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## Executive Summary

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

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

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives<sup>1</sup> as evidenced by the System's support and commitment to this climate assessment project. In 2005, a taskforce committee of the UW System Inclusivity Initiative 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. In 2006, R&A presented a proposal to the UW System provosts and various constituent groups, which resulted in

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

the formation by UW System administrators of the *Climate Study Working Group (CSWG)*<sup>2</sup> 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 informed by previous R&A work, the CSWG developed the final survey instrument template that was administered to the five participating institutions in spring 2008.

The UW Colleges was one of five UW System institutions that participated in the initial climate project in 2007-2008. The UWC Diversity Leadership Committee, appointed by Chancellor David Wilson, reviewed the CSWG template and revised the survey instrument to better fit the context of the UW Colleges. The final survey contained 91 questions, including open-ended questions for respondents to provide commentary. Each of the campuses received a campus-specific report as well as a copy of this aggregate report inclusive of all of the UW Colleges results.

This report provides an overview of the findings of the UW Colleges assessment. All members of the 13 campus communities (i.e., students, faculty, academic staff, and classified staff), the UW Colleges Online Program, and the UW Colleges Central Office in Madison were invited to participate in the survey. A summary of the findings suggests that while the UW Colleges face several challenges with regard to climate issues, these challenges parallel those identified in higher education institutions across the country.<sup>3</sup> The quantitative and qualitative findings uncovered several areas where respondents felt that the UW Colleges were succeeding with regard to climate issues and respondents also identified three major challenges that revolve around an overarching theme of power and privilege.

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

<sup>3</sup> 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.

Following are summaries of the demographic characteristics of respondents and quantitative data. Readers are encouraged to review the full report for more specific details.

### Sample Demographics

2,870 surveys were returned representing the following:

- 24% response rate<sup>4</sup>
- 2,101 (98%) undergraduate students, 36 (2%) graduate students, 335 (12%) faculty, 206 (7%) academic staff, and 133 (5%) classified staff
- 252 (9%) People of Color;<sup>5</sup> 2,549 (89%) White respondents
- 100 (3%) people who identified as having a physical disability
- 65 (2%) people who identified as having a learning disability
- 97 (3%) people who identified as having a psychological condition
- 162 (6%) people who identified as lesbian, gay, bisexual, or queer; 25 (1%) who were questioning their sexuality, and 2611 (91%) people who identified as heterosexual
- 1,875 (65%) women; 972 (34%) men; 9 (> 1%) transgender<sup>6</sup>
- 1,731 (58%) respondents were affiliated with a Christian denomination, while 826 (29%) identified as having no spiritual affiliation

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<sup>4</sup> Caution is suggested in generalizing results for constituent groups with significantly lower response rates. Despite this limitation, the results provided here reflect participants' beliefs and concerns with regard to the campus climate.

<sup>5</sup> 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.

<sup>6</sup> "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 University Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

## Quantitative Findings

### *Personal Experiences with Campus Climate*<sup>7</sup>

- **A percentage of respondents believed<sup>8</sup> 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)<sup>9</sup> within the past two years. Status<sup>10</sup> was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities<sup>11</sup> believed they experienced such harassment more often than White and heterosexual people, respectively and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**
  - 14% (n = 394) 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.
  - Respondents stated that the conduct was most often based on the respondents' status (31%, n = 120), gender (30%, n = 117), and age (28%, n = 110).
  - Compared with 13% (n = 341) of White people, 16% (n = 40) of People of Color believed they had personally experienced such conduct.
  - Of Respondents of Color who reported experiencing this conduct, 30% (n = 12) stated it was because of their race.
  - Compared with 13% (n = 122) of men, 15% (n = 271) of women believed they had personally experienced such conduct.
  - Of the women who experienced this conduct, 36% (n = 98) stated it was because of their gender.
  - Compared with 13% (n = 343) of heterosexual respondents, 19% (n = 30) of sexual minority respondents believed they had personally experienced such conduct.
  - Of sexual minority respondents who experienced this conduct, 57% (n = 17) stated it was because of their sexual orientation.
  - Compared with 14% of all respondents, 23% (n = 23) of respondents with physical disabilities, 15% (n = 10) of respondents with learning disabilities, and 33% (n = 32)

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<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> 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.

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

<sup>11</sup> 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.

- of respondents with psychological conditions believed they had personally experienced such conduct.
- Of those that experienced harassment, 35% (n = 8) of respondents with physical disabilities, 20% (n = 2) of respondents with learning disabilities, and 34% (n = 11) of respondents with psychological conditions said the harassment was based on their disability.
  - 37% (n = 49) of classified staff, 23% (n = 77) of faculty, and 21% (n = 44) of academic staff believed they had experienced harassment.
  - 55% (n = 27) of classified staff who experienced harassment said the conduct was based on their status.
  - 22% (n = 85) of participants made complaints to campus officials, while 13% (n = 51) did not know whom to go to; 14% (n = 54) did not report the incident for fear of retaliation, and 11% (n = 41) did not report it for fear their complaint would not be taken seriously.
- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
    - 3% (n = 80) believed they had been touched in a sexual manner that made them feel uncomfortable or fearful while enrolled or employed at the UW Colleges.
    - 19 respondents (1%) believed they had been sexually assaulted while enrolled or employed at the UW Colleges.
    - Most of the respondents who believed they had been sexually assaulted were students (16 people), female (12 people), heterosexual (17 people), and White (17 people).
    - The alleged perpetrators of the sexual assault were most often friends (26%, n = 5) and students (16%, n = 3).
    - 5 respondents (26%) reported the sexual assault to an employer or official.

### Satisfaction with the UW Colleges

- **83% (n = 563) of the UW Colleges employees were “highly satisfied” or “satisfied” with their jobs at the UW Colleges. 68% (n = 454) were “highly satisfied” or “satisfied” with the way their careers have progressed at the UW Colleges.**
  - Classified staff members were less satisfied with their jobs than were other employees.
  - Classified staff members were less satisfied with the way their careers have progressed than were other employees.
- **83% (n = 1755) of students were “highly satisfied” or “satisfied” with their education at their campuses, while 68% (n = 1437) were “highly satisfied” or “satisfied” with the way their academic careers have progressed.**
  - A lower percentage of sexual minorities were satisfied with their educations and with the way their academic careers have progressed than were other students.
  - Higher percentages of women students, White students, and heterosexual students were satisfied with the way their education and the way their academic careers have progressed than were men students, Students of Color, and sexual minority students.

- **40% of all respondents (n = 1,143) have seriously considered leaving their colleges.**
  - Among employees, 61% (n = 156) of men and 61% (n = 251) of women considered leaving the UW Colleges.
  - 55% (n = 23) of Employees of Color and 62% (n = 374) of White employees have seriously considered leaving.
  - 73% (n = 24) of sexual minority employees, compared to 61% (n = 372) of heterosexual respondents, have seriously considered leaving the institution.
  - Among students, 33% (n = 466) of women and 35% (n = 245) of men considered leaving the UW Colleges.
  - 30% (n = 30) of Students of Color and 34% (n = 640) of White students considered leaving, as did 37% (n = 46) of LGB students and 34% (n = 639) of heterosexual students.

### Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at their campuses (87%, n = 2490), in their departments or work units (83%, n = 2339), and in their classes (86%, n = 2159). The figures in the narrative demonstrate some disparities based on race.**
  - Compared with 88% of White people, 84% of People of Color were “comfortable” or “very comfortable” with the overall campus climate.
  - Compared with 83% of White people, 81% of People of Color were “comfortable” or “very comfortable” with the climate in their departments or work units.
  - Compared with 86% of White people, 83% of People of Color were “comfortable” or “very comfortable” with the climate in their classes.
- **Some 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.**
  - 18% of the participants (n = 516) believed 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 (23%, n = 121), gender (22%, n = 114), status (21%, n = 106), ethnicity (20%, n = 103), and age (20%, n = 102).
  - Compared with 18% (n = 446) of White respondents, 20% (n = 50) of Respondents of Color believed they had observed or personally been made aware of such conduct.
  - Compared with 18% (n = 450) of heterosexuals, 29% (n = 46) of sexual minorities believed they had observed or personally been made aware of such conduct.
  - Compared with 41% (n = 54) of classified staff, 35% (n = 71) of faculty and 35% (n = 116) of academic staff believed they had observed such conduct.
  - These incidents were reported to an employer or official only 12% of the time.
  - 12% (n = 62) of participants made complaints to campus officials, while 10% (n = 49) did not know whom to go to, 8% (n = 41) did not report it for fear their

complaint would not be taken seriously, and 8% (n = 40) did not report the incident for fear of retaliation.

- **Some employee respondents believed they had observed discriminatory employment practices.**
  - 16% of employee respondents (n = 110) believed they had observed discriminatory hiring, which was most often based on gender (23%, n = 25).
  - 11% (n = 77) believed they had observed discriminatory employment-related disciplinary actions (up to and including dismissal), which was most often based on gender (18%, n = 14).
  - 16% (n = 108) believed they had observed discriminatory promotion practices, which was most often based on status (28%, n = 30).

### Institutional Actions

- 51% (n = 1349) of all respondents thought that diversity initiatives are relevant to their work.
- 61% (n = 1617) felt welcome at campus diversity events.
- 43% (n = 273) of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 59% (n = 385) thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 57% (n = 364) thought offering diversity training/programs as community outreach would positively affect the climate.
- 62% (n = 393) of employees felt providing on-campus child care services would positively affect the climate.
- More than half of all employees thought the following initiatives would also positively affect the climate on campus: improving and promoting access to quality services for those individuals who experience sexual abuse (67%, n = 418), providing mentors for minority faculty/students/staff new to campus (66%, n = 421), and providing a clear protocol for responding to hate/hostile incidents at the campus level (76%, n = 479) and departmental level (71%, n = 441).

## **Introduction**

### **The Importance of Examining Campus Climate**

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments in which these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.<sup>12</sup> The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.<sup>13</sup> 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,

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

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

equally valued, and equally heard” (p. xxi). The report suggested that to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

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.<sup>14</sup> In 2005, an academic planner was made aware of bias incidents at several campuses, and conversations began regarding a System-wide campus climate project. A taskforce committee of the UW System Inclusivity Initiative was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. Conversations at the System level continued, and R&A presented a proposal to the UW System provosts and various constituent groups in September 2006. Following this meeting, UW System Administrators formed the *Climate Study Working Group* (CSWG),<sup>15</sup> which conducted in-depth interviews with other higher education institutions that had contracted with R&A. In July 2007, UW System 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.

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

<sup>15</sup> The CSWG included two 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 students, staff, and faculty their perceptions of the campus climate, to inform question construction on a System-wide survey instrument. The CSWG began working with R&A in spring 2007 to assist in identifying participants for the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-finding groups were conducted at the University of Wisconsin-Madison on September 27 and 28, 2007. One hundred seventy-eight (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 members.

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 will be used to help to lay the groundwork for future initiatives. Each of the UW Colleges campuses received a campus-specific report as well as a copy of this aggregate report.

The UW Colleges Diversity Leadership Committee, appointed by Chancellor David Wilson, reviewed the CSWG template and revised the survey instrument to better fit the context of the UW Colleges. The final survey contained 91 questions, including open-ended questions for respondents to provide commentary.

## 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.”<sup>16</sup> 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.**<sup>17</sup> 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. After receiving a fully-developed draft of the survey from the CSWG, the UW Colleges Diversity Leadership Committee added UW Colleges-specific questions. The final survey contained 91 questions,<sup>18</sup> including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of the UW Colleges’ institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both on-line and pencil-and-paper formats. All surveys responses were

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<sup>16</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

<sup>17</sup> The original project that served as the foundation for the 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*.

<sup>18</sup> To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

entered 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 February 2008 by the UW Colleges Senate Research Review Committee. The proposal indicated that any analysis of the data would insure participant confidentiality. The final Web-based survey and paper-and-pencil surveys were distributed to the campus community in April 2008. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via a series of email invitations to participate from Chancellor David Wilson, Interim Provost Greg Lampe, campus deans, and student leaders.

**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. A second limitation is in regard to response rates. Caution is suggested in generalizing the results for response rates less than thirty percent. Despite this limitation, the results provided here reflect participants’ beliefs and concerns with regard to the campus climate.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 16.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status<sup>19</sup>) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using valid percentages.<sup>20</sup> Refer to the survey data tables in Appendix A for actual percentages.<sup>21</sup>

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<sup>19</sup> 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).”

<sup>20</sup> Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

<sup>21</sup> 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 Colleges' institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

### Description of the Sample<sup>22</sup>

Two thousand eight hundred seventy (2,870) surveys were returned. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. The sample has a significantly greater proportion of females and a smaller proportion of males than does the population. With regard to race, the sample has a significantly smaller proportion of Latino/Hispanics and Southeast Asians than does the population and a significantly greater proportion of Native American Indians and individuals categorized as Other/Unknown. It should be noted that the sample data included seven categories of race/ethnicity (representing 82 individuals) that were not cited in population demographics. With regard to status, significant differences in proportions within status groups were found between the sample and the population. These differences are quite large, as reflected in the atypically large Chi Square Value. The sample has significantly smaller proportions of Associate Degree and Non-Degree Students. There is no significant difference between the sample and the population in the proportions of Limited Term Employees and Limited Academic Staff. For the remaining 14 categories of status, the sample has significantly larger proportions than does the population. For eight of these categories, the "n" for the sample is greater than the total "N" for the population, yielding very large differences. It should be noted that the sample data included two categories of status (representing 54 individuals) that were not cited in population demographics. These large differences are in part due to UW-Marathon County reporting population data for several categories that were not reported by other UW College campuses.

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<sup>22</sup> All frequency tables are provided in Appendix A. For any notation regarding tables in the narrative, the reader is directed to these tables.

**Table 1. UW Colleges Demographics of Population and Sample Respondents<sup>23</sup>**

Characteristic	Subgroup	Population		Sample		Response
		%	(n)	%	(n)	Rate %
Gender <sup>a</sup>	Male	48.3%	5762	34.0%	972	16.9%
	Female	51.7%	6171	65.5%	1875	30.4%
	Transgender			0.3%	9	n/a
	Other			0.2%	6	n/a
Race/Ethnicity <sup>b</sup>	African			0.3% <sup>1</sup>	9	n/a
	African American/Black	1.8%	202	1.5%	42	20.8%
	Alaskan Native			0.1%	2	n/a
	Asian			1.7%	49	n/a
	Asian American	2.2%	238	2.0%	56	23.5%
	Caribbean/West Indian			0.03%	1	n/a
	Caucasian/White	90.9%	10005	91.5%	2625	26.2%
	Indian Subcontinent			0.2%	7	n/a
	Latino(a)/Hispanic	2.4%	266	1.9%	55	20.7%
	Middle Eastern			0.3%	8	n/a
	Native American Indian	0.7%	78	1.1%	33	42.3%
	Pacific Islander			0.2%	6	n/a
Southeast Asian	1.7%	185	0.7%	21	11.4%	
Other/Unknown	0.3%	34	1.4%	40	>100.0%	
Status <sup>c</sup>	Transfer Student	0.4%	40	14.3%	410	>100.0%
	Associate Degree Student	78.2%	8267	39.9%	1144	13.8%
	Dual Enrollment	0.02%	2	0.8%	24	>100.0%
	Non-Degree Seeking Student	9.6%	1018	4.5%	128	12.6%
	Bachelor Degree Student	0.5%	58	13.8%	395	>100.0%
	Master Degree Student	0.04%	4	0.7%	21	>100.0%
	Doctoral Degree Student	0.02%	2	0.2%	6	>100.0%
	Professional Degree Student	0.02%	2	0.3%	9	>100.0%
	Adjunct Professor			0.5%	15	n/a
	Instructional Academic Staff	3.1%	329	4.8%	139	42.2%
	Assistant Professor	1.0%	109	2.6%	74	67.9%
	Associate Professor	0.9%	93	2.2%	63	67.7%
	Professor	0.6%	67	1.5%	44	65.7%
	Limited Term Employee	1.3%	136	1.1%	32	23.5%
	Classified Staff Non-Exempt	1.9%	200	3.3%	94	47.0%
	Classified Staff Exempt			1.4%	39	n/a
	Non-Instructional Academic Staff	1.8%	188	4.2%	121	64.4%
	Limited Academic Staff	0.4%	45	0.2%	5	11.1%
	Administrator	0.02%	2	1.7%	48	>100.0%
Other	0.08%	8	2.1%	59	>100.0%	

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

<sup>a</sup>  $X^2(1, N = 2847) = 228.56, p = .0001$

<sup>b</sup>  $X^2(6, N = 2872) = 143.97, p = .0001$

<sup>c</sup>  $X^2(17, N = 2816) = 32238.03, p = .0001$

<sup>23</sup> The table population categories for race are those used by the institution. The table sample categories for race are those created by the UWC DLC based on their knowledge of the community at the UW Colleges.

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

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from UW Colleges Diversity Leadership Committee 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 (question 77) and those that rate overall campus climate on various scales (question 72) were moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients<sup>24</sup> are provided in Table 2.

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<sup>24</sup> 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	.444				
Alaskan Natives	.356				
Asians	.401				
Asian Americans	.391				
Latino(a)/Hispanics	.446				
Middle Eastern persons	.414				
Multiracial/multiethnic/ multicultural persons	.414				
Native Americans	.388				
Pacific Islanders/Hawaiian Natives	.362				
LGBT individuals		.580			
Socioeconomically Disadvantaged persons			.494		
Women				.462	
Non-native English Speakers					.475

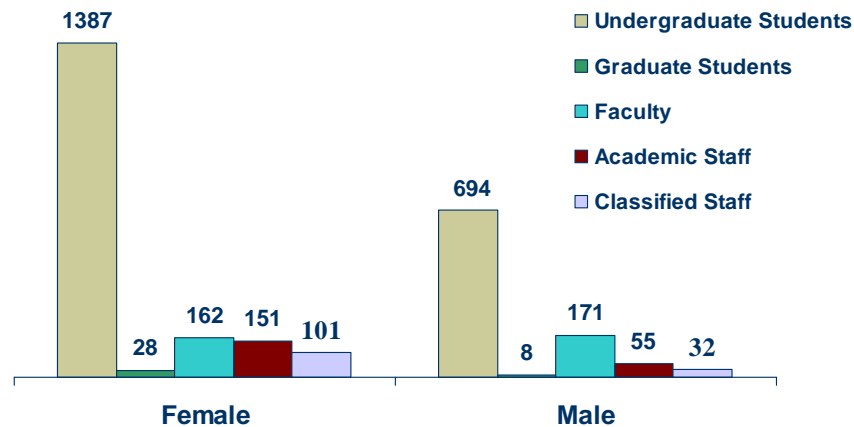
p = 0.01 for all r values

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

## Sample Characteristics<sup>25</sup>

The majority of the sample were female (65%, n = 1,875) (Figure 1). Nine transgender<sup>26</sup> individuals completed the survey; however, they are not included in Figure 1 to maintain the confidentiality of the small number of transgendered respondents.

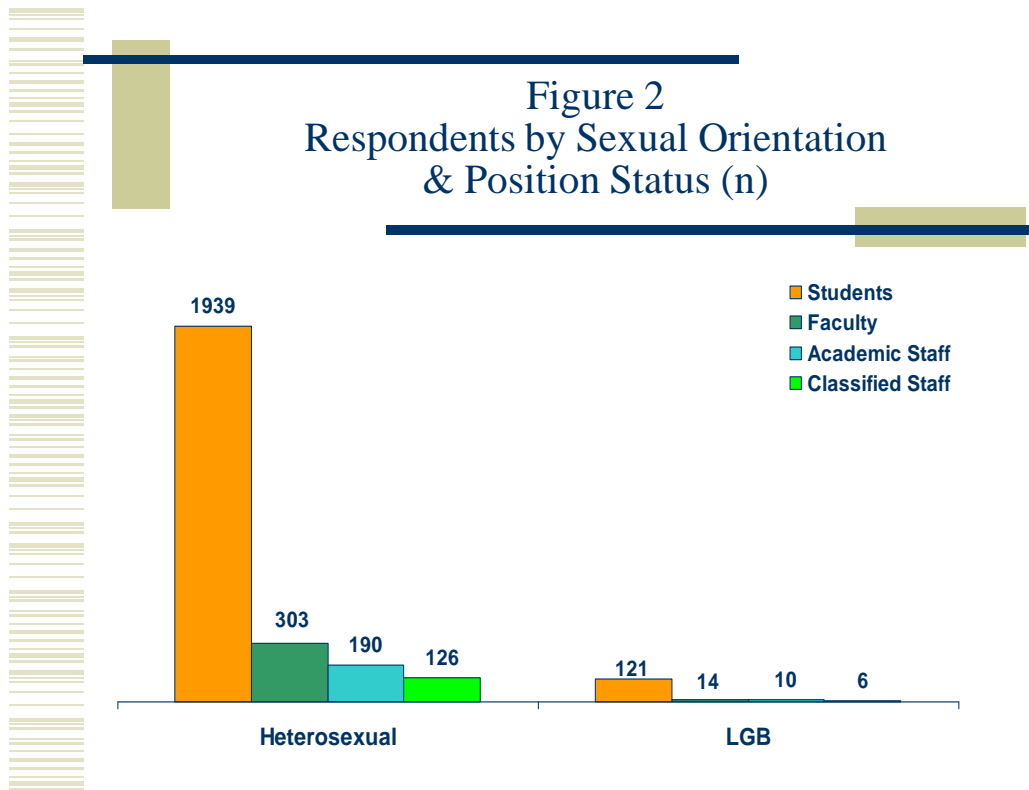
Figure 1  
Respondents by Gender & Position Status (n)



<sup>25</sup> All percentages presented in the “Sample Characteristics” section of the report are valid percentages.

<sup>26</sup> Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been separately reported in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of respondents were heterosexual<sup>27</sup> (91%, n = 2,611) and six percent (n = 162) were sexual minorities<sup>28</sup> (Figure 2). Twenty-five people were questioning their sexual orientation.

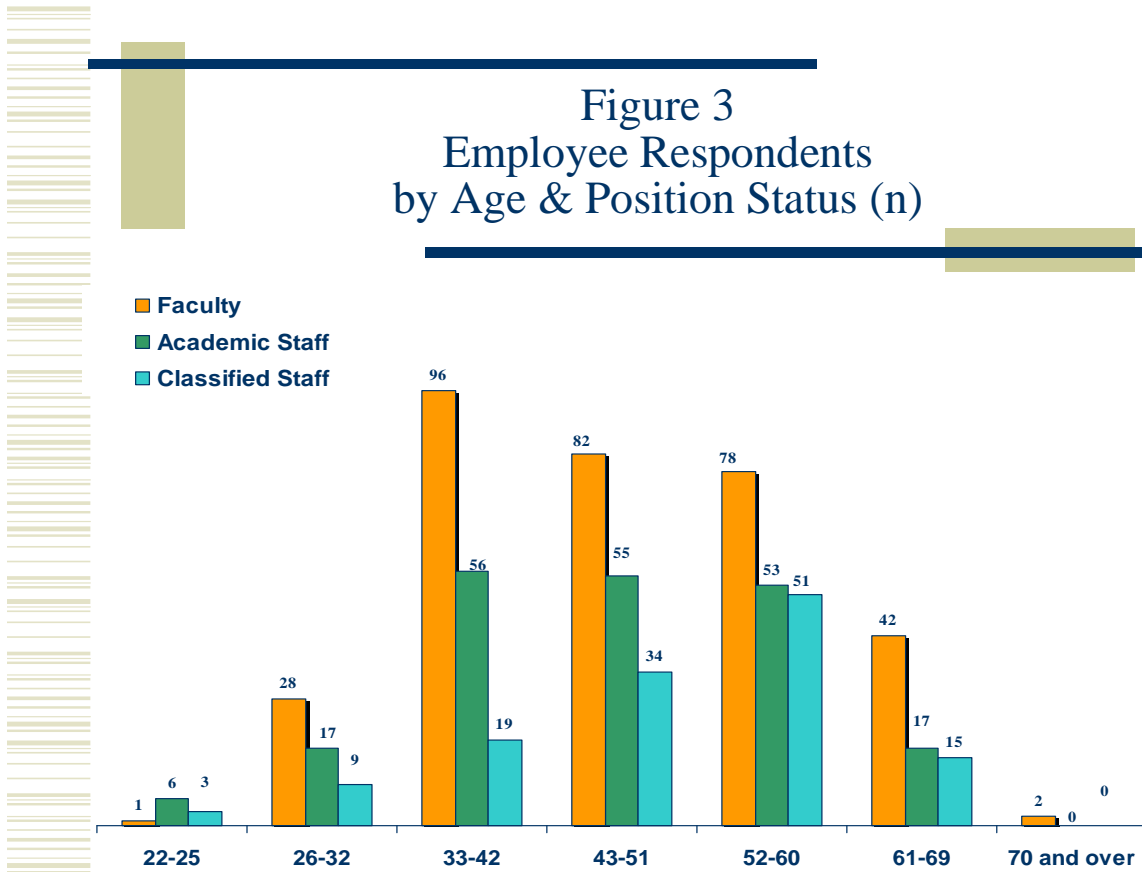


<sup>27</sup> Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual.

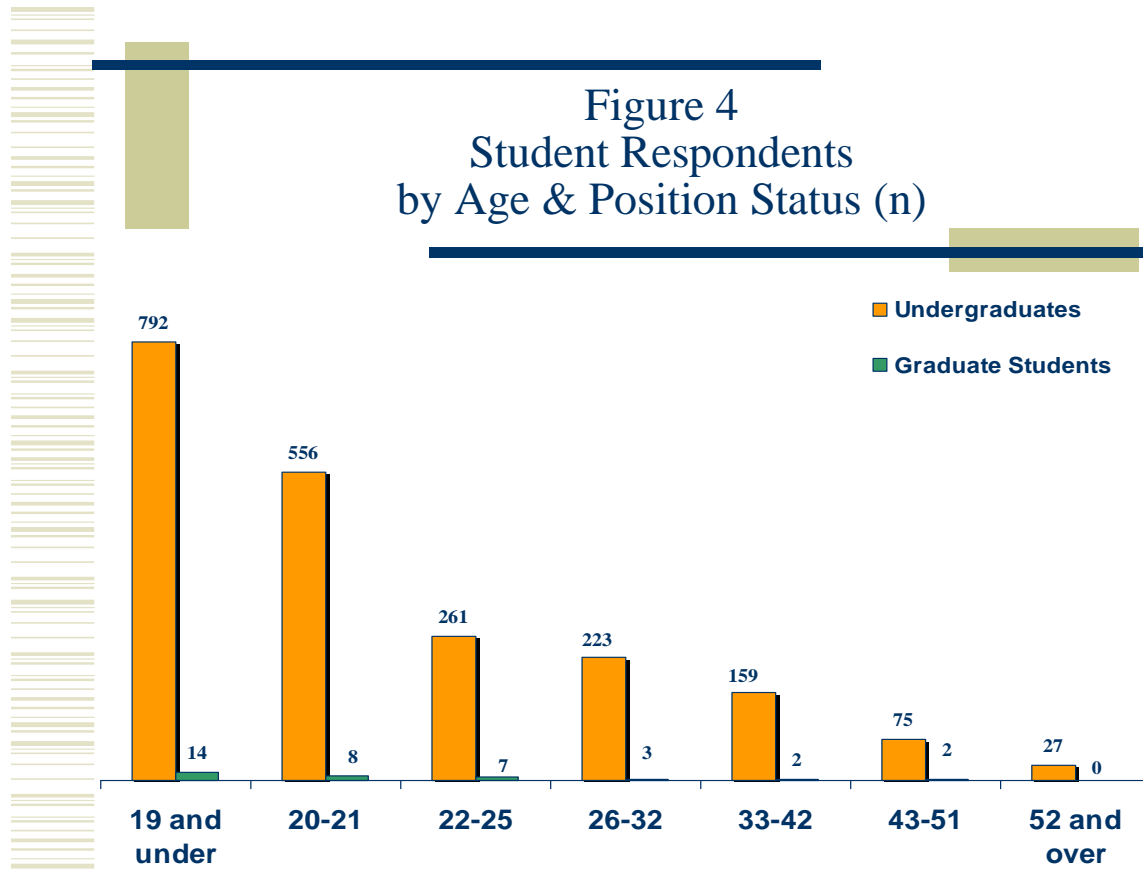
<sup>28</sup> This report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

Twenty-nine percent of faculty members (n = 96) were 33 to 42 years old, and 25% of faculty members (n = 82) were between the ages of 43 and 51 (Figure 3). Twenty-seven percent of academic staff members were between the ages of 33 to 42 (n = 56) and 43 to 51 (n = 55). Thirty-nine percent of classified staff members (n = 51) were between the ages of 52 and 60.

