondents.

Approximately half of the faculty members were 33 to 42 (n = 54), 43 to 51 (n = 36), and 52 to 60 (n = 15) years old, while the majority of the other half (n = 102) were 26-32 years old, while the majority of the other half (n = 102) were 26-32 years old (Figure 3). The ages of academic staff were rather evenly split among the categories provided, More than one third (n = 73) of classified staff were between the ages of 52 and 60.

Figure 3
Employee Respondents
by Age & Position Status (n)

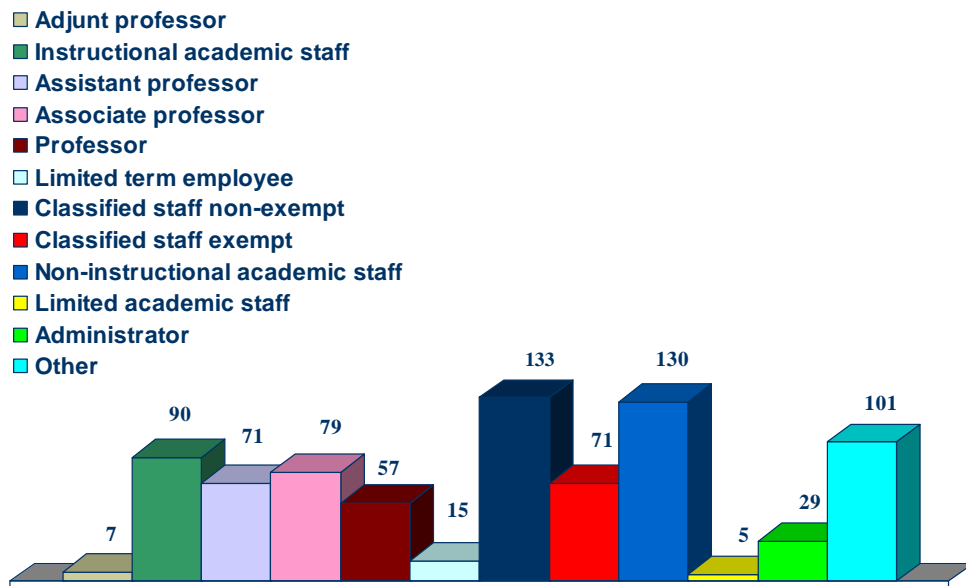


Forty-one percent (n = 898) of responding undergraduates were 19 years old or under, and 33% (n = 83) of responding graduate students were 22 to 25 years old (Figure 4).



Figures 5 and 6 depict the employee respondent population by UW-Whitewater status³¹
 (Figure 5).

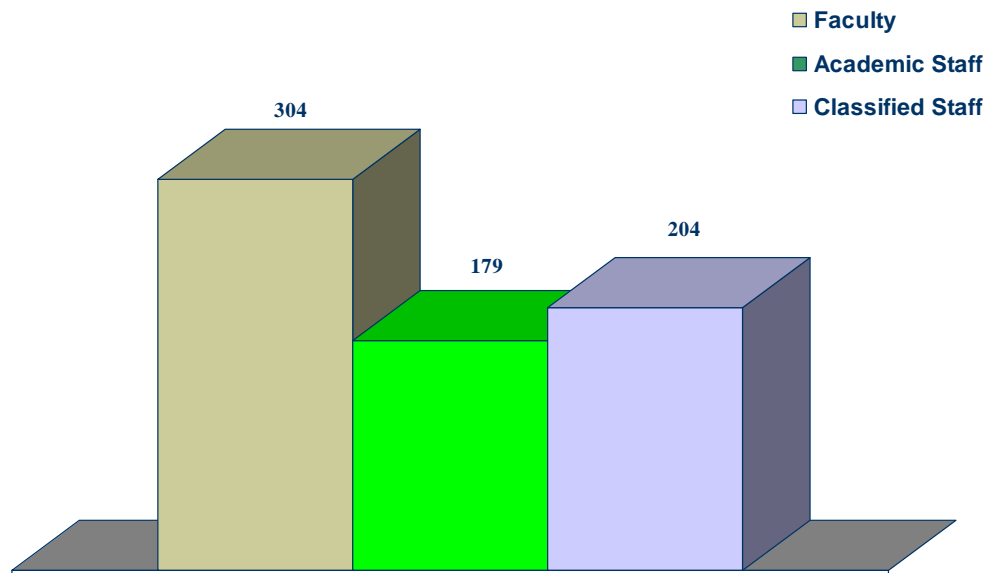
Figure 5
Employee Respondents by
Position Status (n)



³¹ University status was defined in the questionnaire as “Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).”

For the purposes of some analyses, employee “status” data were collapsed³² into the following categories: faculty, academic staff, and classified staff (Figure 6). Forty-four percent (n = 304) of employee respondents were faculty, 26% (n = 179) of employee respondents were academic staff, and 30% (n = 204) were classified staff.

Figure 6
Collapsed Employee Position Status (n)



³² 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 staff non-exempt and classified staff 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-Whitewater.

Table 3. Faculty/Staff Appointments

Appointment	Women		Men	
	n	%	n	%
Adjunct professor	4	57.1	3	42.9
Instructional academic staff	55	61.8	34	38.2
Assistant professor	36	50.7	34	47.9
Associate professor	40	50.6	39	49.4
Professor	22	39.3	34	60.7
Limited term employee	11	78.6	3	21.4
Classified staff non-exempt	106	79.7	27	20.3
Classified staff exempt staff	30	42.3	41	57.7
Non-instructional academic staff	80	61.5	49	37.7
Limited academic staff	3	60.0	2	40.0
Administrator	11	37.9	18	62.1

Note: Table reports employee responses only (n = 684).

The majority of employee respondents primarily were affiliated with the College of Letters and Sciences (21%, n = 144) or the Division of Student Affairs (13%, n = 90) (Table 4). Eighty-eight percent (n = 619) of employees were full-time in their positions (Table B14).

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

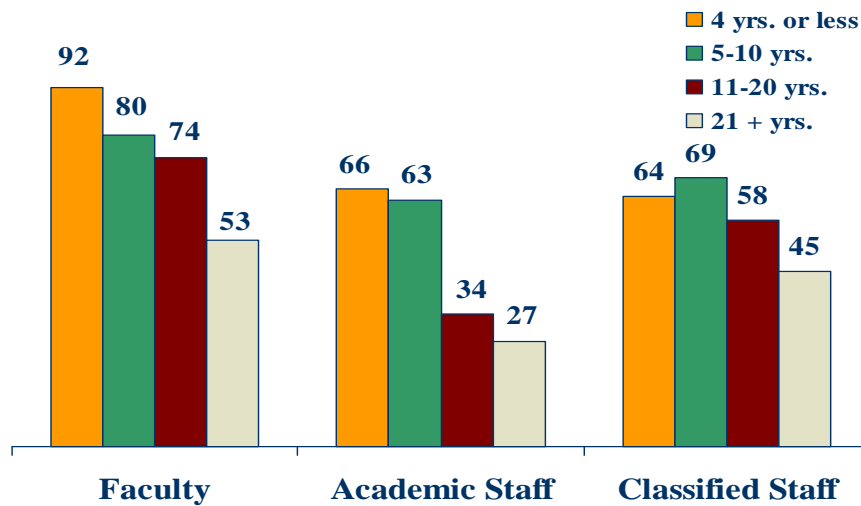
<u>Academic/Work Unit</u>	<u>n</u>	<u>%</u>
College of Arts and Communication	60	8.6
College of Business and Economics	67	9.6
College of Education	89	12.7
College of Letters and Sciences	144	20.5
School of Graduate Studies and Continuing Education	18	2.6
Chancellor's Office and/or Provost's Office	8	1.1
Academic Affairs	74	10.6
Administrative Services	63	9.0
Division of Student Affairs	90	12.8
University Advancement	14	2.0
Intercollegiate Athletics	24	3.4
Other	55	7.8

Note: Table reports employee responses only (n = 701).

Approximately four percent (n = 26) of employee respondents indicated that the highest level of education they completed was high school (Table B12). Five percent (n = 33) had finished associates degrees, 15% (n = 98) bachelor's degrees, 29% (n = 192) master's degrees, and 38% (n = 254) doctoral or professional degrees.

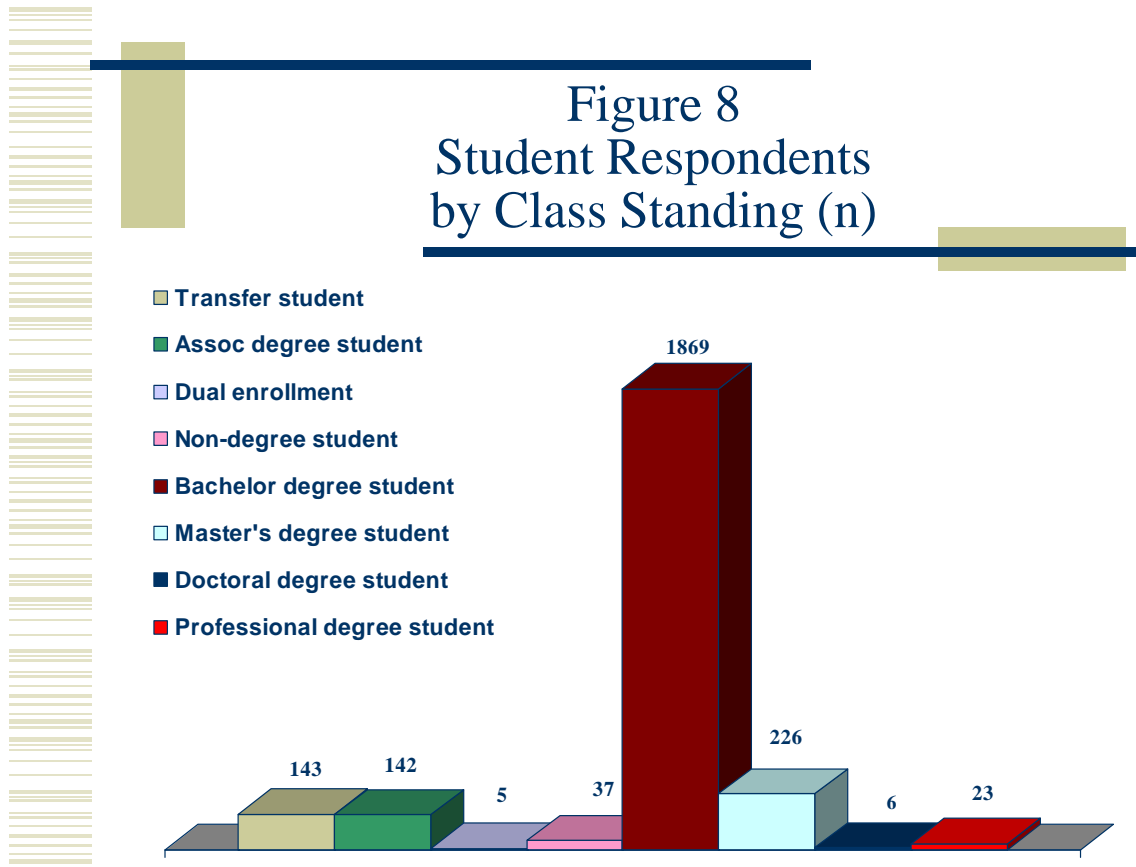
About 25% of employee respondents have been employed by UW-Whitewater for five to 10 years (Figure 7), and 22% have been at UW-Whitewater for two to four years. Eighteen percent of employees have been at the University for more than 20 years.

Figure 7
Employees' Time at the Institution (n)



Twenty-seven percent (n = 187) of current UW-Whitewater employees have worked for more than one UW System Institution/System Administration (Table B20). Of those respondents, 89 worked at UW-Madison, 42 worked at UW-Milwaukee, and 20 worked at one of the UW-Colleges (Table B21).

Approximately 90% (n = 2,196) of the student respondents were undergraduate students, and 10% (n = 255) were graduate students³³ (Figure 8).



Of the associate degree students, 61% (n = 152) were working towards the associate degree only, 33% (n = 82) were working towards associate degrees and planning to transfer to another institution, and seven percent (n = 17) plan to transfer without earning associate degrees (Table B9).

³³ 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

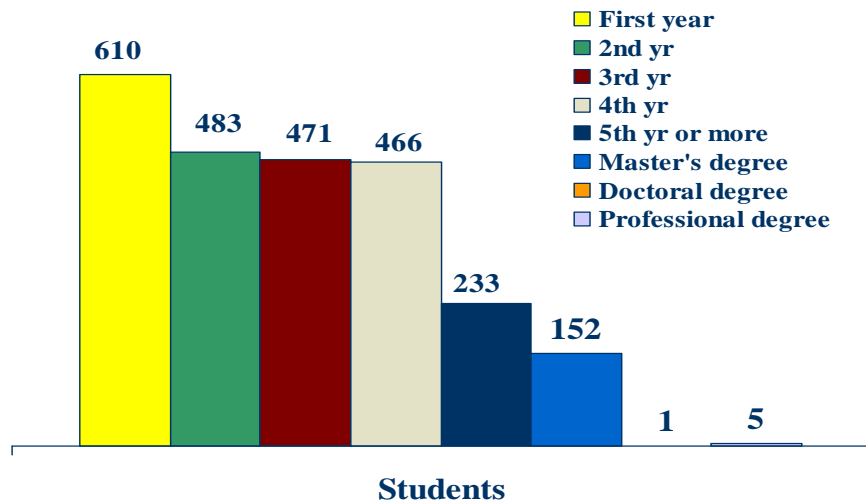
Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	66	2.6	74	2.9
High school	690	27.3	689	27.2
Some college	394	15.6	386	15.3
Business/Technical certificate/degree	221	8.7	200	7.9
Associates degree	189	7.5	191	7.5
Bachelors degree	483	19.1	531	21.0
Some graduate work	56	2.2	52	2.1
Masters degree	268	10.6	193	7.6
Doctorate degree	41	1.6	18	0.7
Other professional degree	16	0.6	24	0.9
Unknown	7	0.3	27	1.1
Not applicable	10	0.4	28	1.1
Missing ³⁴	89	3.5	117	4.6

Note: Table reports student responses only (n = 2530).

³⁴ Note: The “Missing” row in this table includes 79 respondents that initially answered “Other” to Question 28 about their primary status at UW-Whitewater and were then re-coded as students. Respondents that selected “Other” in Question 28 did not have a chance to answer questions specifically directed at faculty or students.

Twenty-five percent (n = 610) of student respondents were first-year students, and between 19 and 20% were second- through fourth-year students (Figure 9).³⁵ About ten percent (n = 233) were fifth-year seniors, while seven percent (n = 158) were graduate students.

Figure 9
Student Respondents' College Career (n)

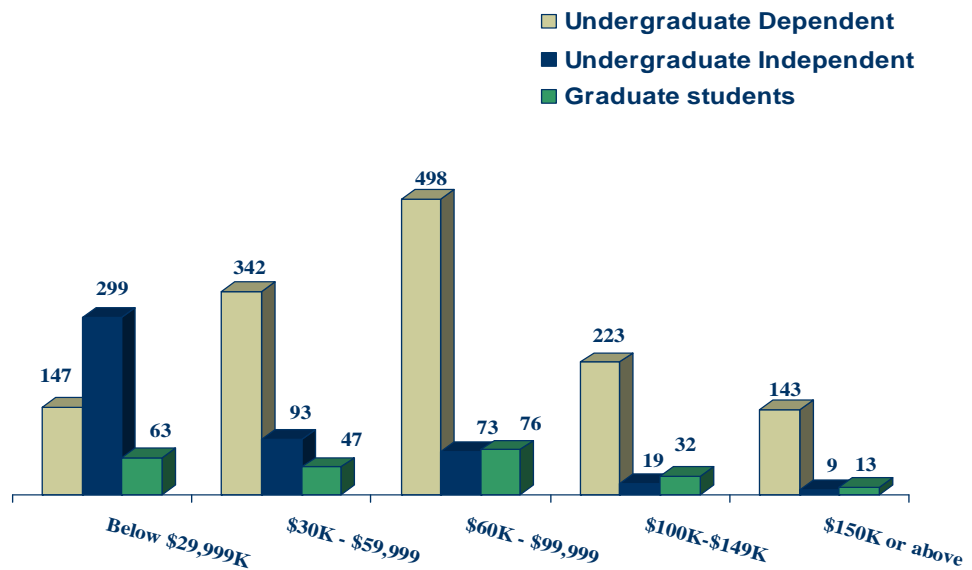


Seventy-two percent (n = 1,762) of student respondents were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and 28% (n = 674) were independent students (i.e., they were the sole providers for their living/educational expenses) Table B23). Twenty-eight percent (n = 678) of all students were working 20 or more hours per week (Table B26).

³⁵ There were discrepancies in how the respondents answered questions 28 (primary position) and 41 (where are you in your college career). These are reflected in Figures 8 and 9 and I Tables 8 and 22 in Appendix B.

Twenty-one percent (n = 512) of student respondents reported that they or their families have annual incomes of less than \$30,000. Twenty percent (n = 483) reported annual incomes between \$30,000 and \$59,999, 27% (n = 649) between \$60,000 and \$99,999, 15% (n = 354) between \$100,000 and \$149,999, and seven percent (n = 165) over \$150,000 annually. These figures are displayed by student income in Figure 10. Undergraduate information is provided for those who indicated that they were financially dependent versus those who indicated that they were financially independent.

Figure 10
Income by Student Position Status (n)

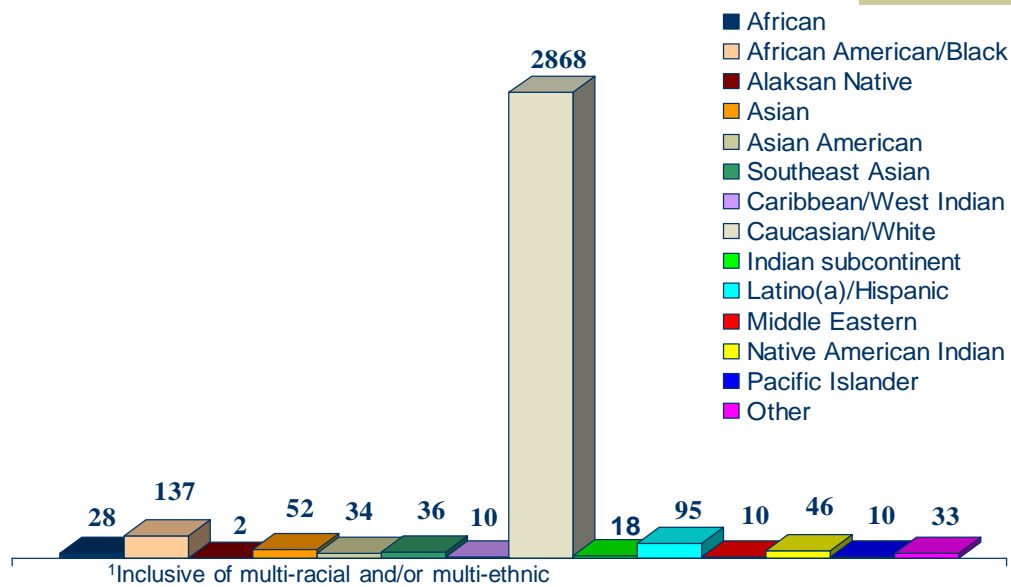


Of the students completing the survey, 43% (n = 1,096) lived in residence halls and 39% (n = 987) lived in off-campus houses and apartments (Table 6).

Table 6. Students' Residence	n	%
Residence hall	1096	43.3
Fraternity/Sorority housing	58	2.3
Off campus apartment/house	987	39.0
With partner/spouse/children	141	5.6
With parent(s)/family/relative(s)	144	5.7
Other	19	0.8

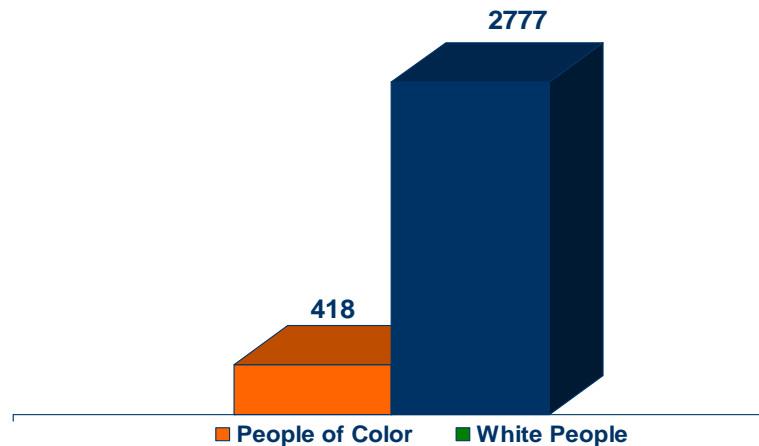
With regard to race and ethnicity, 89% (n = 2,868) of the respondents identified as White/Caucasian (Figure 11). Four percent (n = 137) were African American/Black, and three percent (n = 95) were Latino(a)/Hispanic. Two percent (n = 52) were Asian. One percent or fewer were African (n = 28), Alaskan Native (n = 2), Asian American (n = 34), Southeast Asian (n = 36), Caribbean/West Indian (n = 10), from the Indian subcontinent (n = 18), Middle Eastern (n = 10), Native American Indian (n = 46), or Pacific Islander (n = 10). Of the 52 Asian respondents, 17 respondents indicated they were Chinese, 12 were Hmong, four were Indian, three were Korean, and others were Japanese, Thai, and Filipino. Among Latinos, 21 people said they were Mexican, and nine respondents were Mexican-American. Twelve respondents were Puerto Rican. Many people who choose “other” wrote in comments such as European American, American, and human.

Figure 11
Respondents by Racial/Ethnic Identity (n)¹
 (Duplicated Total)



Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 2,777, 87%) as part of their identity and 418 respondents (13%) chose a category other than White as part of their identity (Figure 12). Given 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.³⁶

Figure 12
Respondents by Racial/Ethnic Identity (n)
(Unduplicated Total)



³⁶ 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.

