

Table of Contents

Section One – The Campus Community.....	1-3
Section Two – Methodology	
Conceptual Framework.....	4
Study Design.....	4-6
Demographic Profiles of the Participants.....	6-11
Section Two – Survey Findings.....	12-37
Personally Experienced Harassment.....	12-18
Experiences as Members of Underrepresented Groups.....	18-20
Perceptions of Campus Climate.....	20-30
Institutional Actions.....	31-37
Section Three – Next Steps.....	38
References.....	39
Appendices	
Appendix A – Model for Maximizing Equity.....	40-42
Appendix B – Survey.....	43-48
Appendix C – Report Tables.....	49-82
Appendix D – Thematic Review of Comments.....	83-93

Introduction

The Campus Community

One of the primary missions of higher education institutions is unearthing and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.¹ The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.² The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several national education association reports.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education³, suggests that in order to build a vital community of learning a college or university must provide an environment where,

...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.

In addition, the Association of American Colleges and Universities (1995) challenge higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion." AAC&U proposes that colleges and universities commit to "the task of

¹ For more detailed discussions of climate issues see Bauer, 1998, Boyer, 1990; Peterson, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996

² For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990

³ Boyer, E. (1990). *Campus life: In Search of Community*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard.” The report suggests that in order to provide a framework within which a vital community of learning can be built, a primary mission of the academy must be to create an environment that ideally cultivates diversity and celebrates difference.

Colleges and universities therefore seek to create an environment characterized by equal access for all students, faculty and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest that it is crucial to increase multicultural awareness and understanding, within an environment of mutual respect and cooperation, a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction. However, on many campuses, such a climate that is equally supportive of all of its members does not exist.⁴

In the fall semester 2000, the Undergraduate Student Government at St. Cloud State University (SCSU) contracted with an outside consultant⁵ to assist them in identifying challenges confronting the SCSU community with respect to underrepresented⁶ groups through an internal assessment. The assessment was a proactive initiative by the students to review the climate on campus for underrepresented groups to address concerns regarding campus climate that had been brought to their attention. The results of the internal assessment will be used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the development of a strategic plan to maximize equity.

⁴ Institutions of higher learning are defenders of first amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints and this discourse must, not only be allowed, but encouraged. Universities and colleges should provide a safe space where all voices are respected, where no voice is silenced simply because it is antithetical to our own. However, while respecting the fundamental right to free speech, nothing justifies acts of violence or harassment. It is our recommendation that campus policies concerning first amendment rights be reviewed, as well as official university activities, including course descriptions, to ensure that they are forums for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

⁵ Rankin & Associates, Consulting was the firm hired to conduct the project

⁶ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

This report provides an overview of the process for maximizing equity and the findings of the internal assessment including the results of the campus-wide survey and the content analysis of comments provided by participants in the survey. The internal assessment will help to lay the groundwork for future initiatives.

Methodology and Description of the Sample

Conceptual Framework

For the purposes of this project diversity is defined as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics”.¹ 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).²

Design of the Study

Focus Groups. Following the design of the model, initial focus groups representing the various constituent groups on campus were convened in January 2002. The focus groups were conducted to identify challenges confronting the SCSU community. The information gathered from the focus groups was used to advise the construction of the survey instrument. The participant groups were recommended by the consultant and revised by the Diversity Committee of the Undergraduate Student Government. The final focus groups consisted of the participants listed in Table 1. Members of the Diversity Committee solicited volunteers to participate in the focus groups. In addition, a general call was made to the campus community inviting participation. Each focus group was approximately one hour in length.

Following a similar process, focus groups were reconvened (November, 2002) following the internal assessment to review the first draft of this report. The purpose of the reconvened focus groups was to allow constituent groups the opportunity to respond to

¹ Rankin & Associates, 2001, adapted from AAC&U, 1995.

² See Appendix A for a more detailed description of the Transformational Tapestry© model.

the findings of the internal assessment and provide suggested revisions and/or further clarifications.

Table 1
St. Cloud State University
Initial Focus Group Schedule
Focus Groups Conducted January 23 and 24, 2002

Group

Student Government

Student Cultural Organizations (2 meetings to accommodate all groups)

Student Life and Development Staff

GLBT Faculty Caucus

Faculty of Color Caucus

Jewish Faculty Caucus

Administrators (President and Vice President of Student Life & Development)

Open forum for all faculty, students, & staff

Survey Instrument. The survey questions were constructed through the work of Rankin, 2003, in progress). The Diversity Committee and the various constituent groups reviewed the drafts of the survey. The final survey contained fifty-two questions and an additional space for respondents to provide commentary (Appendix B). The survey was designed to have respondents provide information about their personal campus experiences, their perception of the campus climate, and their perceptions of institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was modified into a machine-readable format. All surveys were machine scanned and tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved by the SCSU Office of Regulatory Compliance. The proposal indicated that any analysis of the data would insure participant anonymity. The final

scantron survey was distributed to the campus community spring semester, 2002. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Return campus mail envelopes were provided for respondents to return the surveys to the Diversity Committee. The unopened envelopes with the completed surveys were then forwarded to the consultant for analysis.

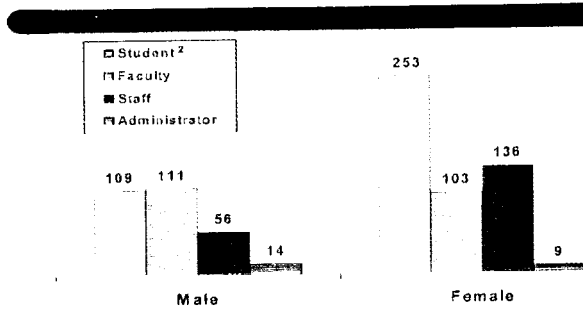
The sampling procedure included purposeful over-sampling of underrepresented populations, random sampling of majority populations, and snowball sampling of invisible populations (e.g. lesbian, gay, bisexual, transgender) including:

- ❖ all faculty, staff, and administrators (N=1485),
- ❖ all faculty, staff, and students with disabilities (n=~200),
- ❖ all undergraduate and graduate International students (N=885),
- ❖ all undergraduate and graduate students of color (N=572),
- ❖ self-identified gay, lesbian, bisexual, and transgender community members via snow-ball sampling (n=~250),
- ❖ a random sample undergraduate students who do not self-identify as members of underrepresented groups (n=3000),
- ❖ a random sample graduate students who do not self-identify as members of underrepresented groups (n=300).

Description of the Sample

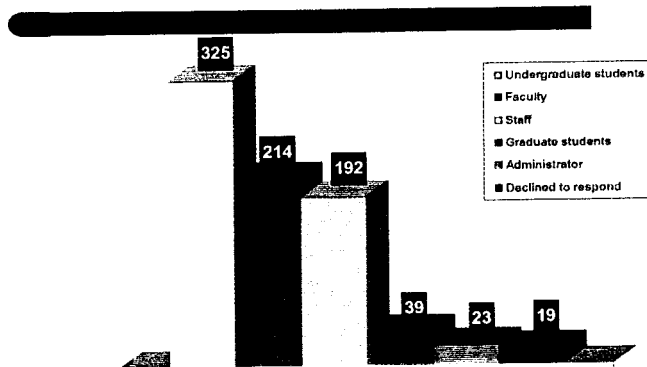
The majority of the sample was women (62%) (see Table 1 in Appendix C), heterosexual (86%) (Table 2), and between 20 and 23 years old (27%) (Table 3). Forty-five percent of the survey respondents were students, while approximately one-quarter were either staff or faculty (Table 4). Table 5 indicates 88 percent of the respondents were full-time employees or students. Sixty-nine people (9%) reported they have a disability that substantially affects major life activities such as seeing, hearing, learning, or walking (Table 6). Several of these findings are graphically represented on pages 7-8.