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

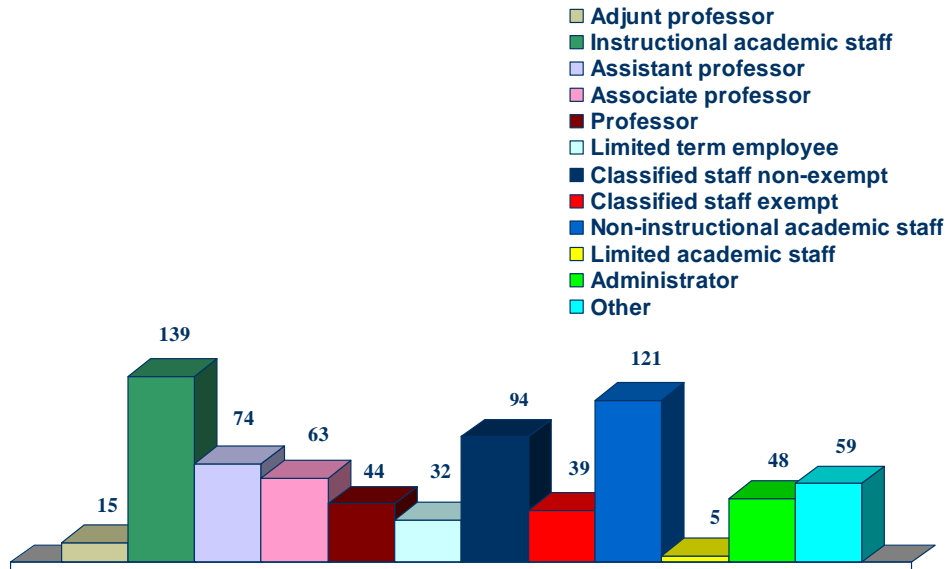


Thirty-eight percent (n = 792) of responding undergraduates were 19 years of age or younger, and 39% (n = 14) of responding graduate students were 19 years of age or younger (Figure 4).



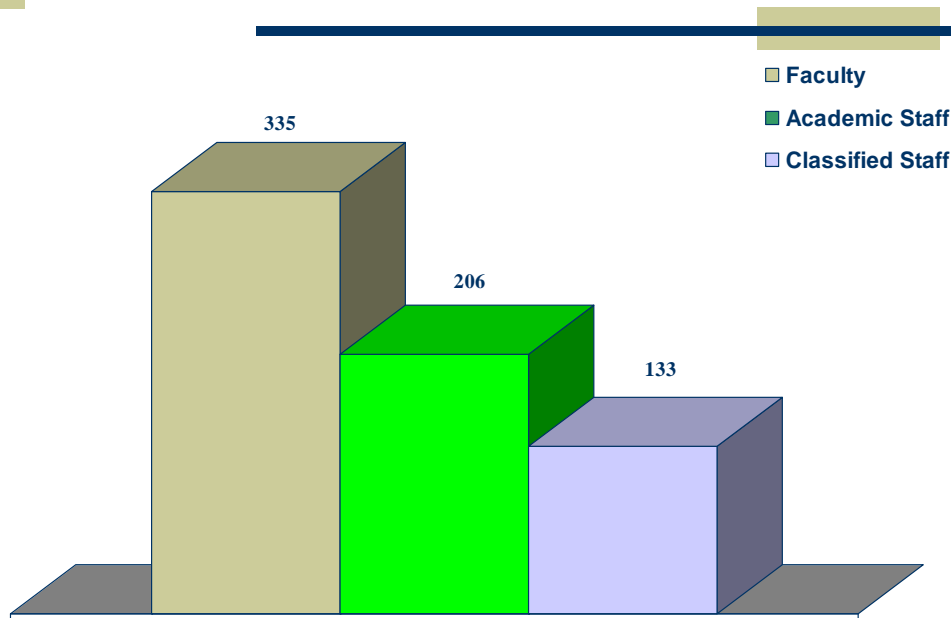
Figures 5 and 6 depict the employee respondent population by UW Colleges status (Figure 5).

Figure 5  
Employee Respondents  
by Position Status (n)



For the purposes of some analyses, employee “status” data were collapsed<sup>29</sup> into the following categories: faculty, academic staff, and classified staff (Figure 6). Fifty percent of employee respondents were faculty (n = 335), 30% were academic staff (n = 206), and 20% were classified staff (n = 133).

Figure 6  
Collapsed Employee Position Status (n)



<sup>29</sup> 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 the UW Colleges.

**Table 3. Faculty/Staff Appointments**

<b>Appointment</b>	<b>Women</b>		<b>Men</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Adjunct professor	8	53.3	7	46.7
Instructional academic staff	82	59.0	57	41.0
Assistant professor	27	37.0	46	63.0
Associate professor	27	42.9	36	57.1
Professor	18	41.9	25	58.1
Limited term employee	28	87.5	4	12.5
Classified staff non-exempt	76	80.9	18	19.1
Classified staff exempt staff	25	64.1	14	35.9
Non-instructional academic staff	89	73.6	32	26.4
Limited academic staff	3	60.0	2	40.0
Administrator	31	64.6	17	35.4

Note: Table reports employee responses only (n = 672).

The majority of employee respondents primarily were affiliated with Faculty/IAS – Humanities Division (21%, n = 140), Faculty/IAS – Natural Science/Math Division (17%, n = 119), Student Services (16%, n = 109), and Faculty/IAS – Social Science/Business/Physical Science Division (11%, n = 76) (Table 4).<sup>30</sup> Seventy-one percent of employees (n = 483) were full-time in their status (Table A14).

<sup>30</sup> Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix A.

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

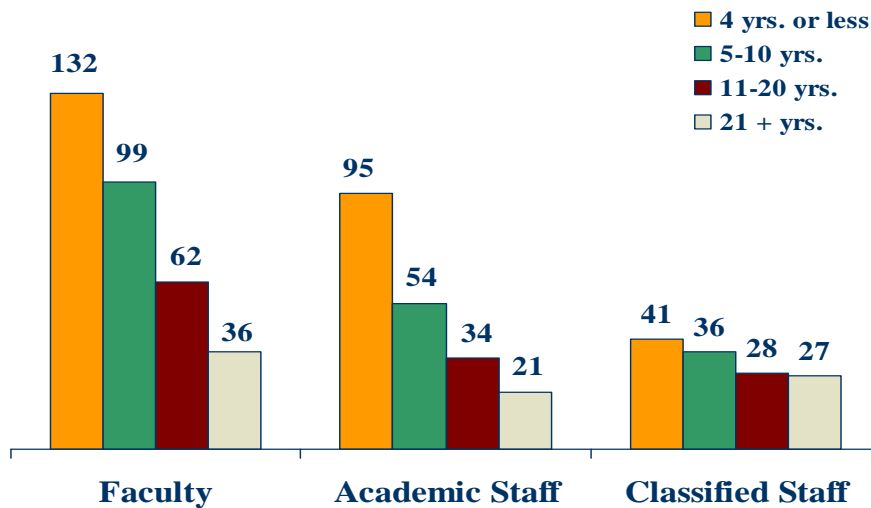
<b>Academic/Work Unit</b>	<b>n</b>	<b>%</b>
Administrative Services	61	8.9
Auxiliaries (Bookstore, Food Service, Residence Hall)	17	2.5
Buildings and Grounds	35	5.1
Campus Dean's Office	29	4.2
Chancellor's Office	2	0.3
Collaborative Degree Program	4	0.6
Continuing Education	20	2.9
Faculty/IAS – Humanities Division	140	20.5
Faculty/IAS – Natural Science/Math Division	119	17.4
Faculty/IAS – Social Science/Business/ Physical Science Division	76	11.1
Foundation	3	0.4
Human Resources	6	0.9
Information Technology	18	2.6
Libraries	34	5.0
TRIO Programs	17	2.5
Multicultural Resource Center	1	0.1
Office of Academic Affairs	8	1.2
Student Services	109	15.9
University Relations	27	3.9
Other	31	4.5

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

About three percent of employee respondents (n = 22) indicated that the highest level of education they completed was high school (Table A12). Five percent (n = 35) had completed associate's degrees, 13% (n = 86) bachelor's degrees, 35% (n = 240) master's degrees, and 30% (n = 203) doctoral or professional degrees.

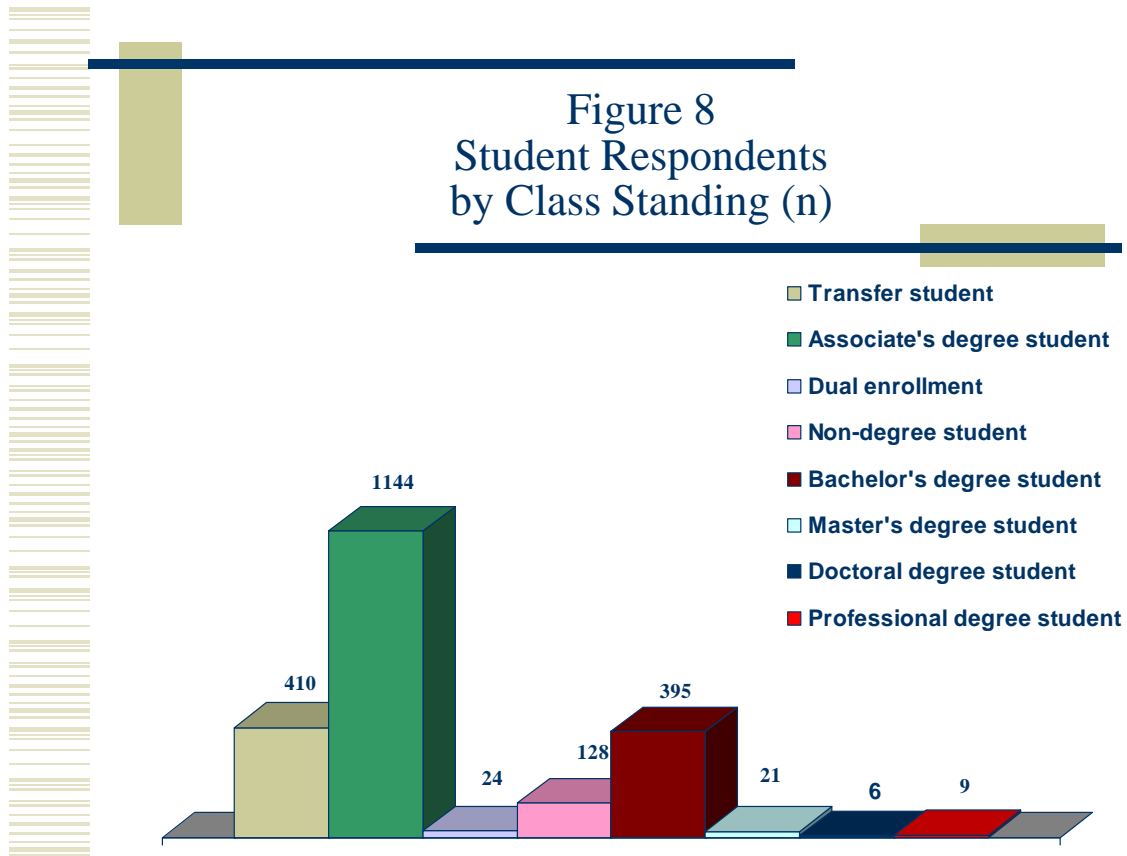
About 28% of employee respondents (n = 191) have been employed by the UW Colleges for five to 10 years, and 26% (n = 180) have been employed by the UW Colleges for four years or less (Figure 7). Thirteen percent of employees (n = 85) have been at the UW Colleges for more than 20 years.

**Figure 7**  
**Employee Respondents' Time at University (n)**



Thirty-two percent (n = 221) of current UW Colleges employees have worked for more than one UW System institution/System Administration (Table A20). Of those respondents, 157 worked at UW Colleges, 57 were employed by UW-Madison, 42 were employed by UW-Milwaukee, and 31 were employed by UW-Oshkosh (Table A21).

Approximately 98% of the student respondents were undergraduate students (n = 2,101), and two percent (n = 36) were graduate students<sup>31</sup> (Figure 8).



Of the transfer students, associate’s degree students, and dual enrollment students, five percent (n = 86) were working towards the associate’s degree only, 74% (n = 1,160) were working towards associate’s degrees and planning to transfer to another institution, and 21% (n = 324) planned to transfer without earning associate’s degrees (Table A9).

<sup>31</sup> Throughout the results, the term “Undergraduate students” will be used to signify transfer students, associate’s 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.

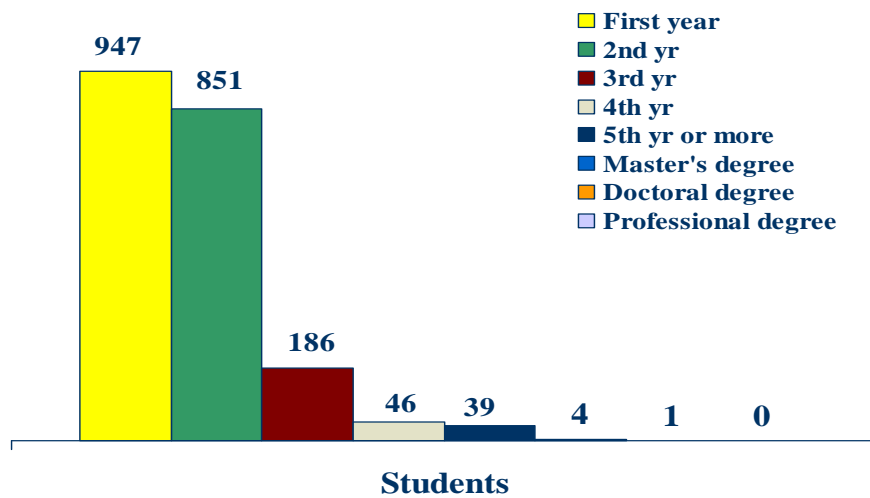
**Table 5. Students' Parents'/Guardians' Highest Level of Education**

<b>Level of Education</b>	<b>Parent /Legal Guardian 1</b>		<b>Parent/Legal Guardian 2</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
No high school	107	4.9	114	5.2
High school	773	35.4	800	36.7
Some college	363	16.6	367	16.8
Business/Technical certificate/degree	200	9.2	222	10.2
Associates degree	130	6.0	125	5.7
Bachelors degree	283	13.0	259	11.9
Some graduate work	38	1.7	24	1.1
Masters degree	161	7.4	106	4.9
Doctorate degree	22	1.0	7	0.3
Other professional degree	18	0.8	9	0.4
Unknown	25	1.1	46	2.1
Not applicable	4	0.2	20	0.9
Missing	57	2.6	82	3.8

Note: Table reports student responses only (n = 2,181).

Forty-three percent (n = 947) of student respondents were first-year students, and 39% (n = 851) were second-year students (Figure 9). About two percent were fifth-year students (n = 39).<sup>32</sup>

**Figure 9**  
**Student Respondents' College Standing (n)**

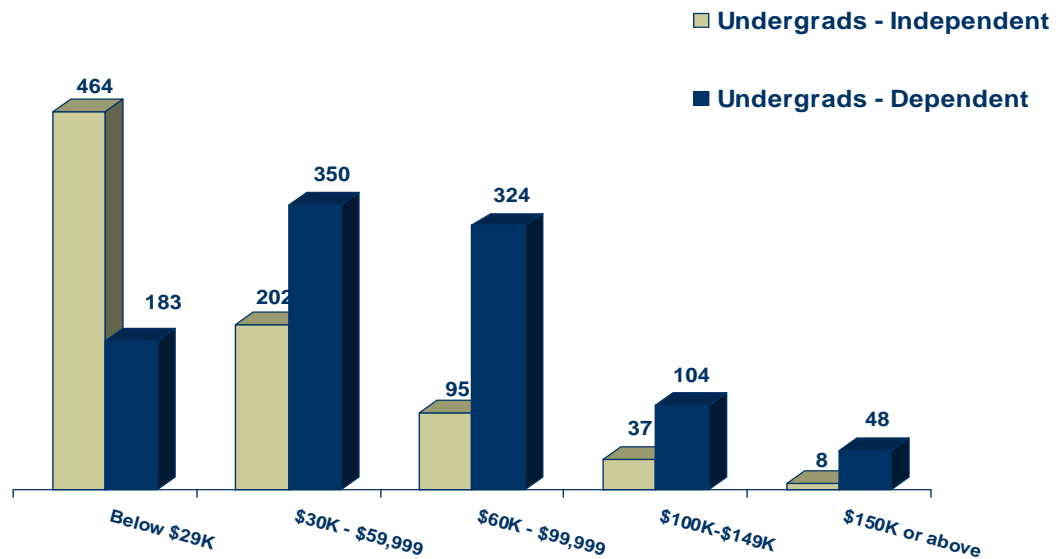


Fifty-seven percent of student respondents (n = 1,251) were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and 39% (n = 859) were independent students (i.e., they were the sole providers for their living/educational expenses) (Table A23). Fifty-five percent (n = 1,189) of all students were working 20 or more hours per week (Table A26).

<sup>32</sup> The reader will note the discrepancies between Figures 8 and 9 in the narrative and Tables A8 and A22 in Appendix A in the numbers of student respondents who identified as graduate students (master's degree students, doctoral degree students, and professional degree students). For the purposes of this investigation, the figures from Table A8 were used to create the collapsed categories "undergraduate students" and "graduate students."

Thirty-one percent (n = 675) of student respondents reported that they or their families have annual incomes of less than \$30,000. Twenty-seven percent (n = 583) reported annual incomes between \$30,000 and \$59,999, 20% (n = 438) between \$60,000 and \$99,999, seven percent (n = 147) between \$100,000 and \$149,999, and three percent (n = 59) over \$150,000 annually. These figures are displayed by student status in Figure 10, where information is provided for undergraduates based on their status as financially independent or dependent.

Figure 10  
Income by Student Status (n)

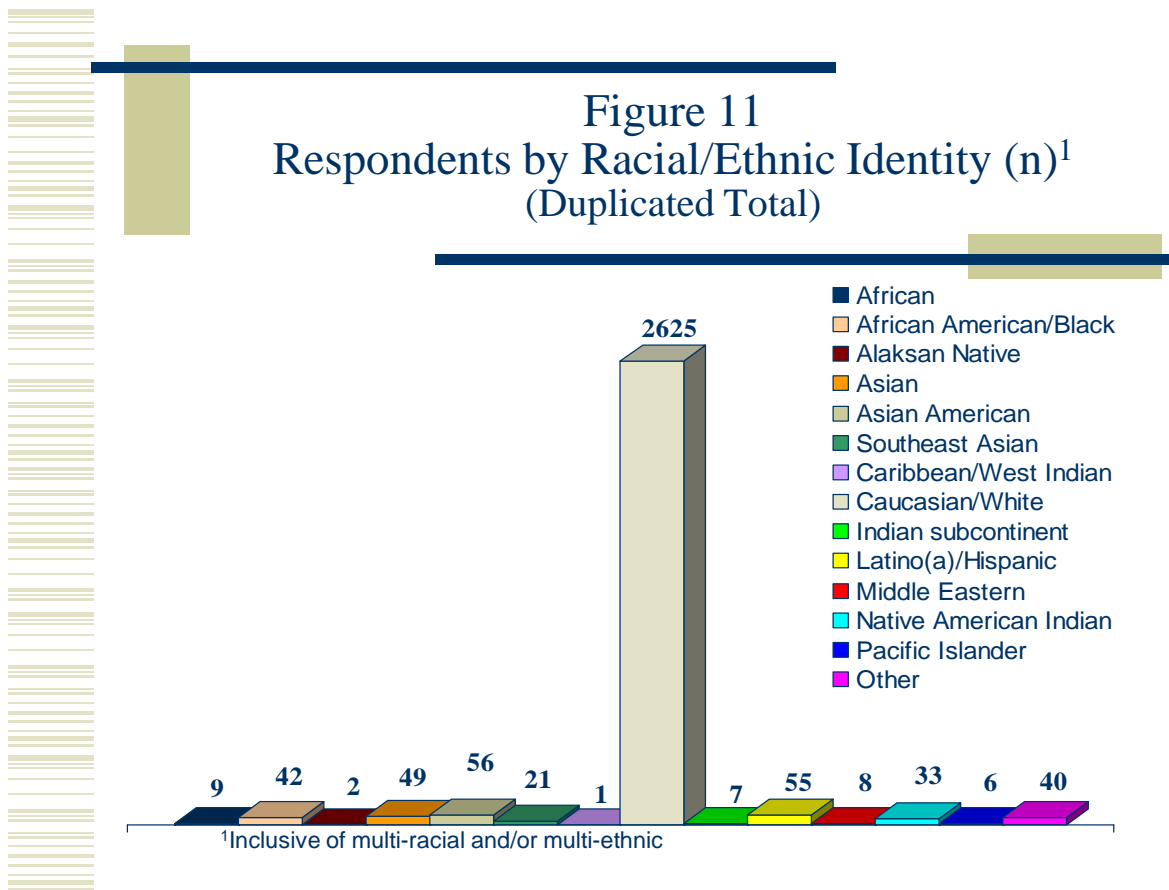


Of the students completing the survey, 50% (n = 1,091) lived with parent(s)/family/relative(s), and 26% (n = 569) lived in off-campus houses and apartments (Table 6).

<b>Table 6. Students' Residence</b>	<b>n</b>	<b>%</b>
Residence hall	66	3.1
Fraternity/Sorority housing	1	0.0
Off campus apartment/house	569	26.8
With partner/spouse/children	384	18.1
With parent(s)/family/relative(s)	1091	51.3
Other	15	0.7

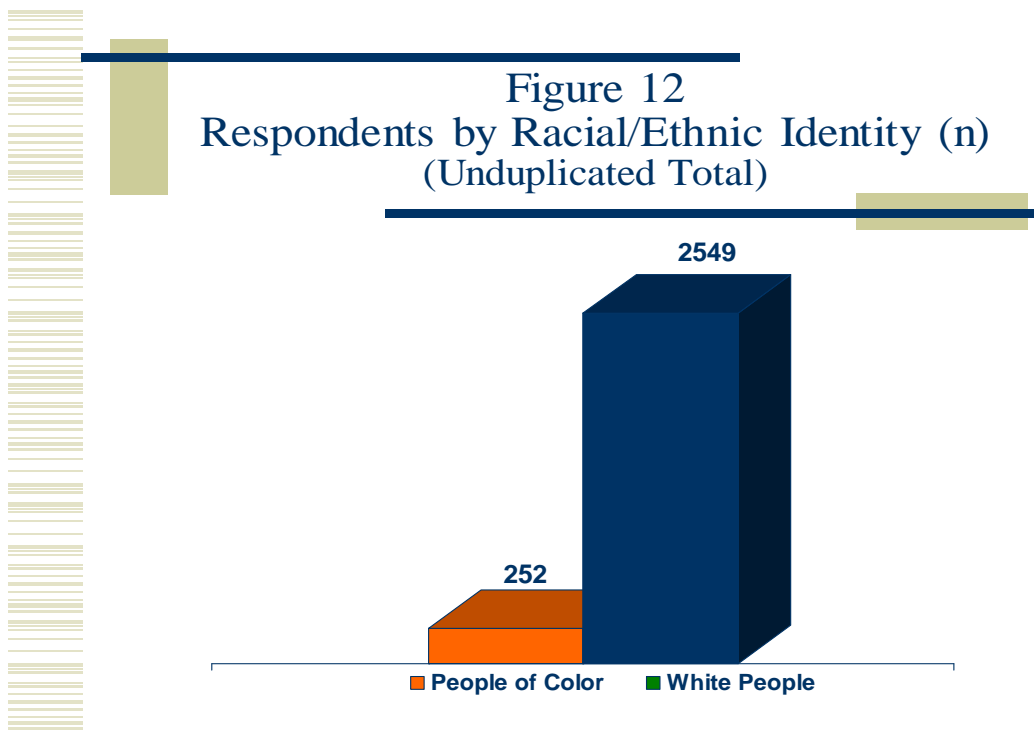
With regard to race and ethnicity, 92% (n = 2,625) of the respondents identified as White/Caucasian<sup>33</sup> (Figure 11). Two percent identified as Asian American (n = 56), Latino(a)/Hispanic (n = 55), Asian (n = 49), or African American/Black (n = 42). One percent or fewer were African (n = 9), Alaskan Native (n = 2), Southeast Asian (n = 21), Caribbean/West Indian (n = 1), from the Indian subcontinent (n = 7), Middle Eastern (n = 8), Native American Indian (n = 33), or Pacific Islander (n = 6).