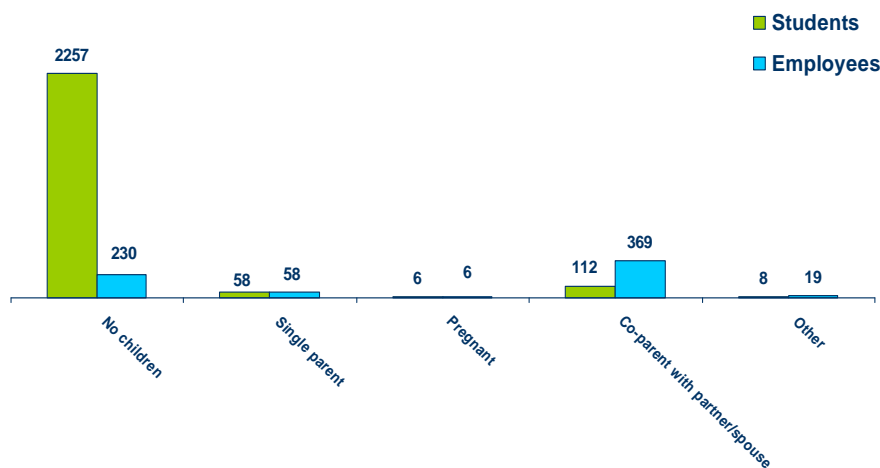
Table 7 illustrates that approximately 66% (n = 2,134) of the respondents were affiliated with a Christian denomination, while 21% (n = 672) identified as having no spiritual affiliation (no affiliation, atheist, agnostic). Many respondents that marked “other” named Christian religions not identified on the survey (e.g., Anglican, Assembly of God, Congregational, Evangelical Free, Protestant, Reformed, United Methodist Church) and those identified on the survey (e.g., Catholic, Christian, and Protestant). Others identified their spiritual affiliations as Deist, Taoist, Gnostic Jew, Jedi, “my own combinations,” etc.

Table 7. Respondents' Religious or Spiritual Affiliations

Affiliation	n	%
Animist	1	0.0
Anabaptist	1	0.0
Agnostic	162	5.0
Atheist	114	3.6
Baha'i	0	0.0
Baptist	89	2.8
Buddhist	17	0.5
Eastern Orthodox	2	0.1
Episcopalian	19	0.6
Hindu	9	0.3
Islam	12	0.4
Jehovah's Witness	0	0.0
Jewish	35	1.1
LDS (Mormon)	4	0.1
Lutheran	583	18.2
Mennonite	1	0.0
Methodist	158	4.9
Moravian	3	0.1
Native American Traditional Practitioner	3	0.1
Nondenominational Christian	264	8.2
Pagan	10	0.3
Pentecostal	23	0.7
Presbyterian	46	1.4
Quaker	3	0.1
Roman Catholic	858	26.7
Seventh Day Adventist	2	0.1
Shamanist	18	0.6
Sikh	1	0.0
Unitarian Universalist	12	0.4
United Church of Christ	83	2.6
Wiccan	6	0.2
Spiritual, but no religious Affiliation	179	5.6
No affiliation	396	12.3
Other	97	3.0

While 92% of student respondents had no children, 5% (n = 112) were co-parenting, and another 2% (n = 58) were single parents (Figure 13). Over half (54%, n = 369) of employee respondents were co-parenting with a spouse or partner. Thirty-four percent (n = 230) or one third of employees had no children. Fourteen 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)



Sixty-six percent of employees were married, eight percent were partnered, and 17% were single (Table B6). Sixty-seven percent of student respondents said they were single, while 26% considered themselves partnered. Four employee respondents and four students were partnered in a civil union.

Six percent of respondents (n = 193) had a disability that substantially affects major life activities (Table B15). Of those 193 respondents, 121 (63%) said they had physical disabilities, 75 (39%) had learning disabilities, and 52 (27%) had psychological conditions (Figure 14).

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

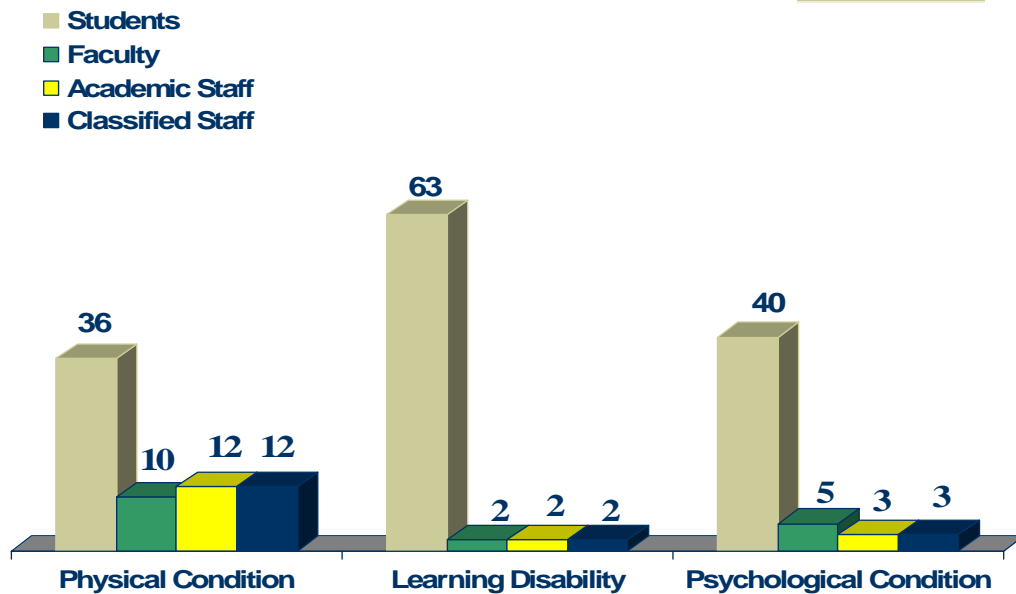


Table 8 indicates that approximately 98% (n = 3,160) of respondents who completed this survey were U.S. citizens.

Table 8. Respondents' Citizenship Status

	Students		Employees	
	n	%	n	%
U.S. citizen	2377	97.1	436	90.6
U.S. citizen – naturalized	29	1.2	18	3.7
Dual citizenship	8	0.3	3	0.6
Permanent resident (immigrant)	9	0.4	13	2.7
Permanent resident (refugee)	0	0.0	1	0.2
International (F-1, J-1, or H1-B, or other visa)	25	1.0	9	1.9

Ninety-eight respondents (3%) were active military members or veterans (Table B27).

Thirty-two percent (n = 1,019) of all respondents grew up in a suburban area, 30% (n = 986) grew up in a small town, 14% (n = 455) were raised in an urban area, and 12% (n = 379) grew up in rural areas (non-farm) (Table B27).

Campus Climate Assessment Findings³⁷

The following section³⁸ reviews the major findings of this study. The review explores the climate at UW-Whitewater 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, 14% (n = 445) of respondents believed³⁹ that 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 learn⁴⁰ at UW-Whitewater (Table B31). Respondents indicated these experiences were based most often on their gender (29%, n = 129), age (25%, n = 113), university status⁴¹ (25%, n = 110), physical characteristics (15%, n = 65), religious/spiritual views (12%, n = 53), and political views (12%, n = 52) (Table 9). The percentage of respondents experiencing harassment at UW-Whitewater is lower than the percentage of respondents who experienced harassment in studies of other institutions.⁴²

³⁷ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁸ 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).

³⁹ 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.

⁴⁰ 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 unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

⁴¹ University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

⁴² 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%).

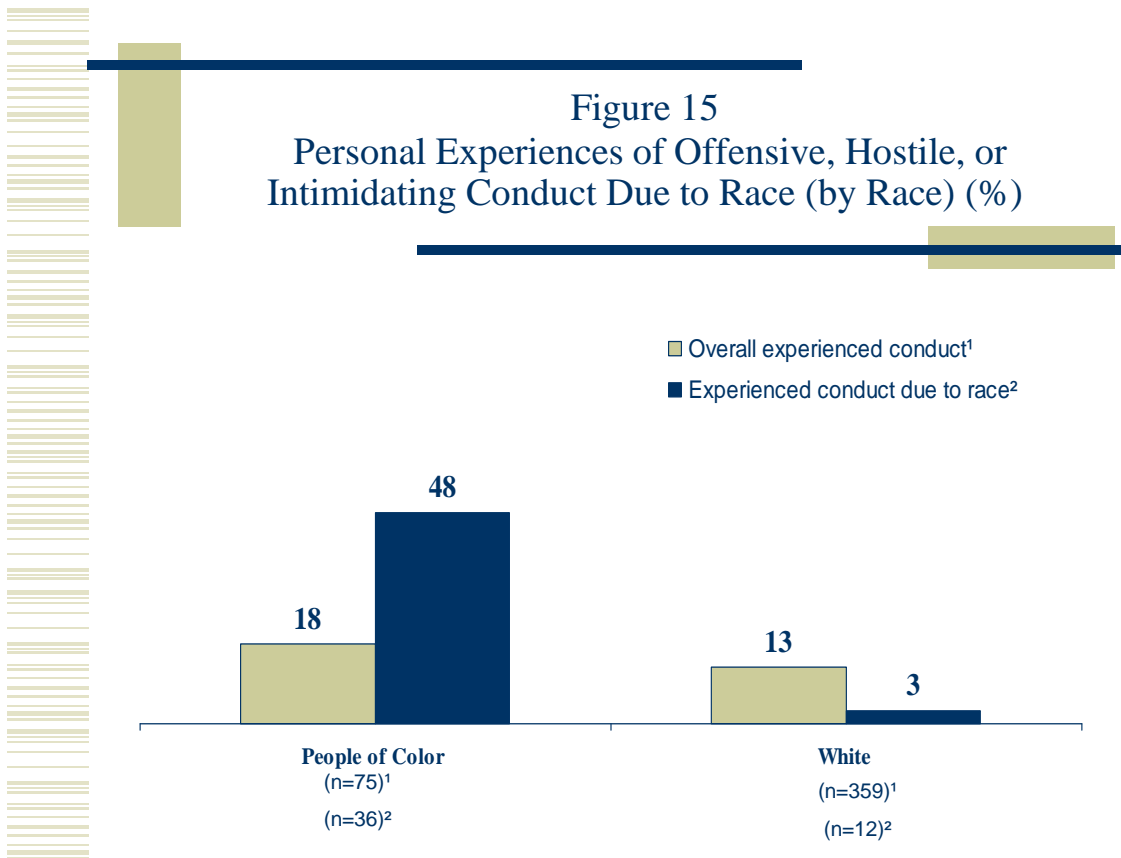
Table 9. Fourteen Percent of Respondents Provided the Following Bases for the Conduct They Experienced

	n	%
My gender	129	29.0
My age	113	25.4
My status (e.g., part-time status, faculty, staff, student)	110	24.7
My physical characteristics	65	14.6
My religion/spiritual status	53	11.9
My political views	52	11.7
My educational level	49	11.0
My race	49	11.0
My ethnicity	46	10.3
My sexual orientation	34	7.6
My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)	24	5.4
My socioeconomic status	23	5.2
My parental status (e.g., having children)	18	4.0
My country of origin	17	3.8
My English language proficiency/accent	15	3.4
My gender expression	13	2.9
My learning disability	13	2.9
My military/veteran status	10	2.2
My physical disability	10	2.2
My immigrant status	6	1.3
My gender identity	5	1.1
Other	90	20.2

Note: Only answered by respondents reporting experience of harassment (n = 445). 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 (18%, n = 75) believed they had experienced this conduct than did White respondents (13%, n = 359). Of those respondents who believed they had experienced the conduct, 48% (n = 36) of Respondents of Color said it was based on their race, while only three percent (n = 12) of White respondents thought the conduct was based on race.

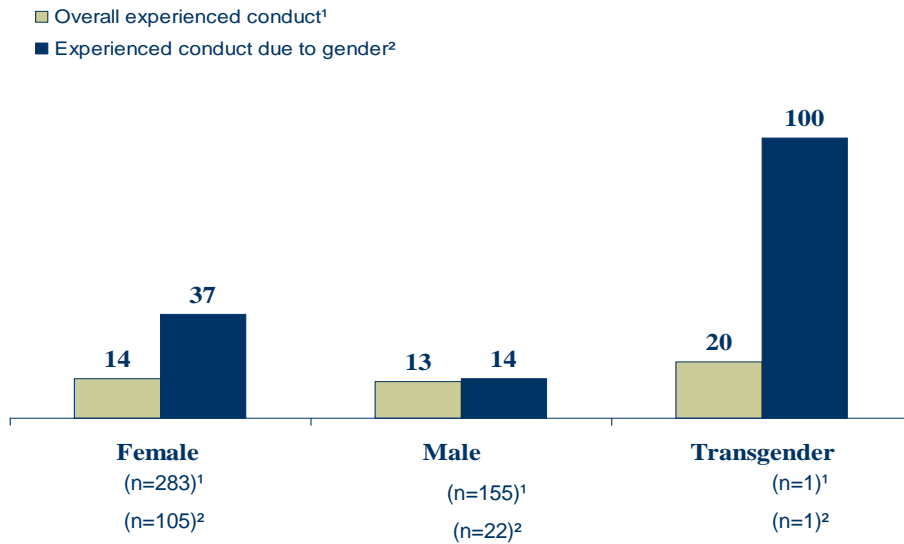


¹ Percentages are based on total n split by group.

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 (13%, n = 155, and 14%, n = 283, respectively) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct. Thirty-seven percent (n = 105) of women who believed they had experienced this conduct – in comparison with 14% (n = 22) of men – said it was based on gender.

Figure 16
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Gender (by Gender) (%)

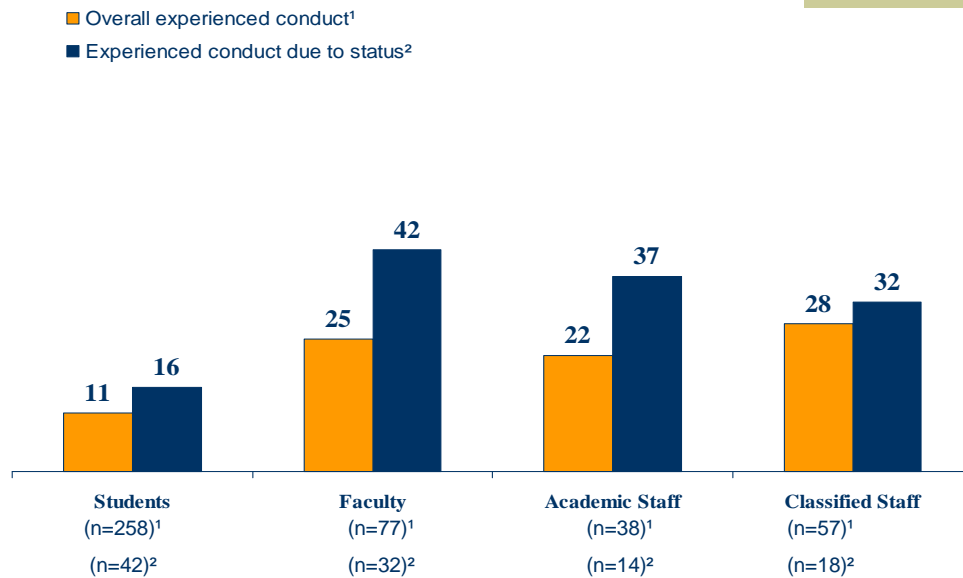


¹ Percentages are based on total n split by group.

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

As depicted in Figure 17, a greater percentage of classified staff respondents (28%, n = 57) believed that they had been harassed as opposed to other respondents; however, 42% (n = 32) of faculty members who believed they were harassed said the conduct was based on their status at UW-Whitewater.

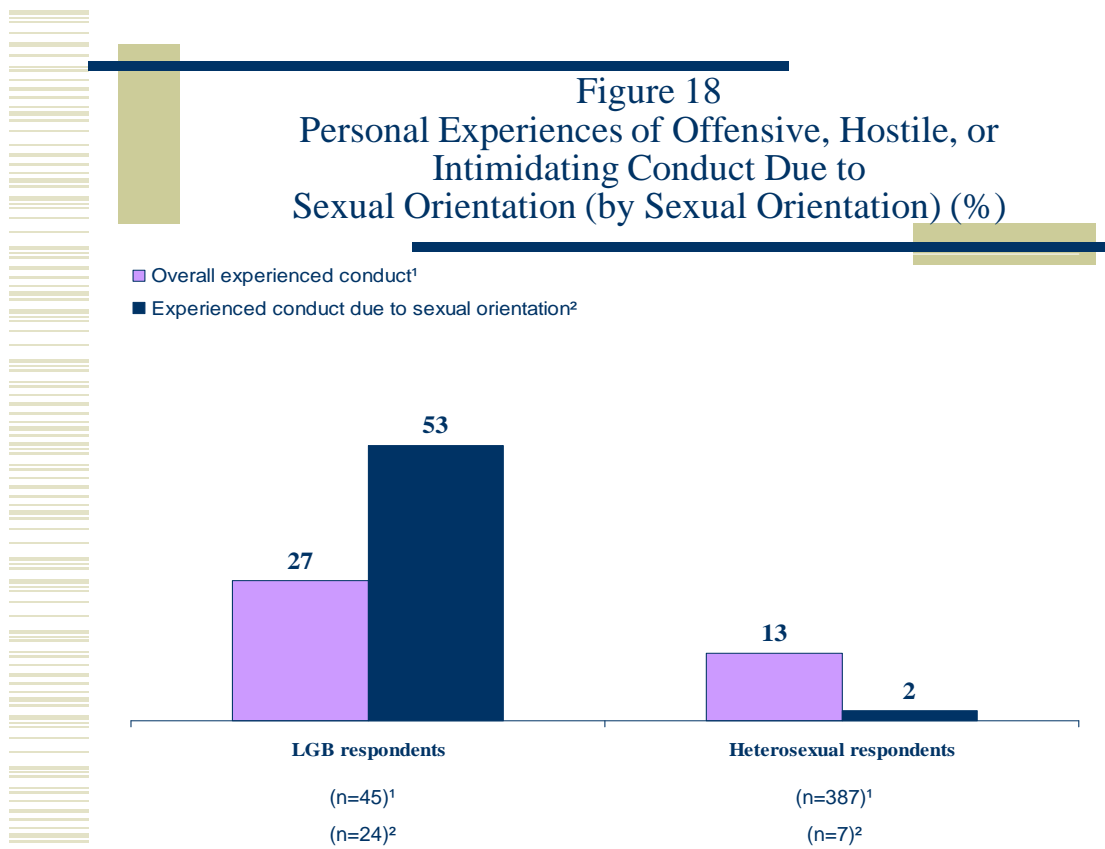
Figure 17
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Position Status (by Position Status) (%)



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 more than twice the percentage (n = 27%, n = 45) of sexual minorities (i.e., lesbian, gay, and bisexual persons) than heterosexual respondents (13%, n = 387) believed they had experienced this conduct. Of those respondents who believed they had experienced this type of conduct, 53% (n = 24) of sexual minorities versus two percent (n = 7) of heterosexual respondents indicated that this conduct was based on sexual orientation.

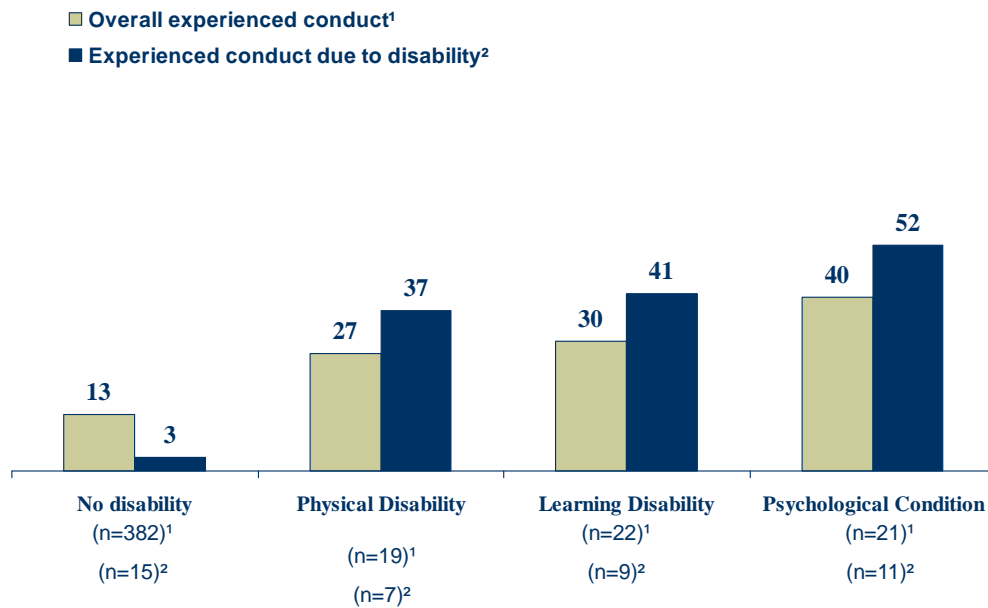


¹ Percentages are based on total n split by group.

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

Higher percentages of people who reported having a physical disability (27%, n = 19), learning disability (30%, n = 22), or psychological condition (40%, n = 21) that substantially affects a major life activity than self-identified, non-disabled people (13%, n = 382) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 19). Fifty-two percent (n = 11) of those respondents with psychological conditions who believed they had experienced harassment said the conduct was based on their disability.

Figure 19
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Disability (by Disability Status) (%)



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 perceived themselves to have experienced this conduct. Forty-nine percent (n = 218) of those experiencing harassing conduct felt deliberately ignored or excluded, 32% (n = 143) felt intimidated and bullied, 21% (n = 93) saw others staring at them, and 20% (n = 89) were the targets of derogatory remarks.

Of the respondents who believed they were deliberately ignored or excluded, 34% (n = 75) said it occurred in class, and 33% (n = 71) said it happened in a meeting with a group of people (Table B42). Thirty-four percent of those respondents who believed they were intimidated/bullied said it happened while working at a campus job (n = 48), and 25% (n = 36) said it happened in a class (Table B44). Of those respondents that saw someone staring at them, 53% (n = 49) said it happened in class, and 47% (n = 44) said it happened while walking on campus⁴³ (Table B41). Thirty-three percent of those respondents who believed they were the targets of derogatory remarks said it happened while working at a campus job (n = 29) (Table B43).

⁴³ For complete listings of where harassment occurred, see the data tables in Appendix B.