Survey Respondents by: Gender¹ (n)

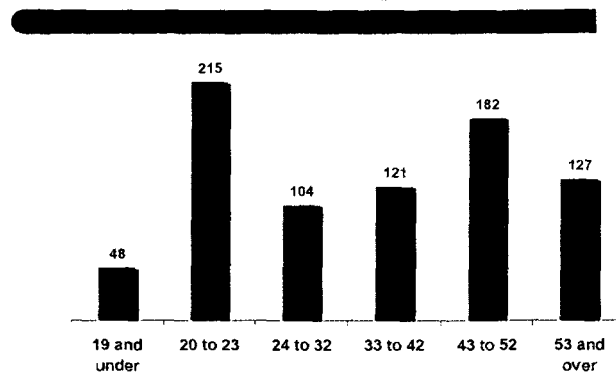


¹Number of transgender respondents (n=2) too small to report
²Undergraduate and graduate students combined

Survey Respondents by: Position (n)



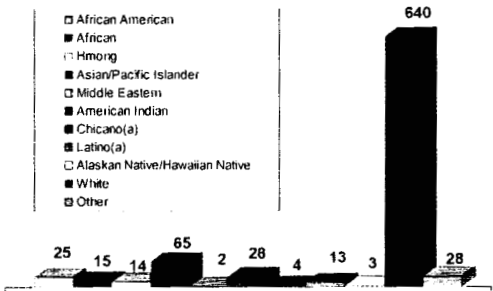
Survey Respondents by: Age



Seventy-nine percent of the respondents (n = 640) were Caucasian/White and 8 percent (n = 65) were Asian/Pacific Islanders. Five percent (n = 40) were African or African American and three percent were American Indian (n = 28). Two percent of the respondents reported their ethnic/racial identity as Chicano/Latino (n = 17) or Hmong (n=14) (Table 7). Respondents were given the opportunity to mark multiple boxes in regards to their racial identity, allowing for participants to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose white (n=640) as part of their identity and 169 respondents chose “color” as part of their identity. Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion will use the collapsed category of people of color (n=169) and white people (n=640).³ Table 8 shows that 85 percent of people who completed the survey were U.S.-born citizens. Most of the respondents identified as Christian (63%), while 18 percent reported no spiritual affiliation. Two percent were either Buddhist or Jewish. Less than two percent were Muslim, Hindu, or Baha’I (Table 9). The majority of employees responding to the survey have been employed at SCSU for more than five years, with 27 percent indicating 10 or more years of service. The majority of students respondents were upper-class persons (Table 11). These results are graphically depicted on pages 9-10.

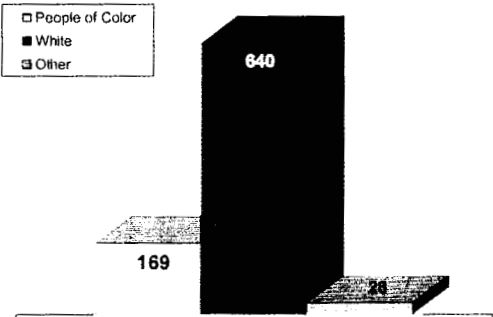
³While recognizing the vastly different experiences of people of various racial identities (e.g. Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g. Hmong versus Chinese), however due to the small numbers in the individual categories, it was necessary to collapse them for many of the analyses.

Survey Respondents by: Racial/Ethnic Identity (n)¹

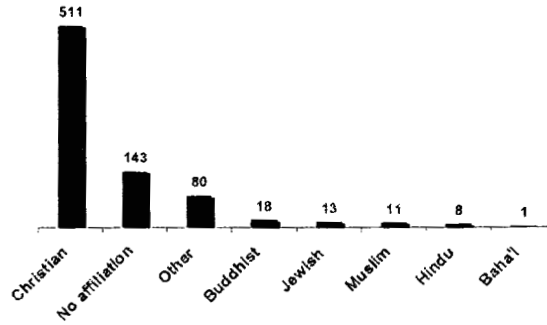


¹Inclusive of multi-racial and/or multi-ethnic

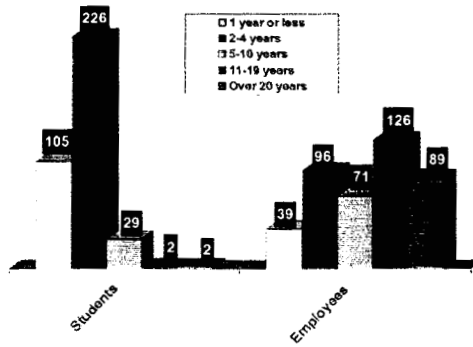
Survey Respondents by: People of Color / White



Survey Respondents by: Spiritual Affiliation



Survey Respondents by: Time at SCSU



Fourteen percent of the respondents were affiliated with either the Social Science or Education colleges. More than 10 percent were associated with the colleges of Business (11%), Science and Engineering (13%), and Fine Arts and Humanities (13%). Fewer respondents were members of the Buildings and Grounds (2%), Athletics (2%), or Special Services (1%) units (Table 10). Twenty percent of survey respondents have an annual income of less than \$10,000, while 35 percent earn \$60,000 or more (Table 12).

Of the students completing the survey, seven percent live off-campus with family, 14 percent live in the residence halls, and 27 percent live independently off-campus (Table 13). Table 12 presents types of student organizations and the percentages of the student respondents who participate in these organizations. Ten percent of the students are involved with Language & Culture or Recreation & Sports organizations. Eight percent participate in groups with a Department/Academic focus or regarding Political & Social Concerns.

Campus Climate Assessment Findings^{1, 2}

The following section will review the major findings of this survey. The review will examine the climate at SCSU through an examination of respondent's personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions, including administrative policies and academic initiatives, regarding climate concerns on campus. Each of these issues will be explored in relation to the identity and position of the respondents.

Surveys were distributed to students, faculty, and staff and administrators during the spring semester, 2002. Surveys were submitted by 364 students, 214 faculty, 192 staff, and 23 administrators for response rates of 12 percent, 30 percent, 32 percent, and 15 percent respectively. Given the low response rates for students and administrators, caution must be used when generalizing the results for these two samples. In regards to race/ethnic identity, 101 students of color and 67 employees of color responded to the survey for response rates of 18 percent and 43 percent response rates respectively. Again caution should be used when generalizing the results for students of color.

Personally Experienced Harassment

Thirty percent (n = 240) of individuals had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn) at SCSU³ (Table 19). Respondents suggested the harassment was based on sex (33%), race (29%), gender identity (25%), ethnicity (21%), and "other" reasons (25%) (Table 20). The following graphs depict the responses by the demographic characteristics (e.g., gender, spiritual affiliation, race/ethnicity, sexual orientation) of

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

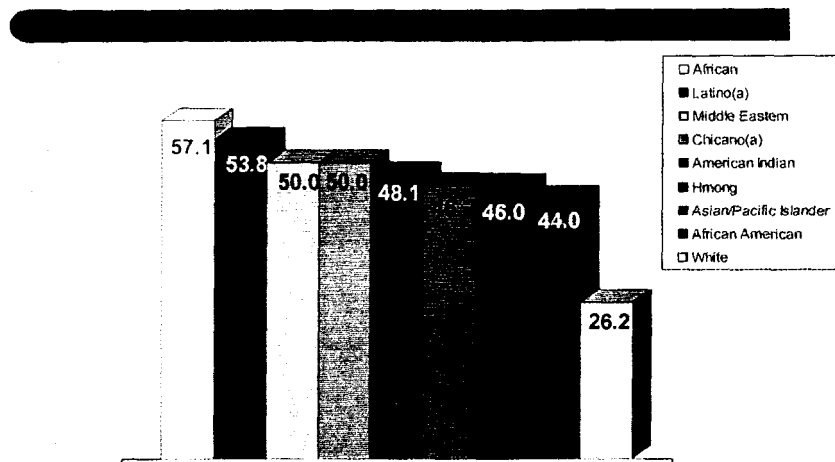
² A content analysis of the comments from survey participants is available in Appendix D. The comments presented in the narrative are from both survey comments and comments from focus group participants.