**Figure 11**  
**Respondents by Racial/Ethnic Identity (n)<sup>1</sup>**  
 (Duplicated Total)



<sup>33</sup> Respondents who answered “other” in response to the question about their racial/ethnic identity and wrote “White” in the adjoining text box were re-coded as White.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 2,549, 89%) as part of their identity and 252 respondents (9%) chose a category other than White as part of their identity (Figure 12). Due to the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.<sup>34</sup>



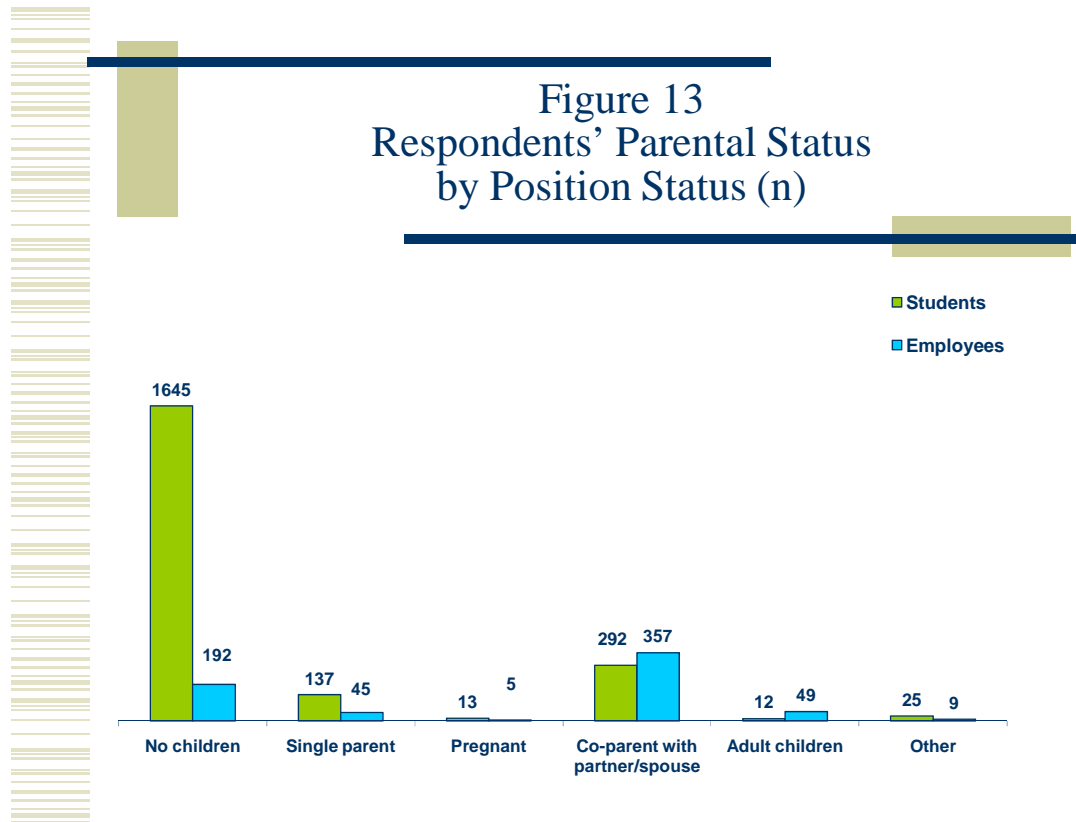
<sup>34</sup> While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories 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 58% of the respondents (n = 1,731) were affiliated with a Christian denomination, while 29% (n = 826) identified as having no spiritual affiliation (i.e., atheist; agnostic; no affiliation; and spiritual, but no affiliation).

**Table 7. Respondents' Religious or Spiritual Affiliations**

<b>Affiliation</b>	<b>n</b>	<b>%</b>
Animist	4	0.1
Anabaptist	1	0.0
Agnostic	146	5.2
Atheist	97	3.4
Baha'i	2	0.1
Baptist	72	2.6
Buddhist	24	0.9
Eastern Orthodox	12	0.4
Episcopalian	23	0.8
Hindu	1	0.0
Islam	15	0.5
Jehovah's Witness	5	0.2
Jewish	18	0.6
LDS (Mormon)	15	0.5
Lutheran	492	17.5
Mennonite	2	0.1
Methodist	113	4.0
Moravian	1	0.0
Native American Traditional Practitioner	0	0.0
Nondenominational Christian	248	8.8
Pagan	21	0.7
Pentecostal	32	1.1
Presbyterian	53	1.9
Quaker	5	0.2
Roman Catholic	611	21.7
Seventh Day Adventist	5	0.2
Shamanist	23	0.8
Sikh	0	0.0
Unitarian Universalist	26	0.9
United Church of Christ	52	1.8
Wiccan	15	0.5
Spiritual, but no religious affiliation	231	8.2
No affiliation	352	12.5
Other	105	3.7

While 77% (n = 1,645) of student respondents had no children, 14% (n = 292) were co-parenting, and 6% (n = 137) were a single parent (Figure 13). More than half of employee respondents were co-parenting with a spouse or partner (54%, n = 357), while 29% (n = 192) had no children.<sup>35</sup>



Seventy-two percent of employees (n = 476) were married, and 11% (n = 76) were single. Fifty-four percent of student respondents (n = 1,155) said they were single, while 27% (n = 569) considered themselves partnered. Sixteen percent of students (n = 330) were married.

<sup>35</sup> The category “Adult Children” was added based on the number of respondents who indicated “Other” and wrote in that they were parents of “grown” or “adult children.”

Seven percent of respondents (n = 213) had a disability that substantially affects major life activities (Table A15). Of those respondents, 100 (47%) said they had physical disabilities, 65 (31%) had learning disabilities, and 97 (46%) had psychological conditions (Figure 14).

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

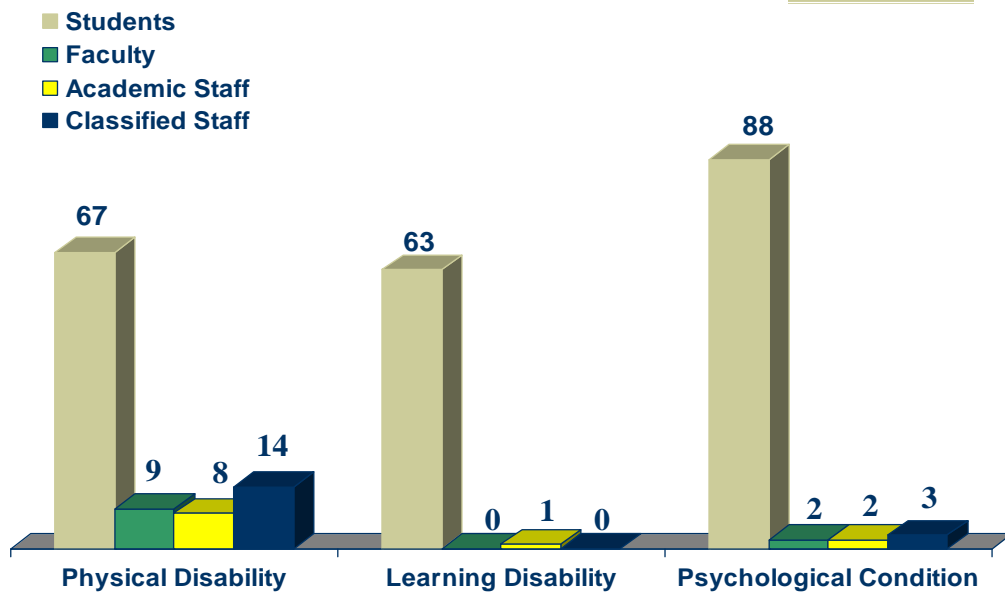


Table 8 indicates that approximately 96% of participants (n = 2,742) who completed this survey were U.S. citizens.

**Table 8. Respondents' Citizenship Status**

	<b>Students</b>		<b>Employees</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
U.S. citizen	2050	96.3	639	95.4
U.S. citizen – naturalized	30	1.4	19	2.8
Dual citizenship	4	0.2	0	0.0
Permanent resident (immigrant)	21	1.0	7	1.0
Permanent resident (refugee)	7	0.3	1	0.1
International (F-1, J-1, or H1-B, or other visa)	15	0.7	3	0.4

Five percent of respondents (n = 153) identified as “active military” members or veterans (Table A7).

Thirty-three percent of all respondents (n = 957) grew up in a small town, 19% (n = 534) grew up in a suburban area, 18% (n = 525) were raised in a rural area (non-farm), 13% (n = 368) were raised in an urban area, and nine percent (n = 267) grew up on a farm/ranch (Table A27).

## Campus Climate Assessment Findings<sup>36</sup>

The following section<sup>37</sup> reviews the major findings of this study. The review explores the climate at the UW Colleges through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of the institution's 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% of respondents (n = 394) believed<sup>38</sup> 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 learn<sup>39</sup> at the UW Colleges (Table A32). Respondents indicated these experiences were based most often on their status<sup>40</sup> (31%, n = 120), gender (30%, n= 117), age (28%, n = 110), and educational level (18%, n = 69) (Table 9). The percentage of respondents experiencing harassment at the UW Colleges is lower than the percentage of respondents who experienced harassment in a national study of other institutions.<sup>41</sup>

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<sup>36</sup> All tables are provided in Appendix A. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>37</sup> 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).

<sup>38</sup> 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.

<sup>39</sup> 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.

<sup>40</sup> University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their status/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

<sup>41</sup> 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%).

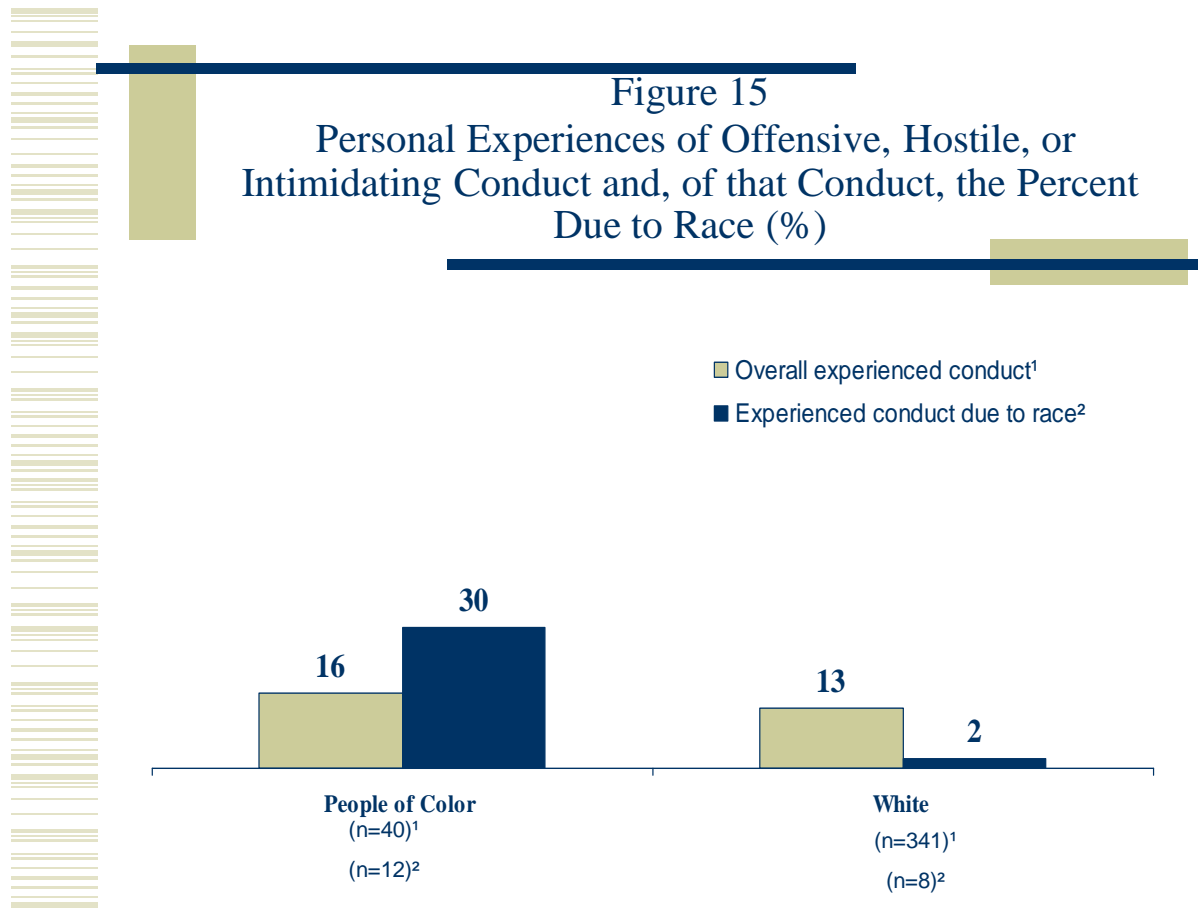
**Table 9. Fourteen Percent of Respondents Provided the Following as the Bases for the Conduct They Experienced**

	n	%
My status (e.g., part-time status, faculty, staff, student)	120	30.5
My gender	117	29.7
My age	110	27.9
My educational level	69	17.5
My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)	43	10.9
My religion/spiritual status	42	10.7
My physical disability	38	9.6
My ethnicity	28	7.1
My sexual orientation	26	6.6
My parental status (e.g., having children)	20	5.1
My physical characteristics	20	5.1
My race	20	5.1
My socioeconomic status	20	5.1
My gender identity	16	4.1
My country of origin	15	3.8
My English language proficiency/accent	15	3.8
My learning disability	15	3.8
My gender expression	12	3.0
My political views	11	2.8
My immigrant status	6	1.5
My military/veteran status	2	0.5
Other	99	25.1

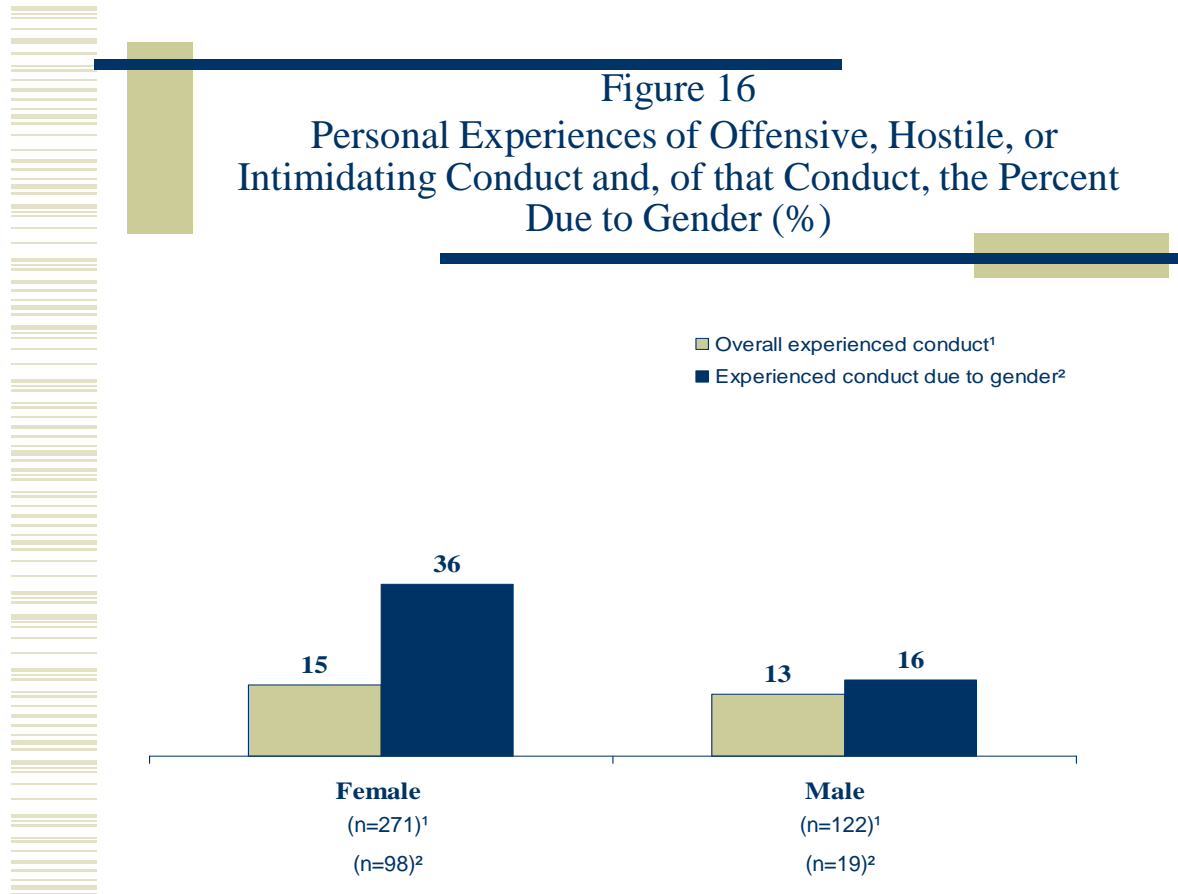
Note: Only answered by respondents reporting experience of harassment (n = 394). Percentages do not sum to 100 due to multiple responses.

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, a slightly higher percentage of Respondents of Color (16%, n = 40) believed they had experienced this conduct than did White respondents (13%, n = 341) (Figure 15). Of those respondents who believed they had experienced the conduct, 30% (n = 12) of Respondents of Color said it was based on their race, while only two percent (n = 8) of White respondents thought the conduct was based on race.



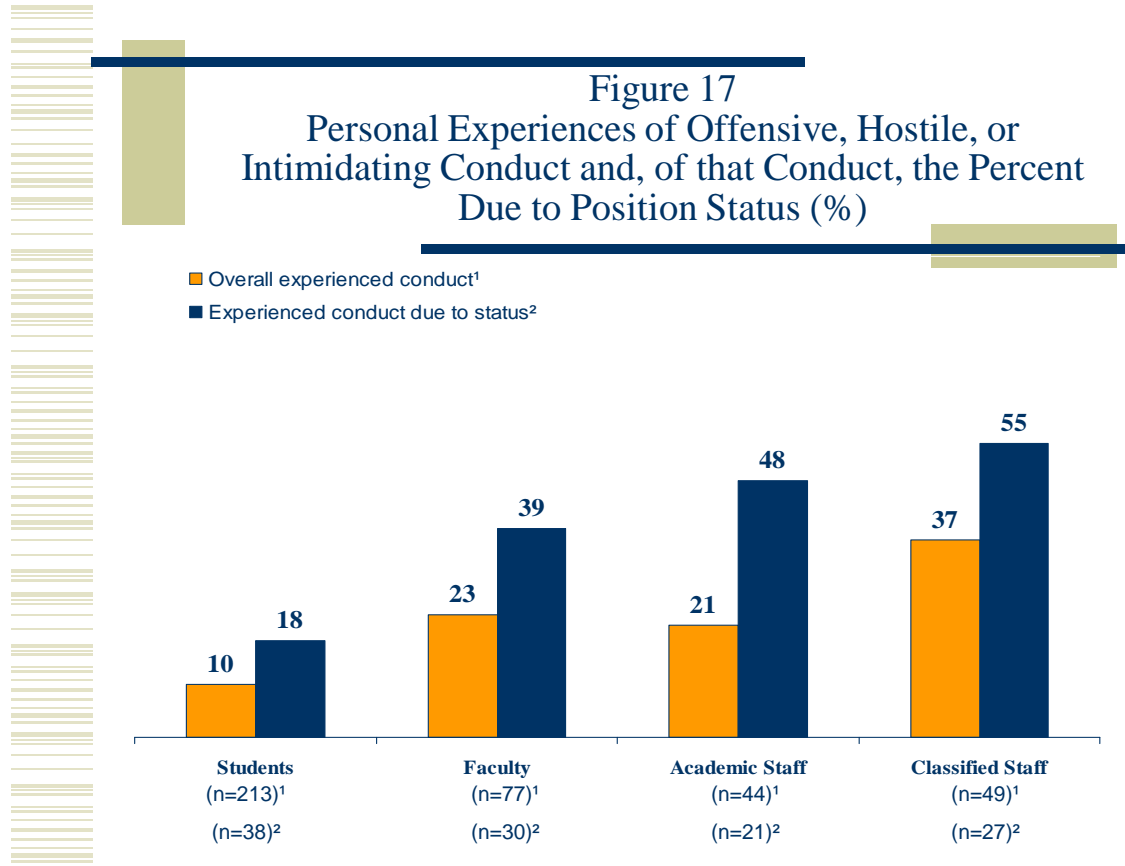
When reviewing the data by gender, similar percentages of men and women respondents (13%, n = 122 and 15%, n =271, respectively) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 16). Thirty-six percent (n = 98) of women who believed they had experienced this conduct – in comparison with 16% (n = 19) of men – said it was based on gender.



<sup>1</sup> Percentages are based on total n split by group.

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

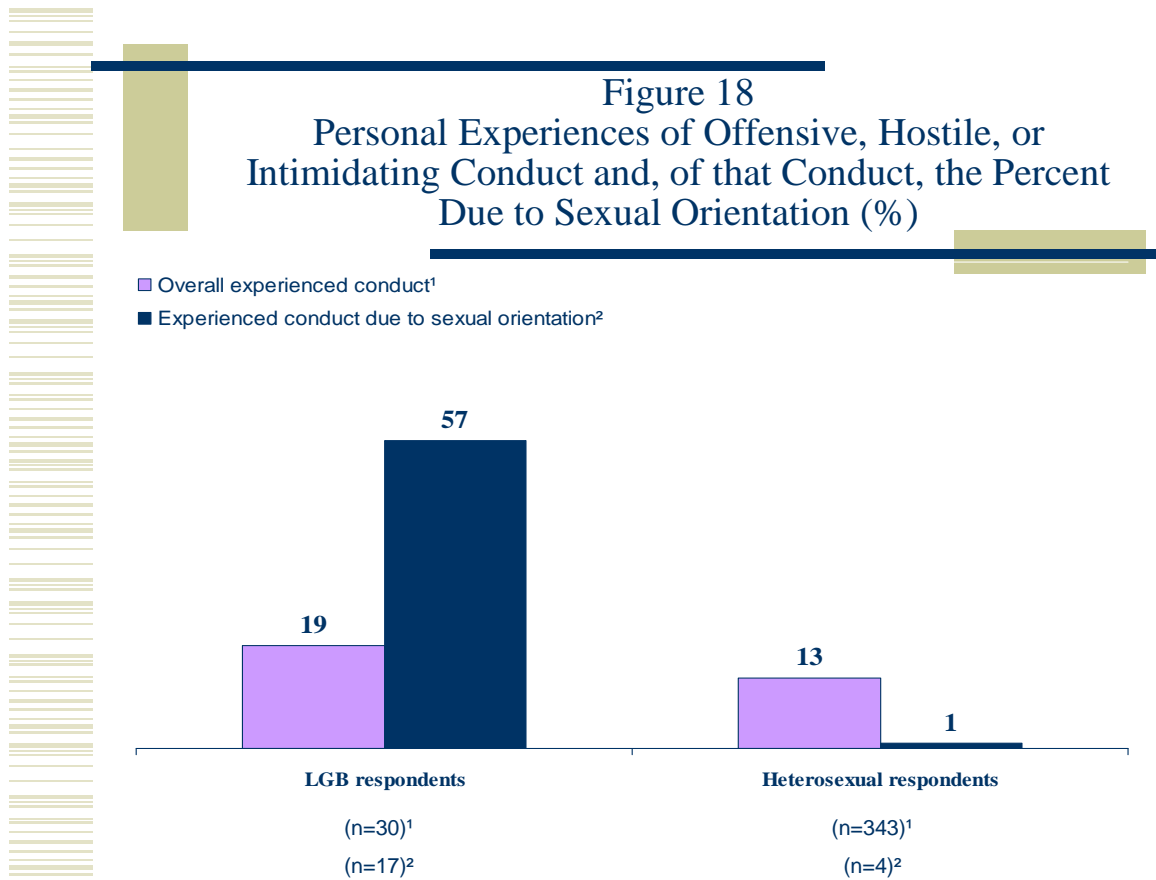
As depicted in Figure 17, a greater percentage of classified staff respondents believed they had been harassed than did other respondents, and higher percentages of academic staff (48%, n = 21) and classified staff (55%, n = 27) members believed they were harassed based on their statuses at the UW Colleges.



<sup>1</sup> Percentages are based on total n split by status.

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

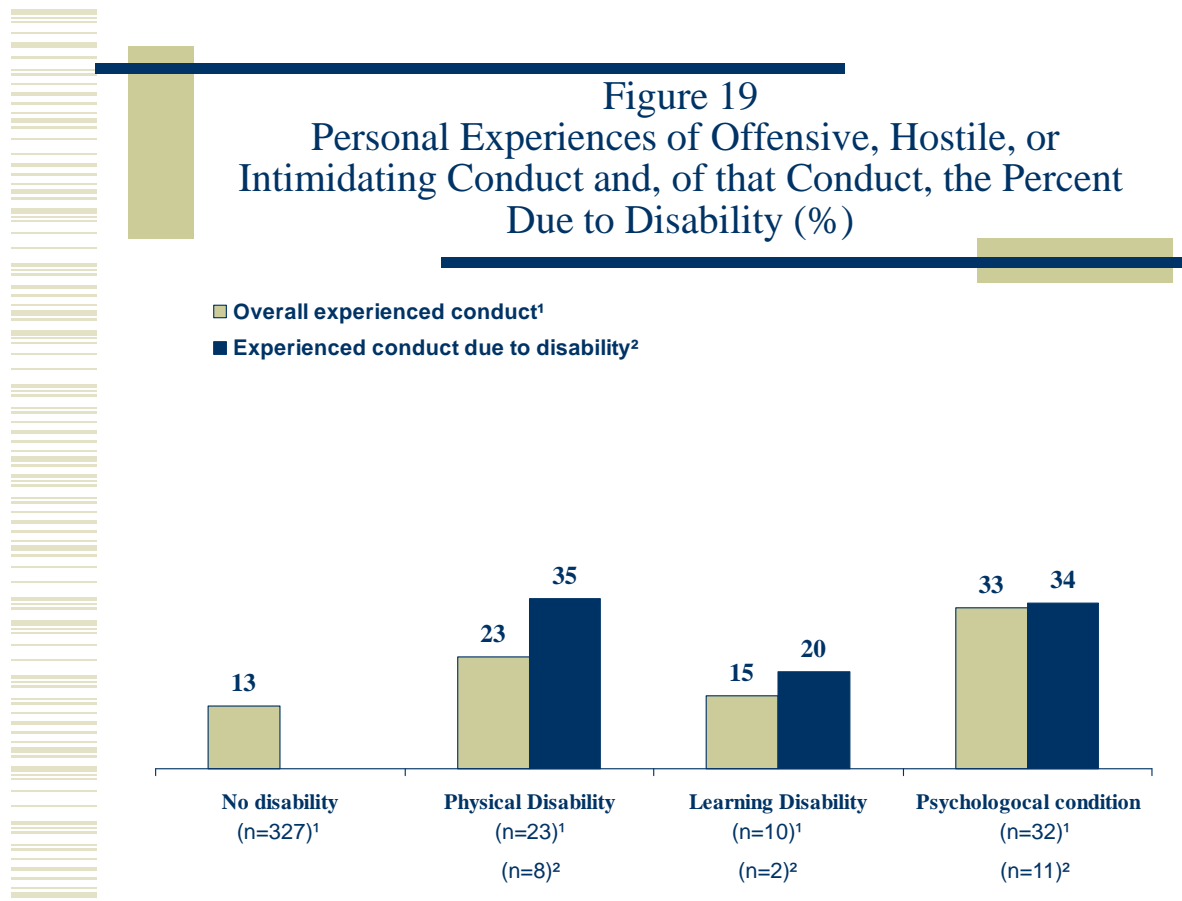
Figure 18 illustrates that a higher percentage of sexual minorities than heterosexual respondents believed they had experienced this conduct. Of those who believed they had experienced this type of conduct, 57% (n = 17) of sexual minorities, versus one percent (n = 4) of heterosexual respondents, reported that this conduct was based on their sexual orientations.



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> 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 or psychological condition that substantially affects a major life activity than people with learning disabilities and self-identified non-disabled people believed they had experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 19). Thirty-five percent (n = 8) of those respondents with physical disabilities who believed they had experienced harassment said the conduct was based on their disability. Similarly, 34% (n = 11) of respondents with psychological conditions who believed they had been harassed said it was based on their conditions.