Table 10. Form of Experienced Harassment

	n	%
Deliberately ignored or excluded	218	49.0
Felt intimidated/bullied	143	32.1
Stares	93	20.9
Derogatory remarks	89	20.0
Isolated or left out when working in groups	75	16.9
Isolated or left out because of my identity	54	12.1
Received a low performance evaluation	49	11.0
Derogatory written comments	41	9.2
Feared getting a poor grade because of hostile classroom environment	40	9.0
Feared for my physical safety	35	7.9
Target of racial/ethnic profiling	34	7.6
Singled out as the “resident authority” regarding my identity	28	6.3
Derogatory/unsolicited e-mails	23	5.2
Threats of physical violence	22	4.9
Someone assumed I was admitted or hired because of my identity	22	4.9
Derogatory phone calls	18	4.0
Graffiti	12	2.7
Victim of a crime	12	2.7
Target of physical violence	11	2.5
Feared for my family’s safety	7	1.6
Other	65	14.6

Note: Only answered by respondents who believed they had experienced harassment (n = 445). 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 (57%, n = 43), someone staring at them (37%, n = 28), being a target of racial/ethnic profiling⁴⁴ (32%, n = 24), and being left out when working in groups (24%, n = 28) (Table 11).

⁴⁴ 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 = 359		Respondents of Color n = 75	
	n	%	n	%
Target of racial/ethnic profiling	10	2.8	24	32.0
Graffiti	9	2.5	3	4.0
Derogatory written comments	35	9.7	6	8.0
Derogatory phone calls	16	4.5	2	2.7
Threats of physical violence	17	4.7	4	5.3
Derogatory/unsolicited e-mails	19	5.3	4	5.3
Target of physical violence	9	2.5	2	2.7
Stares	63	17.5	28	37.3
Deliberately ignored or excluded	169	47.1	43	57.3
Derogatory remarks	75	20.9	14	18.7
Felt intimidated/bullied	125	34.8	17	22.7
Feared for my physical safety	30	8.4	5	6.7
Feared for my family's safety	4	1.1	3	4.0
Someone assumed I was admitted or hired because of my identity	9	2.5	13	17.3
Victim of a crime	9	2.5	3	4.0
Feared getting a poor grade because of hostile classroom environment	33	9.2	6	8.0
Received a low performance evaluation	37	10.3	9	12.0
Singled out as the "resident authority" regarding my identity	23	6.4	5	6.7
Isolated or left out when working in groups	56	15.6	18	24.0
Isolated or left out because of my identity	43	12.0	11	14.7

Note: Only answered by respondents who believed they had experienced harassment (n = 445). Percentages do not sum to 100 due to multiple responses.

Sexual minority respondents most often believed they had experienced harassment in the form of feeling ignored or excluded (49%, n =22), receiving derogatory remarks (36%, n =16), noticing someone staring at them (29%, n =13), and being intimidated or bullied (29%, n =13) (Table 12).

Table 12. Form of Experienced Harassment by Sexual Orientation

Form	Heterosexual Respondents n = 387		LGB Respondents n =45	
	n	%	n	%
Target of racial/ethnic profiling	32	8.3	1	2.2
Graffiti	10	2.6	1	2.2
Derogatory written comments	32	8.3	5	11.1
Derogatory phone calls	16	4.1	1	2.2
Threats of physical violence	20	5.2	1	2.2
Derogatory/unsolicited e-mails	20	5.2	2	4.4
Target of physical violence	10	2.6	0	0.0
Stares	76	19.6	13	28.9
Deliberately ignored or excluded	190	49.1	22	48.9
Derogatory remarks	69	17.8	16	35.6
Felt intimidated/bullied	127	32.8	13	28.9
Feared for my physical safety	28	7.2	6	13.3
Feared for my family’s safety	4	1.0	2	4.4
Someone assumed I was admitted or hired because of my identity	21	5.4	0	0.0
Victim of a crime	10	2.6	0	0.0
Feared getting a poor grade because of hostile classroom environment	34	8.8	4	8.9
Received a low performance evaluation	42	10.9	4	8.9
Singled out as the “resident authority” regarding my identity	20	5.2	7	15.6
Isolated or left out when working in groups	68	17.6	6	13.3
Isolated or left out because of my identity	48	12.4	4	8.9

Note: Only answered by respondents who believed they had experienced harassment (n = 445). 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, and psychological conditions were being ignored or excluded (42%, 50%, 67%, respectively), being isolated or left out because of their identity (26%, 32%, 38%, respectively), being isolated when working in groups (37%, 23%, 29%, respectively) and noticing someone staring at them (11%, 32%, 29%, respectively)
(Table 13).

Table 13. Form of Experienced Harassment by Disability Status

Form	Physically Disabled n = 19		Learning Disabled n = 22		Psychological Condition n = 21	
	n	%	n	%	n	%
Target of racial/ethnic profiling	1	5.3	1	4.5	1	4.8
Graffiti	1	5.3	1	4.5	1	4.8
Derogatory written comments	2	10.5	4	18.2	1	4.8
Derogatory phone calls	2	10.5	4	18.2	5	23.8
Threats of physical violence	1	5.3	3	13.6	3	14.3
Derogatory/unsolicited e-mails	3	15.8	1	4.5	2	9.5
Target of physical violence	2	10.5	3	13.6	3	14.3
Stares	2	10.5	7	31.8	6	28.6
Deliberately ignored or excluded	8	42.1	11	50.0	14	66.7
Derogatory remarks	2	10.5	3	13.6	2	9.5
Felt intimidated/bullied	6	31.6	4	18.2	2	9.5
Feared for my physical safety	3	15.8	5	22.7	3	14.3
Feared for my family's safety	1	5.3	2	9.1	1	4.8
Someone assumed I was admitted or hired because of my identity	1	5.3	1	4.5	2	9.5
Victim of a crime	2	10.5	3	13.6	3	14.3
Feared getting a poor grade because of hostile classroom environment	1	5.3	6	27.3	7	33.3
Received a low performance evaluation	6	31.6	1	4.5	2	9.5
Singled out as the "resident authority" regarding my identity	1	5.3	4	18.2	4	19.0
Isolated or left out when working in groups	7	36.8	5	22.7	6	28.6
Isolated or left out because of my identity	5	26.3	7	31.8	8	38.1

Note: Only answered by respondents who believed they had experienced harassment (n = 445). Percentages do not sum to 100 due to multiple responses.

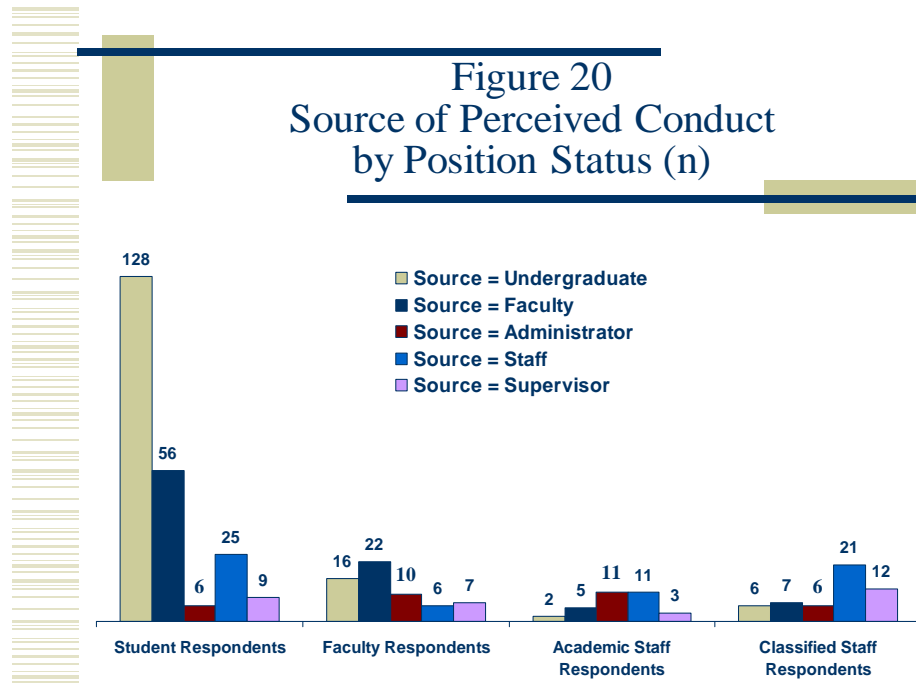
Thirty-six percent (n = 161) of the respondents identified undergraduate students as the sources of the conduct (Table 14). Twenty-three percent (n = 102) identified colleagues, and 21% (n = 95) identified faculty members as the sources.

Table 14. People Identified by Respondents as Source of Experienced Harassment

	n	%
Undergraduate student	161	36.2
Colleague	102	22.9
Faculty member	95	21.3
Staff member	64	14.4
Administrator	34	7.6
Department chair	33	7.4
Supervisor	32	7.2
Academic administrator	31	7.0
Don't know source	26	5.8
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	16	3.6
Campus visitor(s)	14	3.1
Faculty advisor	14	3.1
Community member	12	2.7
Graduate student	12	2.7
Center director	6	1.3
Person that I supervise	6	1.3
Campus security	4	0.9
Research assistant	2	0.4
Teaching assistant	2	0.4
Other	36	8.1

Note: Only answered by respondents who believed they had experienced harassment (n = 445). Percentages do not sum to 100 due to multiple responses.

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



In response to this conduct, 56% (n = 250) of respondents were angry, 41% (n = 182) felt embarrassed, and 39% (n = 172) told a friend (Table 15). While 16% (n = 70) of participants made complaints to campus officials, 17% (n = 74) did not know whom to go to, 18% (n = 80) did not report the incident for fear of retaliation, and 12% (n = 53) did not report it for fear their complaints would not be taken seriously.

Table 15. Reactions to Experienced Harassment

Reactions	n	%
Was angry	250	56.2
Felt embarrassed	182	40.9
Told a friend	172	38.7
Avoided the person who harassed me	149	33.5
Ignored it	124	27.9
Didn't report it for fear of retaliation	80	18.0
Was afraid	79	17.8
Didn't know who to go to	74	16.6
Confronted the harasser at the time	73	16.4
Made a complaint to a campus employee/official	70	15.7
Didn't report it for fear my complaint would not be taken seriously	53	11.9
Felt somehow responsible	48	10.8
Left the situation immediately	47	10.6
Did report it but my complaint was not taken seriously	40	9.0
Confronted the harasser later	30	6.7
Didn't affect me at the time	24	5.4
Sought support from counseling/advocacy services	23	5.2
Other	28	6.3

Note: Only answered by respondents who believed they had experienced harassment (n = 445). 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,⁴⁵ sexual assault⁴⁶) during their time at their institution. Seven percent (n = 220) of all respondents indicated that they believed they had been touched in a sexual manner that made them feel uncomfortable or fearful at UW-Whitewater 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	3010	93.2
Rarely	162	5.0
Sometimes	49	1.5
Often	5	0.2
Very often	4	0.1

⁴⁵ 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.”

⁴⁶ 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.”

Five percent (n = 165) of all respondents indicated that they “sometimes,” “often” or “very often” felt that there were times when they were fearful of being sexually harassed at UW-Whitewater.

Table 17. Respondents Who Were Fearful of Being Sexually Harassed at UW-Whitewater

	n	%
Never	2621	81.1
Rarely	446	13.8
Sometimes	143	4.4
Often	13	0.4
Very often	9	0.3

Respondents most often feared being sexually harassed by strangers (49%, n = 300), students (47%, n = 289), acquaintances (14%, n = 83), and friends (13%, n = 77) (Table 18).

Table 18. People Who Respondents Feared Would Sexually Harass Them

	n	%
Stranger	300	49.1
Student	289	47.3
Acquaintance	83	13.6
Friend	77	12.6
Co-worker	41	6.7
Faculty member	15	2.5
Partner/spouse	11	1.8
Staff member	11	1.8
Administrator	10	1.3
Department chair	7	1.1
Supervisor	6	1.0
Academic advisor	5	0.8
Person that I supervise	5	0.8
Research assistant	3	0.5
Teaching Assistant	3	0.5
Faculty advisor	2	0.3
Other	36	5.9

Note: Only answered by respondents that feared sexual harassment (n = 611).
 Percentages do not sum to 100 due to multiple responses.

Seventy-three people (2%) believed they had been the victims of sexual assault while at UW-Whitewater (Table B60). Analyses of the data suggest that women respondents, people who are queer, and disabled respondents were more likely than other groups to believe they had experienced sexual assault. Figures 21 through 26 indicate the

percentage of respondents who believe they have suffered a sexual assault while at UW-Whitewater.

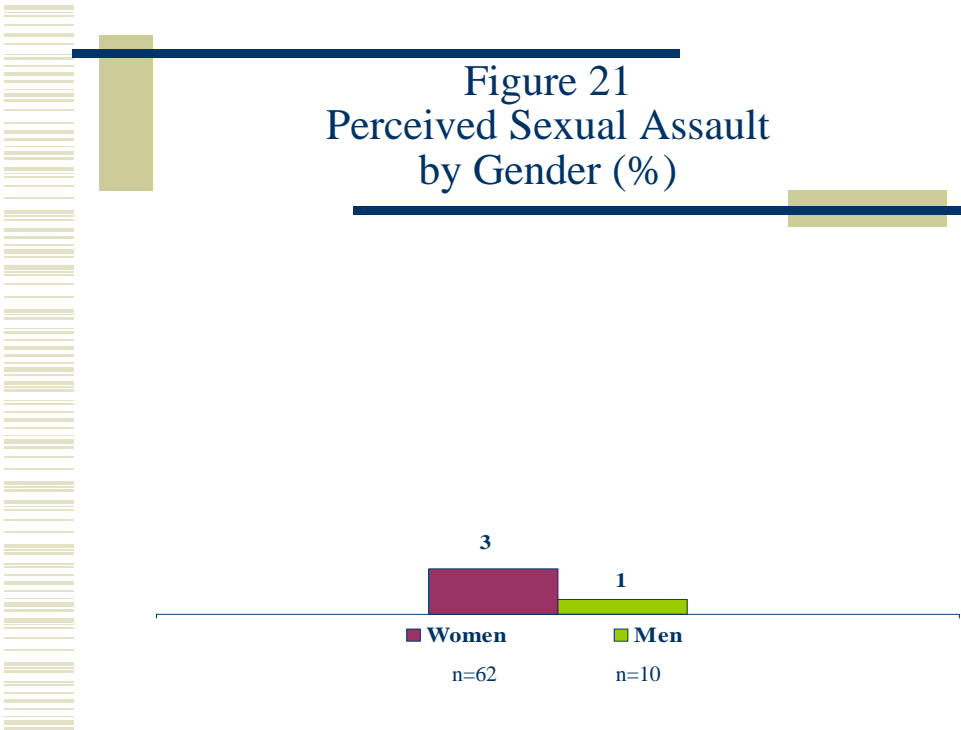


Figure 22
Perceived Sexual Assault
by Sexual Orientation (%)

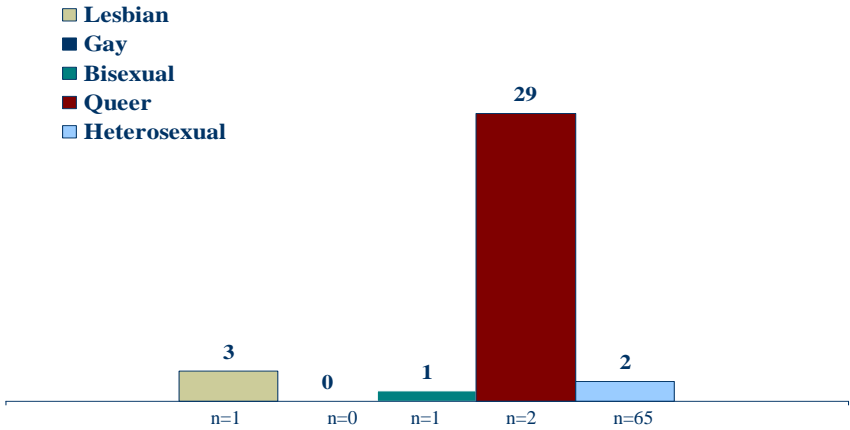


Figure 23
Perceived Sexual Assault
by Race (%)

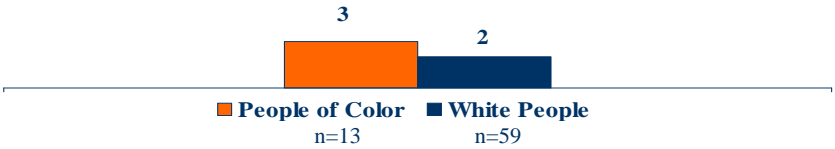


Figure 24
Perceived Sexual Assault
by Disability Status (%)

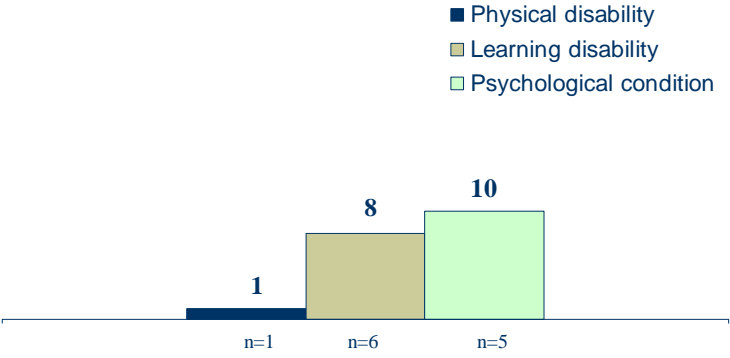


Figure 25
Perceived Sexual Assault by
Position Status & Gender (%)

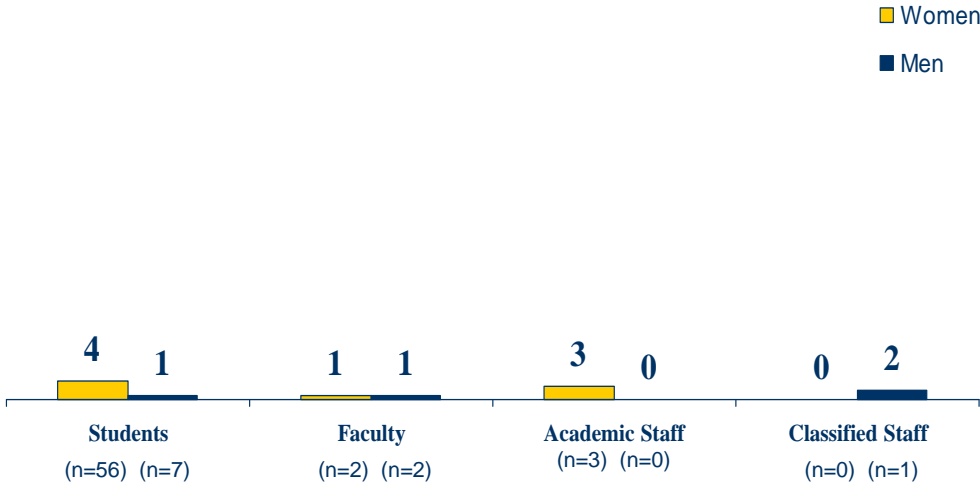
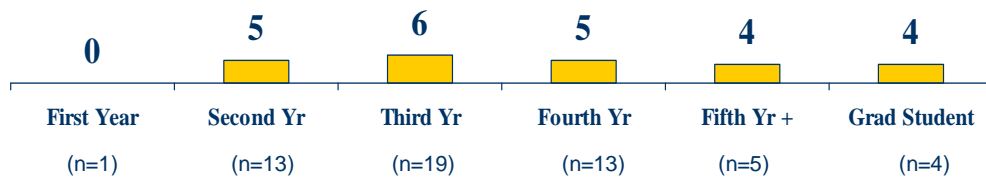


Figure 26
Women Students Who Believed They Had Been Sexually Assaulted by Class Standing (%)



Forty-one percent (n = 30) of those who believed they had been sexually assaulted believed they were assaulted off-campus and 52% (n = 38) believed they were assaulted on-campus (Table B62). Of those who believed they were assaulted off-campus, several indicated that the locations were in homes or apartments, at parties, and in bars. Of those who believed they were assaulted on-campus, respondents said the assaults occurred in specific buildings (e.g., Clem, Wells East, in a classroom, sport facility), and 18 respondents believed that 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 = 26), friends (n = 18), strangers (n = 8), acquaintances (n = 4), and partner/spouse (n = 4). Among employees, five respondents believed they had been sexually assaulted by co-workers.

Table 19. Alleged Perpetrator of Sexual Assault

	Students n	Employees n
Academic advisor	0	1
Acquaintance	4	1
Administrator	0	1
Department chair	1	2
Co-worker	1	5
Faculty advisor	0	1
Faculty member	3	2
Friend	18	1
Partner/spouse	4	1
Person that I supervise	0	1
Research assistant	1	1
Staff member	1	1
Stranger	8	1
Student	26	2
Supervisor	2	1
Teaching Assistant	0	1
Other	7	0

Note: Only answered by respondents who believed they had experienced sexual assault (n = 73).
 Percentages do not sum to 100 due to multiple responses.

Those respondents who believed they had been sexually assaulted most often told a friend (62%, n = 45), did nothing (23%, n = 17), and told a family member (16%, n = 12) (Table 20). Only seven percent (n = 5) sought medical services, four percent (n = 3) contacted local law enforcement officials, and 11% (n = 8) contacted Campus Police/Security.

Table 20. Responses to Alleged Sexual Assault	n	%
Told a friend	45	61.6
Did nothing	17	23.3
Told a family member	12	16.4
Sought support from a campus resource/counseling center(s)	11	15.1
Contacted Campus Police/Security	8	11.0
Sought support from a staff person	8	11.0
Sought medical services	5	6.8
Sought support from a spiritual advisor	5	6.8
Sought support from off-campus hotline/advocacy service	4	5.5
Reported the incident and it was ignored	4	5.5
Sought support from a faculty member	4	5.5
Contacted my local law enforcement official	3	4.1
Sought information on-line	3	4.1
Contacted my Union	2	2.7
Other	0	0.0

Note: Only answered by respondents who believed they had experienced sexual assault (n = 73). Percentages do not sum to 100 due to multiple responses.

The respondents who believed they had been sexually assaulted but chose not to report the assault were asked why they chose 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. Some lacked confidence that reporting the assault would have any positive outcomes. Several said they did not report the incidents because they did not want to “sit in a court room and let a jury decide what was the truth” or “didn’t want my sexual history being brought up in court.” Still others seemed to blame themselves for the assaults indicating that they had put themselves in a bad situation because they were drinking.

Twenty-four 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?” Twelve respondents indicated that their complaints were responded to appropriately (Table B54). The other 12 respondents indicated that their complaints were not responded to appropriately. Of those respondents, one said “Cops made me feel like it was my fault... I don’t find that the police here know how to deal with victims.” Another respondent said it took a week for the staff member she consulted to talk with the offender, “which was plenty of time for him and all his friends to get their story straight.”