³ Under the United States Code Title 18 Subsection 1514(c)l. Harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions legal issues discussions define harassment as any conduct that has unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants personal and observed experiences with harassment were designed using these definitions.

individuals who responded to question 1.5, “In the past year, have you personally experienced harassment (any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn) at SCSU?”

When reviewing these results in terms of race, people of color (in all demographic categories) indicate higher experiences of harassment than white people.

Personally Experienced Harassment by Race/Ethnicity (%)

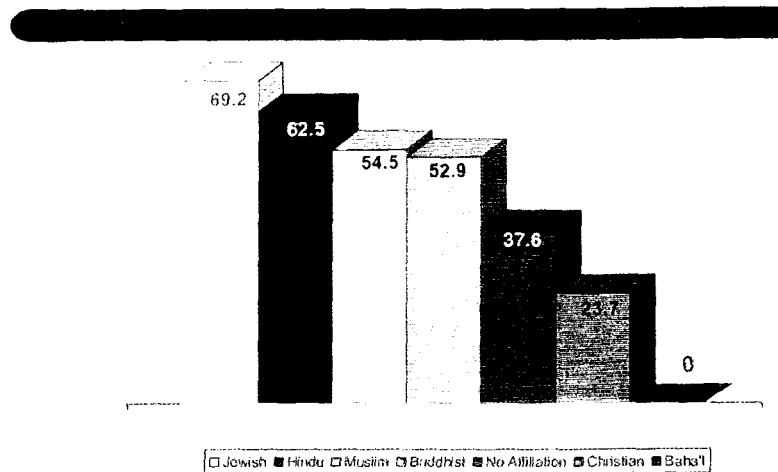


“I had a male professor who made very derogatory remarks to me and took off points for correct answers on tests. When I went to him to complain he was hostile and made further derogatory remarks (relating to my sex). I then went to an administrator who told me that “in general women aren’t as good at math as men” and that I should take the class with a female professor. I came to St. Cloud as an intended math major, but with the hostile environment I chose not to. Much more happened but I don’t care to elaborate further because I feel like it doesn’t matter. I feel like nobody cares about diversity here. I feel like the campus would be happy if everyone wore Abercrombie and Fitch and was a white catholic.”

With respect to spirituality and levels of experienced harassment, non-Christians reported experiencing experienced harassment more often than Christian people. Among the non-Christian respondents, Jewish (69%) and Hindu (62%) people reported higher experiences of harassment.

"The religious climate on this campus is NOT welcoming. The Christian atmosphere is TOO overwhelming while other religions seem to get little or no support and seem to be not encouraged to show themselves. As a Buddhist, I feel there is no room or consideration for my religion on this campus."

Personally Experienced Harassment by Spirituality (%)

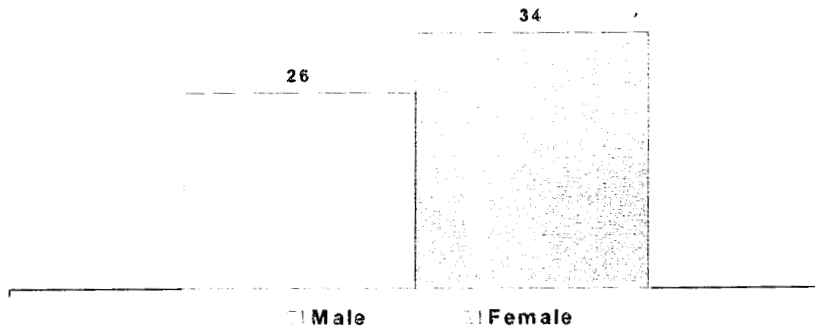


When reviewing the data by gender, females indicated higher experienced harassment (34%) than males (26%) and students (32%) and faculty (34%) suggest higher levels of experienced harassment than staff or administrators.

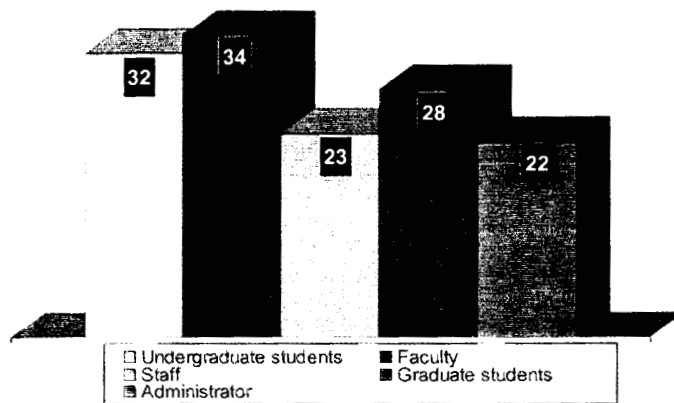
"I have been made to feel uncomfortable and threatened (not physically) because of being female... I have been ignored and disrespected-- not by everyone, but by 3 different administrators who have been my supervisors..."

"I feel that many faculty and students are not open-minded about alternative lifestyles. I stand out because I am a woman with tattoos and piercing. I am a closet bisexual because of the fact that I receive such a hard time for looking the way I do. I wouldn't want to add to the list of things people can use against me."

Personally Experienced Harassment By Gender (%)



Personally Experienced Harassment by Position (%)



All sexual minorities respondents indicated greater experiences harassment than heterosexual participants.

"I have experienced grade deflation on papers in which I wrote about gender identity issues. I have been cursed at, in my ear, by a history student immediately after delivering a speech on Gay and Lesbian exclusion from History curriculum. I experience a great deal of fear; and have been limited academically, due to my bisexual identity and status in a relationship with a transgendered person..."

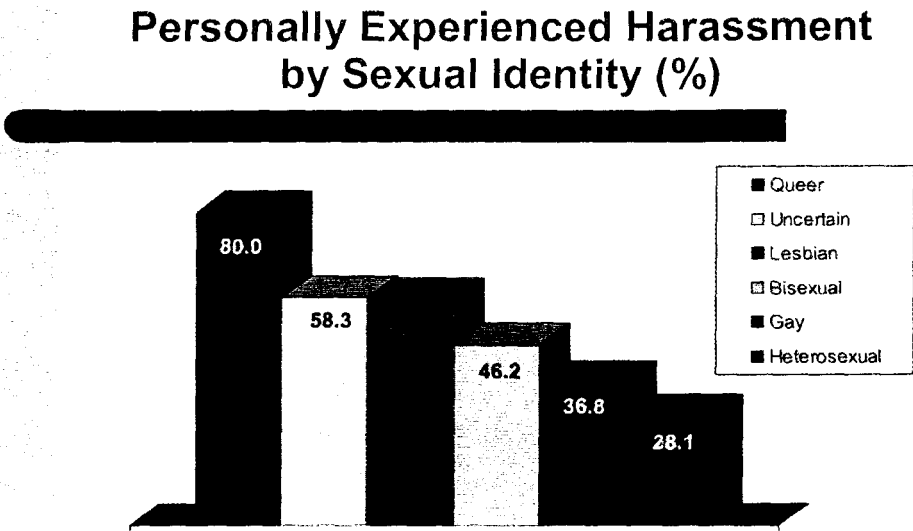
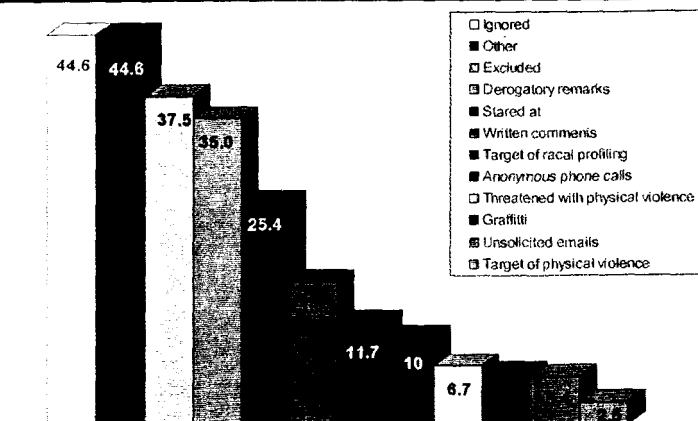