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> 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-four percent (n = 175) felt deliberately ignored or excluded, 36% (n = 142) felt intimidated and bullied, 21% (83) saw others staring at them, and 19% (n = 75) were the targets of derogatory remarks.

<b>Table 10. Form of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Deliberately ignored or excluded	175	44.4
Felt intimidated/bullied	142	36.0
Stares	83	21.1
Derogatory remarks	75	19.0
Isolated or left out when working in groups	68	17.3
Received a low performance evaluation	54	13.7
Derogatory written comments	48	12.2
Feared getting a poor grade because of hostile classroom environment	39	9.9
Isolated or left out because of my identity	33	8.4
Feared for my physical safety	29	7.4
Derogatory/unsolicited e-mails	27	6.9
Singled out as the “resident authority” regarding my identity	19	4.8
Threats of physical violence	18	4.6
Derogatory phone calls	15	3.8
Someone assumed I was admitted or hired because of my identity	15	3.8
Feared for my family’s safety	12	3.0
Target of racial/ethnic profiling	8	2.0
Victim of a crime	8	2.0
Graffiti	7	1.8
Target of physical violence	6	1.5
Other	93	23.6

Note: Only answered by respondents who believed they had experienced harassment (n = 394). Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they were deliberately ignored or excluded, 38% (n = 67) said it happened while working at a campus job and 32% (n = 56) said it occurred in class (Table A43). Of those respondents who believed they were intimidated/bullied, 39% (n = 55) said it happened while working at a campus job and 30% (n = 43) said it happened in a class (Table A45). Of those respondents who believed they saw someone staring at them, 63% (n = 52) said it happened in class and 49% (n = 41) said it happened while walking on campus (Table A42).<sup>42</sup> Of those respondents who believed they were targets of derogatory remarks, 35% (n = 26) said it happened while in a class, 35% (n = 26) said it happened in a public space on campus, and 28% (n = 21) said it happened while walking on campus (Table A44).

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<sup>42</sup> For complete listings of where harassment occurred, see the data tables in Appendix A.

People of Color most often believed they had experienced harassment in the form of being deliberately ignored and excluded and being isolated because of their identities (Table 11).

Shaded areas indicate substantial disparities between groups' responses.

**Table 11. Form of Experienced Harassment by Race**

<b>Form</b>	<b>White Respondents n = 341</b>		<b>Respondents of Color n = 40</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Target of racial/ethnic profiling	2	0.6	6	15.0
Graffiti	4	1.2	2	5.0
Derogatory written comments	41	12.0	5	12.5
Derogatory phone calls	12	3.5	2	5.0
Threats of physical violence	16	4.7	2	5.0
Derogatory/unsolicited e-mails	26	7.6	1	2.5
Target of physical violence	4	1.2	2	5.0
Stares	73	21.4	7	17.5
Deliberately ignored or excluded	150	44.0	19	47.5
Derogatory remarks	64	18.8	8	20.0
Felt intimidated/bullied	126	37.0	9	22.5
Feared for my physical safety	26	7.6	3	7.5
Feared for my family's safety	9	2.6	3	7.5
Someone assumed I was admitted or hired because of my identity	8	2.3	7	17.5
Victim of a crime	6	1.8	1	2.5
Feared getting a poor grade because of hostile classroom environment	29	8.5	9	22.5
Received a low performance evaluation	43	12.6	9	22.5
Singled out as the "resident authority" regarding my identity	12	3.5	6	15.0
Isolated or left out when working in groups	56	16.4	9	22.5
Isolated or left out because of my identity	22	6.5	10	25.0

Note: Only answered by respondents who believed they had experienced harassment (n = 394).  
 Percentages do not sum to 100 due to multiple responses.

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

**Table 12. Form of Experienced Harassment by Sexual Orientation**

<b>Form</b>	<b>Heterosexual Respondents n = 343</b>		<b>LGB Respondents n = 30</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Target of racial/ethnic profiling	7	2.0	1	3.3
Graffiti	5	1.5	2	6.7
Derogatory written comments	41	12.0	7	23.3
Derogatory phone calls	14	4.1	1	3.3
Threats of physical violence	15	4.4	3	10.0
Derogatory/unsolicited e-mails	22	6.4	3	10.0
Target of physical violence	3	0.9	3	10.0
Stares	64	18.7	14	46.7
Deliberately ignored or excluded	148	43.1	18	60.0
Derogatory remarks	57	16.6	13	43.3
Felt intimidated/bullied	125	36.4	9	30.0
Feared for my physical safety	22	6.4	4	13.3
Feared for my family's safety	10	2.9	1	3.3
Someone assumed I was admitted or hired because of my identity	13	3.8	1	3.3
Victim of a crime	8	2.3	0	0.0
Feared getting a poor grade because of hostile classroom environment	31	9.0	4	13.3
Received a low performance evaluation	45	13.1	6	20.0
Singled out as the "resident authority" regarding my identity	15	4.4	3	10.0
Isolated or left out when working in groups	58	16.9	8	26.7
Isolated or left out because of my identity	26	7.6	7	23.3

Note: Only answered by respondents who believed they had experienced harassment (n = 394).  
 Percentages do not sum to 100 due to multiple responses.

The most common forms of perceived harassment that was experienced by people with physical disabilities, learning disabilities or psychological conditions were being ignored or excluded, someone staring at them, being subjected to derogatory remarks, and being intimidated or bullied (Table 13).

**Table 13. Form of Experienced Harassment by Disability Status**

Form	Physically Disabled n = 23		Learning Disabled n = 10		Psychological Condition n = 32	
	n	%	n	%	n	%
Target of racial/ethnic profiling	0	0.0	0	0.0	0	0.0
Graffiti	0	0.0	0	0.0	2	6.2
Derogatory written comments	3	13.0	1	10.0	2	6.2
Derogatory phone calls	0	0.0	0	0.0	0	0.0
Threats of physical violence	1	4.3	1	10.0	5	15.6
Derogatory/unsolicited e-mails	1	4.3	1	10.0	4	12.5
Target of physical violence	0	0.0	0	0.0	2	6.2
Stares	5	21.7	4	40.0	12	37.5
Deliberately ignored or excluded	6	26.1	6	60.0	16	50.0
Derogatory remarks	8	34.8	2	20.0	9	28.1
Felt intimidated/bullied	9	39.1	5	50.0	13	40.6
Feared for my physical safety	3	13.0	0	0.0	3	9.4
Feared for my family's safety	1	4.3	0	0.0	0	0.0
Someone assumed I was admitted or hired because of my identity	1	4.3	0	0.0	2	6.2
Victim of a crime	0	0.0	1	10.0	1	3.1
Feared getting a poor grade because of hostile classroom environment	4	17.4	3	30.0	7	21.9
Received a low performance evaluation	3	13.0	2	20.0	10	31.2
Singled out as the "resident authority" regarding my identity	2	8.7	0	0.0	0	0.0
Isolated or left out when working in groups	2	8.7	1	10.0	9	28.1
Isolated or left out because of my identity	1	4.3	1	10.0	5	15.6

Note: Only answered by respondents who believed they had experienced harassment (n = 394). Percentages do not sum to 100 due to multiple responses.

In terms of gender differences, men were more likely than women to believe they had observed others staring at them (26%, n = 32 vs. 19%, n = 51), have been the target of derogatory remarks (25%, n = 31 vs. 16%, n = 44), and have felt singled out as a resident authority based on identity (8%, n = 10 vs. 3%, n = 9).

**Table 12. Form of Experienced Harassment by Gender**

<b>Form</b>	<b>Women n = 271</b>		<b>Men n = 122</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Target of racial/ethnic profiling	1	0.4	7	5.7
Graffiti	1	0.4	6	4.9
Derogatory written comments	30	11.1	18	14.8
Derogatory phone calls	8	3.0	7	5.7
Threats of physical violence	10	3.7	8	6.6
Derogatory/unsolicited e-mails	20	7.4	7	5.7
Target of physical violence	2	0.7	4	3.3
Stares	51	18.8	32	26.2
Deliberately ignored or excluded	114	42.1	61	50.0
Derogatory remarks	44	16.2	31	25.4
Felt intimidated/bullied	99	36.5	42	34.4
Feared for my physical safety	19	7.0	10	8.2
Feared for my family's safety	5	1.8	5	5.7
Someone assumed I was admitted or hired because of my identity	7	2.6	8	6.6
Victim of a crime	3	1.1	5	4.1
Feared getting a poor grade because of hostile classroom environment	25	9.2	14	11.5
Received a low performance evaluation	37	13.7	17	13.9
Singled out as the "resident authority" regarding my identity	9	3.3	10	8.2
Isolated or left out when working in groups	44	16.2	24	19.7
Isolated or left out because of my identity	19	7.0	4	11.5

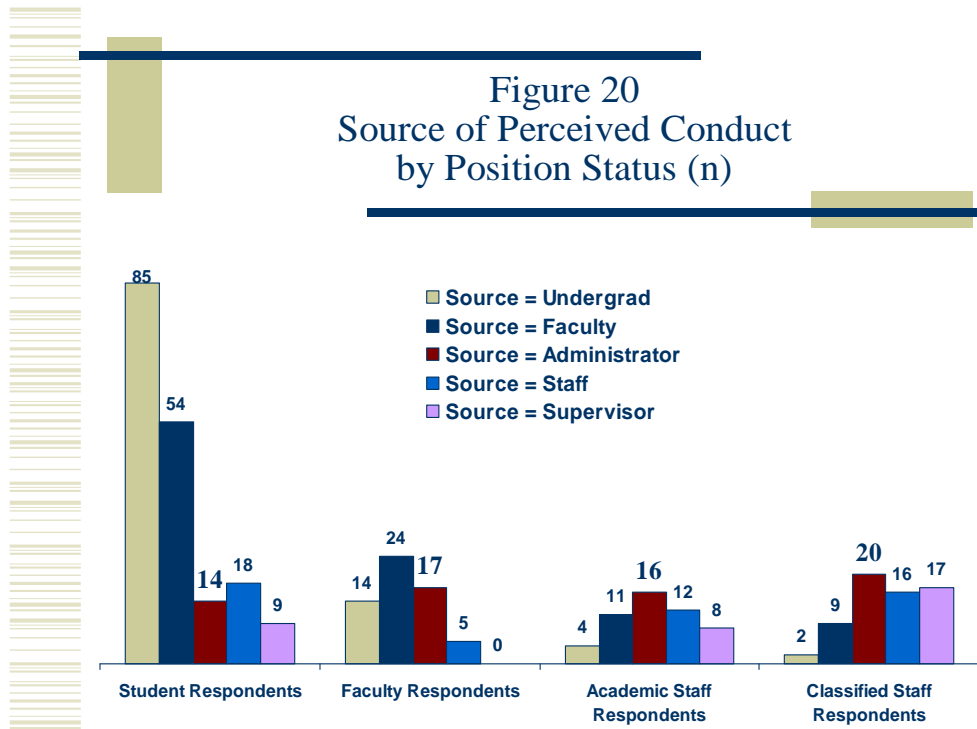
Note: Only answered by respondents who believed they had experienced harassment (n = 394).  
 Percentages do not sum to 100 due to multiple responses.

Twenty-seven percent (n = 105) of the respondents identified undergraduate students as the sources of the conduct. Twenty-six percent (n = 102) identified faculty, and 18% (n = 19) identified administrators as the sources (Table 14).

<b>Table 14. People Identified by Respondents as the Sources of Harassment</b>	<b>n</b>	<b>%</b>
Undergraduate student	105	26.6
Faculty member	102	25.9
Administrator	70	17.8
Colleague	57	14.5
Staff member	52	13.2
Supervisor	35	8.9
Academic administrator	34	8.6
Don't know source	30	7.6
Department chair	17	4.3
Campus visitor(s)	8	2.0
Faculty advisor	7	1.8
Campus media (posters, brochures, flyers, handouts, Web sites, etc.)	6	1.5
Community member	5	1.3
Person that I supervise	5	1.3
Center director	3	0.8
Campus security	2	0.5
Teaching assistant	2	0.5
Graduate student	1	0.3
Research assistant	0	0.0
Other	56	14.2

Note: Only answered by respondents who believed they had experienced harassment (n = 394).  
 Percentages do not sum to 100 due to multiple responses.

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



In response to this conduct, 56% (n = 221) of respondents were angry, 39% (n = 153) felt embarrassed, 35% (n = 137) avoided the harasser, and 35% (n = 136) told a friend (Table 15). While 22% (n = 85) of participants made complaints to campus officials, 13% (n = 51) did not know whom to go to, 14% (n = 54) did not report the incident for fear of retaliation, and 11% (n = 41) did not report it for fear their complaints would not be taken seriously.

<b>Table 15. Reactions to Experienced Harassment</b>	<b>n</b>	<b>%</b>
Was angry	221	56.1
Felt embarrassed	153	38.8
Avoided the person who harassed me	137	34.8
Told a friend	136	34.5
Ignored it	115	29.2
Made a complaint to a campus employee/official	85	21.6
Was afraid	55	14.0
Didn't report it for fear of retaliation	54	13.7
Didn't know who to go to	51	12.9
Confronted the harasser at the time	49	12.4
Did report it but my complaint was not taken seriously	43	10.9
Didn't report it for fear my complaint would not be taken seriously	41	10.4
Left the situation immediately	40	10.2
Felt somehow responsible	35	8.9
Sought support from counseling/advocacy services	27	6.9
Didn't affect me at the time	24	6.1
Confronted the harasser later	23	5.8
Other	55	14.0

Note: Only answered by respondents who believed they had experienced harassment (n = 394). 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,<sup>43</sup> sexual assault<sup>44</sup>) during their time at their institution.

Three percent (n = 80) of all respondents indicated that they believed they had been touched in a sexual manner that made them feel uncomfortable or fearful during their time at their campus (Table 16).

**Table 16. Respondents who Had Been Touched in a Sexual Manner That Made Them Feel Uncomfortable or Fearful**

	n	%
Never	2779	97.2
Rarely	63	2.2
Sometimes	13	0.5
Often	2	0.1
Very often	2	0.1

<sup>43</sup> 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.”

<sup>44</sup> 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.”

Nine percent (n = 250) of all respondents said there were times when they were fearful of being sexually harassed at their colleges (Table 17).

**Table 17. Respondents who Were Fearful of Being Sexually Harassed at UW Colleges**

	<b>n</b>	<b>%</b>
Never	2611	91.3
Rarely	205	7.2
Sometimes	35	1.2
Often	6	0.2
Very often	4	0.1

Respondents most often feared being sexually harassed by students (53%, n = 132), strangers (25%, n = 62), acquaintances (12%, n = 31), co-workers (12%, n = 31), and friends (12%, n = 31) (Table 18).

**Table 18. People Identified by Respondents as Sources of Harassment**

	<b>n</b>	<b>%</b>
Student	132	52.8
Stranger	62	24.8
Acquaintance	31	12.4
Co-worker	31	12.4
Friend	31	12.4
Staff member	19	7.6
Faculty member	14	5.6
Administrator	11	4.4
Department chair	5	2.0
Partner/spouse	5	2.0
Supervisor	5	2.0
Academic advisor	4	1.6
Person that I supervise	2	0.8
Faculty advisor	1	0.4
Research assistant	1	0.4
Teaching Assistant	1	0.4
Other	12	4.8

Note: Only answered by respondents who feared sexual harassment (n = 250).  
 Percentages do not sum to 100 due to multiple responses.

Nineteen people (1%) believed they had been the victims of sexual assault while at the UW Colleges.

Figures 21 through 26 indicate the percentage of all respondents who believe they were the target of a sexual assault while at the UW Colleges.

Figure 21  
Perceived Sexual Assault  
by Gender (%)

■ Women  
■ Men

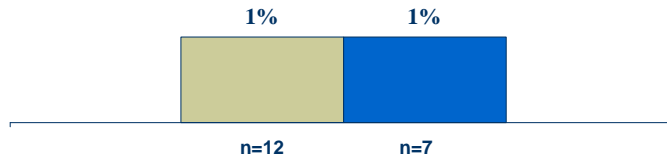


Figure 22  
Perceived Sexual Assault  
by Sexual Orientation (%)

■ LGB  
■ Heterosexual

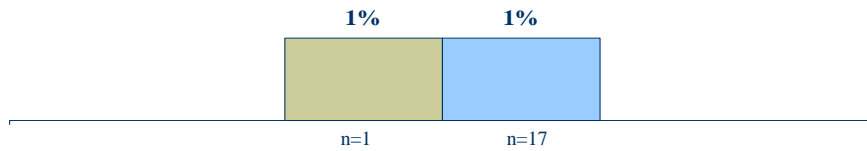


Figure 23  
Perceived Sexual Assault  
by Race (%)

■ People of Color  
■ White People

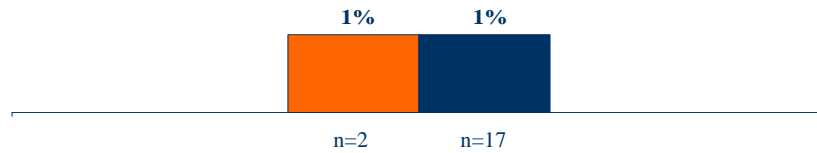


Figure 24  
Perceived Sexual Assault  
by Disability (%)

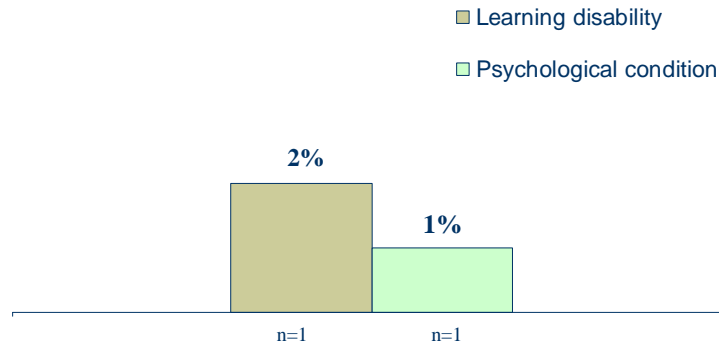
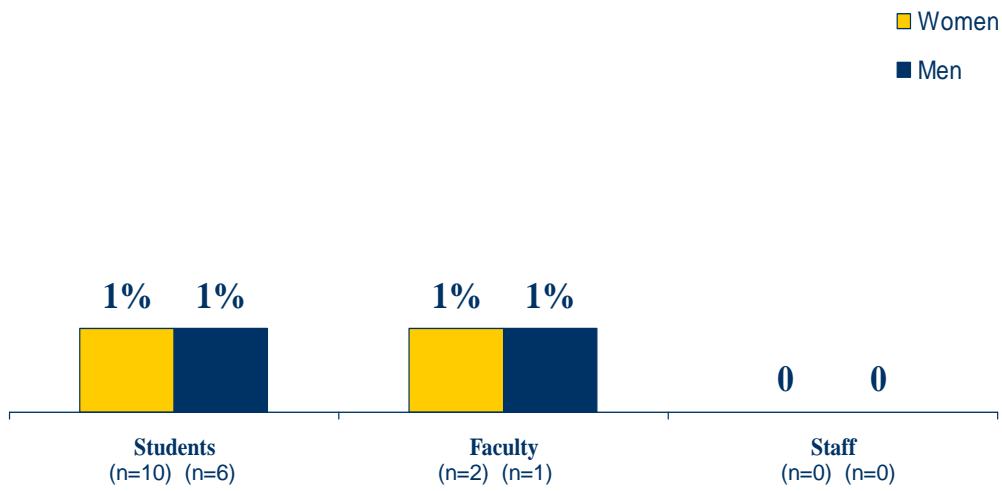
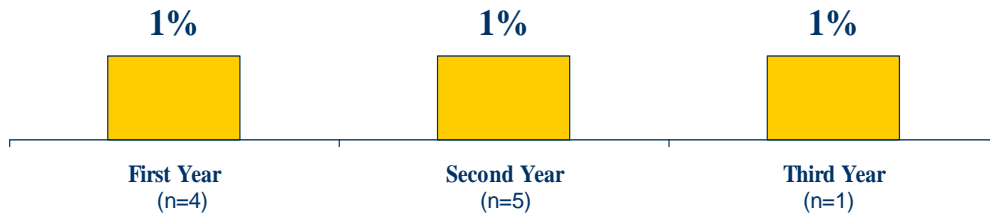


Figure 25  
Perceived Sexual Assault  
by Position Status and Gender (%)



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



Thirty-two percent of those who believed they had been sexually assaulted believed that they were assaulted off-campus (n = 6), 16% believed they were assaulted on-campus (n = 3), and 16% believed they were assaulted in “other locations” (n = 16) (Table A63).

As indicated in Table 19, the alleged perpetrators of sexual assaults against students were most often friends (26%, n = 5) or other students (16%, n = 3). Although three faculty members believed they had been sexually assaulted, in this assessment they declined to identify their alleged attackers.

**Table 19. Alleged Perpetrator of Sexual Assault**

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

Note: Only answered by respondents who believed they experienced sexual assault (n = 19). Percentages do not sum to 100 due to multiple responses.

Those respondents who believed they had been sexually assaulted most often did nothing (26%, n = 5), and/or told a friend (21%, n = 4) (Table 20). Only one person contacted “Campus Police/Security”, none contacted local law enforcement officials, and none sought medical services. Two of five respondents who reported the sexual assault to a campus official or staff member felt the official or staff member responded appropriately. Three of the respondents who reported the alleged sexual assault felt that it was not responded to appropriately.

<b>Table 20. Reactions to Alleged Sexual Assault</b>	<b>n</b>	<b>%</b>
Did nothing	5	26.3
Told a friend	4	21.1
Contacted Campus Police/Security	1	5.3
Sought support from off-campus hotline/advocacy service	0	0.0
Told a family member	0	0.0
Sought support from a campus resource/counseling center(s)	0	0.0
Sought medical services	0	0.0
Contacted my local law enforcement official	0	0.0
Contacted my Union	0	0.0
Reported the incident and it was ignored	0	0.0
Sought support from a staff person	0	0.0
Sought support from a faculty member	0	0.0
Sought support from a spiritual advisor	0	0.0
Sought information on-line	0	0.0
Other	1	5.3

Note: Only answered by respondents who believed they had experienced sexual assault (n = 19). Percentages do not sum to 100 due to multiple responses.

### **Summary**

As noted earlier, 14% of respondents across the UW Colleges believed that they personally experienced at least subtle forms of conduct that they believed had interfered with their ability to work or learn on campus. The findings were not surprising that members of historically underrepresented groups were more likely to believe they had experienced various forms of harassment and discrimination than those in the “majority.” That is, this type of conduct

allegedly was most often directed at women, People of Color, and people who identify as lesbian, gay, or bisexual.

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

In addition, 19 respondents believed they had been sexually assaulted during the time that they were enrolled or employed at UW Colleges. Eighty respondents believed they had been touched in a way that made them feel uncomfortable or fearful at their campuses.

## Satisfaction with UW Colleges

Eighty-three percent (n = 563) of UW Colleges employees were “highly satisfied” or “satisfied” with their jobs (Table 21). Sixty-eight percent (n = 454) were “highly satisfied” or “satisfied” with the way their careers have progressed.

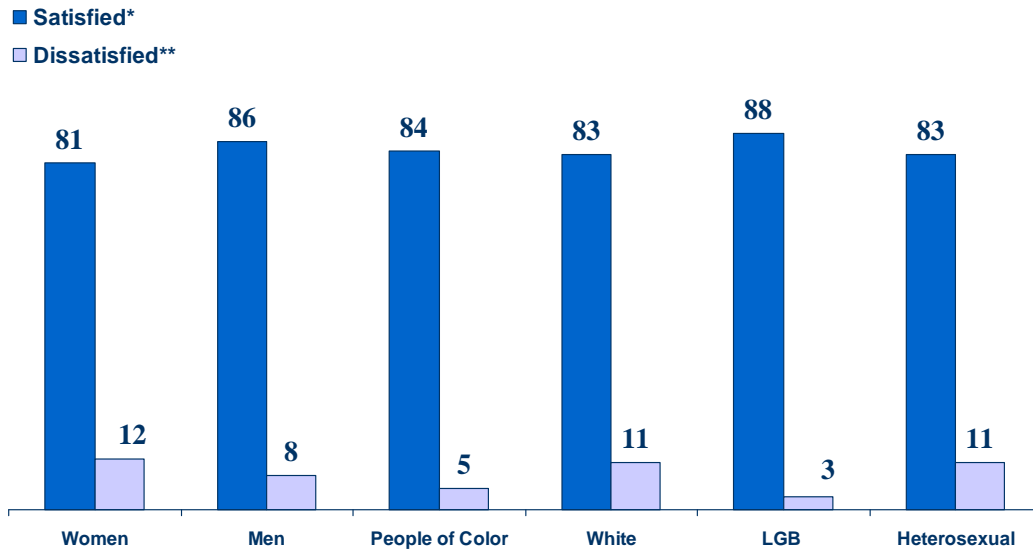
**Table 21. Employee Satisfaction**

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at UW Colleges	221	32.7	342	50.6	42	6.2	55	8.1	16	2.4
The way your career has progressed at UW Colleges	149	22.4	305	45.8	111	16.7	78	11.7	23	3.5

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

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, and men and sexual minority employee respondents were most satisfied with their jobs (Figure 27).

Figure 27  
Employee Satisfaction with Their Jobs by Selected  
Demographic Characteristics (%)

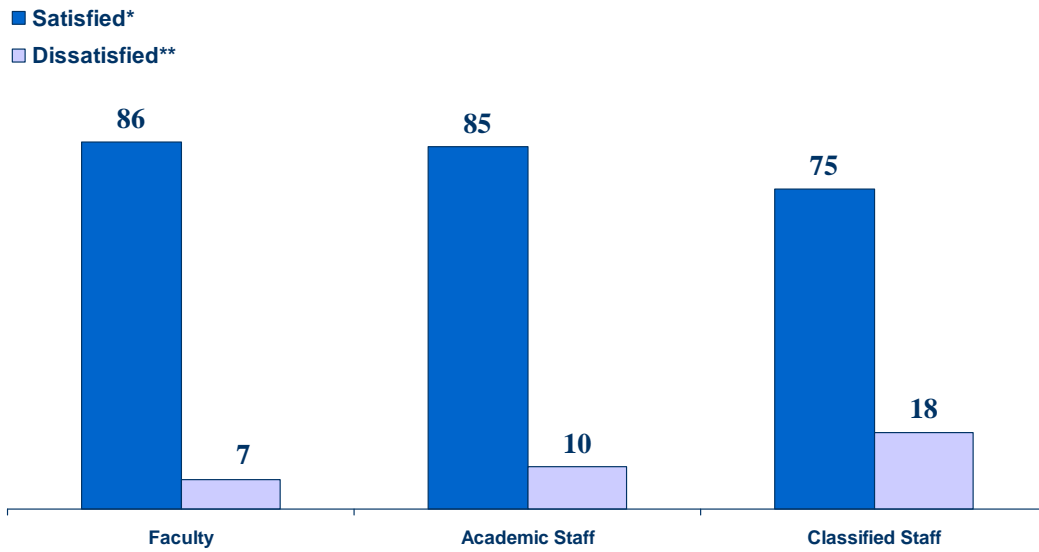


\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

Classified staff members were less satisfied than were academic staff and faculty members with their jobs (Figure 28).