Summary

As noted earlier, 14% (n = 445) of respondents across UW-Whitewater believed they had personally experienced at least subtle forms of conduct that had interfered with their ability to work or learn on campus. The findings showed 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 alleged conduct allegedly was most often directed at People of Color, people who identify as lesbian, gay, or bisexual, and people with disabilities.

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

In addition, 73 respondents (2%) believed they had been sexually assaulted during the time that they were enrolled or employed at UW-Whitewater. Two hundred-twenty respondents (7%) believed they had been touched in a way that made them feel uncomfortable or fearful at UW-Whitewater.

Satisfaction with UW-Whitewater

Eighty-one percent (n = 553) of UW-Whitewater employees were “highly satisfied” or “satisfied” with their jobs at UW-Whitewater (Table 21). Sixty-eight percent (n = 458) were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Whitewater.

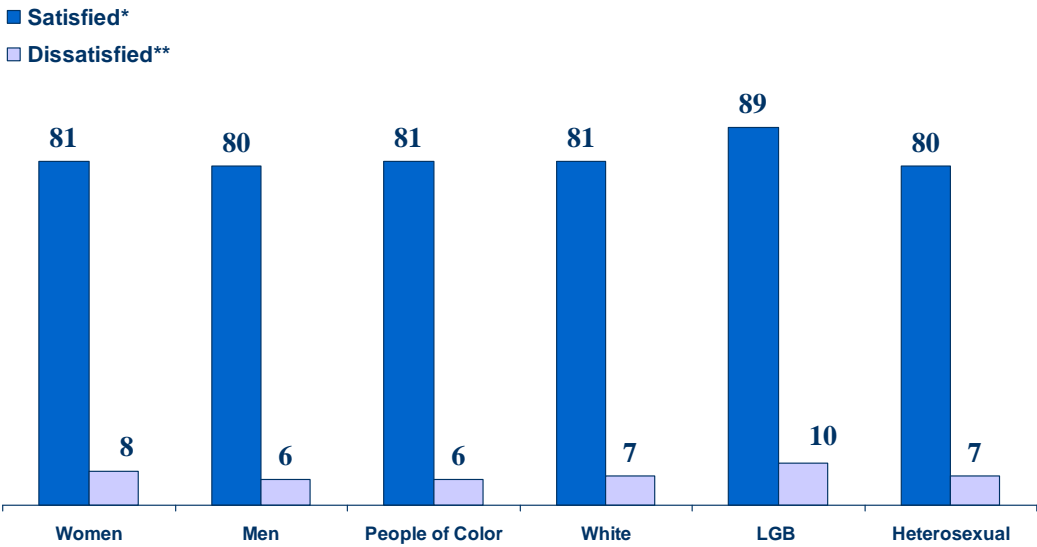
Table 21. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at UW-Whitewater	207	30.4	346	50.7	79	11.6	42	6.2	8	1.2
The way your career has progressed at UW-Whitewater	148	21.8	310	45.7	113	16.6	91	13.4	17	2.5

Note: Table reports employee responses only (n = 701).

When examining the results by various demographic categories, the reader will note that most employee groups held similar opinions about their satisfaction with their jobs (Figure 27). Sexual minority employees were most satisfied with their jobs at UW-Whitewater.

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

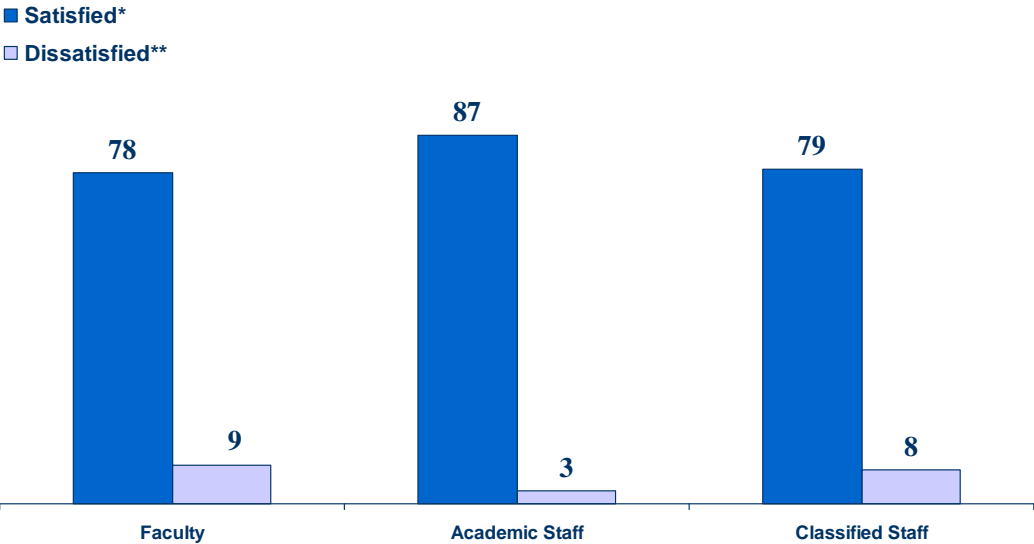


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

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

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

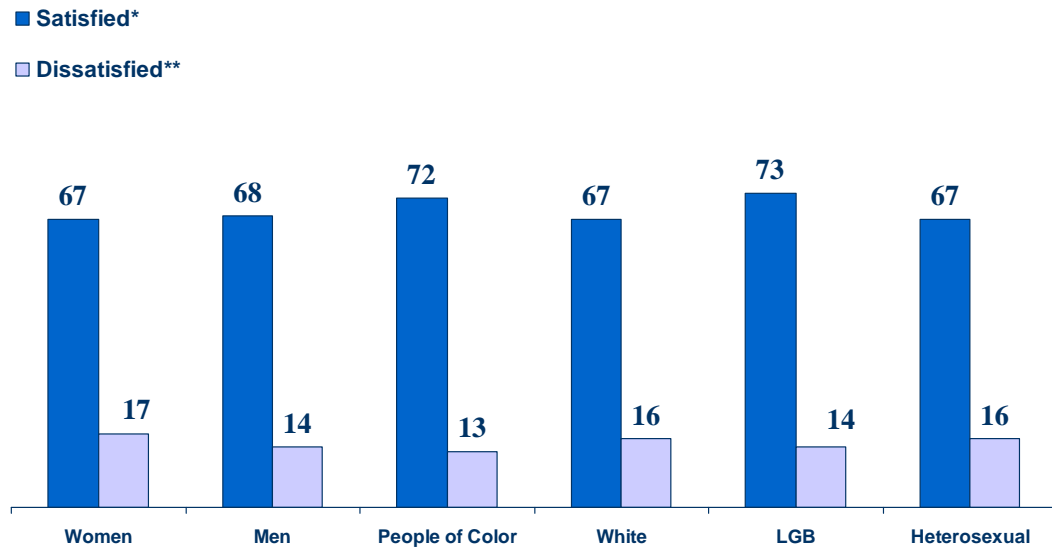


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Sexual minorities and Employees of Color were more satisfied with the way their careers have progressed at UW-Whitewater than were other groups (Figure 29). Women, Men, White respondents, and heterosexual respondents held similar opinions about their satisfaction with the way their careers have progressed.

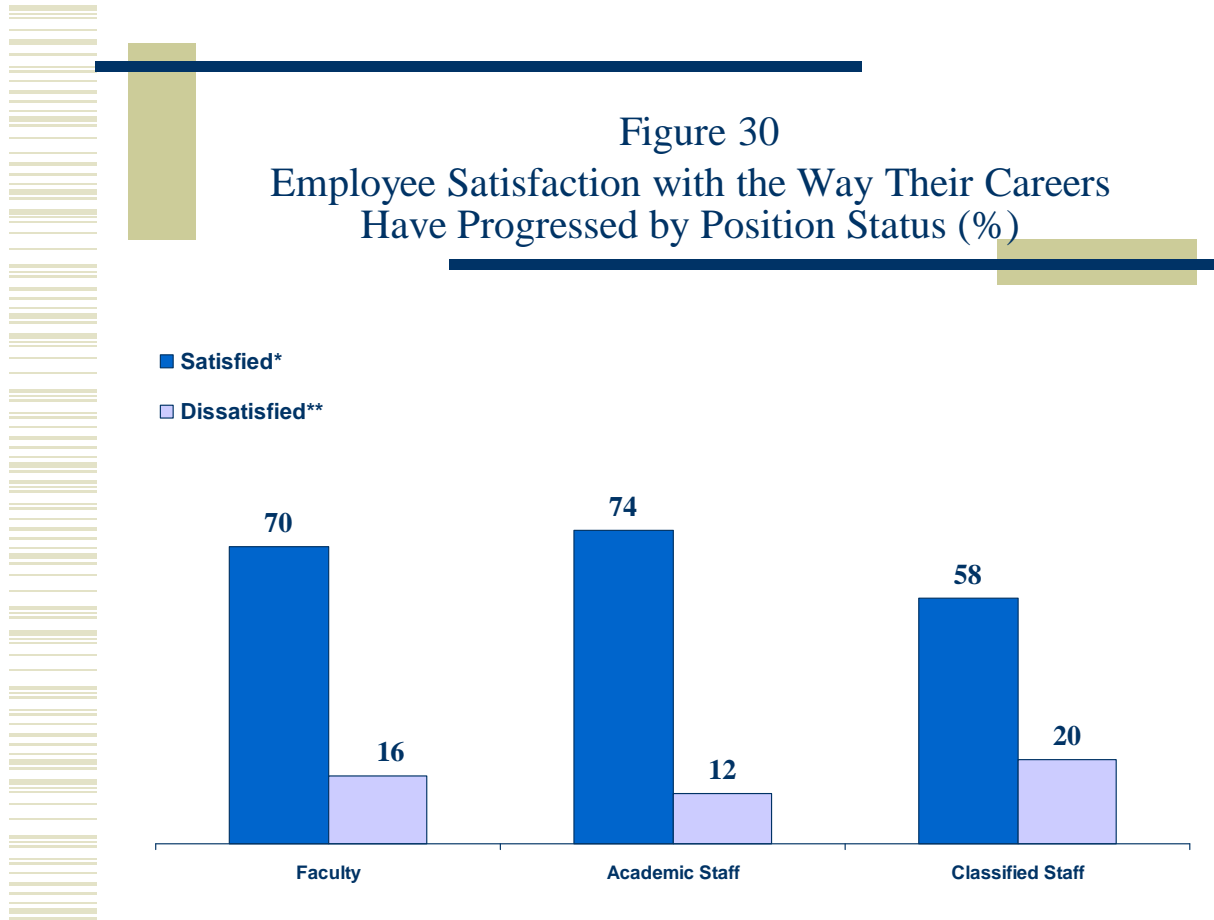
Figure 29
Employee Satisfaction with the Way
Their Careers Have Progressed
by Selected Demographics (%)



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

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



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees who were satisfied with their careers enjoyed working with students, their colleagues, and within their departments. They felt challenged and appreciated. Those respondents who were dissatisfied were disappointed in their low salaries; lack of opportunities for professional advancement; and “dysfunctional” departments, coworkers, or supervisors. A number of the dissatisfied individuals indicated they felt overworked, unchallenged, and underappreciated.

Ninety percent (n = 2,197) of students were “highly satisfied” or “satisfied” with their education at UW-Whitewater, while 80% (n = 1,939) were “highly satisfied” or “satisfied” with the way their academic careers have progressed (Table 22).

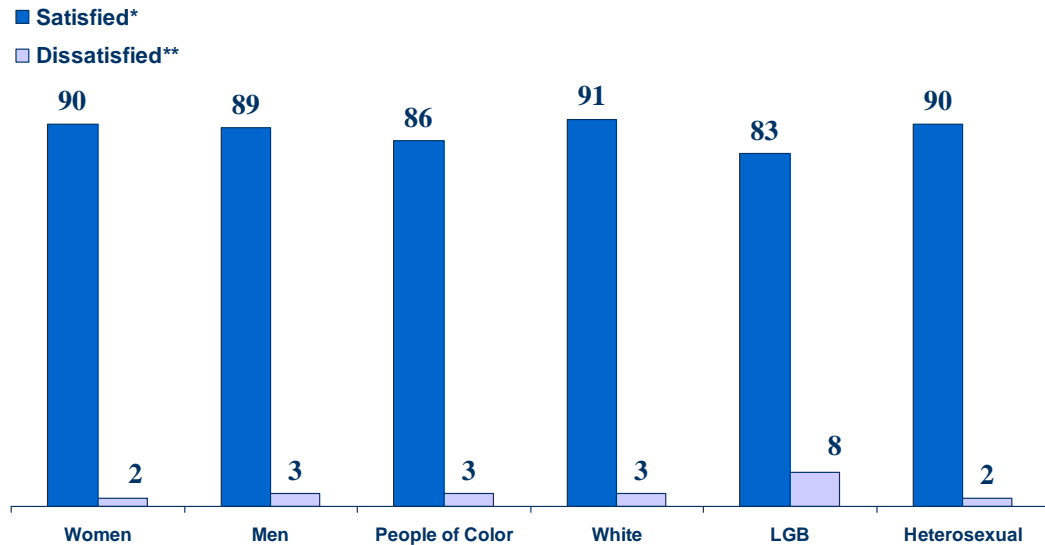
Table 22. Student Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your education at UW-Whitewater	729	29.8	1468	60.0	189	7.7	54	2.2	7	0.3
The way your academic career has progressed at UW-Whitewater	672	27.8	1267	52.5	331	13.7	127	5.3	17	0.7

Note: Table reports student responses only (n = 2,530).

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

Figure 31
Student Satisfaction with Their Education
By Selected Demographics (%)

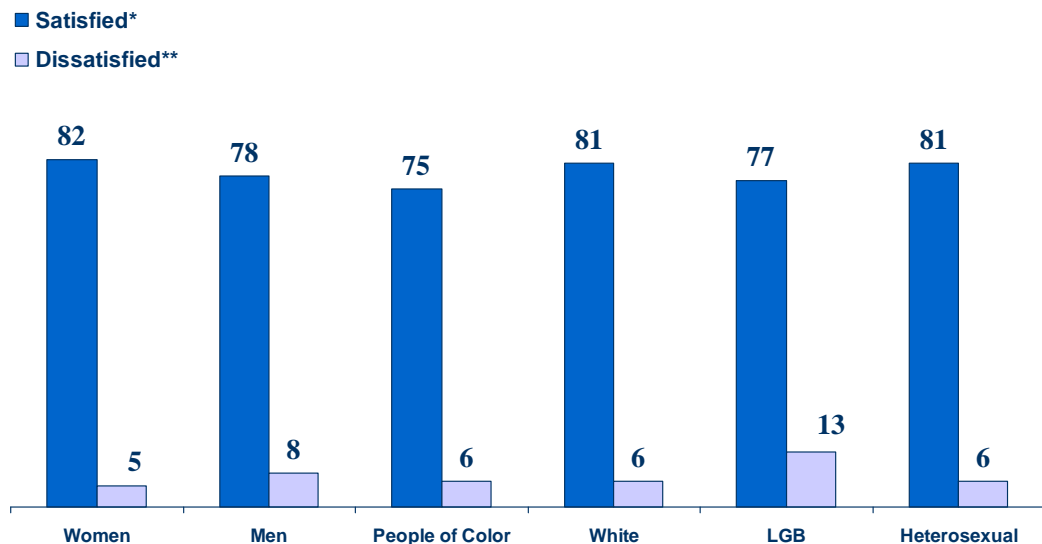


* Highly Satisfied and Satisfied collapsed into one category.

** 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, and sexual minority students (Figure 32).

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



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Students who were satisfied with the way their experiences at UW-Whitewater said they enjoyed their courses; faculty were caring, helpful, and intelligent; they were “on track” to graduate in four years; felt UW-Whitewater had adequate resources available to students; and enjoyed relationships with their student peers. Dissatisfied students said they were disappointed in their courses; faculty were uncaring and/or uninterested; general education courses wasted their time; academic advisors failed to provide sufficient advice; “it just doesn’t feel 100% right,” etc..

Thirty-eight percent of all respondents (n = 1,206) have seriously considered leaving UW-Whitewater (Table B57). Thirty-one percent of students, 62% of faculty, 62% of academic staff, and 59% of classified staff have seriously considered leaving UW-Whitewater. Among employees, 64% of men and 61% of women thought of leaving the institution. Fifty-seven percent of Employees of Color, in comparison with 63% of White employees, have seriously considered leaving UW-Whitewater. Additionally, 67% of sexual minority employees, compared to 62% of heterosexual respondents, have seriously thought of leaving the institution.

Many employees who considered leaving did so in looking for career advancement opportunities, higher salaries, tenure track positions, and full-time positions. Other respondents wished to leave stressful work environments (including heavy teaching/work loads). Several employee respondents indicated they stayed because their departments resolved their previously stress-inducing issues; they were not able to find attractive enough offers elsewhere; they had family commitments in the area; and they liked their jobs.

Among students, 30% of women and 32% of men considered leaving the University. Thirty-nine percent of Students of Color and 30% of White students thought of leaving UW-Whitewater, as did 34% of LGB students and 31% of heterosexual students.

Many of the students who considered leaving did so because of financial strain, lack of support from faculty and advisors, the institution's "lack of academic prestige," lack of availability of desired major, distance from home (too far or too close), lack of friends/community on campus, and poor grades. Those students who decided to stay did so because they were "close to graduation," had familial obligations; loved UW-Whitewater; made numerous friends; appreciated the faculty and staff; and their applications were not accepted at other institutions.

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 manners in which other members within the academy are treated on campus. Table 23 illustrates that 88% (n = 2,845) of the survey respondents were “comfortable” or “very comfortable” with the climate at UW-Whitewater. Eighty-six percent (n = 2,749) were “comfortable” or “very comfortable” with the climate for diversity in their department or work unit, and 87% (n = 2,451) of faculty and students were “comfortable” or “very comfortable” in their classes.

Table 23. Respondents’ Comfort with Climate

	Comfort with Climate at UW-Whitewater		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	1032	31.9	1114	34.7	826	29.2
Comfortable	1813	56.1	1635	50.9	1625	57.5
Neither Comfortable nor Uncomfortable	273	8.4	342	10.6	271	9.6
Uncomfortable	94	2.9	83	2.6	90	3.2
Very Uncomfortable	21	0.6	38	1.2	15	0.5

Note: Only answered by faculty and students (n = 2,834).

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

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

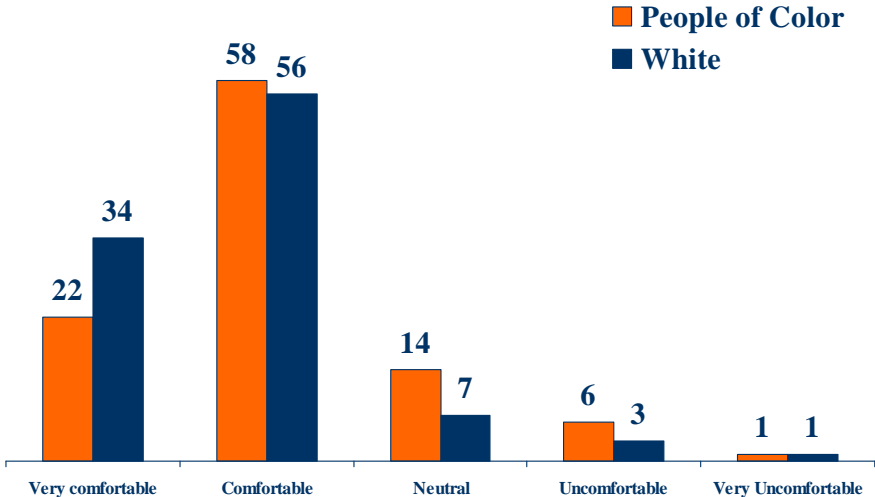


Figure 34
Comfort with Climate in Department/Work Unit by Race (%)

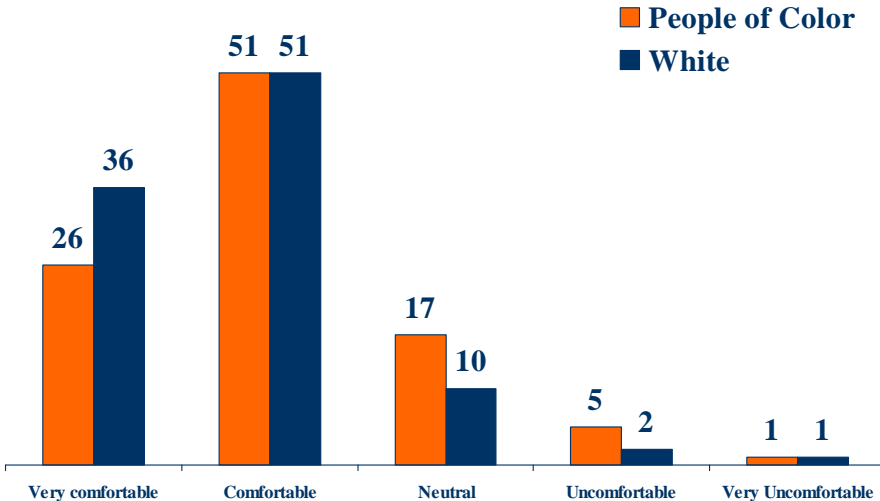
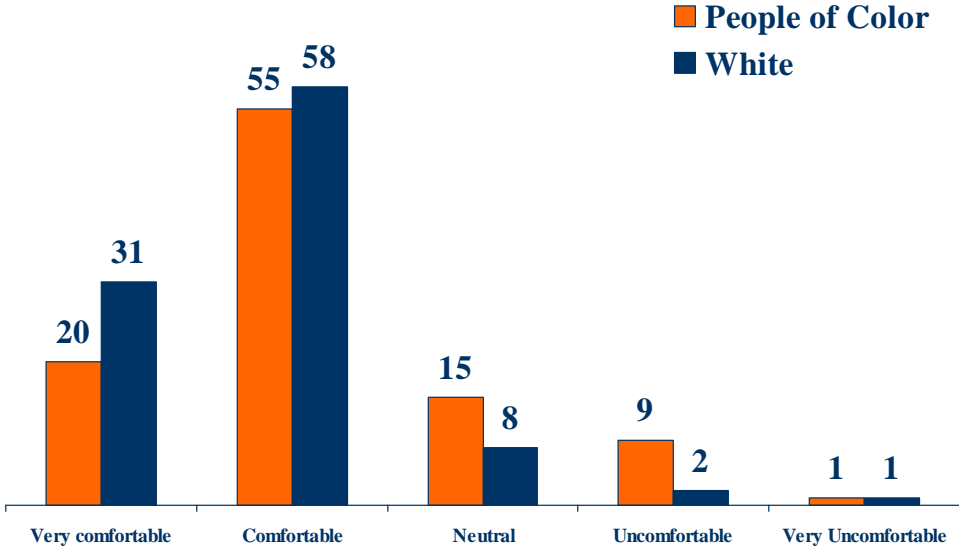


Figure 35
Comfort with Climate in Classes*
by Race (%)



* Note: Faculty and student responses only.