Table 21 illustrates the manners in which individuals experienced harassment. Forty-five percent of those people harassed were ignored, and 38 percent were excluded. Thirty-five and 25 percent, respectively, were subject to derogatory remarks and staring. Other forms of harassment included written comments (16%), racial profiling (12%), anonymous phone calls (10%), and threats of physical violence (7%). Six people (3%) had been physically assaulted.

Form of Personally Experienced Harassment (%)



Forty-two percent of those harassed experienced the incidents while working at a University job (Table 22). Roughly one-third were harassed while meeting with a group (33%), in class (30%), or in a public space on campus (29%). Other locations where harassment occurred included in campus offices (24%), while walking on campus (21%), faculty offices (20%), residence halls (19%), and in meetings with one other person (18%). Forty-eight and 46 percent of the respondents, respectively, identified students and faculty as the sources of the harassment (Table 23). One-quarter reported being harassed by administrators and one-fifth were harassed by staff members.

"...I have a special permit for Disability parking. Disability parking is nearly impossible to find spots open. I usually have to drive around for 10-15 minutes to find a spot and it's never by my building. Also, since my disability is not visible to others, many staff and faculty give me dirty looks when I park there with my pass. I have had faculty write my license plate number down to "double check" if it's legitimate. Just because my disability is not visible doesn't mean I should be given bad looks when I park in the "special spots". I have never once received a bad look from a student only from faculty."

"As a female faculty member, I have had most difficulty with students treating me disrespectfully. In all cases, it has been a male student of middle-eastern ethnic background: I have, at times, feared for my safety and the safety of my family."

"... The incident involves my fiancé, a man with androgynous characteristics. Many times when he has visited me (I live on-campus, he is not a student) he has received cat-calls, whistles, stares, name-calling, etc. while walking on campus. Just last week in my dorm 2 men we passed in the hallway muttered "weirdo" and "faggot".

These events weigh more heavily on my mind than the hundreds of students whom have not exhibited homophobic behaviors..”

In response to being harassed, 45 percent told a friend, 33 percent avoided the harasser, and 30 percent were embarrassed. Others made a complaint to SCSU officials (29%), ignored the incident (28%), confronted the harasser at the time of the situation (20%), or made no complaint out of fear of retaliation (19%).

Experiences as Members of Underrepresented Groups

“Racial profiling is a serious problem on campus, especially when it comes to black faculty and staff. Many faculty/administrators and staff are guilty of this offense. Some administrators and faculty do not respect diversity. Subtle racism is very powerful on campus.”

“My professor is a RACIST. He purposely targeted me and the other students of color on basis of racism and offered his racist and biased comments in class. He practices racial profiling in class and gives students of color bad grades which makes us depressed and suicidal.”

Part 5 of the questionnaire asked members of underrepresented groups to respond to questions about their experiences at SCSU, in the classroom or workplace. Table 48 shows that some respondents feared for their safety due to race/ethnicity (8%, n = 63), sexual orientation/ gender identity (6%, n = 48), or sex (18%, n = 142). Seven percent (n = 58) said others assumed they were admitted (students) or hired (employees) due to their race/ethnicity. Four percent (n = 32) reported others assumed they were admitted or hired due to their sex. Twelve percent (n = 94) experienced racial profiling and five percent (n = 43) were the targets of a hate crime on the SCSU campus.

Experience as member of underrepresented group	Yes		No		N/A	
	%	(n)	%	(n)	%	(n)
Feared for physical safety due to race/ethnicity	7.8	63	30.3	246	14.7	119
Feared for physical safety due to sexual orientation/gender identity	5.9	48	29.4	239	17.4	141
Feared for physical safety due to my sex	17.5	142	29.7	241	6.4	52
Someone assume I was admitted (student) or hired (faculty/staff) due to my race/ethnicity	7.1	58	28.4	231	17.0	138
Someone assume I was admitted (student) or hired (faculty/staff) due to my sex	3.9	32	36.6	297	11.8	96
Someone assume I was admitted (student) or hired (faculty/staff) due to my sexual orientation/gender identity	1.1	9	34.1	277	16.9	137
Experienced racial profiling	11.6	94	26.0	211	14.9	121
Victim of a hate crime	5.3	43	47.3	384	52.6	427

Note: Only responded to by members of underrepresented groups

Table 49 illustrates that 12 percent (n = 98) of members of underrepresented groups were singled out as the “resident authority” when issues of race/ethnicity arose in the classroom or workplace. Fourteen percent (n = 114) were left out when group work was required.

Experiences as member of Underrepresented group	Yes		No	
	%	(n)	%	(n)
When issues of race/ethnicity arose, I was singled out as the “resident authority”	12.1	98	31.2	253
Isolated or left out when work is required in groups	14.0	114	49.3	400
As a student of color, I am uncomfortable requesting assistance from white professors	3.6	29	11.2	91
As a woman student, I am uncomfortable requesting assistance from male professors	5.7	46	22.3	181
As an LGBT/Queer student/faculty/staff/administrator, I feel uncomfortable being “out” on campus	3.1	25	6.8	55
I feel that my cultural heritage is valued at SCSU	28.6	232	30.8	250
As a faculty/staff member, I feel that my department/unit values my involvement in diversity initiatives	8.6	70	14.9	121

Note: Only responded to by members of underrepresented groups

Respondents were divided as to whether they thought their cultural heritage was valued at SCSU: 29 percent believed it was valued, 31 percent believed their heritage was not valued. Twenty-four percent (n = 191) of underrepresented faculty and staff respondents believed their departments/units valued their involvement in diversity initiatives (Table 50).

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by perceptions of how members of the academy will be treated on campus. Sixty-seven percent of the respondents (n = 540) reported they were comfortable with the climate for diversity at SCSU (Table 16). Slightly fewer (64%, n = 521) were comfortable with the climate for diversity in their academic colleges (Table 17), while 71 percent (n = 579) were comfortable with the climate in their department/work units (Table 18). However, when comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” a smaller percentage of people of color than whites were “comfortable” or “very comfortable” with the overall climate for diversity at SCSU, the climate for diversity in their colleges, and the climate for diversity in their departments or work units (see following tables and graphs).

"The problems on our campus do not just apply to those considered to be "underrepresented". Males and white faculty have also been treated unfairly, and in some cases falsely accused. There is a problem on this campus (as elsewhere in this world) with certain people claiming discrimination when things have not gone their way..."