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

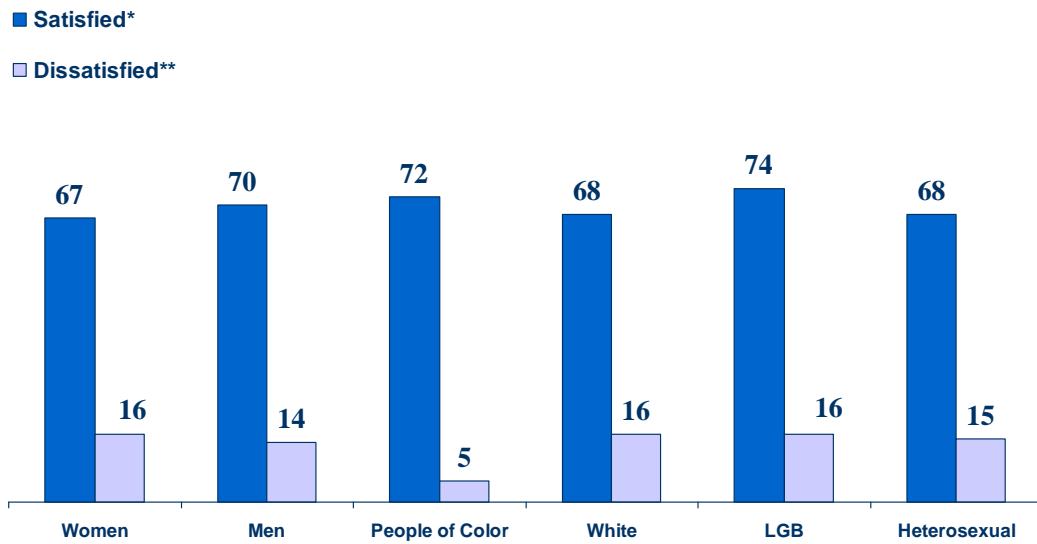


\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

Women, White, and heterosexual employees were slightly less satisfied with the way their careers have progressed than were other groups (Figure 29).

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

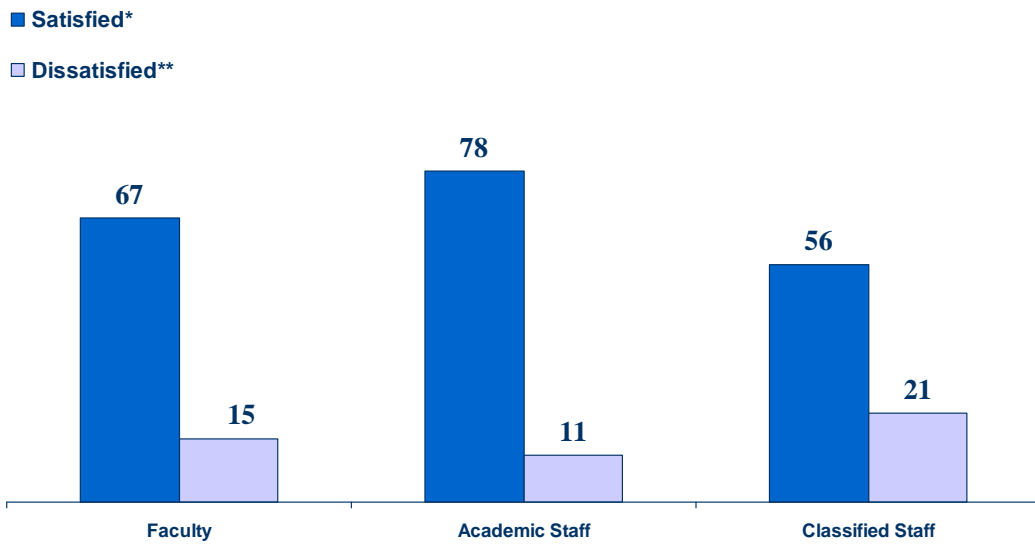


\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

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

**Figure 30**  
**Employee Satisfaction with the Way Their Careers**  
**Have Progressed by Position Status (%)**



\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

Eighty-three percent (n = 1755) of students were “highly satisfied” or “satisfied” with their education at their colleges, while 68% (n = 1437) were “highly satisfied” or “satisfied” with the way their academic careers have progressed (Table 22).

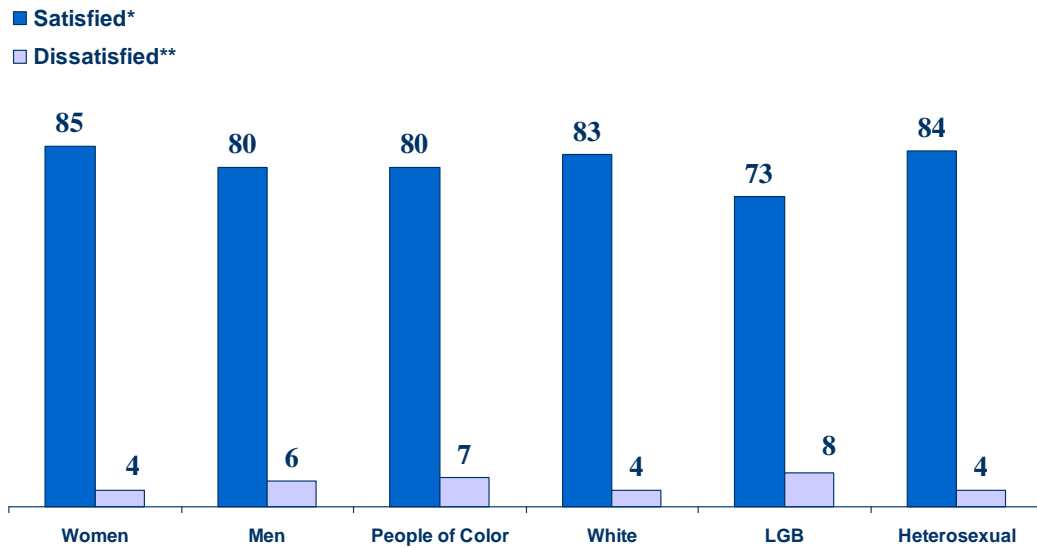
**Table 22. Student Satisfaction**

	<b>Highly satisfied</b>		<b>Satisfied</b>		<b>Neither satisfied nor dissatisfied</b>		<b>Dissatisfied</b>		<b>Highly dissatisfied</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Your education at UW Colleges	531	25.0	1224	57.6	267	12.6	86	4.0	16	0.8
The way your academic career has progressed at UW Colleges	414	19.6	1023	48.4	437	20.7	199	9.4	39	1.8

Note: Table reports student responses only (n = 2,181).

When broken down by demographic categories, a slightly lower percentage of sexual minority students were satisfied with their educations than were other students (Figure 31).

Figure 31  
Student Satisfaction with their Education by Selected Demographic Categories(%)

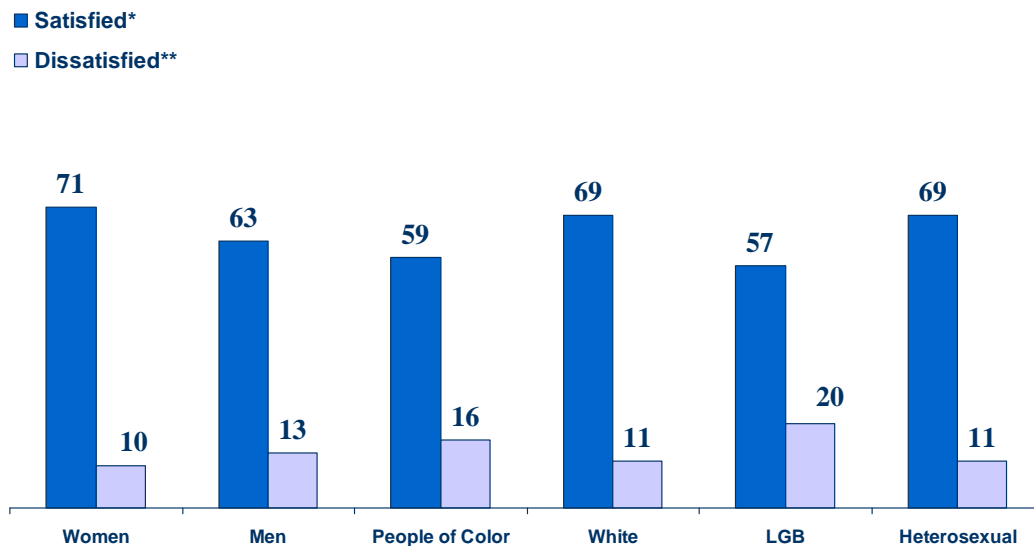


\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

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

**Figure 32**  
**Student Satisfaction with the Way their Academic Careers Have Progressed by Selected Demographic Categories(%)**



\* Highly Satisfied and Satisfied collapsed into one category.

\*\* Highly Dissatisfied and Dissatisfied collapsed into one category.

Forty percent of all respondents (n = 1,143) have seriously considered leaving their colleges. Thirty-four percent of students (n = 722), 60% of faculty (n = 197), 60% of academic staff (n = 122), and 67% of classified staff (n = 88) have seriously considered leaving their colleges. Among employees, 61% of men (n = 156) and 61% of women (n = 251) considered leaving the institution. Fifty-five percent of Employees of Color (n = 23), in comparison with 62% of White

employees (n = 374), have seriously considered leaving. Additionally, 73% of sexual minority employees (n = 24), compared to 61% of heterosexual respondents (n = 372), have seriously considered leaving their campuses or workplaces.

Among students, 33% of women (n = 466) and 35% of men (n = 245) considered leaving. Thirty percent of Students of Color (n = 30) and 34% of White students (n = 640) considered leaving, as did 37% of LGB students (n = 46) and 34% of heterosexual students (n = 639).

## Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives others members of the academy are treated on campus. Table 23 illustrates that 87% (n = 2,490) of the survey respondents were “comfortable” or “very comfortable” with the climate at their campus. Eighty-three percent (n = 2,339) were comfortable/very comfortable with the climate for diversity in their department or work unit; and 86% of faculty and students (n = 2,159) were comfortable/very comfortable in their classes.

**Table 23. Respondents’ Comfort with Climate**

	Comfort with Climate at Your College		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	950	33.3	921	32.7	829	33.1
Comfortable	1540	53.9	1418	50.3	1330	53.0
Neither Comfortable nor Uncomfortable	224	7.8	336	11.9	246	9.8
Uncomfortable	114	4.0	113	4.0	89	3.5
Very Uncomfortable	29	1.0	29	1.0	14	0.6

Note: Only answered by faculty and students (n = 2,517).

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

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

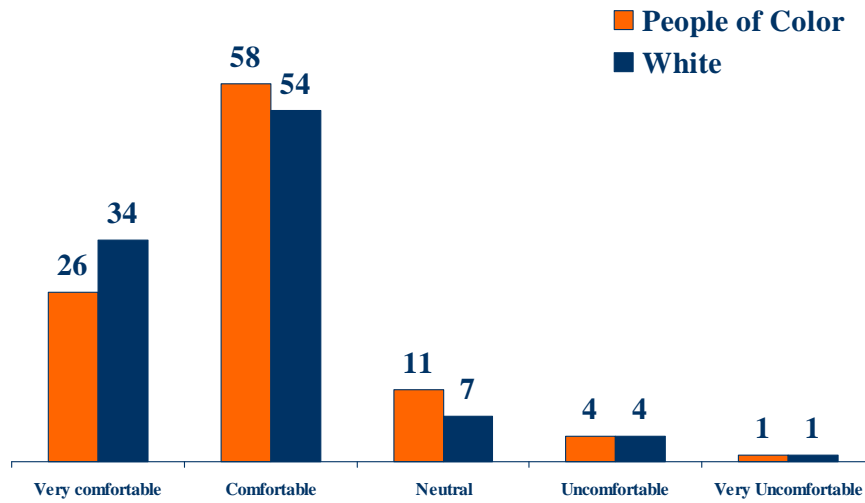


Figure 34  
Comfort with Climate in Department/Work Unit by Race (%)

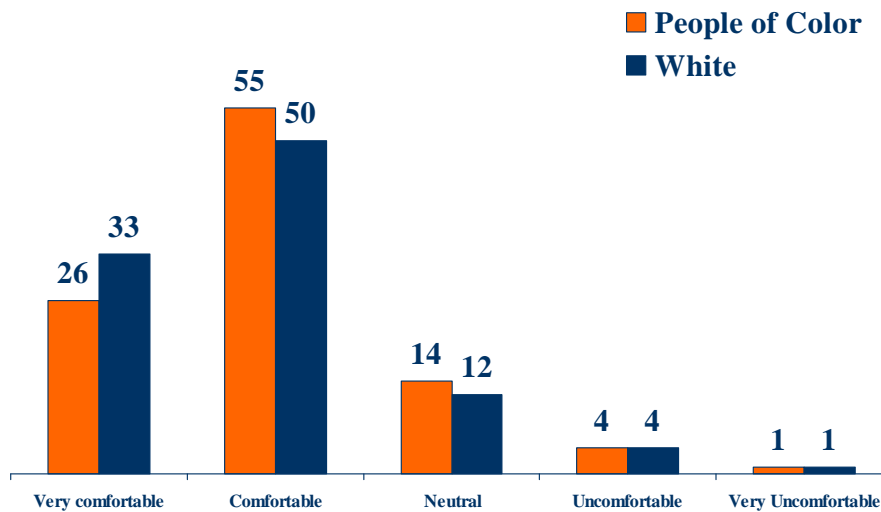
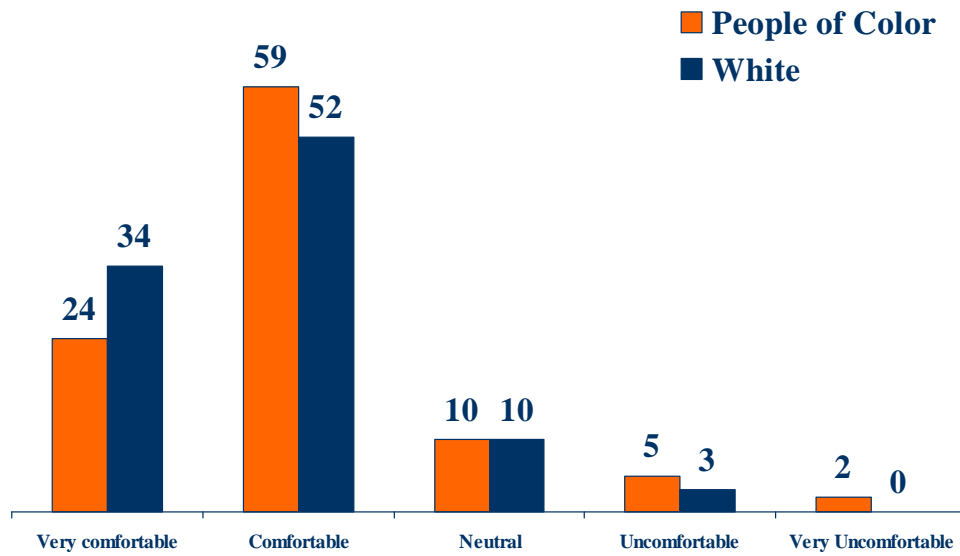


Figure 35  
Comfort with Climate in Classes\*  
by Race (%)



\*

Note: Faculty and student responses only.

Fewer women responded that they were “very comfortable” with the overall climate, climate in their departments and work areas, and classroom climate than were men (Figures 36-38).

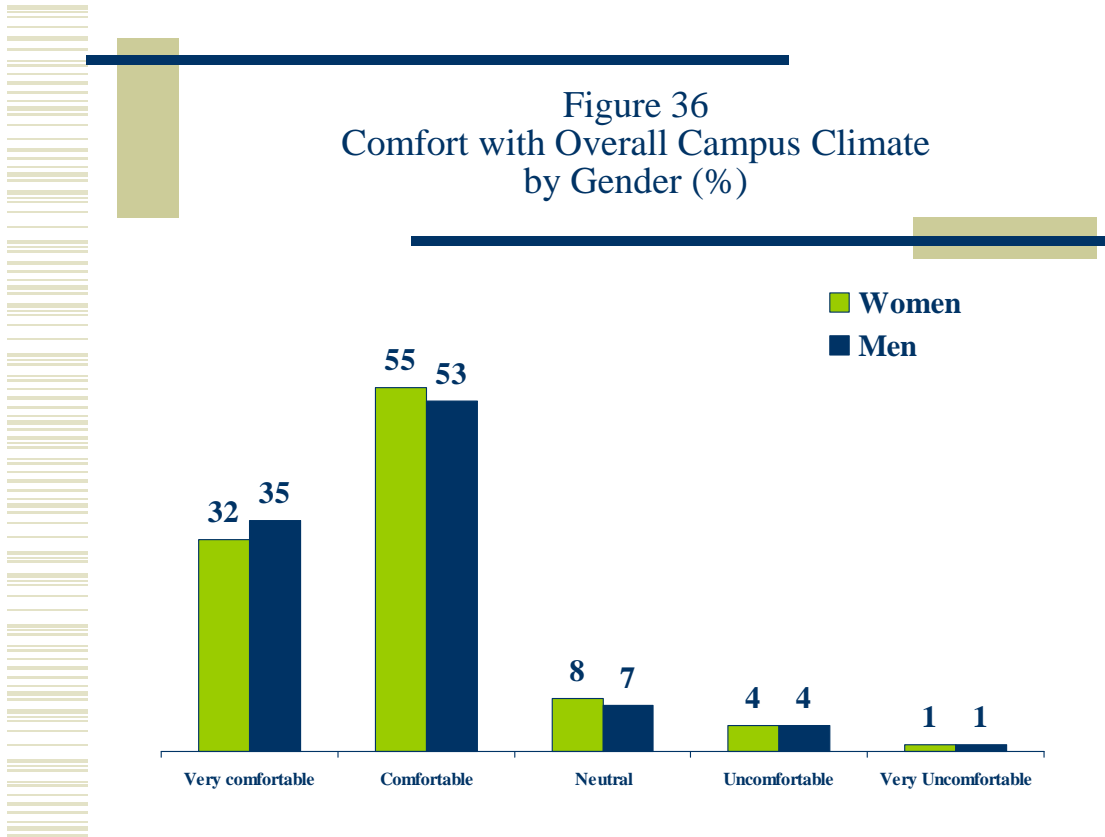


Figure 37  
Comfort with Climate in Department/Work Unit  
by Gender (%)

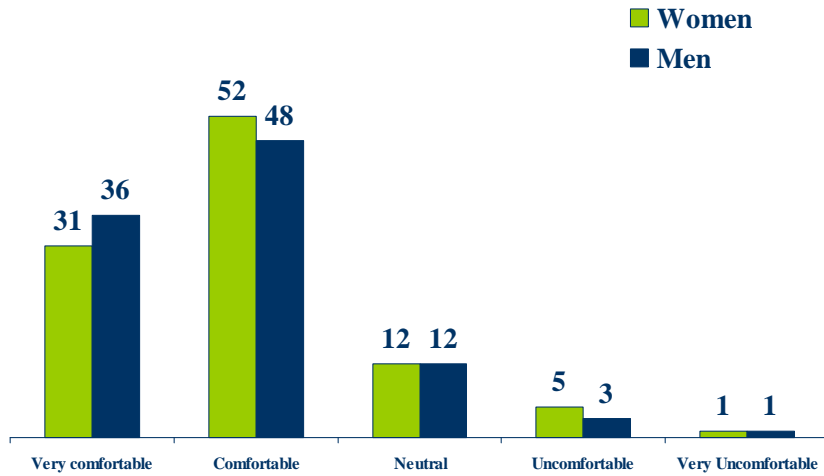
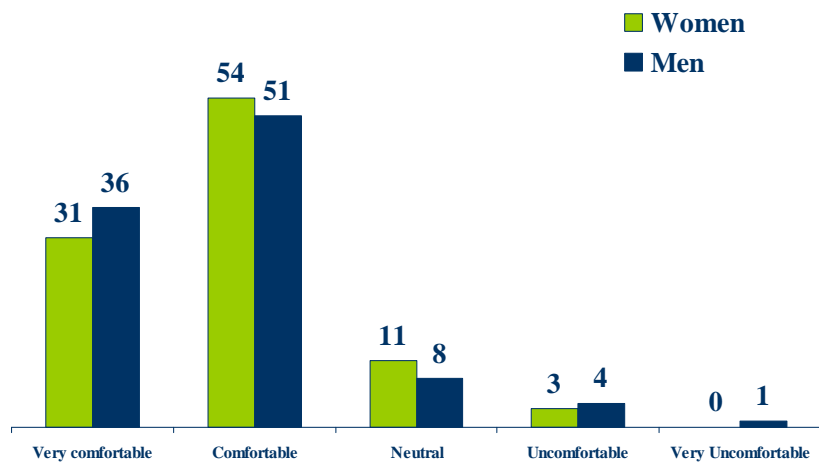


Figure 38  
Comfort with Climate in Classes\*  
by Gender (%)



\* 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).

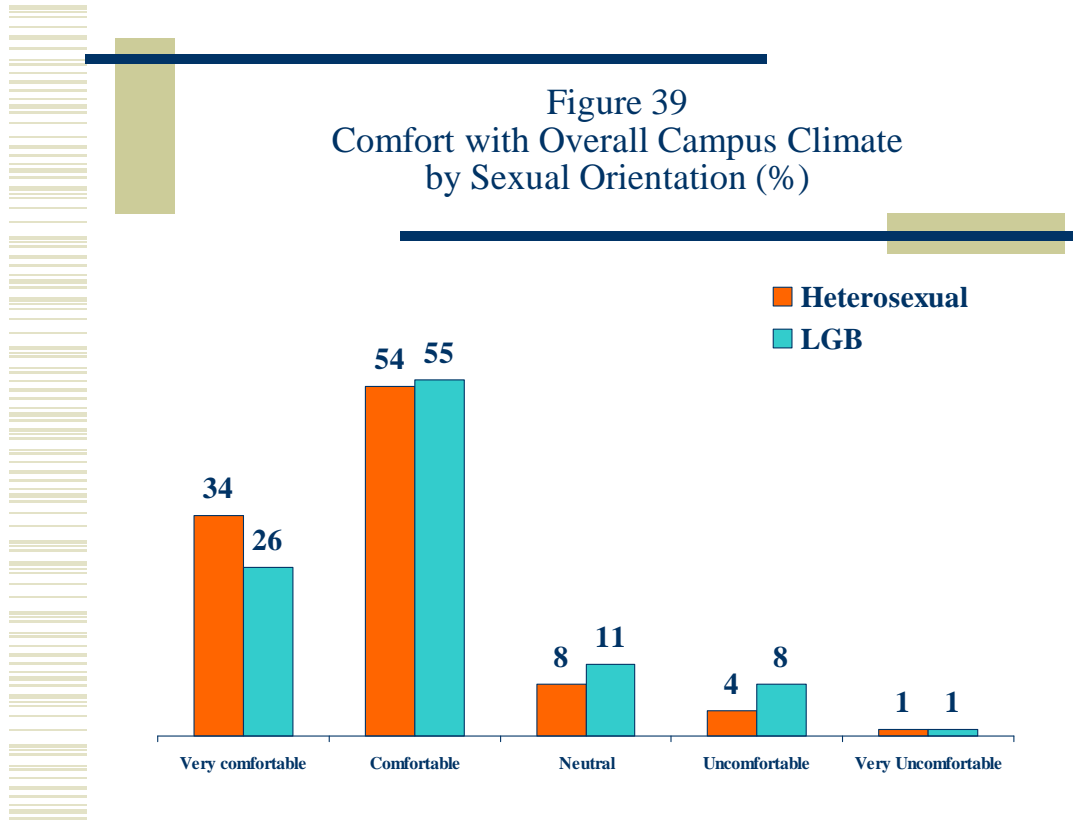


Figure 40  
Comfort with Climate in Department/Work Unit  
by Sexual Orientation (%)

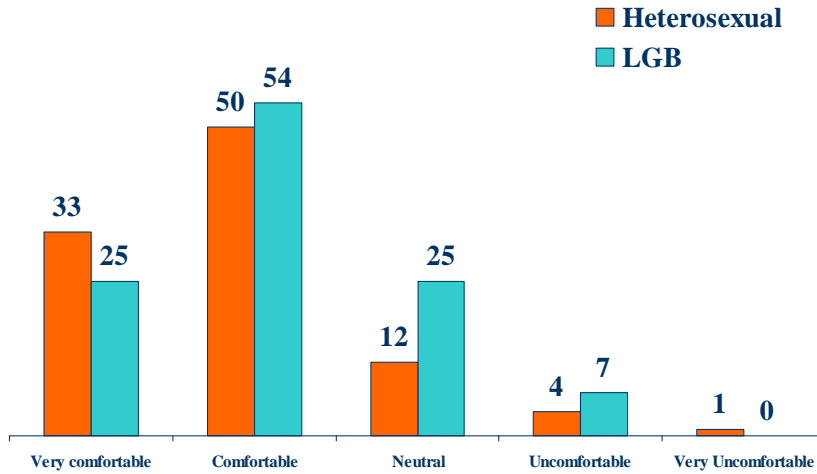
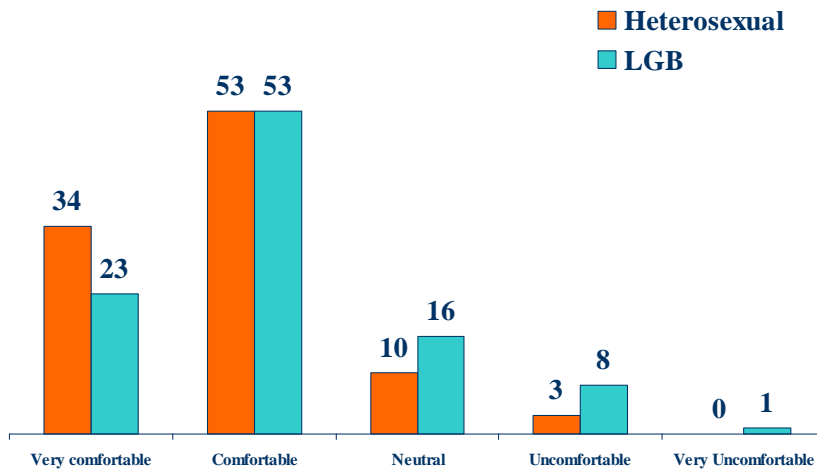


Figure 41  
Comfort with Climate in Classes\*  
by Sexual Orientation (%)

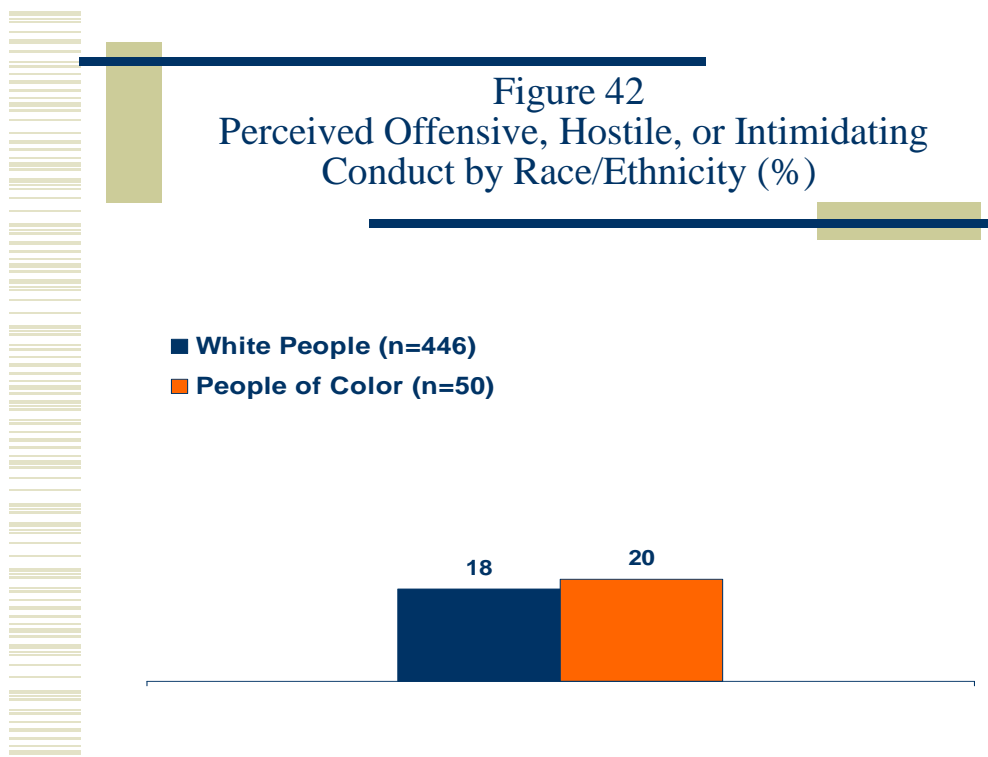


\*Note: Faculty and student responses only.