Women were about as comfortable as men at UW-Whitewater, in their departments and work areas, and classes (Figures 36-38).

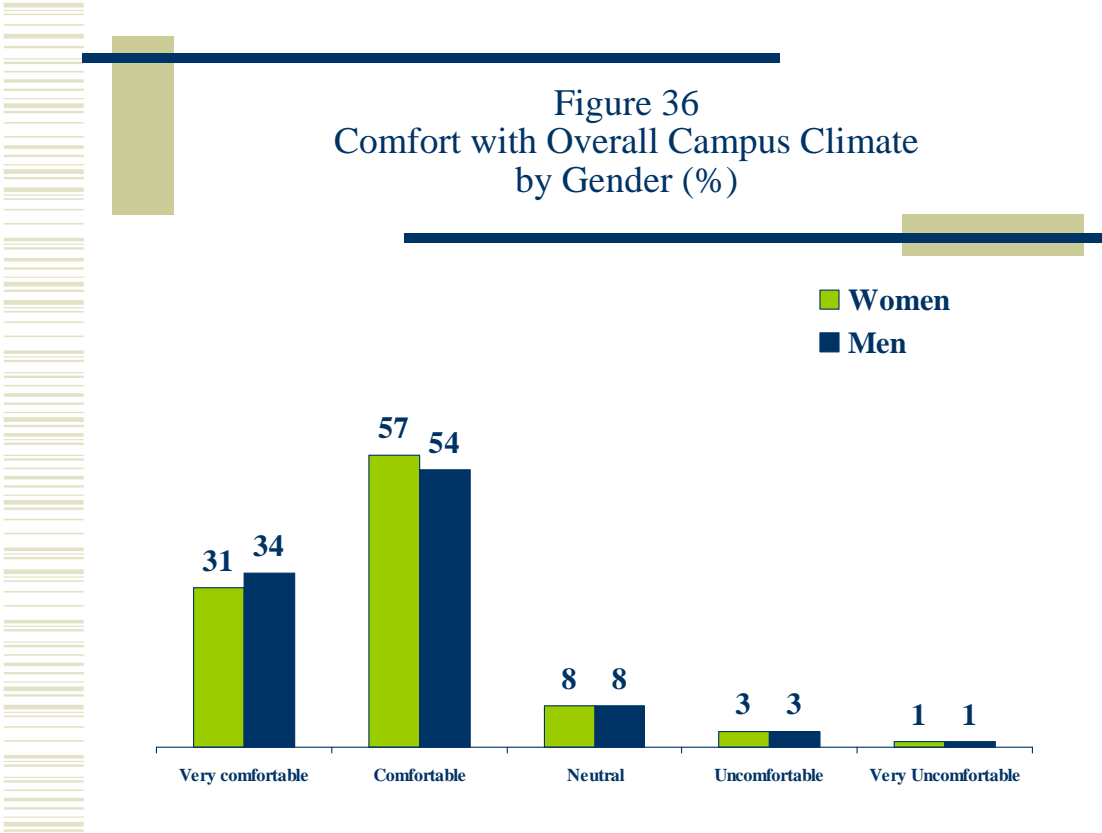


Figure 37
 Comfort with Climate in Department/Work Unit
 by Gender (%)

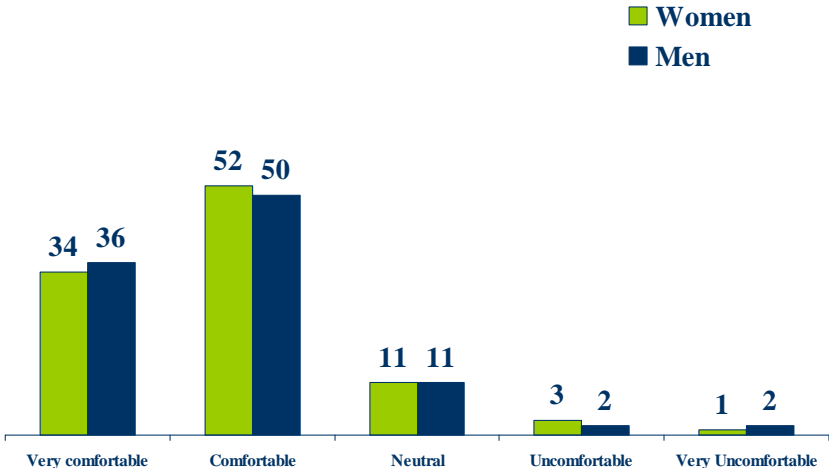
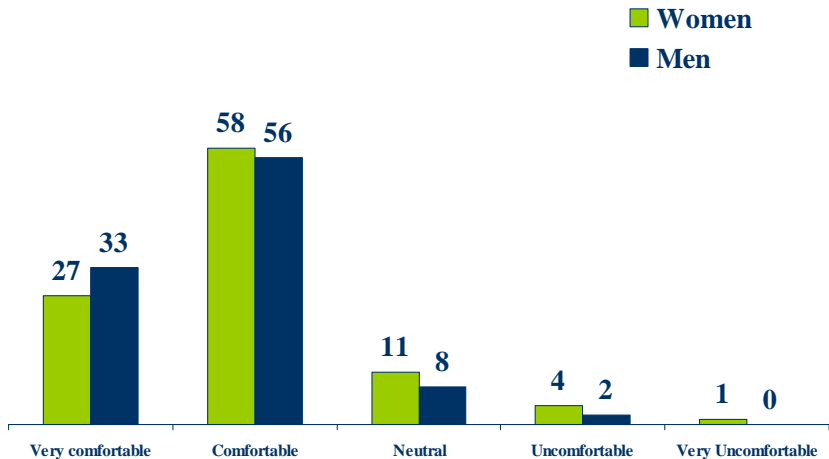


Figure 38
 Comfort with Climate in Classes*
 by Gender (%)



* 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).

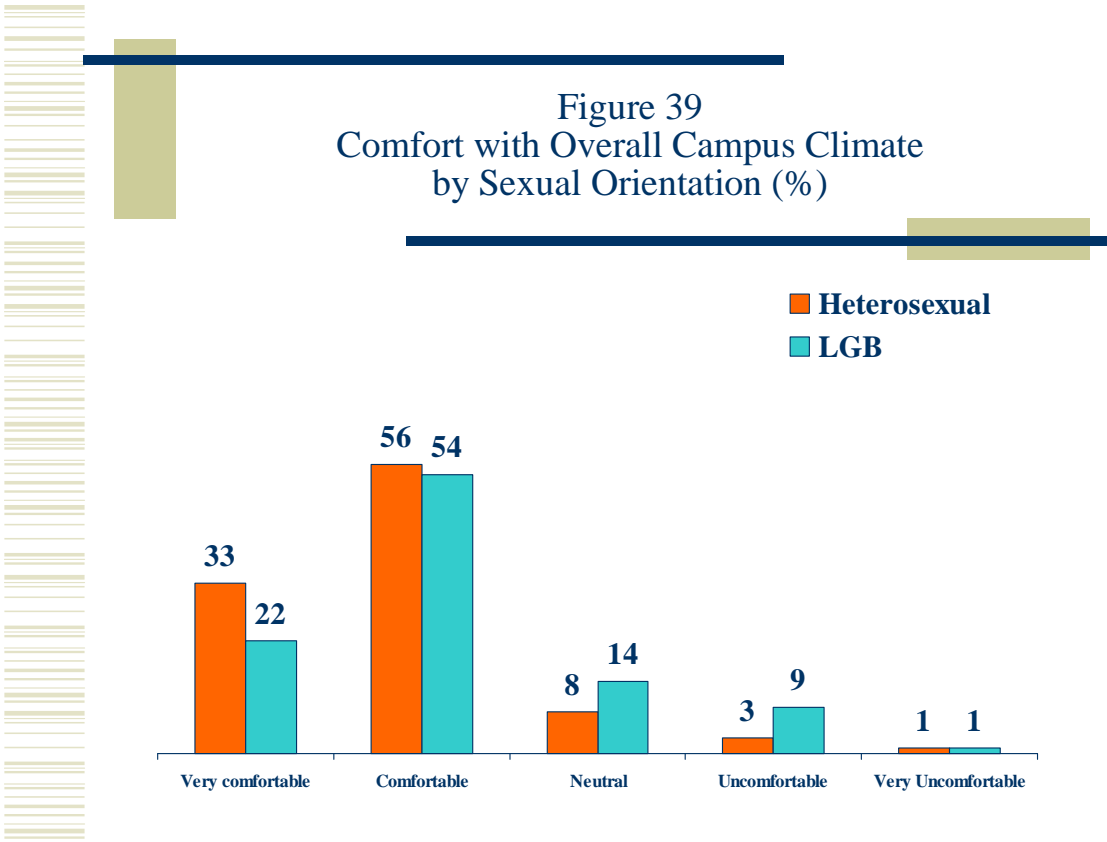


Figure 40
Comfort with Climate in Department/Work Unit
by Sexual Orientation (%)

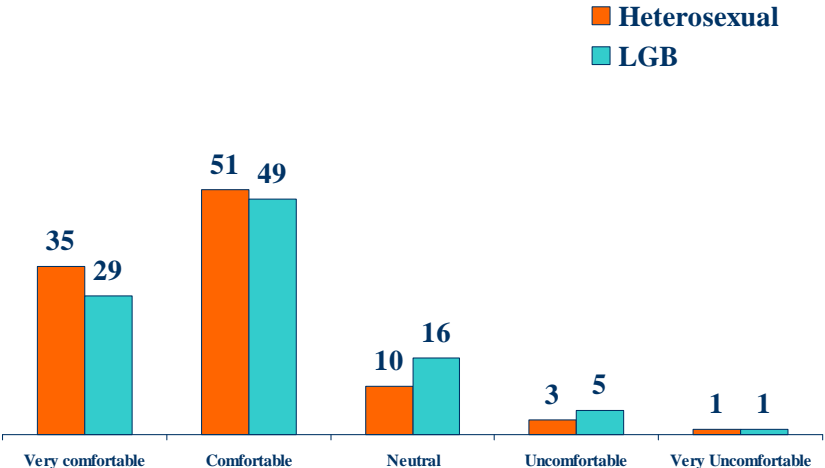
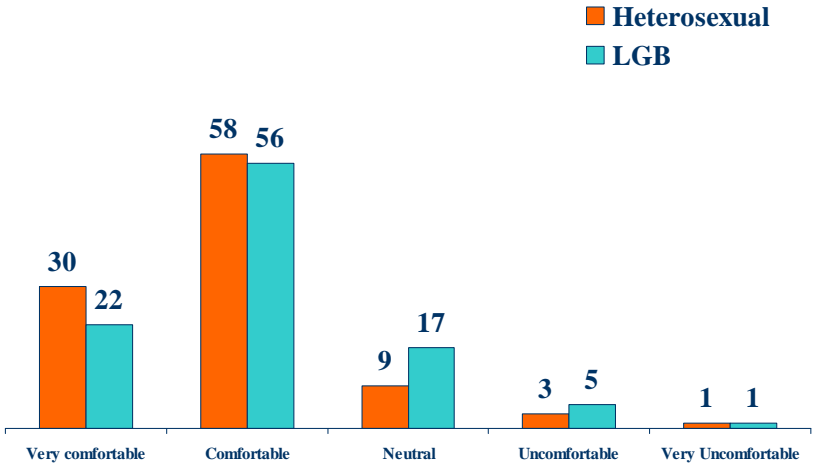


Figure 41
Comfort with Climate in Classes*
by Sexual Orientation (%)

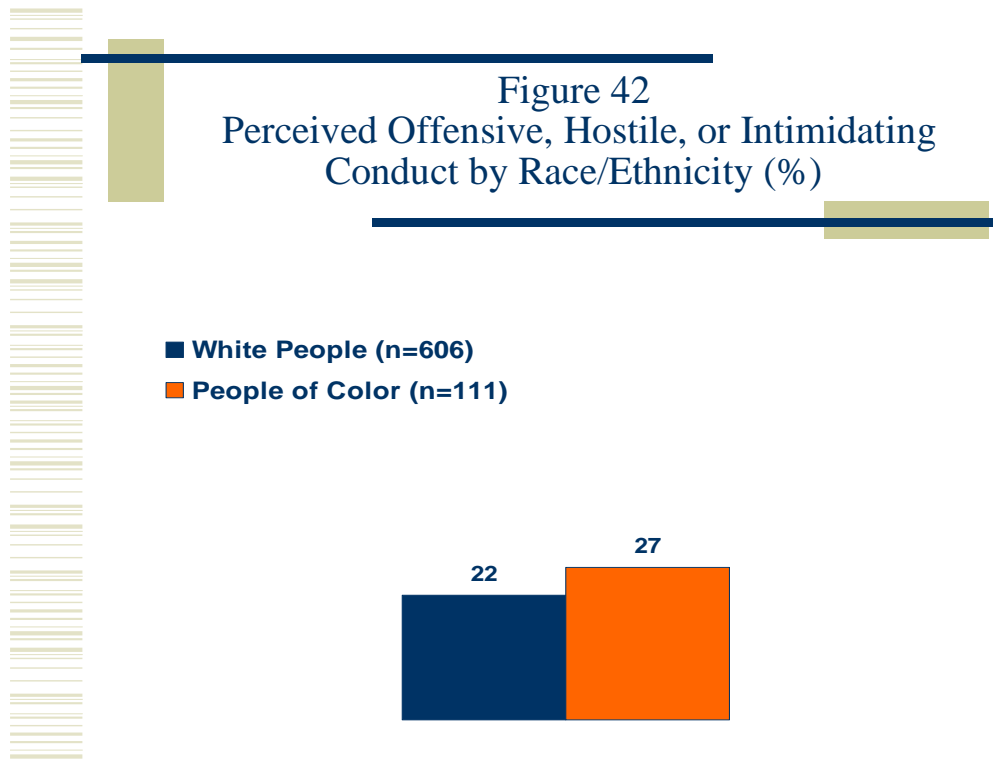


*Note: Faculty and student responses only.

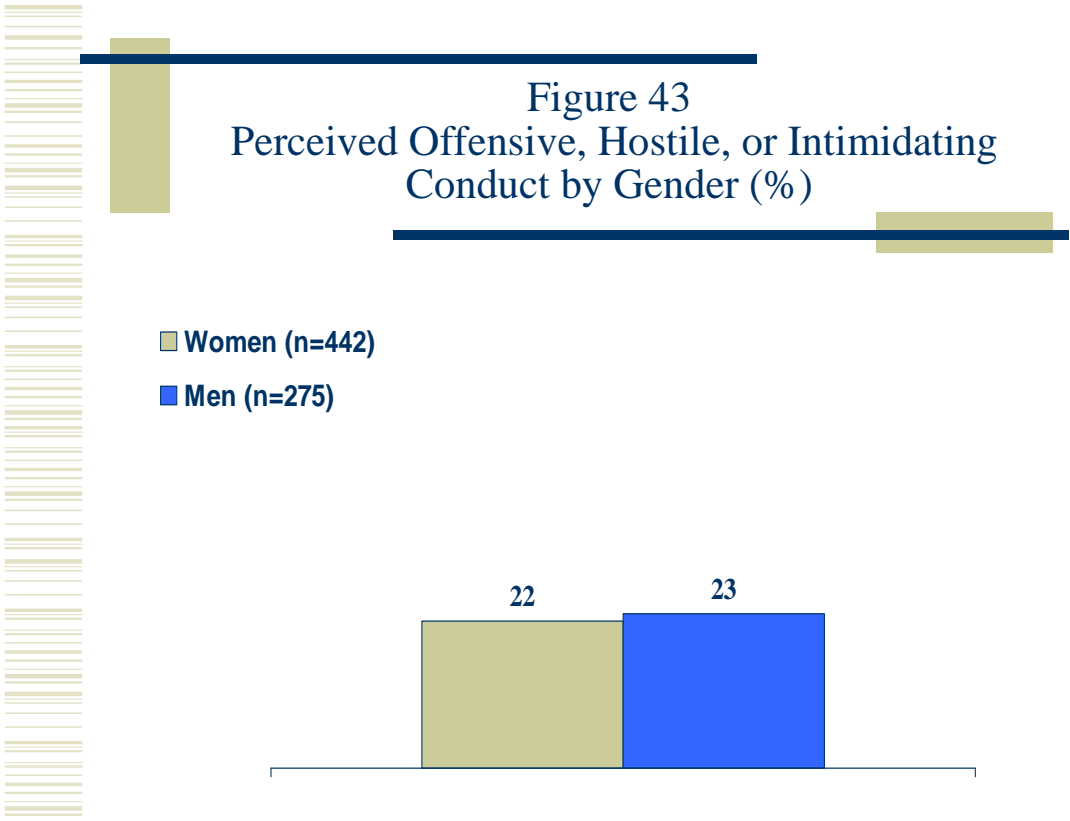
Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Twenty-three percent of the participants (n = 727) reported observing or being personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past two years (Table B71). Most of the observed harassment was based on sexual orientation (39%, n = 282), race (28%, n = 203), ethnicity (25%, n = 179), gender (22%, n = 162), religion/spiritual status (20%, n = 143), and gender expression (17%, n = 126) (Table B72).

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

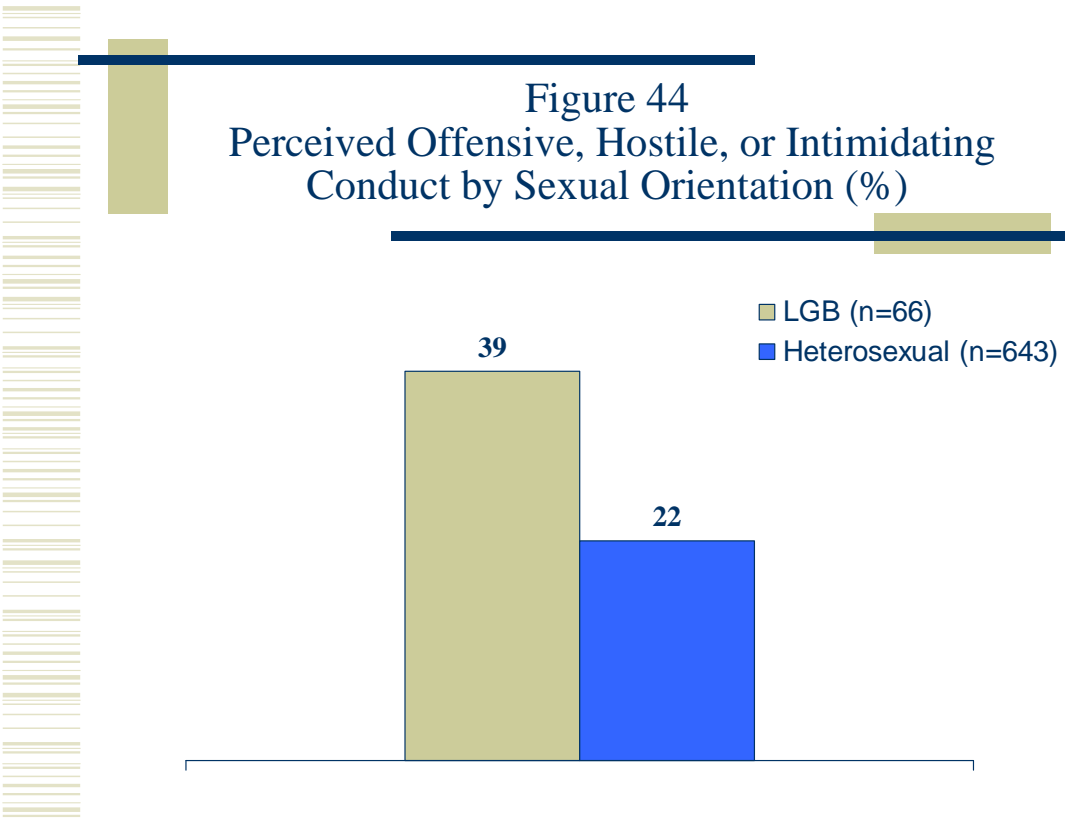
A higher percentage of People of Color than White respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 42).



In terms of gender, similar percentages of women and men believed they had observed offensive, hostile, exclusionary, or intimidating conduct (Figure 43).



A higher percentage of sexual minority respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (Figure 44).



The results also indicate that a lower percentage of students believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did other respondents (Figure 45).

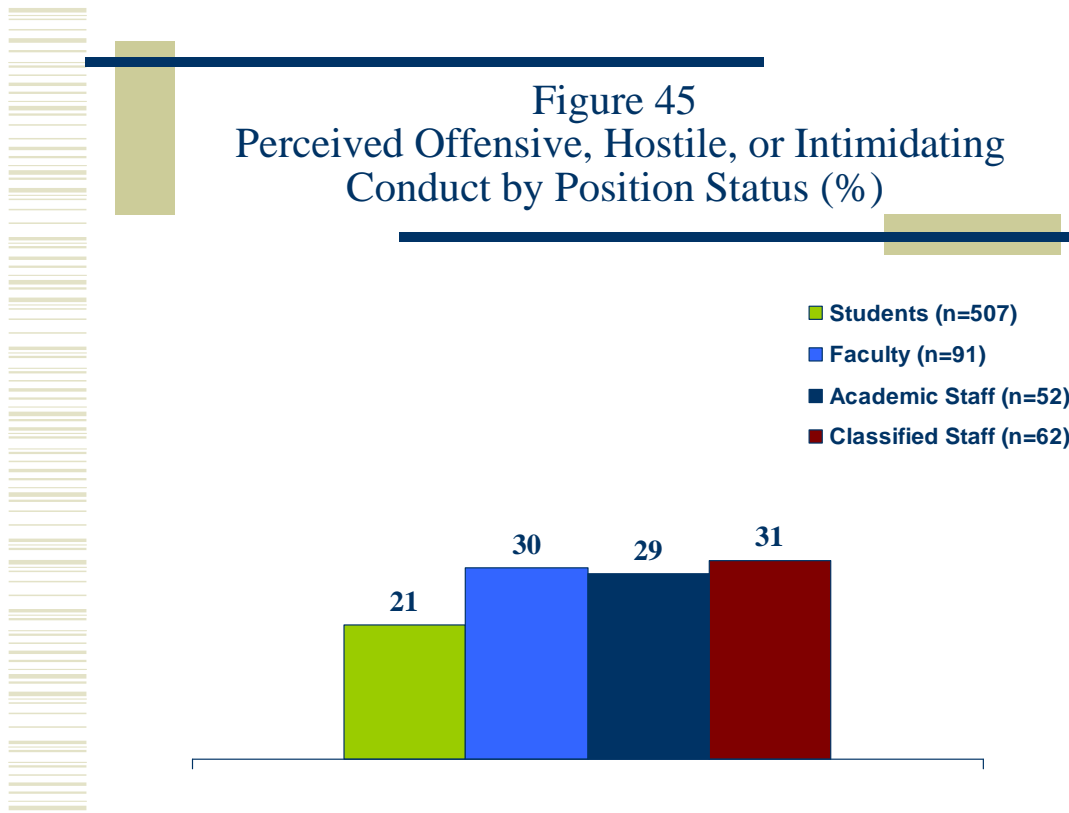


Table 24 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (37%, n = 265), someone being deliberately ignored or excluded (30%, n = 219) and being racially/ethnically profiled (30%, n = 215), and being subjected to stares (29%, n = 214).