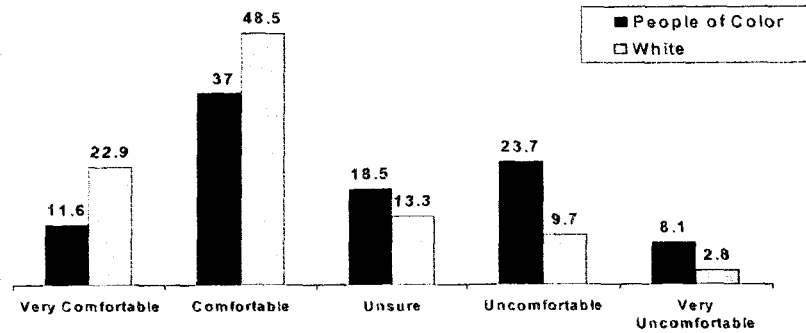
"I felt welcomed to a point while attending SCSU, but only from people of my race or ethnicity. I felt very uncomfortable with the Caucasian/white race, even in cases with my roommate in the residential halls. I believe I was being ignored by my roommate because of my race or ethnicity and the fact that I am an American because I was born in the United States didn't matter to my roommate.."

Comfort with climate for diversity at SCSU

	People of Color		Caucasian/white		All	
	n	%	n	%	n	%
very comfortable	20	11.6	146	22.9	166	20.4
comfortable	64	37.0	309	48.5	374	46.1
unsure	32	18.5	85	13.3	117	14.4
uncomfortable	41	23.7	62	9.7	104	12.8
very uncomfortable	14	8.1	18	2.8	32	3.9

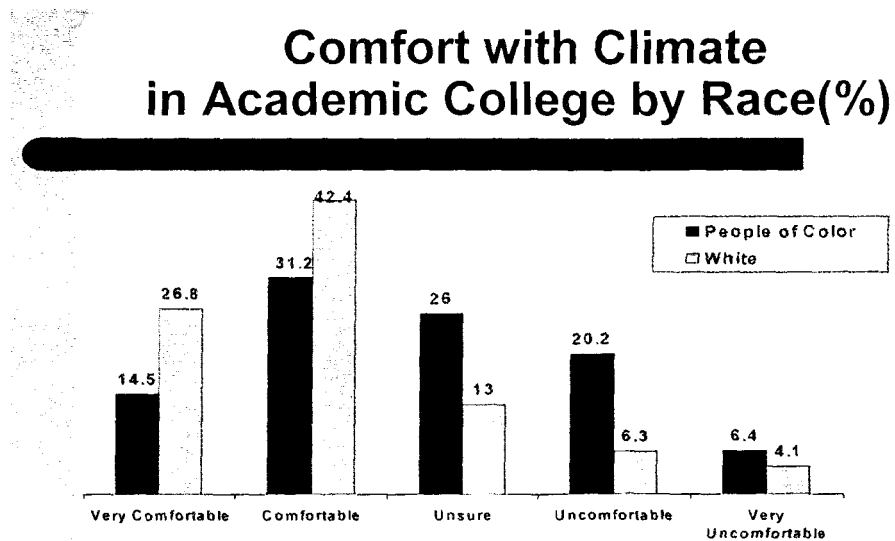
"The campus climate is not as bad as a few people report. The vast majority of employees are good and caring people. SCSU is a good place to work and get an education. A few angry people do not represent the true positive nature of SCSU."

**Comfort with Climate at SDSU
by Race(%)**



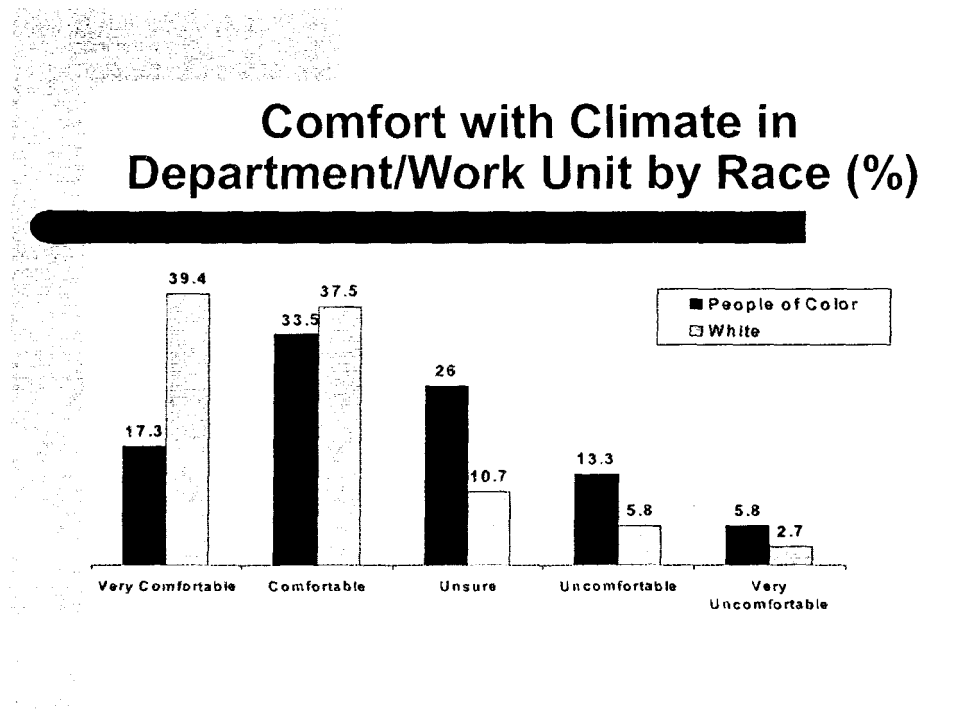
Comfort with climate for diversity in college

	People of Color		Caucasians/Whites		All	
	n	%	n	%	n	%
very comfortable	25	14.5	171	26.8	196	24.1
comfortable	54	31.2	270	42.4	325	40.0
unsure	45	26.0	83	13.0	128	15.8
uncomfortable	35	20.2	40	6.3	75	9.2
very uncomfortable	11	6.4	26	4.1	38	4.7



Comfort with climate for diversity in your department/work unit

	People of Color		Caucasians/Whites		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
very comfortable	30	17.3	251	39.4	281	34.6
comfortable	58	33.5	239	37.5	298	36.7
unsure	45	26.0	68	10.7	113	13.9
uncomfortable	23	13.3	37	5.8	61	7.5
very uncomfortable	10	5.8	17	2.7	27	3.3

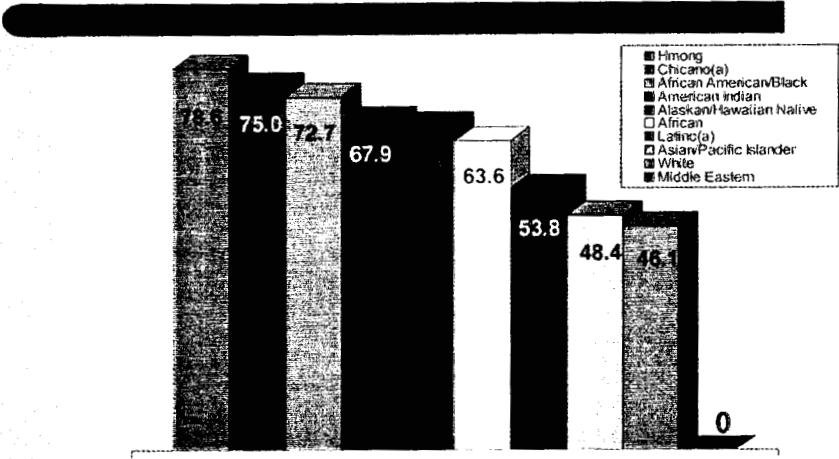


Also contributing to perceptions of the campus climate is respondent's reporting of observed harassment. Forty-six percent of the participants (n = 370) indicated that they had observed conduct on campus that created an offensive, hostile, or intimidating working or learning environment (Table 25). The majority of experiences were primarily due to race (56%), sexual orientation (47%), ethnicity (44%), sex (34%), and country of origin (33%) (Table 26).