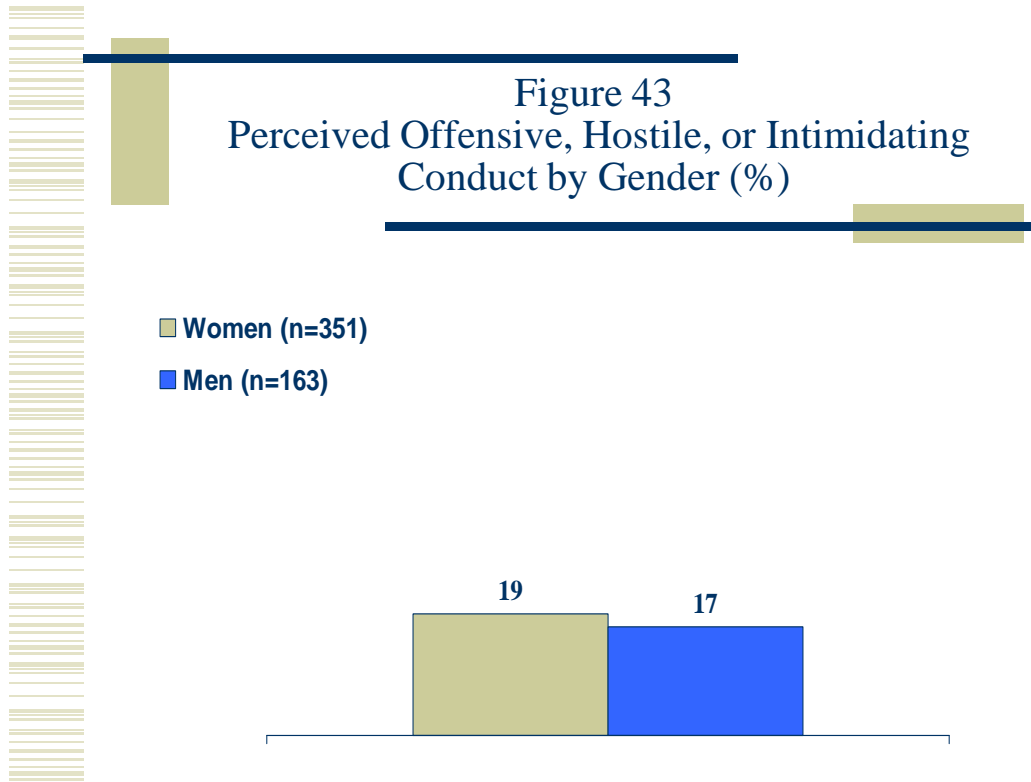
Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Eighteen percent of the participants (n = 516) observed or were personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past two years (Table A72). Most of the observed harassment was based on sexual orientation (23%, n = 121), gender (22%, n =114), status (21%, n =106), ethnicity (20%, n =103), age (20%, n =102), race (19%, n =100), and religion/spiritual views (18%, n =94) (Table A73).

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

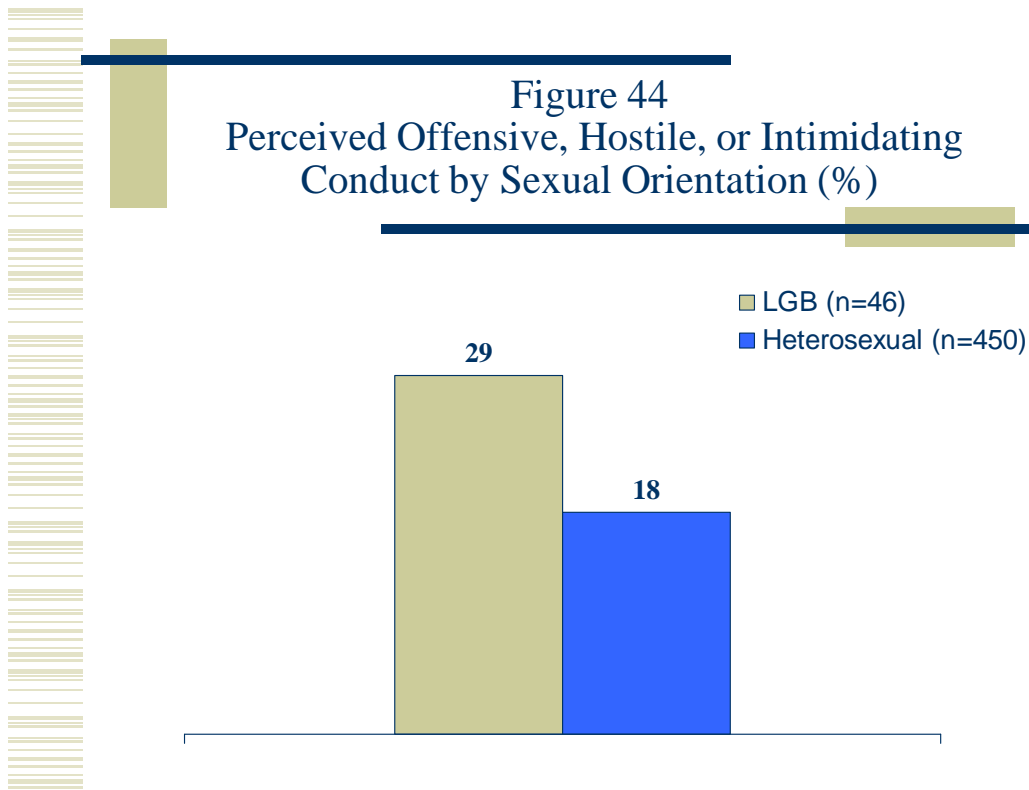
Similar percentages of People of Color and White people believed they had observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 42).



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



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



The analyses indicated that a higher percentage of classified staff members believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did other respondents (Figure 45).

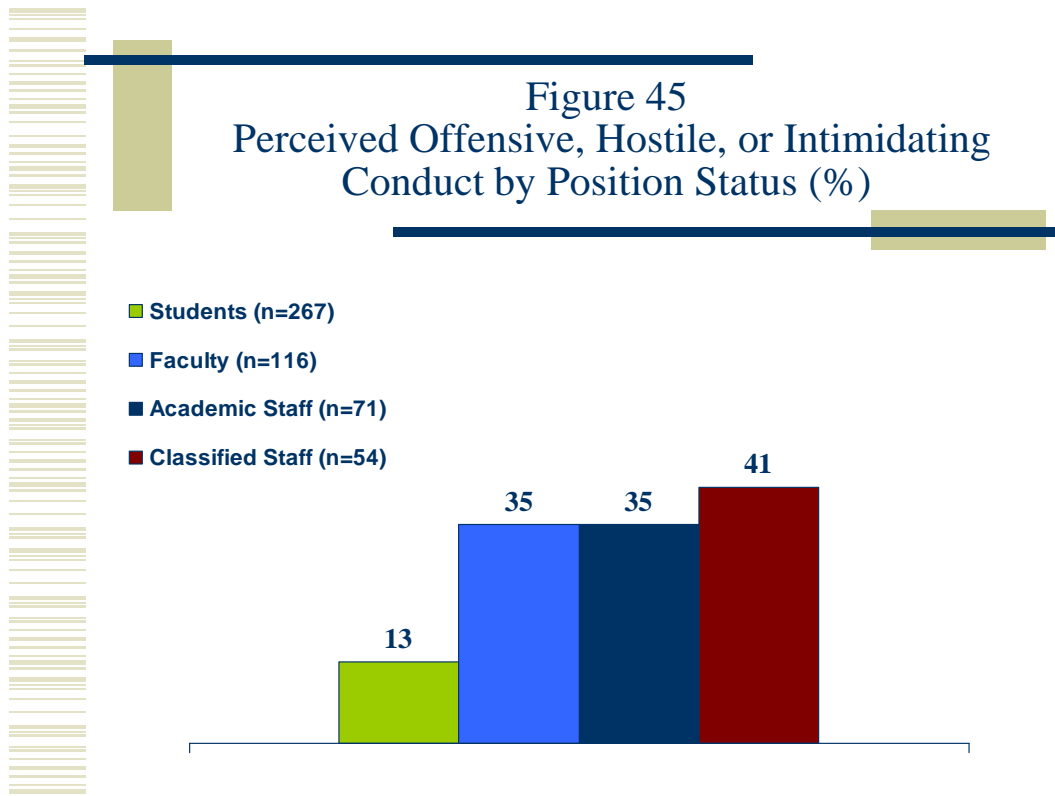


Table 24 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (33%, n = 172), someone being deliberately ignored or excluded (32%, n = 140), someone being subjected to stares (27%, n = 165), someone being intimidated or bullied (23%, n = 118), and someone isolated or left out because of their identity (22%, n = 115).

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

	n	%
Derogatory remarks	172	33.3
Someone being deliberately ignored or excluded	165	32.0
Stares	140	27.1
Intimidation/bullying	118	22.9
Someone isolated or left out because of their identity	115	22.3
Racial/ethnic profiling	98	19.0
Derogatory written comments	62	12.0
Graffiti	61	11.8
Assumption that someone was admitted or hired because of their identity	61	11.8
Someone isolated or left out when working in groups	61	11.8
Someone receiving a low performance evaluation	60	11.6
Someone singled out as the “resident authority” regarding their identity	53	10.3
Threats of physical violence	44	8.5
Someone receiving a poor grade because of hostile classroom environment	43	8.3
Someone fearing for their physical safety	35	6.8
Someone isolated or left out because of their socioeconomic status	34	6.6
Derogatory/unsolicited e-mails	30	5.8
Derogatory phone calls	20	3.9
Physical violence	15	2.9
Victim of a crime	12	2.3
Someone fearing for their family’s safety	9	1.7
Other	60	11.6

Note: Only answered by respondents who believed they had observed harassment (n = 516). Percentages do not sum to 100 due to multiple responses.

Respondents most often believed they had observed or were made aware of this conduct occurring in a public space on campus. Of those respondents who believed they observed people making derogatory remarks, 41% (n = 71) observed this conduct in a public space on campus,

while 55% (n = 32) witnessed such conduct while walking on campus (Table A84). Additionally, of those respondents who believed they had witnessed someone being deliberately ignored or excluded, 35% (n = 57) observed this conduct in a public space and 34% (n = 56) witnessed such conduct in a class (Table A83). Of those respondents who believed they had observed someone being subjected to stares, 53% (n = 74) observed this conduct while walking on campus and 50% (n = 70) witnessed such conduct in a public space on campus (Table A82). Of those respondents who believed they had witnessed intimidation and bullying, 37% (n = 44) observed this conduct in a public space on campus and 35% (n = 41) witnessed such conduct while working at a campus job (Table A85). Of those respondents who believed they had observed someone being isolated or left out because of his/her identity, 35% (n = 40) observed this conduct in a class while 32% (n = 37) reported such conduct occurring in a public space on campus (Table A83).

Most respondents (42%, n = 218) believed they had observed undergraduate students as the source of observed, offensive, hostile, exclusionary, or intimidating conduct (Table A97). Other respondents identified sources as faculty members (22%, n = 114), administrators (13%, n = 68), colleagues (12%, n = 64), and staff members (11%, n = 56).

Table 25 illustrates participants' responses to this behavior. Respondents most often felt angry (35%, n = 179) and embarrassed when encountering this behavior (24%, n = 125). Twenty-two percent (n = 115) ignored the conduct, and 17% (n = 87) told a friend. Twelve percent (n = 62) made a complaint to a campus employee/official, while 10% (n = 49) didn't know whom to go to, eight percent (n = 41) did not report it for fear their complaint would not be taken seriously, and eight percent (n = 40) did not report it out of fear of retaliation.

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

	<b>n</b>	<b>%</b>
Was angry	179	34.7
Felt embarrassed	125	24.2
Ignored it	115	22.3
Told a friend	87	16.9
Didn't affect me at the time	68	13.2
Made a complaint to a campus employee/official	62	12.0
Didn't know who to go to	49	9.5
Confronted the harasser at the time	47	9.1
Confronted the harasser later	42	8.1
Didn't report it for fear my complaint would not be taken seriously	41	7.9
Didn't report it for fear of retaliation	40	7.8
Avoided the person who harasser	37	7.2
Left the situation immediately	37	7.2
Felt somehow responsible	30	5.8
Was afraid	28	5.4
Sought support from counseling/advocacy services	15	2.9
Other	63	12.2

Note: Only answered by respondents who believed they had observed harassment (n = 516). Percentages do not sum to 100 due to multiple responses.

Forty-five percent of the respondents indicated that the overall climate on their campuses was “very respectful” Caucasians/Whites (Table 26).

**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	865	31.6	1282	46.8	45	1.6	12	0.4	536	19.6
African American/Black (not Hispanic)	870	31.7	1363	49.7	80	2.9	15	0.5	413	15.1
Alaskan Native	742	27.3	1015	37.3	26	1.0	3	0.1	936	34.4
Asian American	902	33.1	1316	48.3	49	1.8	8	0.3	451	16.5
Asian	902	33.0	1318	48.2	61	2.2	8	0.3	447	16.3
Southeast Asian	862	31.6	1256	46.1	54	2.0	9	0.3	544	20.0
Caribbean/West Indian	771	28.4	1069	39.4	27	1.0	3	0.1	845	31.1
Caucasian/White (not Hispanic)	1231	44.7	1273	46.3	27	1.0	11	0.4	209	7.6
Indian subcontinent	805	29.5	1166	42.8	43	1.6	5	0.2	706	25.9
Latino(a)/Hispanic	875	32.2	1287	47.3	86	3.2	13	0.5	459	16.9
Middle Eastern	809	29.7	1173	43.0	92	3.4	20	0.7	632	23.2
Multiracial, multiethnic, or multicultural persons	866	31.8	1277	46.9	55	2.0	6	0.2	520	19.1
Native American Indian	831	30.6	1176	43.2	51	1.9	10	0.4	652	24.0
Pacific Islanders/Hawaiian Natives	780	28.7	1041	38.3	28	1.0	5	0.2	862	31.7

Table 27 indicates that the majority of respondents thought that the overall climate on their campuses 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	817	30.0	1397	51.2	111	4.1	24	0.9	377	13.8
From Christian affiliations	918	33.6	1397	51.2	86	3.1	31	1.1	299	10.9
Gay, lesbian, bisexual, transgender persons	708	26.0	1314	48.3	213	7.8	41	1.5	445	16.4
Immigrants	742	27.3	1339	49.3	104	3.8	17	0.6	514	18.9
International students, staff, or faculty	871	32.0	1390	51.1	60	2.2	10	0.4	391	14.4
Learning disabled	785	28.8	1408	51.7	82	3.0	18	0.7	430	15.8
Men	1042	38.2	1408	51.6	28	1.0	8	0.3	242	8.9
Affected by mental health issues	687	25.3	1247	45.9	156	5.7	44	1.6	585	21.5
Non-native English speakers	736	27.0	1345	49.4	130	4.8	28	1.0	486	17.8
People with children	946	34.7	1456	53.4	57	2.1	11	0.4	259	9.5
People who provide care for other than a child	844	31.0	1321	48.6	32	1.2	5	0.2	518	19.0
Physically challenged	819	30.0	1437	52.7	75	2.8	20	0.7	375	13.8
Returning/non-traditional students	1038	38.1	1399	51.4	53	1.9	8	0.3	226	8.3
Socioeconomically disadvantaged	874	32.1	1399	51.4	76	2.8	14	0.5	357	13.1
Women	1001	36.7	1460	53.5	56	2.1	19	0.7	193	7.1
Veterans/active military status	1025	37.7	1319	48.5	27	1.0	11	0.4	339	12.5

Table 28 illustrates the degree to which respondents' thought various campus buildings, services, and grounds were accessible for people with disabilities. Over 80% of respondents indicated that the Administrative Offices (83%), Academic Buildings (82%), Web Sites (83%), Other information systems (82%), Classrooms (82%), Computer labs (81%), Student Services Center (83%), Library (86%), Cafeteria (81%), and Restrooms (81%) were most accessible (rated "very accessible" or "accessible") areas of campus. Six percent of the respondents ranked the parking and bus stops as "very inaccessible".

**Table 28. Reported Ratings of Campus Accessibility**

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Administrative Offices	1244	45.1	1053	38.1	243	8.8	31	1.1	190	6.9
Learning Support Center	1136	41.4	1037	37.8	239	8.7	25	0.9	310	11.3
Academic Buildings	1145	41.8	1107	40.4	260	9.5	38	1.4	189	6.9
Web Site	1349	49.1	935	34.1	179	6.5	19	0.7	263	9.6
Other information systems	1323	48.4	923	33.7	193	7.1	15	0.5	291	10.3
Classrooms	1145	41.6	1122	40.8	278	10.1	28	1.0	178	6.5
Theater	947	34.5	962	35.0	381	13.9	101	3.7	354	12.9
Computer Labs	1145	41.6	1072	39.0	269	9.8	36	1.3	228	8.3
Student Services center	1277	46.6	1010	36.8	215	7.8	23	0.8	218	7.9
Student club activities	914	33.4	1001	36.6	317	11.6	45	1.6	458	16.7
Student Union	1023	37.7	960	35.3	228	8.4	38	1.4	468	17.2
Library	1378	50.1	981	35.7	181	6.6	23	0.8	187	6.8
Bookstore	1058	38.7	1005	36.7	393	14.4	70	2.6	210	7.7
Cafeteria	1203	44.0	1020	37.3	228	8.3	49	1.8	232	8.5
Residence hall	618	24.3	563	22.1	191	7.5	87	3.4	1084	42.6
Gymnasium – Athletic Fields	930	34.3	946	34.8	331	12.2	60	2.2	448	16.5
Information in Alternative Formats	606	22.7	665	24.9	300	11.2	111	4.2	992	37.1
Labs/Studios	886	32.7	1004	37.0	297	11.0	48	1.8	477	17.6
Parking/Bus Stops	887	32.5	974	35.7	402	14.7	160	5.9	305	11.2
Restrooms	1168	42.5	1036	37.7	275	10.0	60	2.2	207	7.5
Textbooks	981	36.1	1005	37.0	290	10.7	65	2.4	377	13.9
Classroom materials beyond textbooks	947	34.8	1013	37.3	280	10.3	52	1.9	426	15.7

## **Employees' Attitudes and Experiences**

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

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 (73%, n = 496). Twenty-nine percent (n = 199) of respondents were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision, and 33% (n = 219) indicated there are many unwritten rules concerning how one is expected to interact with colleagues in their work units. Thirty-four percent of faculty (n = 114) thought their research interests were valued by their colleagues.

Many of the rest of the statements listed in Table 28 were negatively worded statements, and thus, few respondents strongly agreed/agreed. For example, 22% of respondents (n = 150) constantly felt under the scrutiny by their colleagues, and 24% (n = 160) felt they have to work harder than their colleagues do in order to be perceived as legitimate. Highlighted cells in Table 29 indicate where substantial discrepancies existed in the responses between groups.

**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	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision</b>	<b>70</b>	<b>10.3</b>	<b>129</b>	<b>19.0</b>	<b>115</b>	<b>17.0</b>	<b>202</b>	<b>29.8</b>	<b>130</b>	<b>19.2</b>
Women	43	10.4	76	18.4	74	18.0	130	31.6	67	16.3
Men	26	10.2	51	19.9	37	14.5	70	27.3	62	24.2
White	60	9.8	114	18.7	101	16.6	184	30.2	121	19.8
People of Color	7	16.3	7	16.3	8	18.6	12	27.9	7	16.3
<b>I am comfortable asking questions about performance expectations</b>	<b>161</b>	<b>23.8</b>	<b>335</b>	<b>49.5</b>	<b>79</b>	<b>11.7</b>	<b>59</b>	<b>8.7</b>	<b>33</b>	<b>4.9</b>
Women	94	22.8	213	51.7	36	8.7	44	10.7	20	4.9
Men	65	25.5	118	46.3	40	15.7	15	5.9	12	4.7
White	147	24.1	309	50.7	61	10.0	53	8.7	30	4.9
People of Color	8	18.6	17	39.5	11	25.6	5	11.6	1	2.3
<b>My colleagues expect me to represent “the point of view” of my identity</b>	<b>22</b>	<b>3.3</b>	<b>70</b>	<b>10.4</b>	<b>227</b>	<b>33.7</b>	<b>158</b>	<b>23.5</b>	<b>102</b>	<b>15.2</b>
Women	13	3.2	36	8.8	150	36.7	95	23.2	57	13.9
Men	9	3.5	32	12.6	75	29.5	61	24.0	43	16.9
White	18	3.0	62	10.2	207	34.2	137	22.6	94	15.5
People of Color	4	9.3	5	11.6	11	25.6	12	27.9	6	14.0
<b>My colleagues have lower expectations of me than of other employees</b>	<b>10</b>	<b>1.5</b>	<b>31</b>	<b>4.6</b>	<b>140</b>	<b>20.9</b>	<b>231</b>	<b>34.4</b>	<b>236</b>	<b>35.2</b>
Women	7	1.7	22	5.4	83	20.2	161	39.3	122	29.8
Men	3	1.2	9	3.6	54	21.4	69	27.4	111	44.0
White	7	1.2	30	5.0	125	20.7	205	33.9	218	36.0
People of Color	1	2.4	0	0.0	7	16.7	20	47.6	13	31.0
<b>My colleagues have higher expectations of me than of other employees</b>	<b>45</b>	<b>6.7</b>	<b>139</b>	<b>20.7</b>	<b>219</b>	<b>32.6</b>	<b>158</b>	<b>23.5</b>	<b>86</b>	<b>12.8</b>
Women	21	5.1	76	18.5	139	33.9	112	27.3	46	11.2
Men	24	9.5	62	24.5	77	30.4	44	17.4	39	15.4
White	35	5.8	129	21.3	200	32.9	141	23.2	81	13.3
People of Color	7	17.1	8	19.5	10	24.4	11	26.8	4	9.8
<b>I constantly feel under scrutiny by my colleagues</b>	<b>31</b>	<b>4.6</b>	<b>119</b>	<b>17.8</b>	<b>130</b>	<b>19.4</b>	<b>230</b>	<b>34.3</b>	<b>144</b>	<b>21.5</b>
Women	20	4.9	74	18.2	80	19.7	153	37.6	73	17.9
Men	11	4.3	43	16.9	50	19.7	76	29.9	67	26.4
White	26	4.3	104	17.2	120	19.8	207	34.2	137	22.6
People of Color	4	9.8	11	26.8	5	12.2	15	36.6	3	7.3

<b>Table 29 (continued)</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Neither agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>My research interests are valued by my colleagues*</b>	<b>20</b>	<b>6.0</b>	<b>94</b>	<b>28.3</b>	<b>83</b>	<b>25.0</b>	<b>40</b>	<b>12.0</b>	<b>21</b>	<b>6.3</b>
Women Faculty	9	5.6	43	26.7	37	23.0	20	12.4	10	6.2
Men Faculty	11	6.5	51	30.0	46	27.1	20	11.8	11	6.5
White Faculty	18	6.1	88	29.6	76	25.6	30	10.1	16	5.4
Faculty of Color	2	7.7	5	19.2	4	15.4	7	26.9	5	19.2
<b>I feel pressured to change my research agenda to make tenure/be promoted*</b>	<b>12</b>	<b>3.7</b>	<b>24</b>	<b>7.3</b>	<b>45</b>	<b>13.8</b>	<b>64</b>	<b>19.6</b>	<b>53</b>	<b>16.2</b>
Women Faculty	5	3.2	7	4.4	14	8.9	33	20.9	25	15.8
Men Faculty	7	4.2	17	10.1	31	18.5	31	18.5	28	16.7
White Faculty	10	3.4	23	7.8	39	13.3	55	18.8	49	16.7
Faculty of Color	2	8.0	1	4.0	3	12.0	6	24.0	3	12.0
<b>I am reluctant to take family leave that I am entitled to for fear that it may affect my career</b>	<b>20</b>	<b>3.0</b>	<b>68</b>	<b>10.2</b>	<b>101</b>	<b>15.1</b>	<b>140</b>	<b>21.0</b>	<b>105</b>	<b>15.7</b>
Women	10	2.5	48	11.8	51	12.6	84	20.7	59	14.5
Men	10	4.0	19	7.5	49	19.4	54	21.3	43	17.0
White	18	3.0	64	10.6	90	15.0	120	19.9	92	15.3
People of Color	0	0.0	3	7.1	8	19.0	14	33.3	8	19.0
<b>I have to work harder than I believe my colleagues do in order to be perceived as legitimate</b>	<b>44</b>	<b>6.6</b>	<b>116</b>	<b>17.4</b>	<b>145</b>	<b>21.8</b>	<b>189</b>	<b>28.4</b>	<b>125</b>	<b>18.8</b>
Women	25	6.2	74	18.3	92	22.8	121	30.0	59	14.6
Men	17	6.7	42	16.6	51	20.2	67	26.5	62	24.5
White	36	6.0	111	18.4	130	21.6	168	27.9	113	18.8
People of Color	5	11.9	5	11.9	8	19.0	13	31.0	8	19.0
<b>There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit</b>	<b>69</b>	<b>10.4</b>	<b>150</b>	<b>22.5</b>	<b>147</b>	<b>22.1</b>	<b>174</b>	<b>26.1</b>	<b>84</b>	<b>12.6</b>
Women	37	9.2	100	24.8	85	21.0	116	28.7	37	9.2
Men	30	11.9	49	19.4	60	23.7	56	22.1	45	17.8
White	58	9.6	133	22.1	130	21.6	163	27.1	79	13.1
People of Color	6	14.3	13	31.0	12	28.6	5	11.9	3	7.1
<b>Others seem to find it easier than I do to "fit in"</b>	<b>30</b>	<b>4.5</b>	<b>93</b>	<b>13.8</b>	<b>140</b>	<b>20.8</b>	<b>223</b>	<b>33.2</b>	<b>147</b>	<b>21.9</b>
Women	19	4.6	54	13.2	87	21.3	139	34.0	84	20.5
Men	10	3.9	38	15.0	53	20.9	80	31.5	60	23.6
White	23	3.8	83	13.7	126	20.8	201	33.2	136	22.5
People of Color	4	9.3	7	16.3	7	16.3	14	32.6	8	18.6

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

\* Faculty responses only (n = 336).