Table 24. Form of Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Derogatory remarks	265	36.5
Deliberately ignored or excluded	219	30.1
Racial/ethnic profiling	215	29.6
Stares	214	29.4
Intimidation/bullying	149	20.5
Someone isolated or left out because of their identity	125	17.2
Derogatory written comments	120	16.5
Assumption that someone was admitted or hired because of their identity	90	12.4
Someone isolated or left out when working in groups	82	11.3
Graffiti	81	11.1
Threats of physical violence	61	8.4
Someone receiving a low performance evaluation	54	7.4
Someone receiving a poor grade because of hostile classroom environment	53	7.3
Someone singled out as the “resident authority” regarding their identity	49	6.7
Someone fearing for their physical safety	47	6.5
Someone isolated or left out because of their socioeconomic status	42	5.8
Derogatory/unsolicited e-mails	34	4.7
Derogatory phone calls	26	3.6
Physical violence	23	3.2
Victim of a crime	22	3.0
Someone fearing for their family’s safety	15	2.1
Other	80	11.0

Note: Only answered by respondents who believed they had observed harassment (n = 727). Percentages do not sum to 100 due to multiple responses.

Of the 37% of respondents who witnessed people making derogatory remarks, most said it happened while walking on campus (37%, n = 99), and in a public space on campus (37%, n = 97) (Table B83). Of the respondents who observed people being deliberately ignored or excluded, 46% (n = 101) said it occurred in a class, and 26% (n = 57) said it

happened in a residence hall (Table B82). Of the respondents who believed they witnessed someone being racially/ethnically profiled, 35% (n = 75) said it happened while walking on campus, and 34% (n = 73) said it occurred in a residence hall (Table B74). Someone being subjected to stares was most often seen in class (47%, n = 101), and in a public space on campus (40%, n = 85) (Table B81).

The majority of respondents observed undergraduate students as the source of perceived, offensive, hostile, exclusionary, or intimidating conduct (43%, n = 313) (Table B96). This finding parallels other investigations. Other respondents identified sources as colleagues (15%, n = 107), faculty members (13%, n = 97), and staff members (8%, n = 61). Eighteen percent (n = 134) said they did not know the source of the harassment they observed.

Table 25 illustrates participants' responses to this behavior. Respondents most often felt angry (40%, n = 290) and embarrassed when encountering this behavior (31%, n = 223). Twenty percent (n = 142) told a friend, and 19% (n = 139) ignored the conduct. Ten percent (n = 70) made a complaint to a campus employee/official, while 11% (n = 76) did not know whom to go to, and six percent (n = 41) did not report it out of fear of retaliation.

Table 25. Reactions to Perceiving Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Was angry	290	39.9
Felt embarrassed	223	30.7
Told a friend	142	19.5
Ignored it	139	19.1
Didn't affect me at the time	95	13.1
Left the situation immediately	80	11.0
Confronted the harasser at the time	77	10.6
Didn't know who to go to	76	10.5
Made a complaint to a campus employee/official	70	9.6
Didn't report it for fear my complaint would not be taken seriously	53	7.3
Confronted the harasser later	49	6.7
Was afraid	45	6.2
Avoided the person who harassed me	41	5.6
Didn't report it for fear of retaliation	41	5.6
Felt somehow responsible	31	4.3
Sought support from counseling/advocacy services	17	2.3
Other	71	9.8

Note: Only answered by respondents who believed they had observed harassment (n = 727). Percentages do not sum to 100 due to multiple responses.

Ninety-one percent (n = 2,746) of the respondents indicated that the overall campus climate was “very respectful” of Caucasians/Whites (Table 26). Readers will note that substantial percentages of respondents were not aware of how respectful the climate at UW-Whitewater was for people from some racial/ethnic groups.

Table 26. 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	873	28.9	1611	53.3	97	3.2	14	0.5	430	14.2
African American/Black (not Hispanic)	859	28.4	1630	54.0	177	5.9	22	0.7	333	11.0
Alaskan Native	734	24.4	1249	41.5	38	1.3	8	0.3	983	32.6
Asian American	879	29.2	1619	53.7	51	1.7	8	0.3	456	15.1
Asian	870	28.9	1625	53.9	67	2.2	8	0.3	445	14.8
Southeast Asian	838	27.9	1560	51.9	52	1.7	9	0.3	547	18.2
Caribbean/West Indian	771	25.7	1398	46.6	48	1.6	8	0.3	776	25.9
Caucasian/White (not Latino(a)/Hispanic)	1256	41.6	1490	49.3	53	1.8	15	0.5	208	6.9
Indian subcontinent	784	26.1	1438	47.9	55	1.8	5	0.2	721	24.0
Latino(a)/Hispanic	863	28.7	1585	52.8	115	3.8	20	0.7	421	14.0
Middle Eastern	758	25.2	1445	48.1	137	4.6	30	1.0	634	21.1
Multiracial, multiethnic, or multicultural persons	842	28.1	1546	51.6	57	1.9	12	0.4	542	18.1
Native American Indian	793	26.5	1432	47.8	56	1.9	11	0.4	705	23.5
Pacific Islanders/Hawaiian Natives	771	25.8	1358	45.4	36	1.2	10	0.3	817	27.3

Table 27 indicates that the majority of respondents thought that the overall campus climate was respectful of all campus groups listed in the table.

Table 27. Reported 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	807	27.3	1572	53.2	117	4.0	30	1.0	431	14.6
From Christian affiliations	952	32.3	1540	52.2	102	3.5	29	1.0	328	11.1
Gay, lesbian, bisexual, transgender persons	660	22.4	1559	52.8	265	9.0	48	1.6	418	14.2
Immigrants	708	24.0	1524	41.7	132	4.5	21	0.7	560	19.0
International students, staff, or faculty	874	29.7	1592	54.1	93	3.2	13	0.4	372	12.6
Learning disabled	787	26.7	1626	55.2	102	3.5	13	0.4	417	14.2
Men	1107	37.5	1519	51.5	55	1.9	12	0.4	259	8.8
Affected by mental health issues	655	22.2	1440	48.9	196	6.7	27	0.9	629	21.3
Non-native English speakers	681	23.1	1526	51.8	210	7.1	32	1.1	496	16.8
People with children	830	28.2	1648	55.9	70	2.4	15	0.5	385	13.1
People who provide care for other than a child	800	27.2	1507	51.2	45	1.5	11	0.4	578	19.7
Physically challenged	949	32.2	1590	54.0	75	2.5	13	0.4	318	10.8
Returning/non-traditional students	870	29.5	1613	54.8	102	3.5	18	0.6	343	11.6
Socioeconomically disadvantaged	767	26.1	1553	52.8	140	4.8	24	0.8	458	15.6
Women	984	33.3	1645	55.7	81	2.7	20	0.7	224	7.6
Veterans/active military status	1041	35.3	1469	49.8	44	1.5	12	0.4	382	13.0

With regard to campus accessibility for people with disabilities, the majority of respondents thought most campus buildings were accessible for people with disabilities (Table 28a). The following buildings did not reach a majority response of “very accessible” and “accessible”: Alumni Center (48%), McCutchan Hall (47%), White Hall (44%), and the Observatory (35%). Substantial proportions of respondents were unaware of how accessible some of the buildings were.

Table 28a. Reported Ratings of Accessibility of Campus Buildings

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Alumni Center	720	23.8	736	24.3	242	8.0	37	1.2	1288	42.6
Andersen Library	1085	35.8	1119	36.9	335	11.1	47	1.6	444	14.7
Carlson Hall	691	23.1	817	27.3	338	11.3	52	1.7	1090	36.5
Dining facilities	870	28.9	979	32.5	389	12.9	45	1.5	732	24.3
Goodhue Hall	733	24.5	810	27.1	278	9.3	36	1.2	1133	37.9
Greenhill Center of the Arts	970	32.4	1038	34.6	227	7.6	19	0.6	744	24.8
Heide Hall	851	28.4	1056	35.2	400	13.3	43	1.4	647	21.6
Hyer Hall	820	27.3	1055	35.2	398	13.3	78	2.6	650	21.7
Hyland Hall	1322	44.1	824	27.5	116	3.9	23	0.8	713	23.8
McCutchan Hall	661	22.1	746	25.0	330	11.0	76	2.5	1174	39.3
McGraw Hall	838	28.0	1018	34.0	260	8.7	19	0.6	860	28.7
Observatory	521	17.5	515	17.3	185	6.2	40	1.3	1718	57.7
Perkins Football Stadium	762	25.5	823	27.5	309	10.3	62	2.1	1034	34.6
Residence Halls	718	24.0	873	29.2	505	16.9	93	3.1	801	26.8
Roseman Hall	821	27.6	932	31.3	292	9.8	22	0.7	912	30.6
Student Athletic Complex	754	25.3	728	24.5	247	8.3	42	1.4	1204	40.5
University Bookstore/Textbook Rental	914	30.5	1071	35.8	371	12.4	74	2.5	564	18.8
University Center	1437	48.0	1050	35.1	128	4.3	14	0.5	366	12.2
University Health Center	896	30.0	928	31.1	192	6.4	19	0.6	950	31.8
Upham Hall	989	33.2	991	33.2	141	4.7	13	0.4	847	28.4
Visitors Center	1149	38.5	971	32.6	127	4.3	11	0.4	723	24.3
White Hall	625	21.1	683	23.0	315	10.6	69	2.3	1272	42.9
Williams Center/Fieldhouse	1056	35.5	936	31.5	168	5.7	23	0.8	788	26.5
Winther Hall	807	27.1	988	33.2	332	11.1	59	2.0	793	26.6
Young Auditorium	1058	35.5	1031	34.6	209	7.0	28	0.9	653	21.9

Table 28b depicts respondents' perceptions about how accessible they found some general areas on campus (e.g., bathrooms, doors and entrances, elevators, parking, walkways), course instruction and materials, and campus services and programs. The majority of respondents thought all options were "very accessible" and "accessible" for people with disabilities.

Table 28b. Reported Ratings of Campus Accessibility

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
PHYSICAL ACCESSIBILITY										
Bathrooms in general	847	28.2	1198	39.9	506	16.9	162	5.4	288	9.6
Doors and Entrances	960	32.1	1186	39.7	478	16.0	99	3.3	266	8.9
Elevators	1070	35.8	1174	39.3	362	12.1	88	2.9	292	9.8
Parking	988	33.1	1059	35.5	378	12.7	152	5.1	407	13.6
Walkways and pedestrian paths	1026	34.4	1164	39.0	375	12.6	129	4.3	287	9.6
COURSE INSTRUCTION/ MATERIALS										
Classroom labs and studios	897	30.4	1016	34.4	286	9.7	45	1.5	708	24.0
Computer labs	961	32.5	1054	35.6	295	10.0	50	1.7	598	20.2
D2L	1209	41.0	946	32.1	178	6.0	33	1.1	582	19.7
In-class instruction	1024	34.8	1099	37.3	223	7.6	33	1.1	566	19.2
Online and hybrid courses	1015	34.5	928	31.5	185	6.3	33	1.1	782	26.6
UW-Whitewater website	1239	42.0	1012	34.3	157	5.3	30	1.0	512	17.4
WINS	1165	39.6	983	33.4	190	6.5	44	1.5	560	19.0
SERVICES AND PROGRAMS										
Academic Advising & Exploration Center	863	29.6	880	30.2	186	6.4	30	1.0	957	32.8
Adaptive Sports/Recreation	842	28.9	815	27.9	138	4.7	16	0.5	1107	37.9
Admissions Office	860	29.5	858	29.4	178	6.1	17	0.6	1003	34.4
Academic Support Services	822	28.3	818	28.1	162	5.6	23	0.8	1083	37.2
Athletic Facilities indoor/outdoor	847	29.2	854	29.5	187	6.5	22	0.8	989	34.1

While the majority of respondents thought specific campus sponsored services and programs were accessible for people with disabilities, 30% or more respondents did not know how accessible these services/programs were (Table 28c). Two sponsored services and programs that fell short of a majority response of “very accessible” and “accessible” are Student-sponsored organizations (41%) and physical therapy (49%).

Table 28c. Reported Ratings of Accessibility of Campus Sponsored Services and Programs

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Career Services	862	29.5	881	30.2	139	4.8	14	0.5	1023	35.0
Center for Students with Disabilities	1083	37.0	813	27.8	114	3.9	18	0.6	896	30.6
Children's Center	751	25.7	789	27.0	158	5.4	13	0.4	1208	41.4
Counseling Center	756	26.0	787	27.0	165	5.7	21	0.7	1184	40.6
Financial Aid	767	26.2	872	29.8	210	7.2	37	1.3	1036	35.5
Financial Services	758	26.0	862	39.5	208	7.1	34	1.2	1059	36.3
Graduate Studies	699	24.0	763	26.2	147	5.0	12	0.4	1296	44.4
Health Services	825	28.3	879	30.1	153	5.2	18	0.6	1041	35.7
Leadership Services	806	27.6	782	26.8	125	4.3	10	0.3	1196	41.0
Physical Therapy	719	24.7	697	24.0	122	4.2	12	0.4	1356	46.7
Recreational and Intramural Sports	781	26.9	782	26.9	173	5.9	29	1.0	1143	39.3
Registrar's Office	754	25.9	864	29.7	176	6.0	22	0.8	1095	37.6
Residence Life	794	27.2	861	29.5	187	6.4	17	0.6	1055	36.2
Student Employment	691	23.8	794	27.3	206	7.1	43	1.5	1175	40.4
Student Life & First Year Experience	803	27.7	801	27.6	157	5.4	17	0.6	1120	38.6
Student-sponsored activities, performances, and events	799	27.6	854	29.5	187	6.5	20	0.7	1039	35.8
Student-sponsored organizations (specify)	495	20.7	474	19.8	122	5.1	8	0.3	1290	54.0
Technology Help Desk	770	26.8	849	29.6	199	6.9	31	1.1	1021	35.6

Employees' Attitudes and Experiences

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

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 29. Table 29 depicts the responses of all employees, and splits the analyses by gender and race/ethnicity. The majority of respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations (75%, n = 518). Twenty-five percent (n = 170) of respondents were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision, and 37% (n = 258) believe there are many unwritten rules concerning how one is expected to interact with colleagues in their work units. Forty-four percent (n = 133) of faculty thought their research interests were valued by their colleagues.

Many of the rest of the statements listed in Table 29 were negatively worded statements, and thus, few respondents strongly agreed/agreed. For example, 23% (n = 157) of respondents constantly felt under the scrutiny by their colleagues, and 26% (n = 180) felt they have to work harder than their colleagues do in order to be perceived as legitimate.

Table 29. 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	55	8.0	115	16.6	118	17.1	218	31.5	151	21.9
Women	30	7.3	80	19.5	71	17.3	130	31.6	73	17.8
Men	26	8.8	39	13.2	52	17.6	90	30.4	78	26.4
White	43	7.0	104	17.0	102	16.7	193	31.6	136	22.3
People of Color	11	12.8	12	14.0	20	23.3	25	29.1	12	14.0
I am comfortable asking questions about performance expectations	170	24.6	348	50.3	79	11.4	49	7.1	32	4.6
Women	92	22.4	210	51.1	41	10.0	37	9.0	18	4.4
Men	81	27.3	143	48.1	39	13.1	13	4.4	14	4.7
White	145	23.7	312	51.0	69	11.3	43	7.0	27	4.4
People of Color	26	30.2	38	44.2	8	9.3	6	7.0	4	4.7
My colleagues expect me to represent “the point of view” of my identity	28	4.1	75	10.9	250	36.4	140	20.4	104	15.1
Women	15	3.7	48	11.8	147	36.0	83	20.3	53	13.0
Men	14	4.7	32	10.8	107	36.3	58	19.7	50	16.9
White	23	3.8	63	10.4	223	36.7	121	19.9	92	15.1
People of Color	6	7.1	16	18.8	26	30.6	20	23.5	10	11.8
My colleagues have lower expectations of me than of other employees	14	2.0	35	5.1	134	19.5	226	32.9	248	36.1
Women	8	2.0	28	6.9	88	21.6	134	32.8	128	31.4
Men	6	2.0	9	3.1	50	16.9	94	31.9	122	41.4
White	11	1.8	33	5.4	114	18.8	200	32.9	220	36.2
People of Color	3	3.5	4	4.7	22	25.9	24	28.2	27	31.8
My colleagues have higher expectations of me than of other employees	48	7.0	158	23.0	214	31.2	155	22.6	83	12.1
Women	22	5.4	77	18.9	138	33.9	101	24.8	47	11.5
Men	25	8.5	84	28.5	81	27.5	56	19.0	37	12.5
White	40	6.6	141	23.2	180	29.7	143	23.6	77	12.7
People of Color	9	10.6	18	21.2	35	41.2	11	12.9	6	7.1
I constantly feel under scrutiny by my colleagues	45	6.5	112	16.3	144	20.9	221	32.1	149	21.7
Women	24	5.9	67	16.5	87	21.4	137	33.7	76	18.7
Men	21	7.1	47	15.8	62	20.9	87	29.3	73	24.6
White	36	5.9	100	16.4	129	21.1	194	31.8	132	21.6
People of Color	8	9.5	12	14.3	18	21.4	27	32.1	15	17.9

Table 29 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My research interests are valued by my colleagues*	29	9.7	104	34.7	74	24.7	32	10.7	24	8.0
Women Faculty	8	5.2	50	32.3	44	28.4	19	12.3	14	9.0
Men Faculty	20	14.0	53	37.1	30	21.0	13	9.1	10	7.0
White Faculty	22	8.9	88	35.6	58	23.5	26	10.5	20	8.1
Faculty of Color	7	14.9	15	31.9	14	29.8	4	8.5	4	8.5
I feel pressured to change my research agenda to make tenure/be promoted*	11	3.7	21	7.0	49	16.4	70	23.5	71	23.8
Women Faculty	2	1.3	13	8.4	29	18.7	37	23.9	28	18.1
Men Faculty	9	6.4	8	5.7	19	13.5	33	23.4	43	30.5
White Faculty	9	3.6	18	7.3	37	15.0	62	25.1	55	22.3
Faculty of Color	2	4.4	3	6.7	12	26.7	7	15.6	13	28.9
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	26	3.8	49	7.2	132	19.3	152	22.3	159	23.3
Women	14	3.5	36	8.9	76	18.9	93	23.1	83	20.6
Men	13	4.4	17	5.8	59	20.0	61	20.7	77	26.1
White	20	3.3	42	7.0	114	18.9	138	22.9	137	22.7
People of Color	7	8.2	10	11.8	18	21.2	16	18.8	17	20.0
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	55	8.1	125	18.3	126	18.4	201	29.4	140	20.5
Women	28	6.9	82	20.3	80	19.9	113	28.0	70	17.4
Men	27	9.2	49	16.6	49	16.6	90	30.5	70	23.7
White	44	7.3	106	17.6	107	17.7	182	30.2	129	21.4
People of Color	11	12.8	24	27.9	19	22.1	19	22.1	8	9.3
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	81	11.7	177	25.7	145	21.0	170	24.6	93	13.5
Women	49	12.0	104	25.6	91	22.4	94	23.1	49	12.0
Men	34	11.4	78	26.2	56	18.8	77	25.8	44	14.8
White	70	11.5	153	25.1	126	20.7	151	24.8	84	13.8
People of Color	12	14.0	28	32.6	19	22.1	19	22.1	4	4.7
Others seem to find it easier than I do to "fit in"	37	5.4	102	14.8	150	21.8	214	31.1	159	23.1
Women	23	5.6	69	16.9	84	20.6	123	30.1	86	21.1
Men	15	5.1	39	13.2	69	23.3	90	30.4	74	25.0
White	28	4.6	88	14.5	131	21.5	191	31.4	143	23.5
People of Color	11	12.8	20	23.3	18	20.9	20	23.3	12	14.0
I feel pressured to change my methods of teaching to achieve tenure/be promoted*	22	7.3	32	10.6	45	15.0	83	27.6	82	27.2
Women	11	7.1	21	13.5	26	16.7	42	26.9	35	22.4
Men	11	7.7	11	7.7	19	13.3	41	28.7	46	32.2
White	15	6.0	24	9.7	35	14.1	72	29.0	71	28.6
People of Color	6	12.8	6	12.8	8	17.0	11	23.4	10	21.3

Note: Table reports employee responses only (n = 701).

* Faculty responses only (n = 304).

With respect to work-life issues, 67% (n = 459) of employees are usually satisfied with the way in which they were able to balance their professional and personal lives, and 42% (n = 287) found UW-Whitewater supportive of family leave (Table 30). Thirty-seven percent (n = 256) have had to miss out on important things in their personal lives because of professional responsibilities. Eighteen percent (n = 121) felt that employees who have children were considered less committed to their careers, and 18% (n = 125) felt that employees who do not have children were often burdened with work responsibilities. Twelve percent (n = 82) believed the institution was unfair in providing health benefits to unmarried, co-parenting partners. Twenty-three percent (n = 149) thought they had equitable access to domestic partner benefits, and 24% (n = 159) believed they had equitable access to tuition reimbursement. Table 30 indicates employees' responses to these items by gender and sexual orientation.