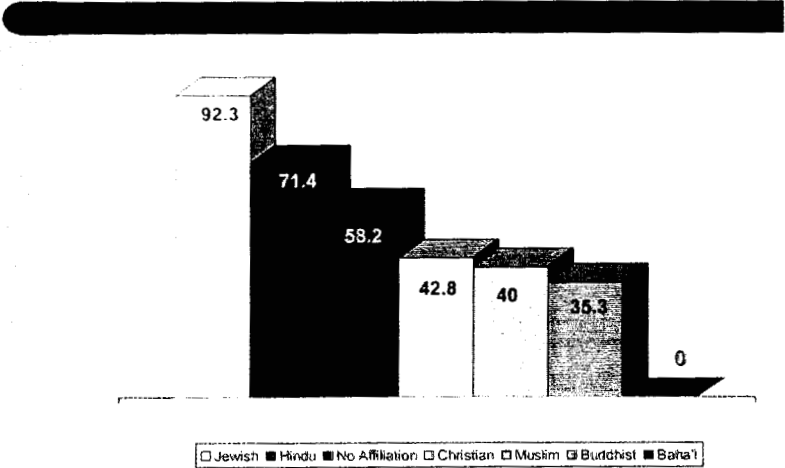
"I feel that discrimination here is subtle but real, especially with respect to racial, cultural and religious discrimination. It's the absence of action that creates the climate we have..."

The following graphs separate by demographic categories (e.g., gender, spiritual affiliation, race/ethnicity, sexual orientation) the responses to question 1.6, "In the past year, have you observed or personally made aware of any harassment (conduct that you feel has created an offensive, hostile, or intimidating working or learning environment) directed toward a person or group of people at St. Cloud State University?"

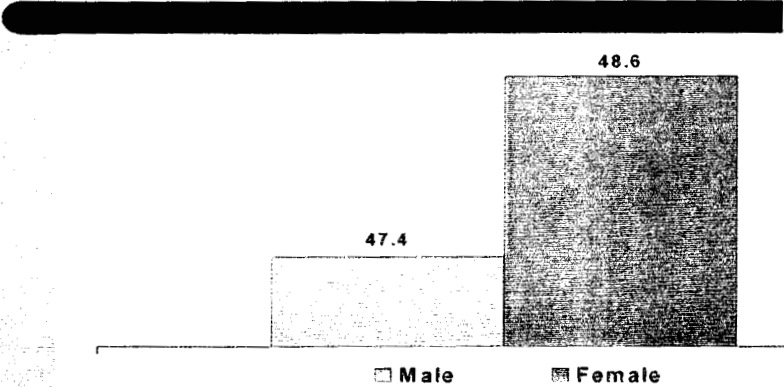
Observed Harassment by Race/Ethnicity (%)



Observed Harassment by Spirituality (%)



Observed Harassment By Gender (%)



Observed Harassment by Sexual Identity (%)

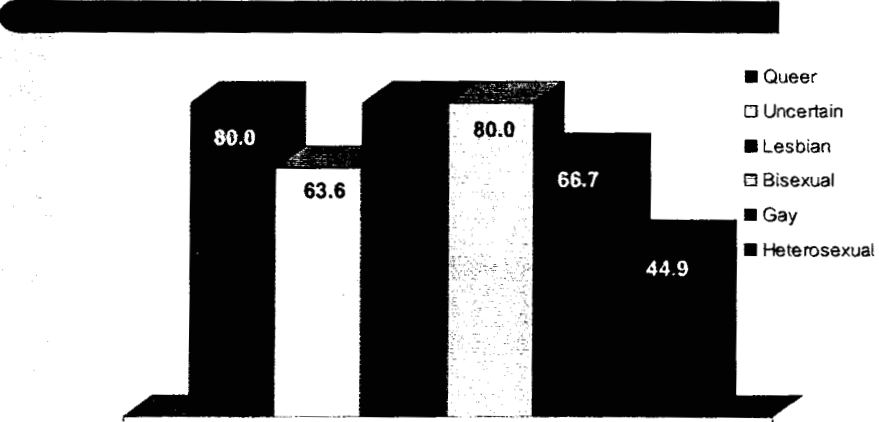
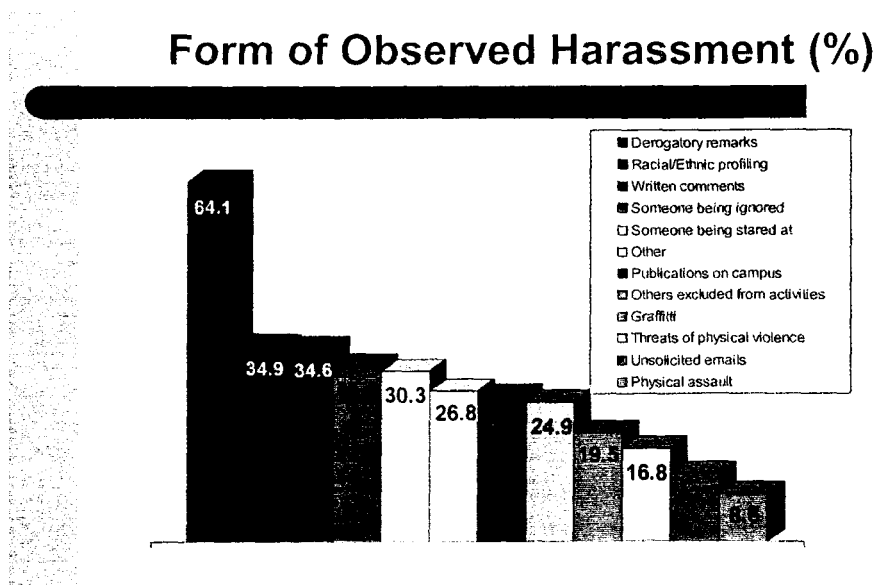


Table 27 indicates that people most often observed harassment in the forms of derogatory remarks (64%), racial/ethnic profiling (35%), written comments (35%), and seeing someone being deliberately ignored (31%). Sixty-two people (17%) witnessed someone making threats of physical violence and 32 people (9%) saw someone physical assaulted or injured.



The observations occurred most often in public spaces on campus (42%), in classrooms (39%), in the residence halls (32%), or while walking on campus (32%) (Table 28). The majority of the respondents indicated that students were the most common source of harassment (63%). The remaining respondents identified sources as faculty (46%), staff members (19%), and administrators (18%) (Table 29).

Table 30 illustrates individuals' responses to observing harassing conduct. Thirty-five percent told a friend, 32 percent encouraged the victim to report the incident, and 28 percent were embarrassed. Respondents also confronted the harasser at the time of the

incident (22%), ignored the situation (18%), and made a complaint to a SCSU official (15%).

Tables 31 through Table 36 provide information on respondents' experiences with regard to discriminatory employment practices. Nineteen percent of respondents (n = 150) reported observing discriminatory hiring at SCSU (Table 31), almost half of which suggested the race and ethnicity were the bases (Table 32). Seventeen percent (n = 134) observed discriminatory hiring (Table 33), 60 percent of who believed the firings were based on race (Table 34). Fourteen percent (n = 117) saw discriminatory promotion at SCSU (Table 35), and believed it was largely based on sex (44%) and race (42%) (Table 36).