With respect to work-life issues, 69% of employees (n = 463) are usually satisfied with the way in which they were able to balance their professional and personal lives, and 38% (n = 252) found the UW Colleges supportive of family leave (Table 30). Thirty-one percent (n = 208) have had to miss out on important things in their personal lives because of professional responsibilities. Sixteen percent (n = 105) felt that employees who have children were considered less committed to their careers, and 16% (n = 104) felt that employees who do not have children were often burdened with work responsibilities. Seventeen percent (n = 109) thought the institution was unfair in providing health benefits to unmarried, co-parenting partners. Fourteen percent (n = 87) thought they had equitable access to domestic partner benefits, and eight percent (n = 54) thought they had equitable access to tuition reimbursement. Table 29 indicates employees' responses to these items by gender and sexual orientation, and highlighted cells indicate where substantial discrepancies existed in the responses between groups.

**Table 30. Employee Attitudes about Work-Life Issues**

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
<b>I am usually satisfied with the way in which I am able to balance my professional and personal life.</b>	<b>89</b>	<b>13.2</b>	<b>374</b>	<b>55.6</b>	<b>51</b>	<b>7.6</b>	<b>131</b>	<b>19.5</b>	<b>28</b>	<b>4.2</b>
Women	50	12.2	234	57.2	26	6.4	81	19.8	18	4.4
Men	38	14.9	135	52.9	24	9.4	49	19.2	9	3.5
<b>I find that the institution is supportive of my family leave.</b>	<b>51</b>	<b>7.6</b>	<b>201</b>	<b>30.1</b>	<b>309</b>	<b>46.3</b>	<b>42</b>	<b>6.3</b>	<b>65</b>	<b>9.7</b>
Women	27	6.7	139	34.3	177	43.7	27	6.7	35	8.6
Men	24	9.4	58	22.8	129	50.8	14	5.5	29	11.4
<b>I have to miss out on important things in my personal life because of professional responsibilities.</b>	<b>52</b>	<b>7.8</b>	<b>156</b>	<b>23.4</b>	<b>133</b>	<b>19.9</b>	<b>269</b>	<b>40.3</b>	<b>57</b>	<b>8.5</b>
Women	31	7.6	87	21.4	70	17.2	183	45.1	35	8.6
Men	20	7.9	67	26.6	61	24.2	82	32.5	22	8.7
<b>I feel that faculty/staff who have children are considered less committed to their careers.</b>	<b>18</b>	<b>2.7</b>	<b>87</b>	<b>13.0</b>	<b>162</b>	<b>24.1</b>	<b>280</b>	<b>41.7</b>	<b>124</b>	<b>18.5</b>
Women	10	2.5	57	14.0	104	25.5	171	41.9	66	16.2
Men	7	2.8	30	11.8	57	22.4	103	40.6	57	22.4

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%	n	%
<b>Table 30 (continued)</b>											
<b>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.</b>											
		<b>26</b>	<b>3.9</b>	<b>78</b>	<b>11.6</b>	<b>195</b>	<b>29.1</b>	<b>269</b>	<b>40.1</b>	<b>103</b>	<b>15.4</b>
	Women	14	3.4	48	11.8	123	30.1	168	41.2	55	13.5
	Men	11	4.3	29	11.4	69	27.2	97	38.2	48	18.9
<b>I find the institution unfair in providing health benefits to unmarried, co-parenting families.</b>											
		<b>54</b>	<b>8.2</b>	<b>55</b>	<b>8.4</b>	<b>274</b>	<b>41.8</b>	<b>159</b>	<b>24.3</b>	<b>113</b>	<b>17.3</b>
	LGB Employees	15	45.5	6	18.2	6	18.2	1	3.0	5	15.2
	Heterosexual Employees	38	6.4	47	7.9	259	43.7	147	24.8	102	17.2
<b>I have equitable access to domestic partner benefits.</b>											
		<b>21</b>	<b>3.3</b>	<b>66</b>	<b>10.3</b>	<b>411</b>	<b>64.4</b>	<b>36</b>	<b>5.6</b>	<b>104</b>	<b>16.3</b>
	LGB Employees	0	0.0	0	0.0	8	25.8	6	19.4	17	54.8
	Heterosexual Employees	21	3.6	61	10.5	389	67.2	26	4.5	82	14.2
<b>I have equitable access to tuition reimbursement.</b>											
		<b>7</b>	<b>1.1</b>	<b>47</b>	<b>7.2</b>	<b>293</b>	<b>44.9</b>	<b>107</b>	<b>16.4</b>	<b>199</b>	<b>30.5</b>
	LGB Employees	0	0.0	2	6.7	10	33.3	8	26.7	10	33.3
	Heterosexual Employees	7	1.2	42	7.1	273	46.0	92	15.5	179	30.2

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

More than half of all employees thought that they had colleagues or peers at UW Colleges who gave them career advice or guidance when they need it (71%, n = 476), support from decision makers/colleagues who supported their career advancement (63%, n = 423), and equipment and supplies they needed to adequately perform their work (65%, n = 439) (Table 31). Forty-three percent of employees (n = 286) felt they received regular maintenance/upgrades of their equipment. Seventy percent (n = 477) had equitable work space in terms of quantity and quality, and 70% (n = 477) had equitable access to shared space. Seventy-seven percent (n = 515) thought they had equitable access to health benefits. Thirty-six percent (n = 239) thought their compensation was equitable as compared to their peers with similar levels of experience, and about 28% (n = 184) 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 Colleges**

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	122	18.2	354	52.9	89	13.3	54	8.1	18	2.7
I have support from decision makers/colleagues who support my career advancement	114	16.9	309	45.8	124	18.4	59	8.8	27	4.0
Women	67	16.5	181	44.5	76	19.2	34	8.4	17	4.2
Men	45	17.5	126	49.0	42	16.3	24	9.3	9	3.5
White	106	17.5	281	46.4	107	17.7	53	8.8	23	3.8
People of Color	6	13.6	19	43.2	8	18.2	5	11.4	1	2.3
I have the equipment and supplies I need to adequately perform my work	89	13.2	350	51.9	51	7.6	120	17.8	62	9.2
I receive regular maintenance/upgrades of my equipment compared to my colleagues	44	6.6	242	36.3	176	26.4	102	15.3	51	7.6
I have equitable work space in terms of quantity and quality as compared to my colleagues	103	15.0	374	54.7	82	12.2	66	9.8	32	4.8
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues	31	4.5	107	17.1	266	42.4	21	3.3	20	3.2
I have equitable access to shared space as my colleagues	99	14.5	378	55.3	115	17.6	11	1.7	12	1.8
I have equitable access to shared equipment/technology for research support as my colleagues	77	12.1	250	39.4	155	24.4	25	3.9	10	1.6
I have equitable teaching support (e.g., materials, technology, TAs)	58	9.3	182	29.0	175	27.9	62	9.9	35	5.6
I feel that my compensation is equitable to my peers with a similar level of experience	33	4.9	206	30.9	90	13.5	166	24.9	131	19.6
Women	13	3.2	135	33.2	53	13.0	109	26.8	68	16.7
Men	20	8.0	69	27.5	36	14.3	55	21.9	59	23.5
White	31	5.1	189	31.4	78	13.0	153	25.4	115	19.1
People of Color	2	4.9	11	26.8	8	19.5	9	22.0	7	17.1
I have equitable access to health benefits	185	27.7	330	49.4	68	10.2	20	3.0	31	4.6
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement	47	7.2	137	21.0	185	28.4	44	6.7	53	8.1

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

Regarding respondents' observations of discriminatory employment practices, 16% (n = 110) of all employees (15% of faculty, n = 50; 14% of academic staff, n = 28; and 22% of classified staff, n = 29) believed they had observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at their campuses (Table 32). Men (15%, n = 38) were less likely than women (17%, n = 69) to

have believed they had observed discriminatory hiring practices. Employees of Color (16%, n = 7) and White respondents (16%, n = 97) believed they had observed discriminatory hiring at similar rates. Thirty percent of sexual minority respondents (n = 10) and 16% of heterosexual respondents (n = 93) believed they had observed discriminatory hiring. Of those who believed they had observed discriminatory hiring, 23% (n = 25) said it was based on gender, 20% (n = 22) on UW Colleges status, and 15% (n = 17) on age (Table A100).

Eleven percent of employee respondents (n = 77) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions at their campuses, up to and including dismissal. Of those individuals, 18% (n = 14) said the perceived discrimination was based on gender, and 10% (n = 8) each on advanced experience level of the job candidate, age, and ethnicity (Table A102). Thirteen percent (n = 54) of women and eight percent (n = 21) of men believed they had observed the discriminatory practices. Twelve percent (n = 4) of sexual minorities and 11% (n = 69) of heterosexual respondents believed they had witnessed discriminatory disciplinary actions. While seven percent (n = 3) of Employees of Color believed they had witnessed such disciplinary actions, 11% (n = 69) of White respondents did. Additionally, classified staff (22%, n = 29) were more likely than faculty members (9%, n = 30) and academic staff (8%, n = 16) to believe they had observed discriminatory disciplinary actions.

Sixteen percent of all employees (n = 108) believed they had observed discriminatory practices related to promotion, and thought it was based on UW Colleges status (28%, n = 30), educational level (17%, n = 18), age (16%, n = 17), and gender (12%, n = 13) (Table A104). Eighteen percent of women (n = 72) and 13% of men (n = 34) believed they had witnessed discriminatory promotion, as did 15% of heterosexual respondents (n = 94) and 22% of LGB respondents (n = 7). A slightly lower percentage of White respondents (16%, n = 95) than Respondents of Color (19%, n = 8) believed they had witnessed such conduct. And, classified staff (19%, n = 25) were more likely than academic staff (15%, n = 31) or faculty members (15%, n = 50) to believe they had observed unfair promotion.

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

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	110	16.4	77	11.4	108	16.0
No	559	83.6	597	88.6	569	84.0

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

### Students' Attitudes and Experiences

The survey asked students about the perceptions they held about their campus climate before they enrolled on campus (Table 33). Before they enrolled, more than half of all student respondents thought the climate was welcoming for all of the groups listed in Table 32.

**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	726	34.9	846	40.7	441	21.2	52	2.5	14	0.7
From Christian affiliations	776	37.4	834	40.2	404	19.5	52	2.5	11	0.5
Gay, lesbian, bisexual, transgender persons	621	30.0	798	38.5	538	26.0	94	4.5	21	1.0
Immigrants	643	31.0	831	40.1	538	26.0	50	2.4	11	0.5
International students, staff, or faculty	715	34.4	871	42.0	459	22.1	22	1.1	9	0.4
Learning disabled (e.g., dyslexia)	652	31.4	883	42.6	481	23.2	50	2.4	9	0.4
Men	846	40.8	832	40.1	369	17.8	21	1.0	6	0.3
Affected by mental health issues (e.g., depression, schizophrenia, bipolar)	577	27.8	761	36.7	623	30.1	89	4.3	22	1.1
Non-native English speakers	586	28.3	815	39.4	572	27.6	78	3.8	20	1.0
People with children	772	37.3	869	42.0	381	18.4	38	1.8	11	0.5
People who provide care for other than a child (e.g., elder care)	708	34.1	850	41.0	467	22.5	36	1.7	13	0.6
Physically challenged	668	32.2	859	41.4	490	23.6	47	2.3	10	0.5
Returning/non-traditional students	845	40.8	826	39.9	364	17.6	27	1.3	9	0.4
Socioeconomically disadvantaged	728	35.1	871	42.0	416	20.1	44	2.1	14	0.7
Women	882	42.7	819	39.7	338	16.4	22	1.1	4	0.2
Veterans/active military status	816	39.5	812	39.3	409	19.8	25	1.2	5	0.2

Note: Table reports student responses only (n = 2,181).

When comparing students’ pre-enrollment perceptions of how welcoming the campus climate is for various groups with respondents’ current perceptions of the overall campus climate for the same groups (Table 33a), students’ current perceptions were slightly higher than respondents’ pre-enrollment perceptions for all of the groups listed.

**Table 33a. Students' Current Perceptions of Overall Campus Climate for Various Campus Groups**

	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
From other than Christian religious affiliations	817	30.0	1397	51.2	111	4.1	24	0.9	377	13.8
From Christian affiliations	918	33.6	1397	51.2	86	3.1	31	1.1	299	10.9
Gay, lesbian, bisexual, transgender persons	708	26.0	1314	48.3	213	7.8	41	1.5	445	16.4
Immigrants	742	27.3	1339	49.3	104	3.8	17	0.6	514	18.9
International students, staff, or faculty	871	32.0	1390	51.1	60	2.2	10	0.4	391	14.4
Learning disabled	785	28.8	1408	51.7	82	3.0	18	0.7	430	15.8
Men	1042	38.2	1408	51.6	28	1.0	8	0.3	242	8.9
Affected by mental health issues	687	25.3	1247	45.9	156	5.7	44	1.6	585	21.5
Non-native English speakers	736	27.0	1345	49.4	130	4.8	28	1.0	486	17.8
People with children	946	34.7	1456	53.4	57	2.1	11	0.4	259	9.5
People who provide care for other than a child	844	31.0	1321	48.6	32	1.2	5	0.2	518	19.0
Physically challenged	819	30.0	1437	52.7	75	2.8	20	0.7	375	13.8
Returning/non-traditional students	1038	38.1	1399	51.4	53	1.9	8	0.3	226	8.3
Socioeconomically disadvantaged	874	32.1	1399	51.4	76	2.8	14	0.5	357	13.1
Women	1001	36.7	1460	53.5	56	2.1	19	0.7	193	7.1
Veterans/active military status	1025	37.7	1319	48.5	27	1.0	11	0.4	339	12.5

Forty-three percent of student respondents (n = 884) said lack of financial aid compromised their access to college. Fifty percent (n = 1,022) were concerned about their financial debt upon graduation, and 52% (n = 1,069) 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...**

<b>Resources</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Neither agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Lack of available financial aid	432	20.9	452	21.8	525	25.4	413	20.0	247	11.9
Concerns regarding financial debt upon graduation	498	24.1	524	25.4	481	23.3	348	16.9	214	10.4
Tuition increases that are not met by corresponding increases in financial aid	552	26.8	517	25.1	557	27.0	271	13.1	166	8.0
Other	158	36.8	58	13.5	159	37.1	22	5.1	32	7.5

Note: Table reports student responses only (n = 2,181).

## 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 the UW Colleges, in their college/unit, and in their departments. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents believed they had *experienced* conduct that interfered with their ability to work or learn on campus (14% of respondents), a higher percentage of people (18% 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. Additionally, the analyses revealed that the various employee groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being.

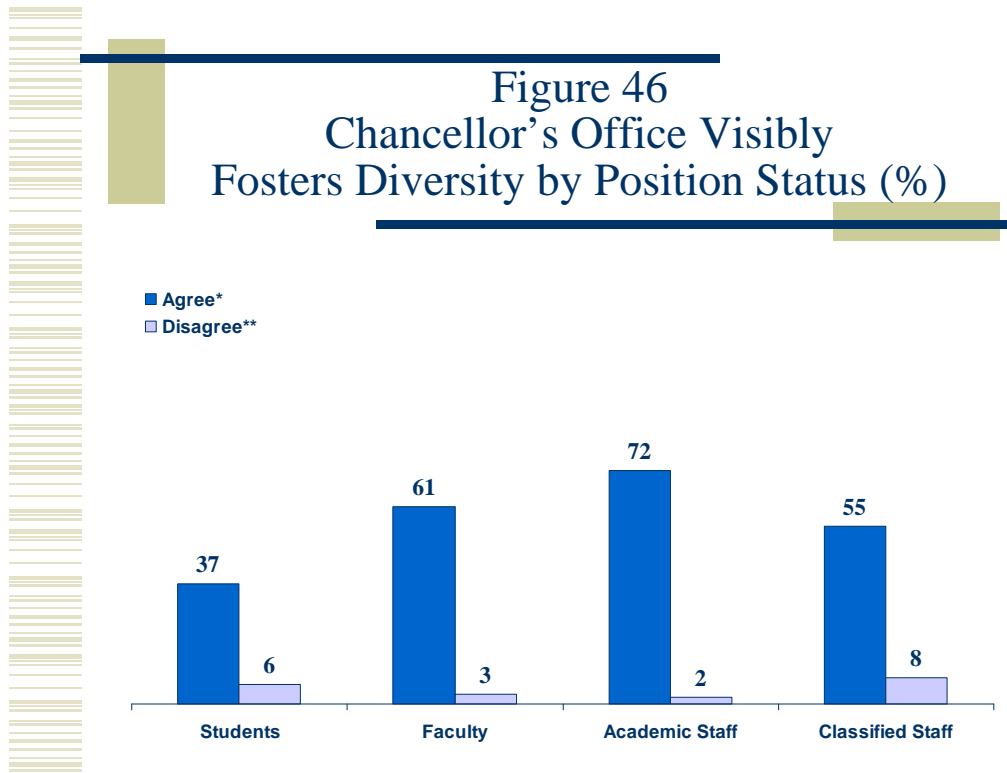
## **Institutional Actions**

Respondents' perceptions of the degree to which their leadership fosters diversity or inclusion also influenced campus climate. More than half of all respondents "strongly agreed"/"agreed" that the Campus Dean/CEO (60%), Other Deans (58%), Human Resources (50%), Lecture and Fine Arts coordinators (50%), Club Advisors (56%), University Relations office (50%), Student club presidents or leaders (54%), Student Government Association (54%), Faculty/IAS (classroom instructors) (63%), Academic Staff (66%), and Office of Continuing Education (52%) has visible leadership to support diversity/inclusion (Table 35). A substantial percentage of respondents were unaware of the degree to which the various offices and individuals had visible leadership to support diversity/inclusion. In particular, respondents noted the least awareness of visible leadership to support diversity and inclusion was noted as being from the provost (45%) and Non-UW Colleges institutional collaborators on campus (42%).

**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	%
Chancellor	480	18.1	670	25.3	417	15.7	96	3.6	40	1.5	945	35.7
Provost	338	12.8	552	21.0	446	16.9	84	3.2	34	1.3	1180	44.8
Office of Academic Affairs	440	16.8	742	28.3	416	15.9	70	2.7	27	1.0	924	35.3
Campus Dean/CEO	713	27.0	875	33.1	347	13.1	108	4.1	86	3.3	514	19.4
Other Deans	645	24.4	880	33.3	363	13.7	79	3.0	50	1.9	629	23.8
Human Resources	544	20.7	777	29.5	383	14.5	74	2.8	29	1.1	826	31.4
UW Colleges/UW- Extension Office of Equity & Workforce Development	459	17.5	633	24.1	428	16.3	68	2.6	26	1.0	1011	38.5
Academic department chairs	477	18.1	773	29.3	428	16.2	75	2.8	28	1.1	855	32.4
Academic department representatives	486	18.5	774	29.4	436	16.6	54	2.1	21	0.8	858	32.6
Campus department directors	498	19.0	784	29.9	414	15.8	55	2.1	20	0.8	855	32.6
Lecture and Fine Arts coordinators	541	20.6	777	29.6	408	15.5	50	1.9	18	0.7	834	31.7
Pre-college program leaders	520	19.8	693	26.5	407	15.5	46	1.8	24	0.9	930	35.5
Club advisors	604	23.0	868	33.0	360	13.7	45	1.7	18	0.7	736	28.0
University Relations office	514	19.5	795	30.2	407	15.5	51	1.9	23	0.9	840	31.9
Senators	448	17.1	682	26.1	417	15.9	77	2.9	40	1.5	952	36.4
Campus steering committee	446	17.0	682	26.1	434	16.6	67	2.6	29	1.1	959	36.6
Student club presidents or leaders	571	21.7	857	32.6	376	14.3	69	2.6	33	1.3	724	27.5
Collegium	447	17.1	686	26.3	443	17.0	64	2.5	30	1.1	940	36.0
Student Government Association	574	21.9	835	31.8	378	14.4	79	3.0	28	1.1	730	27.8
Hiring committees	411	15.7	727	27.8	445	17.0	71	2.7	30	1.1	931	35.6
Faculty/IAS (classroom instructors)	710	27.1	926	35.4	355	13.6	50	1.9	13	0.5	565	21.6
Academic Staff	727	27.6	1011	38.3	330	12.5	39	1.5	15	0.6	515	19.5
Office of Continuing Education	596	22.8	769	29.4	392	15.0	45	1.7	25	1.0	786	30.1
Non-UW Colleges institutional collaborators on campus	405	15.7	613	23.7	417	16.1	42	1.6	27	1.0	1082	41.8

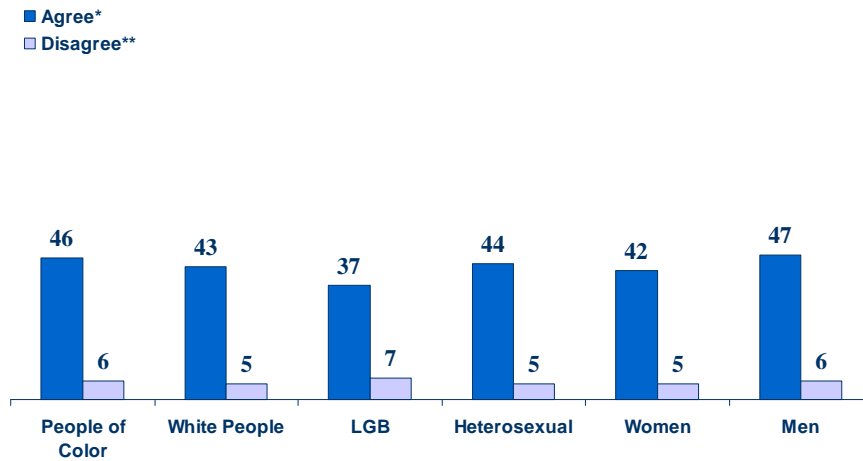
Forty-three percent (n = 1,150) of all respondents thought there is visible leadership to foster diversity in the Chancellor's Office, while students respondents were less apt to agree (Figure 46). When reviewing the data by the demographic categories, differing opinions emerged (Figures 47).



\* 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 11 of the 15 characteristics listed in Table 36. The exceptions included psychological disability, learning disability, physical disability, and veteran/military status.

**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	544	23.7	891	38.9	449	19.6	108	4.7	34	1.5
Ethnicity	577	25.0	910	39.4	429	18.6	106	4.6	32	1.4
Psychological disability status	411	17.9	673	29.4	589	25.7	197	8.6	51	2.2
Gender	583	25.4	874	38.0	439	19.1	99	4.3	38	1.7
Gender identity	472	20.6	740	32.2	537	23.4	154	6.7	54	2.4
Gender expression	457	19.9	722	31.5	554	24.2	162	7.1	54	2.4
Immigrant status	463	20.2	743	32.4	568	24.8	132	5.8	42	1.8
Learning disability status	382	16.7	657	28.8	615	26.9	190	8.3	64	2.8
Physical characteristics	428	18.7	719	31.4	592	25.8	153	6.7	60	2.6
Physical disability status	391	17.1	680	29.8	613	26.8	182	8.0	59	2.6
Race	573	25.0	844	36.8	467	20.4	93	4.1	44	1.9
Religion/spiritual status	491	21.4	808	35.3	516	22.5	133	5.8	49	2.1
Sexual orientation	449	19.6	712	31.1	561	24.5	160	7.0	56	2.4
Socioeconomic status	515	22.5	783	34.2	519	22.6	121	5.3	46	2.0
Veterans/active military status	416	18.2	655	28.7	621	27.2	159	7.0	60	2.6

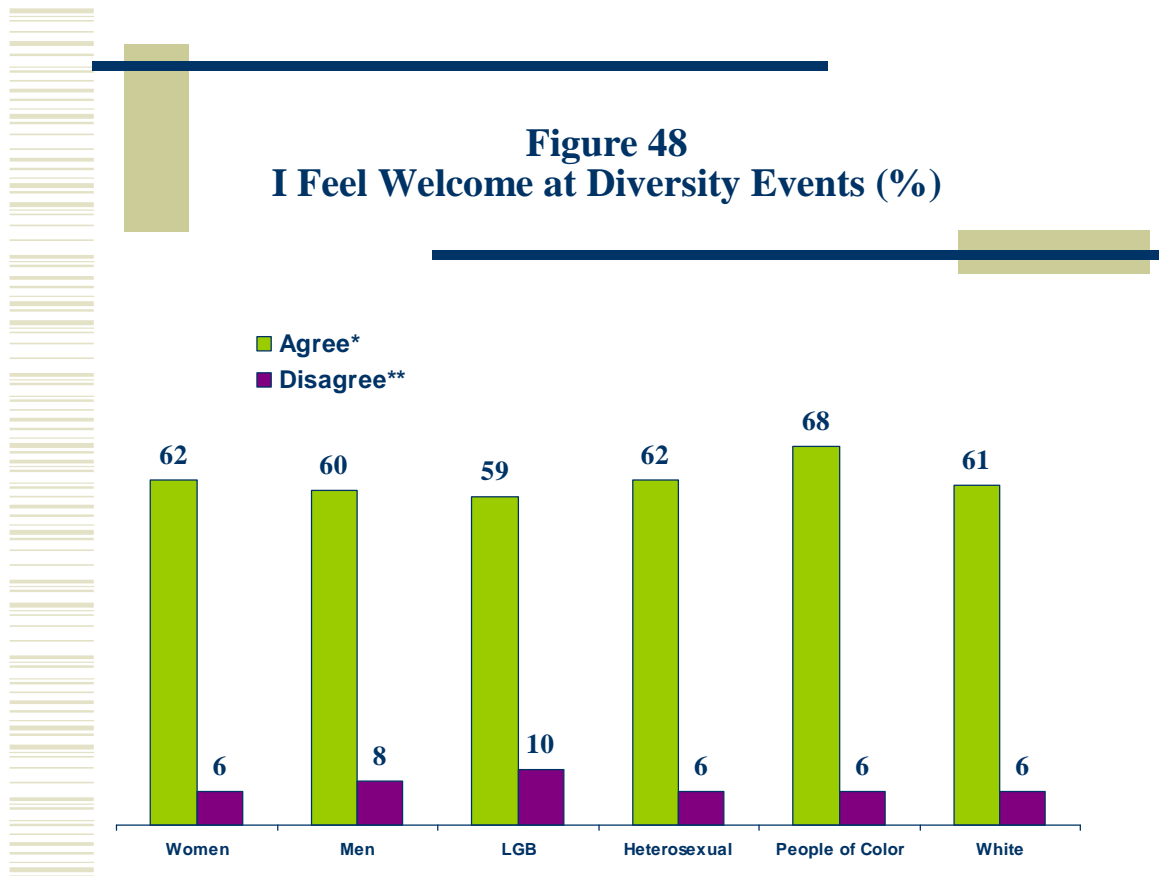
Note: Table includes responses only from those who indicated they were students or faculty (n = 2,517).