Table 30. 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.	100	14.5	359	52.2	55	8.0	131	19.0	43	6.2
Women	56	13.9	214	53.0	33	8.2	80	19.8	21	5.2
Men	47	16.0	149	50.7	25	8.5	51	17.3	22	7.5
I find that the institution is supportive of my family leave.	72	10.6	215	31.6	305	44.9	37	5.4	51	7.5
Women	48	12.1	127	31.9	179	45.0	22	5.5	22	5.5
Men	25	8.5	94	32.1	129	44.0	15	5.1	30	10.2
I have to miss out on important things in my personal life because of professional responsibilities.	71	10.3	185	27.0	129	18.8	231	33.7	70	10.2
Women	34	8.4	115	28.5	71	17.6	139	34.5	44	10.9
Men	37	12.6	76	25.9	60	20.5	94	32.1	26	8.9
I feel that faculty/staff who have children are considered less committed to their careers.	33	4.7	89	12.9	167	24.3	261	37.9	139	20.2
Women	20	5.0	57	14.1	105	26.0	143	35.4	79	19.6
Men	13	4.4	33	11.2	65	22.1	122	41.5	61	20.7

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Table 30 (continued)										
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.										
	44	6.4	81	11.8	194	28.3	252	36.8	114	16.6
Women	30	7.5	53	13.2	120	29.9	135	33.6	64	15.9
Men	14	4.8	29	9.9	80	27.4	118	40.4	51	17.5
I find the institution unfair in providing health benefits to unmarried, co-parenting families.										
	34	5.0	48	7.1	296	43.7	169	24.9	131	19.3
LGB Employees	9	16.7	7	13.0	23	42.6	8	14.8	7	13.0
Heterosexual Employees	24	3.8	42	6.7	274	43.8	161	25.8	124	19.8
I have equitable access to domestic partner benefits.										
	40	6.1	109	16.7	395	60.6	31	4.8	77	11.8
LGB Employees	5	9.4	9	17.0	17	32.1	13	24.5	9	17.0
Heterosexual Employees	35	5.8	100	16.7	380	63.3	18	3.0	67	11.2
I have equitable access to tuition reimbursement.										
	38	5.8	121	18.4	310	47.0	78	11.8	112	17.0
LGB Employees	1	1.9	6	11.3	28	52.8	8	15.1	10	18.9
Heterosexual Employees	38	6.2	116	19.0	285	46.8	70	11.5	100	16.4

Note: Table reports employee responses only (n = 701).

More than half of all employees believed that they had colleagues or peers at UW-Whitewater who gave them career advice or guidance when they need it (76%, n = 487), support from decision makers/colleagues who supported their career advancement (63%, n = 431), and equipment and supplies they needed to adequately perform their work (75%, n = 513) (Table 31). Similarly, most employees felt they received regular maintenance/upgrades of their equipment (56%, n = 387), had equitable work space in terms of quantity and quality (77%, n = 524), and had equitable access to shared space (75%, n = 510). Eighty-eight percent (n = 607) believed they had equitable access to health benefits. Thirty-seven percent (n = 250) thought their compensation was equitable to their peers with similar levels of experience, and about one-third (n = 235) thought their supervisors were receptive to accommodating a telecommuting arrangement. Table 31 includes selected analyses by gender and race/ethnicity.

Table 31. Employees' Perceptions of Resources Available at UW-Whitewater

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	217	34.0	270	42.3	84	13.2	7	1.1	8	1.3
I have support from decision makers/colleagues who support my career advancement	116	17.0	315	46.1	121	17.7	81	11.9	28	4.1
Women	62	15.0	174	44.8	76	19.6	43	11.1	17	4.4
Men	51	18.3	133	47.7	42	15.1	38	13.6	10	3.6
White	96	16.4	269	46.1	103	17.6	74	12.7	23	3.9
People of Color	14	18.9	35	47.3	13	17.6	6	8.1	4	5.4
I have the equipment and supplies I need to adequately perform my work	164	23.9	349	50.9	63	9.2	67	9.8	39	5.7
I receive regular maintenance/upgrades of my equipment compared to my colleagues	113	16.4	274	39.9	151	22.0	74	10.8	34	4.9
I have equitable work space in terms of quantity and quality as compared to my colleagues	176	25.7	348	50.8	65	9.5	56	8.2	28	4.1
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues	66	10.1	115	17.6	267	40.9	19	2.9	19	2.9
I have equitable access to shared space as my colleagues	148	21.8	362	53.3	112	16.5	25	3.7	11	1.6
I have equitable access to shared equipment/technology for research support as my colleagues	103	15.4	259	38.8	179	26.8	28	4.2	12	1.8
I have equitable teaching support (e.g., materials, technology, TAs)	74	11.2	182	27.6	202	30.6	53	8.0	34	5.2
I feel that my compensation is equitable to my peers with a similar level of experience	55	8.1	195	28.6	109	16.0	163	23.9	116	17.0
Women	28	7.2	99	25.6	67	17.3	96	24.8	71	18.3
Men	27	9.6	91	32.5	38	13.6	66	23.6	42	15.0
White	44	7.5	169	29.0	92	15.8	144	24.7	99	17.0
People of Color	10	13.5	17	23.0	12	16.2	16	21.6	15	20.3
I have equitable access to health benefits	237	34.5	370	53.9	47	6.8	7	1.0	13	1.9
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement	79	11.7	156	23.0	216	31.9	64	9.5	53	7.8

Note: Table reports employee responses only (n = 701).

Regarding respondents' observations of discriminatory employment practices, 25% (n = 170) of all employees (20% of faculty, 25% of academic staff, and 31% of classified staff) believed they observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at UW-Whitewater (Table 32). Women were more likely than men to believe they had

observed discriminatory hiring practices (25% vs. 23%, respectively) as were Employees of Color (28% vs. 24% of White respondents). Twenty-eight percent of sexual minority respondents and 24% of heterosexual respondents believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 22% (n = 38) said it was based on gender, 21% (n = 35) on race, 19% (n = 33) on ethnicity, 19% (n = 33) on campus status, 11% (n = 19) on age, and 10% (n = 17) on advanced experience level of the job candidate (Table B99).

Twelve percent (n = 79) of respondents believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions in UW-Whitewater, up to and including dismissal. Of those individuals, 23% (n = 18) said they believed the discrimination was based on race, 20% (n = 16) on age, 20% (n = 16) on gender, and 17% (n = 16) on campus status (Table B101). Ten percent of women and 14% of men believed they had observed discriminatory practices. Likewise, 13% of sexual minorities and 11% of heterosexual respondents witnessed discriminatory disciplinary actions. Equally, 12% of Employees of Color and White respondents witnessed such disciplinary actions. Additionally, classified staff members (20%) were more likely than faculty members (10%) and academic staff members (6%) to believe they had observed discriminatory disciplinary actions.

Twenty percent (n = 140) of all employees believed they had observed discriminatory practices related to promotion at UW-Whitewater, and believed it was based on gender (27%, n = 38), age (16%, n = 23), race (16%, n = 23), UW-Whitewater status (15%, n = 21), and ethnicity (13%, n = 18). Twenty-one percent of women and 19% of men witnessed discriminatory promotion, as did 19% of heterosexual respondents and 32% of LGB respondents. Twenty-one percent of White respondents and 23% of Respondents of Color witnessed such conduct. And, classified staff members (25%) were more likely than faculty members (21%) or academic staff (14%) to believe they had observed unfair promotion.

Table 32. Employee Respondents Who Believed They Had Observed Unfair, Unjust, or Discriminatory Employment Practices at UW-Whitewater

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	170	24.5	79	11.5	140	20.4
No	523	75.5	610	88.5	547	79.6

Note: Table reports employee responses only (n = 701).

Students' Attitudes and Experiences

The survey asked students about the perceptions they held about the UW-Whitewater climate before they enrolled on campus (Table 33). Before they enrolled at UW-Whitewater, more than half of all student respondents thought the climate was welcoming for all of the groups listed in Table 33.

Table 33. 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	788	34.1	1042	45.1	423	18.3	48	2.1	11	0.5
From Christian affiliations	866	37.5	1029	44.6	359	15.5	44	1.9	11	0.5
Gay, lesbian, bisexual, transgender persons	640	27.7	1042	45.2	524	22.7	81	3.5	20	0.9
Immigrants	658	28.6	1044	45.4	543	23.6	44	1.9	13	0.6
International students, staff, or faculty	796	34.6	1092	47.5	379	16.5	23	1.0	8	0.3
Learning disabled (e.g., dyslexia)	793	34.6	1089	47.5	378	16.5	26	1.1	7	0.3
Men	1016	44.2	963	41.9	294	12.8	15	0.7	9	0.4
Affected by mental health issues (e.g., depression, schizophrenia, bipolar)	649	28.2	962	41.8	600	26.1	70	3.0	20	0.9
Non-native English speakers	635	27.6	1003	43.6	552	24.0	89	3.9	23	1.0
People with children	727	31.7	1017	44.3	473	20.6	66	2.9	13	0.6
People who provide care for other than a child (e.g., elder care)	729	31.8	960	41.8	545	23.7	46	2.0	15	0.7
Physically challenged	929	40.5	1005	43.8	324	14.1	30	1.3	8	0.3
Returning/non-traditional students	811	35.3	1080	47.0	350	15.2	47	2.0	8	0.3
Socioeconomically disadvantaged	811	35.3	1056	45.9	381	16.6	45	2.0	6	0.3
Women	737	32.2	1036	45.2	453	19.8	51	2.2	15	0.7
Veterans/active military status	976	42.5	1002	43.7	292	12.7	18	0.8	7	0.3

Note: Table reports student responses only (n = 2,530).

Forty-five percent (n = 1,040) of student respondents said lack of financial aid compromised their access to college. Fifty-three percent (n = 1,230) of student respondents were concerned about their financial debt upon graduation, and 56% (n = 1,300) indicated that their tuition increases were not met by corresponding increases in financial aid (Table 34).

Table 34. 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	457	19.6	583	25.0	580	24.8	437	18.7	279	11.9
Concerns regarding financial debt upon graduation	565	24.3	665	28.6	487	21.0	372	16.0	233	10.0
Tuition increases that are not met by corresponding increases in financial aid	618	26.6	682	29.4	535	23.1	290	12.5	196	8.4
Other	136	22.3	117	19.2	276	45.2	35	5.7	46	7.5

Note: Table reports student responses only (n = 2,530).

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-Whitewater, the climate in their department/work unit, and the climate in their classes. 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. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents believed they had *experienced* conduct that interfered with their ability to work or learn on campus (14% of respondents), many more people (23% of respondents) believed they had *witnessed* conduct on campus that they felt created an offensive, hostile, exclusionary, 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 had *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment.

Institutional Actions

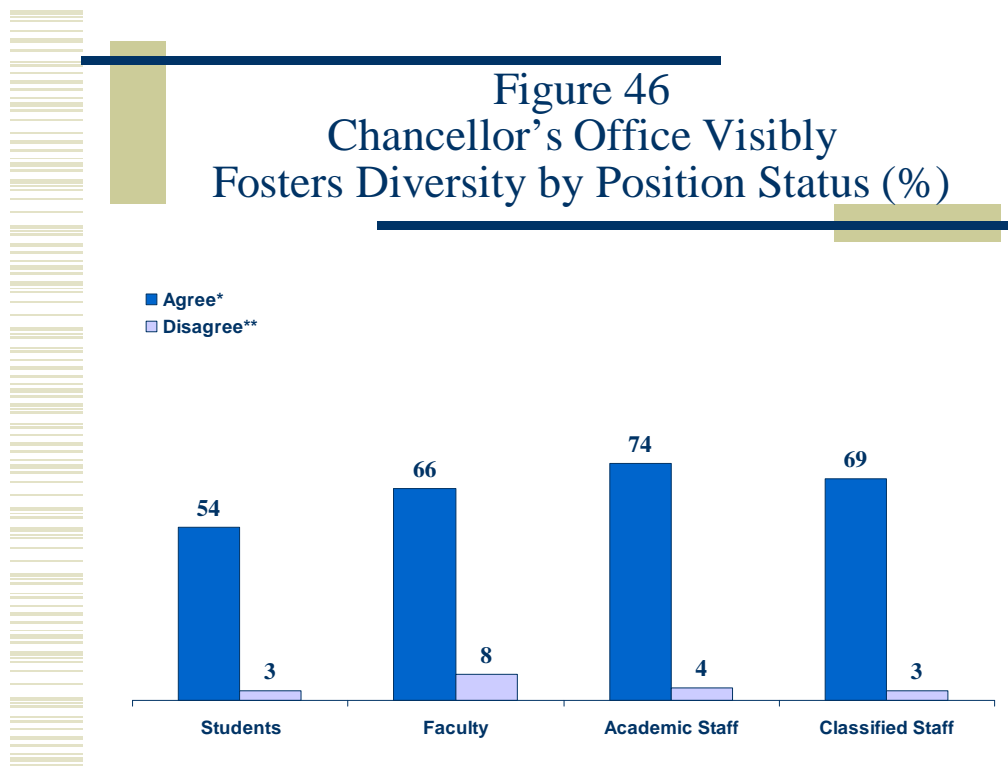
The way in which respondents’ perceived the degree that their leadership fosters diversity or inclusion is also a factor that influences campus climate. More than half of the respondents “strongly agreed” or “agreed” that the Chancellor provided visible leadership that fosters inclusion of diverse members of the campus community (Table 35).

Substantial percentages of respondents were unaware of the degree to which many of the offices/individuals had visible leadership to support diversity/inclusion.

Table 35. Visible Leadership to Foster Diversity/Inclusion from

Office/ Individual	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Academic Support Services	825	28.9	1022	35.8	250	8.8	42	1.5	16	0.6	698	24.5
Chancellor's Office	709	24.9	919	32.3	337	11.8	75	2.6	23	0.8	782	27.5
Career & Leadership Development	837	30.3	919	33.3	229	8.3	29	1.0	11	0.4	738	26.7
Center for Students with Disabilities	915	32.2	999	35.2	204	7.2	24	0.8	11	0.4	687	24.2
Dean of the College of Arts & Communication	565	20.0	782	27.6	292	10.3	49	1.7	13	0.5	1130	39.9
Dean of the College of Business & Economics	625	22.2	829	29.4	293	10.4	51	1.8	15	0.5	1008	35.7
Dean of the College of Education	633	22.4	836	29.6	272	9.6	34	1.2	21	0.7	1029	36.4
Dean of the College of Letters & Sciences	632	22.3	862	30.5	287	10.1	32	1.1	13	0.5	1002	35.4
Dean of the School of Graduate Studies & Continuing Education	566	20.1	753	26.8	295	10.5	38	1.4	16	0.6	1146	40.7
Governance Groups	612	21.6	883	31.2	285	10.1	69	2.4	20	0.7	958	33.9
Human Resources & Diversity	722	25.5	973	34.4	278	9.8	37	1.3	12	0.4	807	28.5
Intercollegiate Athletics	704	24.9	895	31.7	290	10.3	46	1.6	16	0.6	876	31.0
International Education & Programs	715	25.4	927	33.0	256	9.1	38	1.4	13	0.5	861	30.6
Office of the Assistant to the Chancellor for Affirmative Action & Diversity	640	22.8	813	28.9	284	10.1	36	1.3	25	0.9	1011	36.0
Offices in the Division of Administrative Affairs	472	17.3	718	26.4	338	12.4	63	2.3	24	0.9	1109	40.7
Offices in the Division of Student Affairs	683	24.3	877	31.2	271	9.6	37	1.3	13	0.5	929	33.1
Office of Residence Life	765	27.1	919	32.5	249	8.8	38	1.3	16	0.6	837	29.6
Provost's Office/Academic Affairs	591	21.1	800	28.5	303	10.8	30	1.1	23	0.8	1058	37.7
Student Organizations	813	30.0	861	31.7	229	8.4	25	0.9	14	0.5	771	28.4

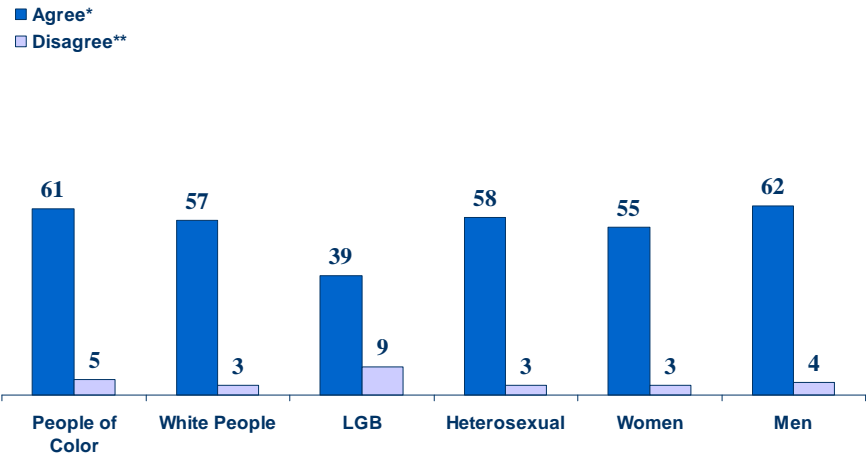
Fifty-seven percent (n = 1,628) of all respondents believed there is visible leadership to foster diversity from the Chancellor's Office, while student respondents were slightly less apt to agree. When reviewing the data by the demographic categories, differing opinions emerged (Figures 46-47).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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



* 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 all of the 15 characteristics listed in Table 36.

Table 36. 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	687	27.0	1149	45.1	354	13.9	91	3.6	33	1.3
Ethnicity	717	28.2	1197	47.1	320	12.6	74	2.9	28	1.1
Mental health status	474	18.8	832	33.0	581	23.0	251	9.9	77	3.1
Gender	701	27.7	1135	44.9	360	14.2	79	3.1	37	1.5
Gender identity	570	22.6	935	37.1	503	19.9	181	7.2	70	2.8
Gender expression	562	22.3	917	36.3	523	20.7	180	7.1	69	2.7
Immigrant status	521	20.7	970	38.4	512	20.3	166	6.6	52	2.1
Learning disability status	496	19.7	853	33.9	585	23.3	219	8.7	72	2.9
Physical characteristics	530	21.1	938	37.3	545	21.7	166	6.6	63	2.5
Physical disability status	529	21.0	937	37.2	544	21.6	174	6.9	63	2.5
Race	725	28.7	1139	45.1	324	12.8	84	3.3	35	1.4
Religion/spiritual status	578	23.0	1038	41.2	446	17.7	153	6.1	56	2.2
Sexual orientation	548	21.7	902	35.8	542	21.5	178	7.1	75	3.0
Socioeconomic status	597	23.7	1025	40.6	458	18.1	135	5.3	46	1.8
Veterans/active military status	460	18.4	790	31.6	625	25.0	197	7.9	96	3.8

Note: Table includes responses only from those who indicated they were students or faculty in Question 28 (n = 2,834).

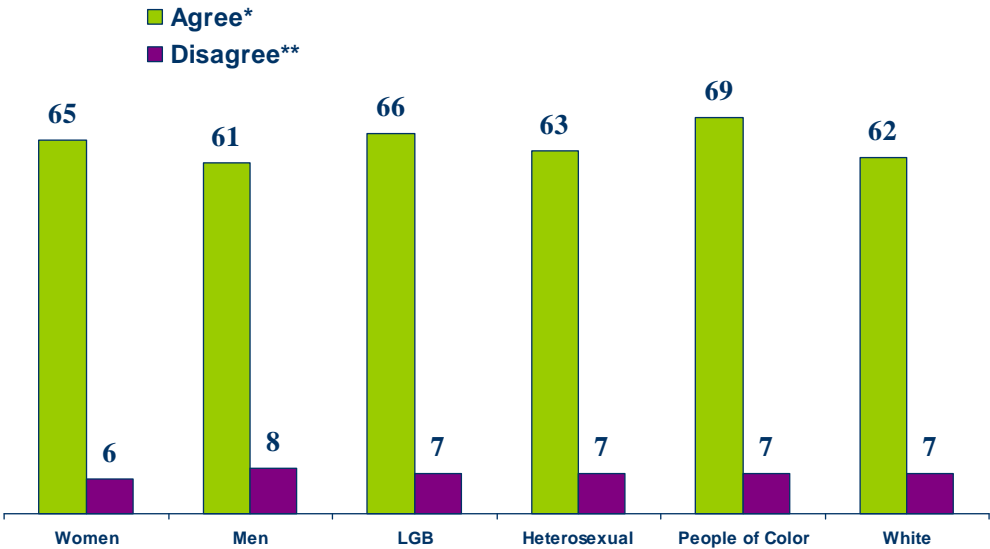
One survey question asked respondents to consider the factors that influence their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). More than half of all respondents believed that diversity initiatives are relevant to their work (58%, n = 1,681), that diversity events at UW-Whitewater are well advertised (60%, n = 1,718), that they felt welcome at these events (63%, n = 1,824), and that their school/work load prevents them from attending (59%, n = 1,694) (Table 37). While 62% (n = 1,785) felt they learned from these events, only 47% (n = 1,361) of respondents thought diversity events at UW-Whitewater fit into their schedules. Forty-two percent (n = 1,220) believed they were expected to attend diversity events, and 43% (n = 1,221) said they received a personal invitation to attend from a member of the institutional leadership. Thirty-two percent (n = 905) thought diversity initiatives were not relevant to their roles on campus.

Table 37. Factors that Influence Respondents' Attendance at Diversity Initiatives at UW-Whitewater

Factor	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Diversity initiatives are relevant to my work.	649	22.4	1032	35.7	887	30.7	217	7.5	106	3.7
Diversity events are well advertised.	543	18.8	1175	40.7	848	29.4	266	9.2	56	1.9
Diversity events fit into my schedule.	537	18.6	824	28.6	1015	35.2	378	13.1	126	4.4
I am expected to attend these events.	461	16.0	759	26.4	939	32.7	534	18.6	181	6.3
I feel that I am welcome at these events.	645	22.4	1179	40.9	859	29.8	133	4.6	66	2.3
I learn from these events.	632	22.0	1153	40.2	909	31.7	108	3.8	69	2.4
My work/school load prevents me from attending.	662	22.9	1032	35.8	854	29.6	258	8.9	80	2.8
Personal invitation from institutional leadership (department head, dean, supervisor).	435	15.3	786	27.6	1131	39.7	351	12.3	147	5.2
Diversity initiatives are not relevant to my role on campus.	317	11.1	588	20.5	1021	35.6	571	19.9	368	12.8
Other	108	14.6	170	22.9	378	51.0	14	1.9	71	9.6

When reviewing some of these items by demographic categories, differences emerged. Figure 48 illustrates that sexual minority respondents, women, and Respondents of Color felt most welcome at diversity events on campus.