"...I have felt that I must downplay activism associated with diversity issues to minimize bias in promotion and tenure decisions..."

"I have observed discriminatory hiring that favors persons of color, women and certain ethnic groups, to the detriment of white males. I believe these practices are immoral and illegal, clearly violating equal opportunity for all people regardless of race or sex. Measures have been taken to give minorities special consideration in the hiring process, and at least one individual has been hired at a significantly higher salary because she is a woman and non-white."

"This school has an incredible amount of institutional discrimination against anyone who is not a white, heterosexual, Christian man. The administration does not do anything except what they feel they have to do to keep people from suing them. St. Cloud State discriminates on all bases, again preferring white, heterosexual, Christian males. They "let people in" if they vary from this, but only to save face in the public eye."

"Asian, male faculty have received the worst treatment in this campus often. Their right and voice were often ignored. They are used in bean counting for the convenience of the administration. They are in disadvantage positions in hiring, comparing to any other groups (underrepresented group, woman, white male)."

More than 60 percent of respondents believed people in the offices they frequent are accepting of people based on their age, country of origin, ethnicity, race, and sex (Table 38). Slightly fewer (more than 50%) thought others were accepting of people based on their employment category, gender identity, physical characteristics, physical disability, religion, sexual orientation, and student status. Just less than half felt people were of accepting of individuals with learning or mental disabilities.

"This place is very myopic and provincial. There is so much wasted potential here. I may leave."

The majority of respondents indicated that the campus climate overall was accepting of six of the groups listed, including Caucasians/Whites (85%), women (76%), people of various ages (68%), Asian/Pacific Islanders (62%), African Americans/Blacks (60%), persons with physical disabilities (60%), and people from different ethnic backgrounds (60%). Fewer people thought the campus was accepting of openly lesbian, gay, bisexual, or transgender (LGBT) persons (45%), Middle Easterners (45%), and persons with mental disabilities (37%) (Table 42).

These responses correlated ($r = .466$ to $.669$) with the responses from question 18, which requested that respondents rate the overall campus climate for the various groups listed (Table 37). Selected correlation coefficients are provided in the following table.

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

Acceptance of:	Climate Characteristics			
	Non-Racist	Non-Homophobic	Accessible	Non-Sexist
African Americans/Blacks	.669 ¹			
LGBT		.687 ¹		
Physically Disabled			.566 ¹	
Mentally Disabled			.466 ¹	
Women				.546 ¹

¹ $p = .01$

Institutional Actions

Another factor influencing campus climate is how the institution responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about institutional actions regarding diversity Concerns on campus. Based on the comments of the respondents, it is considered crucial that college/university leaders acknowledge people of difference, address their issues and concerns, and promote inclusive activities.

While more than half of the respondents have participated in diversity programs at SCSU, 45 percent have attended diversity workshops or training, and 13 and 11 percent have attended new faculty orientation programs or residence hall diversity programs, respectively, respondents have mixed feelings about their effectiveness ((Table 15). Following are some of the comments from members of the community in regards to training programs and workshops.

"I personally feel that diversity training has been of great benefit to me and I feel every time I go to something like that, I learn something. Other people have said though, that they feel they don't "need" so much and that the university is "preaching to the choir" by requiring people to attend multiple training sessions. I wish everyone could be open and go into such training with a positive attitude, but many don't. I learned a great deal taking HURL classes on racism, sexism, etc. that I feel were invaluable and wish others would take advantage of those kinds of opportunities. As a white, straight, Christian person, I did not have a clue about oppression until I allowed myself to be educated about it."

"...[as a student of color, I would require the staff in business office/financial aid, etc...to receive diversity training. Often they (the staff) are rude and judgmental to students seeking services or help based on race and/or ethnicity!!"

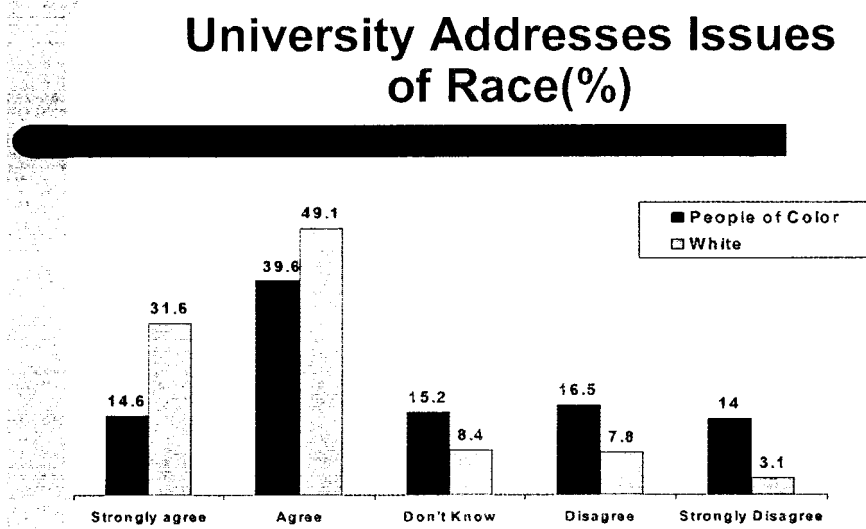
"...as a faculty member, I would value diversity training IF it were put together by faculty who are experts in this matter and took into account the work faculty do and the relationships people have as a part of their work..."

"The current "diversity training" by WISER is absolutely pointless, stupid, useless and misguided. It aims to avoid lawsuits, not teach people about others different from themselves. We need professional instructors trained in intercultural communication to help our faculty, staff and students."

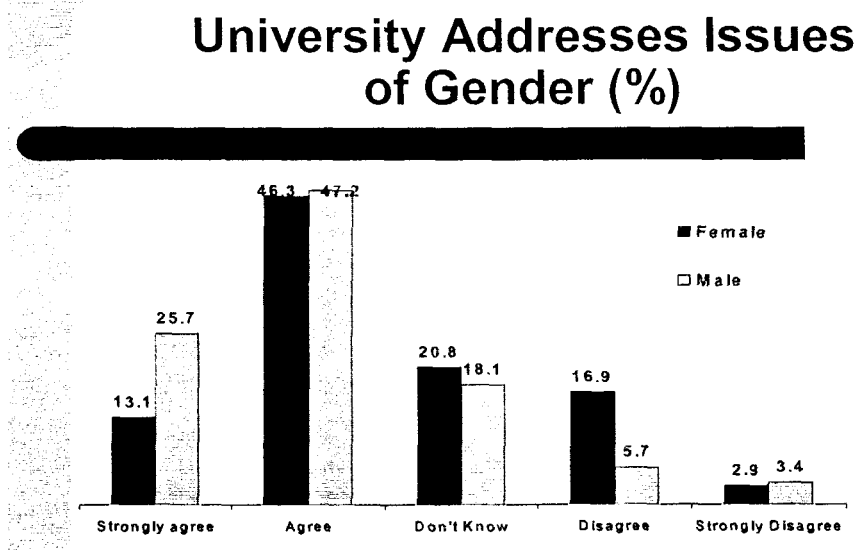
The respondents believed SCSU thoroughly addresses campus issues related to ethnicity (71%), racism (69%), sexual orientation (67%), gender identity (63%), and gender (59%). They were less likely to agree that issues related to socioeconomic class (28%), age (33%), physical characteristics (36%), and mental disabilities (37%) were addressed

(Table 37). However, when comparing these responses in terms of the demographic categories of “people of color” have a different opinion than and “white persons” in regards to how the University addresses the issues of race.