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 thought that diversity initiatives are relevant to their work (51%, n = 1,349), that diversity events are well advertised (58%, n = 1,531), that they felt welcome at these events (61%, n = 1,617), and that their school/work load prevents them from attending (55%, n = 1,444) (Table 37). While 54% (n = 1,403) felt they learned from these events, only 40% of respondents (n = 1,054) thought diversity events fit into their schedules, and 27% (n = 713) thought they were expected to attend diversity events. Thirty-seven percent (n = 964) said they received a personal invitation to attend from a member of the institutional leadership.

**Table 37. Factors that Influence Respondents' Attendance at Diversity Initiatives at UW Colleges**

Factor	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Diversity initiatives are relevant to my work.	496	18.9	853	32.5	944	36.0	243	9.3	87	3.3
Diversity events are well advertised.	489	18.6	1042	39.5	830	31.5	223	8.5	51	1.9
Diversity events fit into my schedule.	408	15.5	646	24.6	993	37.8	472	17.9	111	4.2
I am expected to attend these events.	260	9.9	453	17.3	1118	42.7	596	22.8	190	7.3
I feel that I am welcome at these events.	602	22.8	1015	38.5	853	32.4	110	4.2	55	2.1
I learn from these events.	525	20.0	878	33.5	1036	39.5	109	4.2	73	2.8
My work/school load prevents me from attending.	564	21.4	880	33.3	866	32.8	240	9.1	90	3.4
Personal invitation from institutional leadership (department head, dean, supervisor).	331	12.7	633	24.2	1201	46.0	327	12.5	119	4.6
Diversity initiatives are not relevant to my role on campus.	254	9.8	441	17.1	1193	46.2	429	16.6	265	10.3
Other	56	14.1	65	16.3	232	58.3	13	3.3	32	8.0

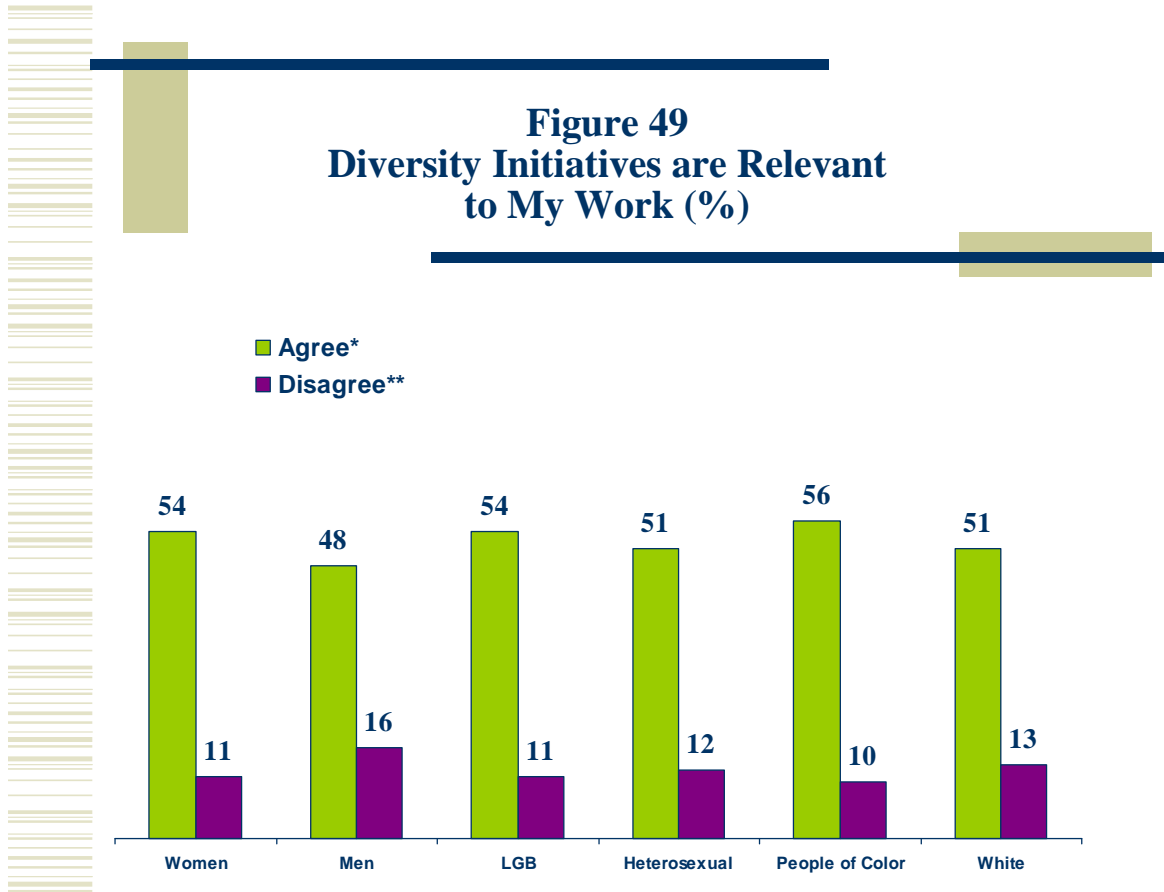
When reviewing some of these items by demographic categories, differences emerged. Figure 48 illustrates that men, White respondents, and heterosexual respondents felt least welcome at diversity events on campus.



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category

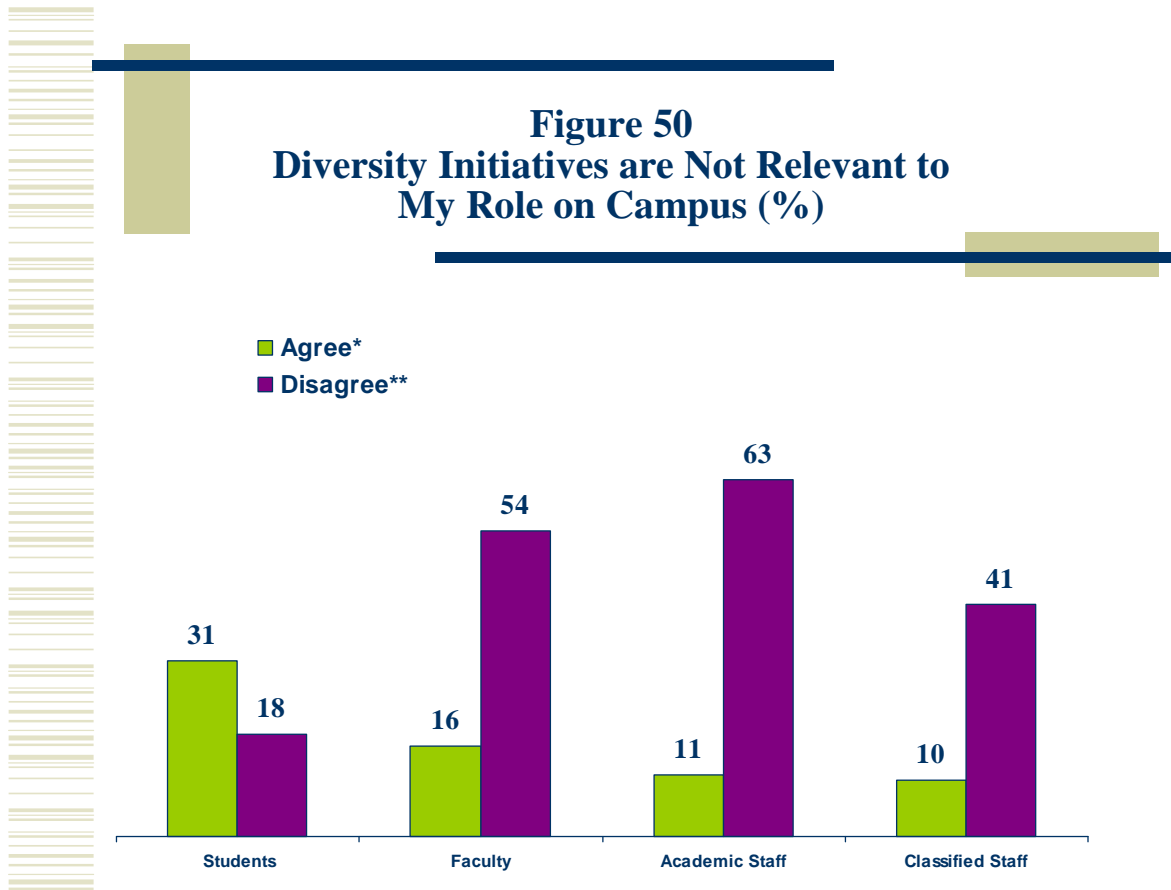
With all participants, fewer men, heterosexual respondents, and White respondents than women, sexual minority respondents, and Respondents of Color thought that diversity initiatives were relevant to their work (Figure 49).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category

The majority of faculty and academic staff thought 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-two percent of women students (n = 1,150) and 77% of men students (n = 532) thought the classroom climate was welcoming based on gender. Sixty percent of Students of Color (n = 120) – in comparison with 76% of White students (n = 1,407) – thought the classroom climate was welcoming based on race. Likewise, 50% of LGB students (n = 60) and 67% of heterosexual students (n = 1,244) 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	805	37.3	923	42.8	297	13.8	72	3.3	22	1.0	38	1.8
Country of origin	684	31.8	894	41.5	436	20.3	52	2.4	18	0.8	69	3.2
Ethnicity	687	32.1	909	42.4	411	19.2	64	3.0	15	0.7	56	2.6
Psychological disability status	571	36.6	810	37.8	502	23.4	99	4.6	30	1.4	133	6.2
Gender	901	41.9	827	38.5	309	14.4	56	2.6	19	0.9	37	1.7
Gender identity	659	30.7	768	35.8	489	22.8	82	3.8	36	1.7	113	5.3
Gender expression	625	29.1	762	35.5	509	23.7	101	4.7	34	1.6	114	5.3
Immigrant status	581	27.1	791	36.9	544	25.4	62	2.9	22	1.0	145	6.8
Learning disability status	612	28.6	811	37.9	467	21.8	87	4.1	35	1.6	128	6.0
Marital/partner status	798	37.2	824	38.4	376	17.5	42	2.0	21	1.0	86	4.0
Parental status	805	37.5	817	38.1	364	17.0	60	2.8	25	1.2	74	3.4
Physical characteristics	700	32.7	826	38.6	427	19.9	88	4.1	35	1.6	66	3.1
Physical disability status	672	31.3	823	38.3	445	20.7	71	3.3	29	1.4	107	5.0
Political views	669	31.2	791	36.9	451	21.1	109	5.1	44	2.1	77	3.6
Race	749	35.0	843	39.4	395	18.5	71	3.3	25	1.2	54	2.5
Religion/spiritual status	673	31.4	800	37.4	458	21.4	94	4.4	46	2.1	69	3.2
Sexual orientation	626	29.2	775	36.2	506	23.6	95	4.4	42	2.0	97	4.5
Socioeconomic status	696	32.6	824	38.6	447	20.9	69	3.2	32	1.5	67	3.1
Veterans/active military status	840	39.3	720	33.6	404	18.9	43	2.0	24	1.1	109	5.1

Note: Table includes student respondents only (n = 2,181).

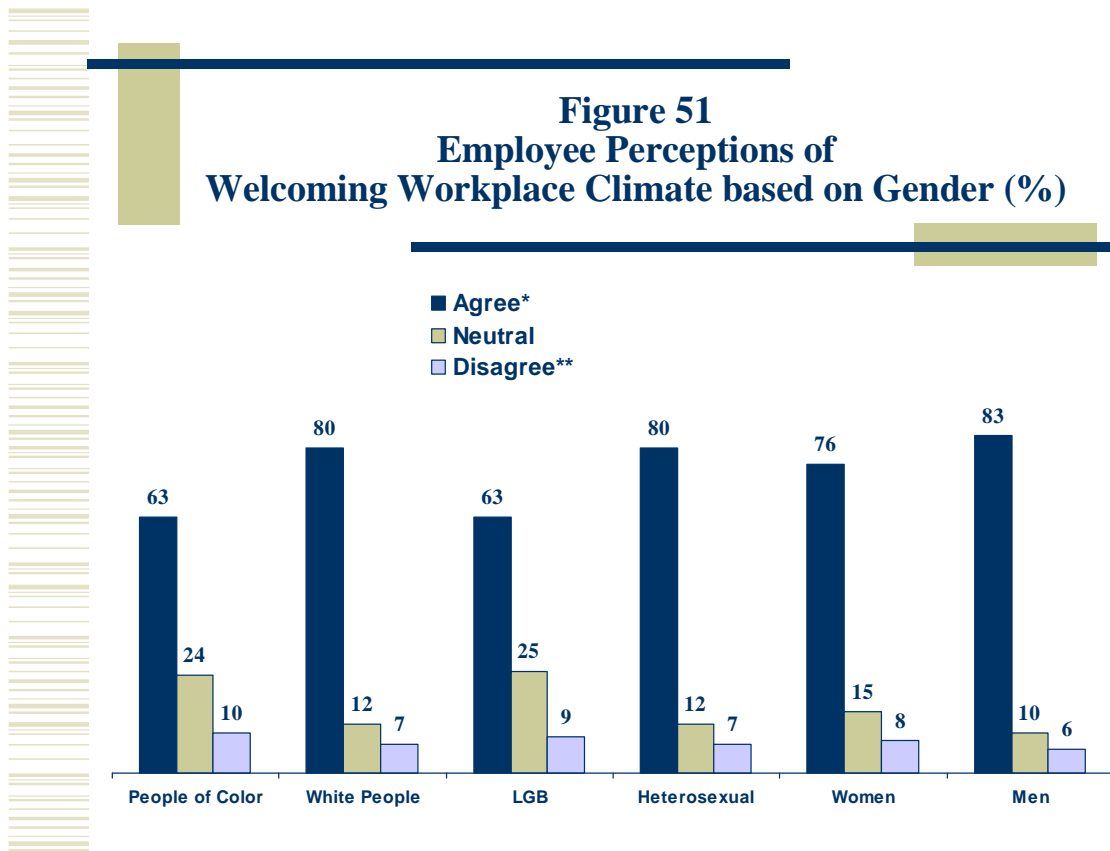
More than half of all employee respondents thought the workplace climate was welcoming for employees based on all of the characteristics listed in Table 39.

**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	207	31.3	328	49.6	77	11.6	32	4.8	9	1.4	8	1.2
Country of origin	200	30.3	325	49.2	88	13.3	17	2.6	4	0.6	27	4.1
Ethnicity	193	29.6	319	48.9	88	13.5	23	3.5	10	1.5	19	2.9
Psychological disability status	124	18.9	243	37.0	150	22.9	34	5.2	8	1.2	97	14.8
Gender	208	31.5	308	46.6	88	13.3	35	5.3	12	1.8	10	1.5
Gender identity	156	23.8	257	39.2	139	21.2	29	4.4	7	1.1	67	10.2
Gender expression	144	22.1	238	36.5	153	23.5	29	4.4	8	1.2	80	12.3
Immigrant status	159	24.2	285	43.4	122	18.6	16	2.4	4	0.6	71	10.8
Learning disability status	130	19.9	231	35.4	155	23.7	22	3.4	6	0.9	109	16.7
Marital/partner status	196	29.8	305	46.4	107	16.3	14	2.1	4	0.6	31	4.7
Parental status	193	29.3	304	46.1	102	15.5	29	4.4	5	0.8	26	3.9
Physical characteristics	172	26.3	304	46.5	113	17.3	24	3.7	5	0.8	36	5.5
Physical disability status	156	23.8	290	44.3	126	19.2	20	3.1	6	0.9	57	8.7
Political views	135	20.5	271	41.1	131	19.9	77	11.7	24	3.6	21	3.2
Race	184	28.2	309	47.4	99	15.2	27	4.1	8	1.2	25	3.8
Religion/spiritual status	150	22.8	266	40.5	137	20.9	56	8.5	17	2.6	31	4.7
Sexual orientation	159	24.2	274	41.7	130	19.8	32	4.9	6	0.9	56	8.5
Socioeconomic status	170	26.0	298	45.6	121	18.5	24	3.7	8	1.2	33	5.0
Veterans/active military status	199	30.5	267	40.9	108	16.5	9	1.4	6	0.9	64	9.8

Note: Table includes employee respondents only (n = 684).

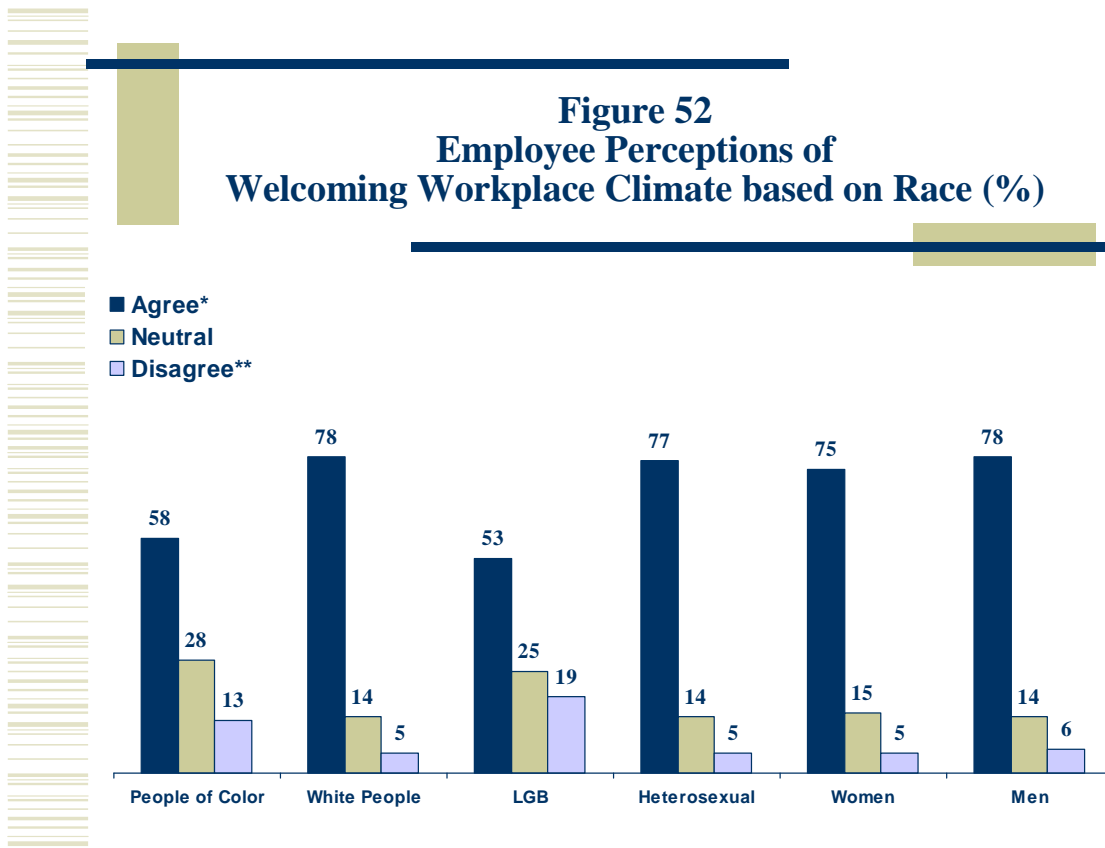
When analyzed by demographic characteristics, the data reveal that Respondents of Color and sexual minority respondents were least likely to think the workplace climate was welcoming for employees based on gender (Figure 51).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

While 76% of all employee respondents (n = 493) thought the workplace climate was welcoming based on race, 58% of Respondents of Color and half of sexual minority respondents agreed (Figure 52).

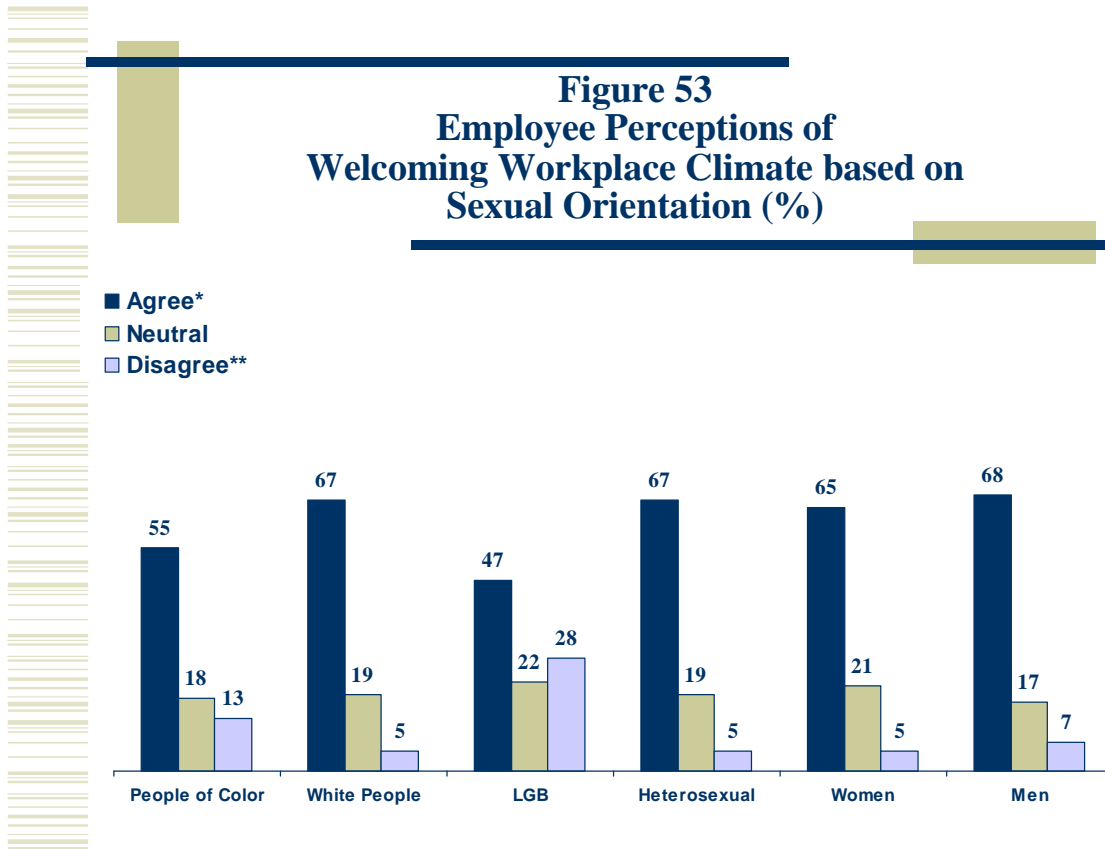


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Vastly different from the responses of other employees, 47% of lesbian, gay, and bisexual respondents and 55% of Employees of Color thought the workplace climate was not welcoming based on sexual orientation (Figure 53).

**Figure 53**  
**Employee Perceptions of Welcoming Workplace Climate based on Sexual Orientation (%)**



\* 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 on their campuses. Forty-three percent (n = 273) of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate. Fifty-nine percent (n = 385) thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior, and 57% (n = 364) 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 (53%, n = 335), for faculty/staff/students to participate in service-learning projects with lower socioeconomic populations (56%, n = 351), and for faculty/staff/students to work with underrepresented/underserved populations 58%, n = 363).

Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum (43%, n = 276) 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 Colleges**

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	103	16.1	170	26.6	99	15.5	28	4.4	9	1.4
Providing recognition and rewards for including diversity in course objectives across the curriculum.	74	11.6	202	31.6	138	21.6	60	9.4	21	3.3
Requiring all writing emphasis classes to involve at least one assignment that focuses on issues, research and perspective that involve diverse populations.	50	7.9	170	26.7	134	21.1	86	13.5	39	6.1
Training mentors and leaders within departments to model positive climate behavior.	112	17.3	273	42.1	118	18.2	37	5.7	14	2.2
Offering diversity training/programs as community outreach for members of the public/community.	88	13.7	276	43.0	144	22.4	32	5.0	12	1.9
Rewarding research efforts that evaluate outcomes of diversity training.	58	9.2	202	32.1	160	25.4	58	9.2	24	3.8
Providing immersion experiences for faculty/staff/students to learn a second language.	104	16.4	231	36.4	125	19.7	58	9.1	10	1.6
Providing immersion experiences for faculty/staff/students in service learning projects with lower socioeconomic populations.	94	14.9	257	40.7	137	21.7	38	6.0	6	1.0
Providing immersion experiences for faculty/staff/students with underrepresented/underserved populations.	93	14.7	270	42.8	127	20.1	35	5.5	5	0.8

Note: Table includes only those who indicated they were employees (n = 684).

Sixty-two percent of employees (n = 393) felt providing on-campus child care services, and 55% (n = 346) thought providing gender neutral/family friendly facilities 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 (67%, n = 418), providing mentors for minority faculty/students/staff new to campus (66%, n = 421), and providing a clear protocol for responding to hate/hostile incidents at the campus level (76%, n = 479) and departmental level (71%, n = 441). Fewer employees wanted their institution to reallocate resources to support

inclusive climate changes on campus (41%, n = 257) or require the Affirmative Action Office to provide diversity and equity training to every search and screen committee (38%, n = 238). Thirty-two percent (n = 195) wanted to see diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators.

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

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing on-campus child-care services.	191	29.9	202	31.7	111	17.4	20	3.1	30	4.7
Providing gender neutral/family friendly facilities.	104	16.5	242	38.4	169	26.8	24	3.8	8	1.3
Provide, promote and improve access to quality counseling available to faculty/staff/students who experience sexual abuse on campus or in the community	159	25.3	259	41.2	102	16.2	16	2.5	7	1.1
Provide mentors for minority faculty/staff/students new to campus	150	23.7	271	42.7	104	16.4	23	3.6	12	1.9
Providing a clear protocol for responding to hate/hostile incidents process on campus	229	36.3	250	39.6	73	11.6	10	1.6	6	1.0
Providing a clear protocol for responding to hate/hostile incidents process at the departmental level.	209	33.5	232	37.2	86	13.8	16	2.6	7	1.1
Reallocating resources to support an inclusive climate changes on campus	79	12.7	178	28.7	185	29.8	45	7.2	24	3.9
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty and administrators.	56	9.0	139	22.5	178	28.8	85	13.7	62	10.0
Requiring Affirmative Action Office to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	72	11.6	166	26.7	168	27.1	71	11.4	59	9.5

Note: Table includes only those who indicated they were employees (n = 684)

### 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 widely divergent opinions about the degree to which the UW Colleges

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 empirical data to the current knowledge base and provide more information on the experiences and perceptions of 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 in the institution and on campuses, how effective have these 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 the UW Colleges to review the campus climate. It was the intention of the UW Colleges Diversity Leadership Committee that the results be used to identify specific strategies for addressing the challenges facing the UW Colleges community and support positive initiatives on campuses. The recommended next steps include the Diversity Leadership Committee and other institutional and campus constituent groups using the results of both this aggregate report and the campus-specific assessments to help to lay the groundwork for future initiatives.

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## **Appendices**

Appendix A – Data Tables

Appendix B – Survey