Figure 48
I Feel Welcome at Diversity Events (%)

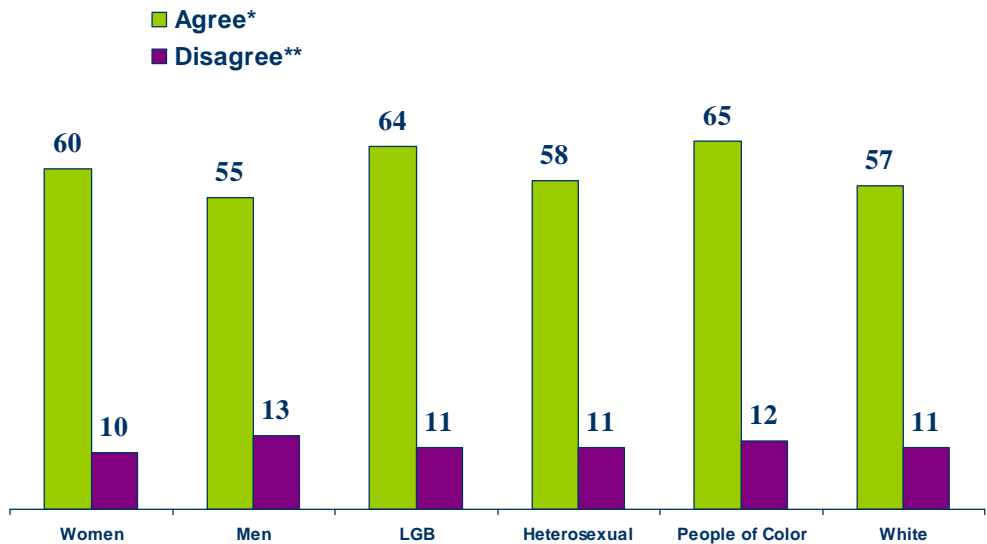


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fewer men, heterosexual respondents, and White respondents than women, sexual minority respondents, and Respondents of Color thought that diversity initiatives were relevant to their work (Figure 49).

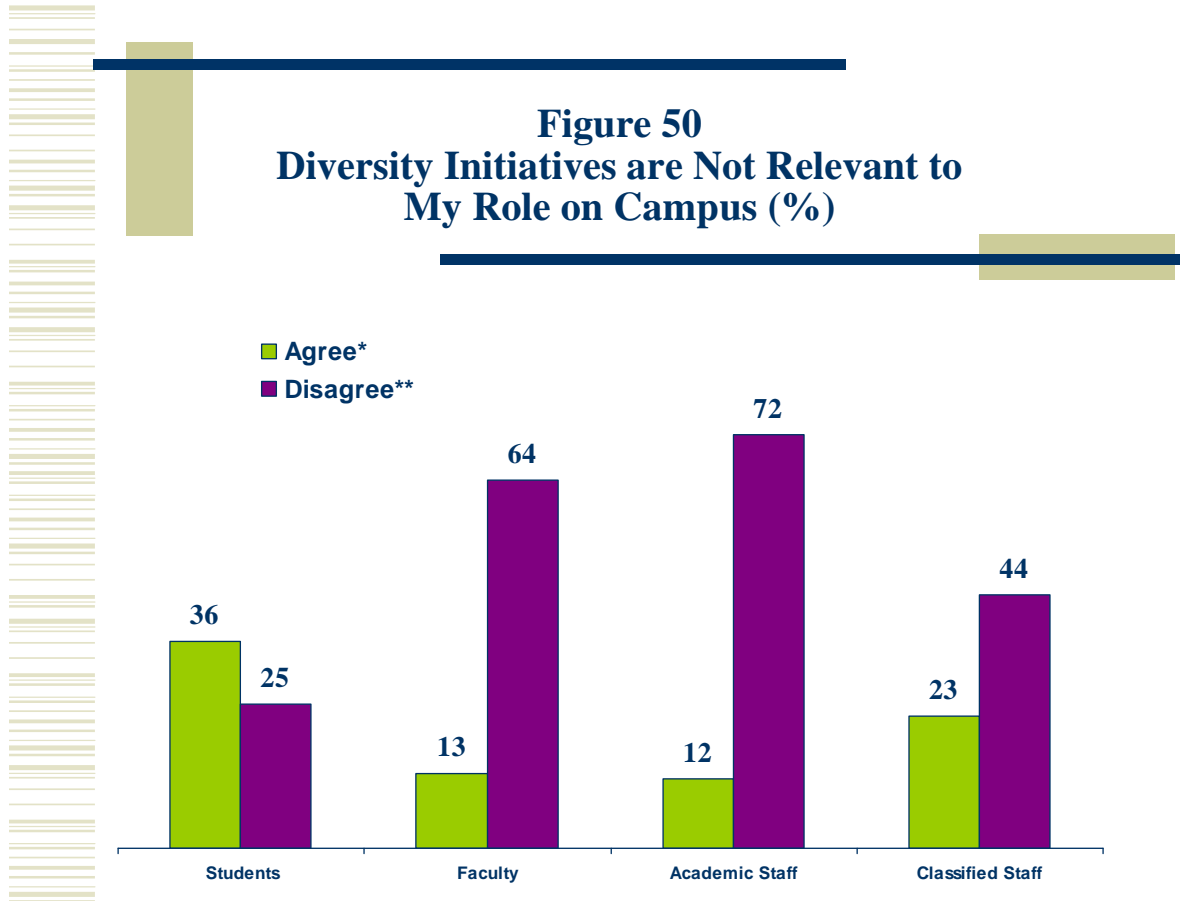
Figure 49
Diversity Initiatives are Relevant to My Work (%)



* 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 38. Eighty-five percent of women students and 83% of men students thought the classroom climate was welcoming based on gender. Only 64% of Students of Color – in comparison with 81% of White students – thought the classroom climate was welcoming based on race. Likewise, 58% of LGB students and 70% of heterosexual students thought the climate was welcoming for students based on sexual orientation.

Table 38. 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	905	36.3	1198	48.1	259	10.4	84	3.4	12	0.5	32	1.3
Country of origin	829	33.4	1125	45.3	389	15.7	58	2.3	10	0.4	73	2.9
Ethnicity	816	33.0	1148	46.4	364	14.7	83	3.4	13	0.5	50	2.0
Mental health status	622	25.1	996	40.2	578	23.3	143	5.8	20	0.8	118	4.8
Gender	1061	42.9	1018	41.1	291	11.8	62	2.5	9	0.4	35	1.4
Gender identity	741	29.9	987	39.9	496	20.0	122	4.9	21	0.8	108	4.4
Gender expression	724	29.2	980	39.6	509	20.6	137	5.5	24	1.0	102	4.1
Immigrant status	715	28.9	1000	40.5	525	21.2	78	3.2	13	0.5	140	5.7
Learning disability status	807	32.6	1062	42.9	381	15.4	101	4.1	22	0.9	104	4.2
Marital/partner status	932	37.7	980	39.6	393	15.9	48	1.9	14	0.6	108	4.4
Parental status	9.3	36.5	985	39.8	400	16.2	64	2.6	15	0.6	105	4.2
Physical characteristics	808	32.7	1066	43.1	414	16.7	112	4.5	20	0.8	54	2.2
Physical disability status	890	35.9	1068	43.1	357	14.4	82	3.3	16	0.6	63	2.5
Political views	709	28.7	975	39.4	484	19.6	166	6.7	64	2.6	75	3.0
Race	863	34.9	1065	43.1	378	15.3	95	3.8	20	0.8	49	2.0
Religion/spiritual status	775	31.4	990	40.1	475	19.2	116	4.7	44	1.8	70	2.8
Sexual orientation	723	29.3	973	39.5	505	20.5	139	5.6	37	1.5	87	3.5
Socioeconomic status	781	31.6	1009	40.9	483	19.6	90	3.6	24	1.0	82	3.3
Veterans/active military status	1015	41.3	898	36.5	389	15.8	40	1.6	22	0.9	96	3.9

Note: Table includes student respondents only (n = 2,530).

More than half of all employee respondents thought the workplace climate was welcoming for employees based on the following characteristics listed in Table 39, except Mental health status (47%, n = 309). The reader will note that a number of respondents chose the neutral response (“neither agree nor disagree”) for this survey item.

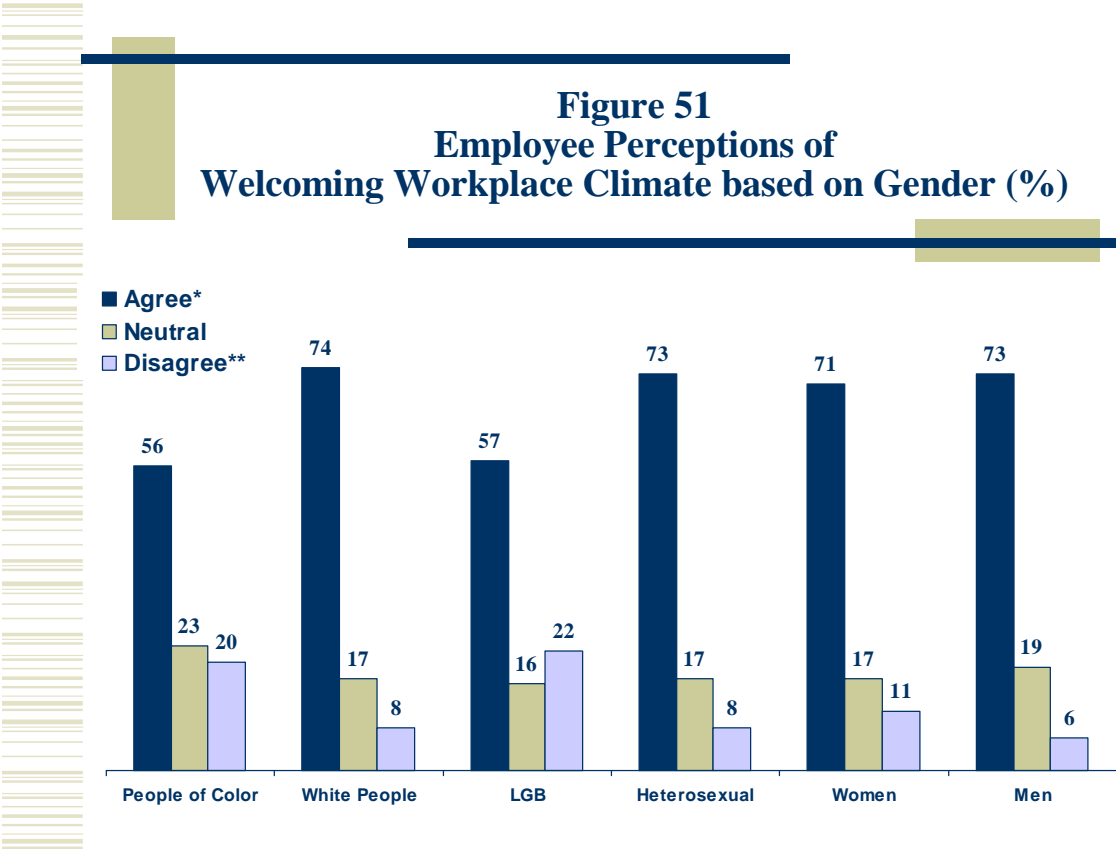
Table 39. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	168	25.1	310	46.4	118	17.7	53	7.9	10	1.5	9	1.3
Country of origin	162	24.3	316	47.4	128	19.2	25	3.8	10	1.5	25	3.8
Ethnicity	156	23.6	325	49.2	110	16.7	39	5.9	10	1.5	20	3.0
Mental health status	95	14.4	214	32.5	181	27.5	68	10.3	8	1.2	93	14.1
Gender	174	26.4	300	45.5	115	17.4	43	6.5	16	2.4	12	1.8
Gender identity	125	19.1	262	40.0	146	22.3	47	7.2	15	2.3	60	9.2
Gender expression	122	18.5	252	38.2	155	23.5	48	7.3	17	2.6	66	10.0
Immigrant status	127	19.4	261	39.8	148	22.6	32	4.9	10	1.5	77	11.8
Learning disability status	118	17.9	216	32.7	178	26.9	33	5.0	8	1.2	108	16.3
Marital/partner status	173	26.3	281	42.6	146	22.2	22	3.3	4	0.6	33	5.0
Parental status	160	24.2	303	45.8	118	17.8	40	6.0	10	1.5	31	4.7
Physical characteristics	154	23.4	280	42.6	144	21.9	36	5.5	7	1.1	37	5.6
Physical disability status	161	24.3	292	44.1	133	20.1	25	3.8	7	1.1	44	6.6
Political views	115	17.4	250	37.8	170	25.7	55	8.3	34	5.1	37	5.6
Race	154	23.3	296	44.8	123	18.6	48	7.3	12	1.8	27	4.1
Religion/spiritual status	132	20.1	257	39.1	165	25.1	40	6.1	22	3.3	41	6.2
Sexual orientation	134	20.3	275	41.6	138	20.9	44	6.7	18	2.7	52	7.9
Socioeconomic status	143	21.8	281	42.8	140	21.3	43	6.5	8	1.2	42	6.4
Veterans/active military status	171	26.0	267	40.6	145	22.1	12	1.8	8	1.2	54	8.2

Note: Table includes employee respondents only (n = 701).

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

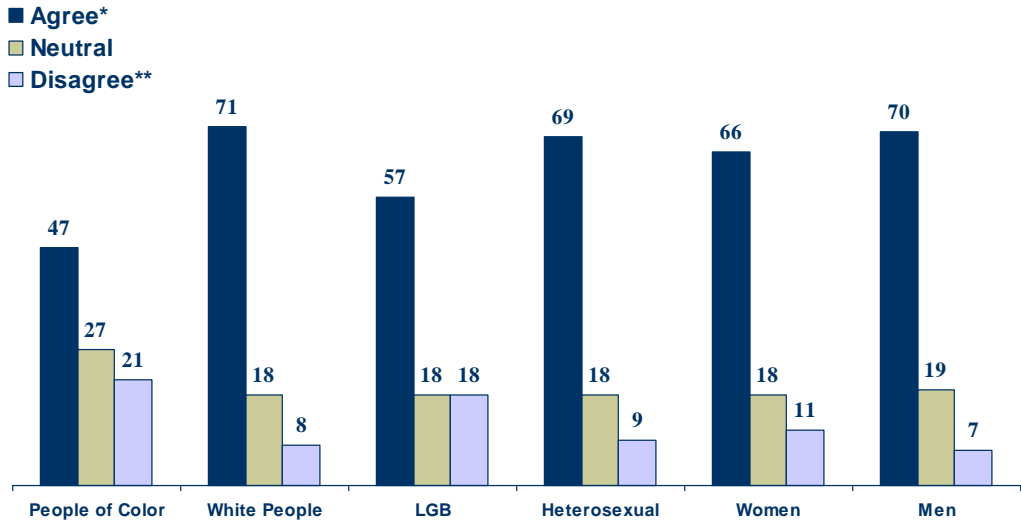
Figure 51
Employee Perceptions of Welcoming Workplace Climate based on Gender (%)



* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

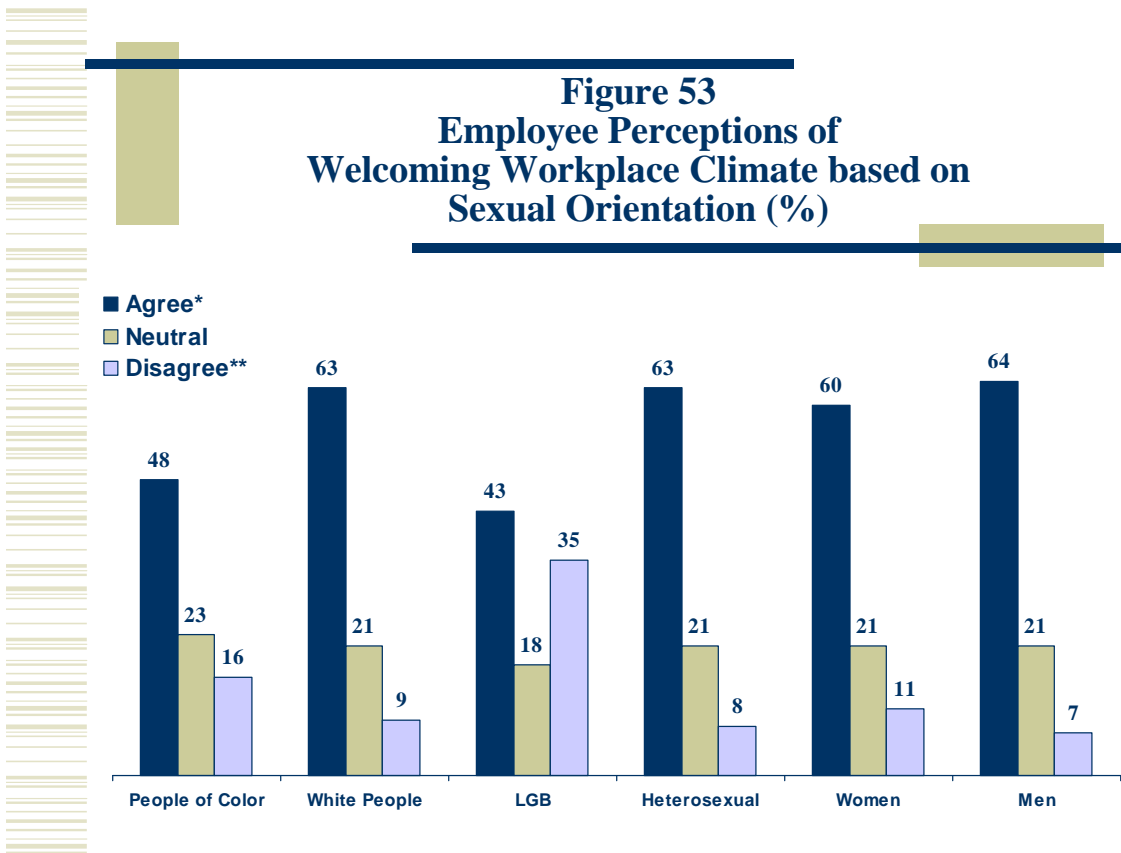
While 68% of all respondents thought the workplace climate was welcoming based on race, only 47% of Respondents of Color and 57% of sexual minority respondents agreed (Figure 52).

Figure 52
Employee Perceptions of Welcoming Workplace Climate based on Race (%)



* Agree and strongly agree collapsed into one category.
 ** Disagree and strongly disagree collapsed into one category.

Vastly different from the responses of other employees, 48% of Respondents of Color and 43% of sexual minority respondents believed the workplace climate was 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 40 and 40a would positively affect the climate at the UW-Whitewater campus. Forty-seven percent (n = 302) of employee respondents thought providing tenure clock options with more flexibility for promotion and tenure for faculty/staff with families would positively affect the climate. Sixty-four percent (n = 413) thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior, and 57% (n = 365) 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 (61%, n = 389), for faculty/staff/students in service-learning projects with people from lower socioeconomic status groups (59%, n = 371), and for faculty/staff/students to work with underrepresented/underserved populations (60%, n = 377).

Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum (46%, n = 294), and rewarding research efforts that evaluate outcomes of diversity training (41%, n = 260) would positively affect the climate.

Table 40. Employees’ Perceptions that Initiatives Would Positively Affect the Climate at UW-Whitewater

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	130	20.2	172	26.8	85	13.2	45	7.0	18	2.8
Providing recognition and rewards for including diversity in course objectives across the curriculum.	75	11.7	219	34.1	131	20.4	64	10.0	29	4.5
Requiring all writing emphasis classes to involve at least one assignment that focuses on issues, research and perspective that involve diverse populations.	71	11.1	189	29.5	133	20.7	91	14.2	34	5.3
Training mentors and leaders within departments to model positive climate behavior.	135	20.9	278	43.0	103	15.9	40	6.2	24	3.7
Offering diversity training/programs as community outreach for members of the public/community.	92	14.4	273	42.8	165	21.2	37	5.8	16	2.5
Rewarding research efforts that evaluate outcomes of diversity training.	66	10.3	194	30.4	167	26.2	74	11.6	32	5.0
Providing immersion experiences for faculty/staff/students to learn a second language.	119	18.8	270	42.6	115	18.1	39	6.2	16	2.5
Providing immersion experiences for faculty/staff/students in service learning projects with lower socioeconomic populations.	107	17.0	264	41.8	132	20.9	26	4.1	16	2.5
Providing immersion experiences for faculty/staff/students with underrepresented/underserved populations.	112	17.7	265	41.9	133	21.0	25	3.9	17	2.7

Seventy-five percent (n = 481) of employees felt providing on-campus child care services would positively affect the climate, and 63% (n = 396) thought providing gender neutral/family friendly facilities also would positively affect the climate (Table 40a). 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 (73%, n = 460), providing mentors for minority faculty/students/staff new to campus (70%, n = 444), providing a clear protocol for responding to hate/hostile incidents at the departmental level (75%, n =

479). Less than half were in favor of requiring the Affirmative Action Office to provide diversity and equity training to every search and screen committee (41%, n = 256). Thirty-three percent (n = 205) wanted to see diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators, and 47% (n = 293) were in favor of reallocating resources to support inclusive climate changes on campus.

Table 40a. Employees' Perceptions that Initiatives Would Positively Affect the Climate at UW-Whitewater

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing on-campus child-care services.	217	34.0	264	41.4	80	12.5	17	2.7	10	1.6
Providing gender neutral/family friendly facilities.	164	25.9	232	36.7	120	19.0	35	5.5	13	2.1
Provide, promote and improve access to quality counseling available to faculty/staff/students who experience sexual abuse on campus or in the community.	199	31.4	261	41.2	101	16.0	7	1.1	5	0.8
Provide mentors for minority faculty/staff/students new to campus.	171	26.8	273	42.7	102	16.0	19	3.0	12	1.9
Providing a clear protocol for responding to hate/hostile incidents process on campus.	217	34.1	262	41.1	89	14.0	9	1.4	9	1.4
Providing a clear protocol for responding to hate/hostile incidents process at the departmental level.	90	14.3	203	32.3	176	28.0	53	8.4	27	4.3
Reallocating resources to support an inclusive climate changes on campus.	73	11.6	132	21.0	185	29.4	106	16.9	61	9.7
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty and administrators.	86	13.6	170	26.9	180	28.5	82	13.0	49	7.8
Requiring Affirmative Action Office to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	217	34.0	264	41.4	80	12.5	17	2.7	10	1.6

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UW-Whitewater 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; 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-Whitewater to review the campus climate. It was the intention of the Diversity Leadership Committee that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the Diversity Leadership Committee and other campus constituent groups using the results of the 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