“I am embarrassed to be associated with a university where outrageous statements are allowed to pass as “scholarly” fact. Statements in the past year by Jewish and African American critics of the university have succeeded in 1. Gaining considerable publicity, 2. Polarizing groups on campus and alienating the very people who at a grass roots level have the most potential to respond to the complaints, 3. Silencing and intimidating anyone who under other circumstances would require at least a cursory adherence to reasoned debate rather than inflammatory and reckless rhetoric, 4. Damaging or destroying the university’s reputation to pursue their own agenda.”



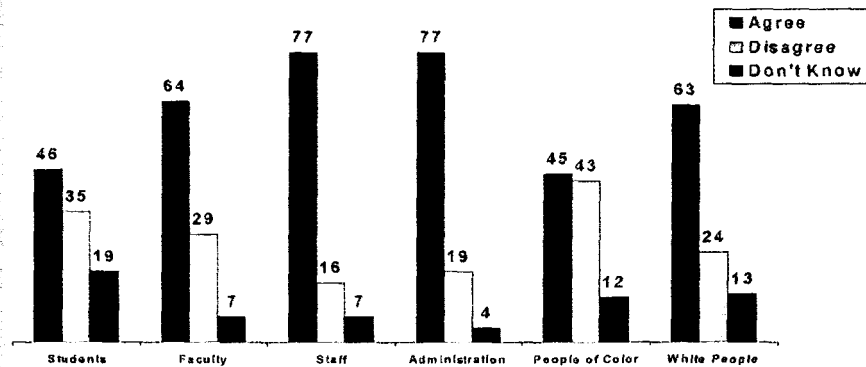
Similarly, female respondents feel differently than male respondents in regards to the University addressing gender issues.



More than 40 percent of respondents believed people in the offices they frequent are not accepting of people based on their age, country of origin, ethnicity, race, and sex (Table 38). Slightly fewer (more than 50%) thought others were accepting of people based on their employment category, gender identity, physical characteristics, physical disability, religion, sexual orientation, and student status. Just less than half felt people were of accepting of individuals with learning or mental disabilities.

A substantial portion of the respondents (43%) believed SCSU's leadership was not visibly fostering diversity. Again, when reviewing the data by the demographic categories, differing opinions are discovered.

University Addresses Issues of Race(%)



"Leadership needs to be able to hold democratic discussions around these issues..they need to hear diverse voices...we feel as though we are not being heard."

"Administrators must begin to be held responsible for the discrimination they engage in and for that which they countenance. They engage in flagrantly discriminatory conduct against faculty and students from minority groups and against those who publicly denounce discrimination. There is simply no accountability here at SCSU..."

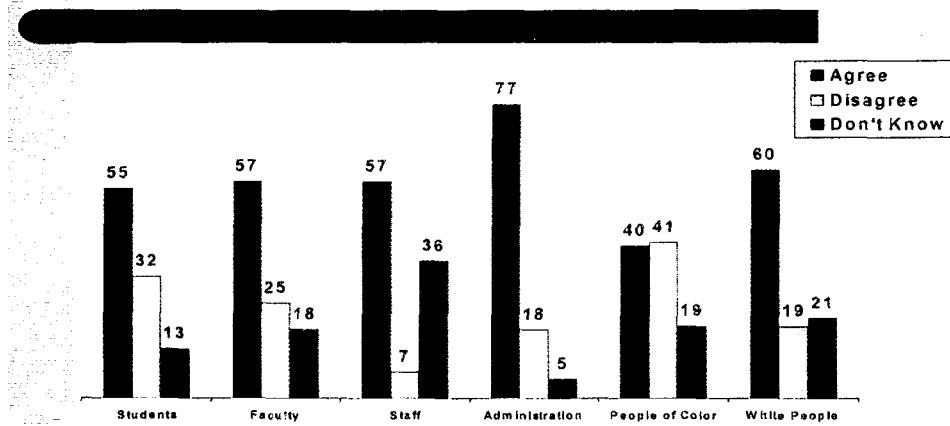
"We have no leadership at the administrative level. Nobody wants to rock the boat so nothing gets done"

"This campus has a substantial group of people on it who are either racist, sexist, homophobic, anti-Semitic, or some other-ist. That is true for many campuses in this country. The unique problem we have on this campus is, in my opinion, a problem of inaction or mis-action on the part of the administrators when issues of racism or any other-ism arise. In the several years that I have been on this campus, administrators have not done anything to mitigate the problem through disciplinary or other affirmative actions..."

"Addressing issues surrounding the hostile climate that prevails without taking active steps to reprimand perpetrators is a serious injustice especially to those of us (people of color) who are subjects of harassment and discrimination. Change has to begin at the top..."

54 percent felt the curriculum adequately represents the contributions people from underrepresented groups (Table 39). Again, a breakdown by demographic categories reveals interesting results.

Curriculum is Inclusive of Difference (%)



Forty-five percent of faculty and staff believed their departments/units value their involvement in diversity initiatives. Only 31 percent of students felt the classroom climate was welcoming for people from underrepresented groups, and 45 percent of employees felt that the workplace climate was welcoming for employees from underrepresented groups (Table 40).

Table 41 indicates that the majority of the sample believed various buildings and areas of the campus were at least “somewhat accessible” for people with disabilities. Twenty and 11 percent of the respondents, respectively, rated the grounds and parking as “inaccessible.” Ten percent believed the restrooms were inaccessible, and 8 percent thought specific classrooms and athletic facilities were inaccessible. Several respondents provided commentary on the issue of access. Some of those comments follow:

“Accessibility is a big concern. I live in Hill and after a large snow fall the “handicap accessible” ramp was not cleared. Also its almost amazing (sic), mostly sad that some bathroom are marked w/ the handicap accessible signs yet the stalls are a whole 2 inches bigger and/or the doors to the bathrooms are hard to open...”

“The bathrooms in Atwood, Stewart Hall are too small to get wheelchairs in, the doors in & out of classrooms are hard in wheelchairs. The ramp outside Stewart Hall is so hard to get up when it's full of ice-n-snow I do not

have an electric wheelchair (yet), so it is very hard for me to get around. Sometimes the automatic doors don't work. People that are able-bodied fill up the elevator, sometimes it is not safe when you park in the back by Stewart Halls not lighted enough. Not having an electric chair and trying to use the bathrooms or getting around campus – be in my shoes!..”

While I was temporarily in a wheelchair, I became brutally aware of how hard it is to get around at SCSU. Things such as widening doors, making some ramps not so steep and placement of desks in a classroom could do a lot. Also making sure all entrances have the handicap push-button door openers would help.

“I've brought inaccessibility issues to the attention of faculty and staff on several occasions. EVERY building on the SCSU campus has accessibility problems, some of which interfere greatly with any learning opportunities. My grades are suffering because of the problems. I've discussed this with office of academic affairs, but nothing ever gets changed. I feel like they (faculty) think of me as a thorn in their sides. There are many other issues of inaccessibility on campus, including policies, attitudes and especially buildings and grounds. I've been trying to change things for 2 years now, but keep hitting “brick walls”. Nothing ever gets done. I'm fed up. Trying to get things changed on SCSU campus takes a lot of my energy, and I can't do it anymore. I'm going to find another, more accessible school.”

Table 43 indicates many respondents felt that providing more awareness/sensitivity workshops would improve the University community's awareness of the issues and concerns of people based on their race and ethnicity (56%), disability status (54%), country of origin (51%), religion (51%), and sexual orientation (50%). Respondents were less likely to believe that workshops would improve understanding of gender identity (46%), gender (45%), and physical characteristics (44%). They thought workshops focusing on age-related concerns or issues would have no effect on the community's awareness.

Table 44 illustrates over half of the respondents thought requiring all University students to take at least one class that focuses on issues, research, and perspectives about various groups (with the exception of “age”) will improve the campus climate for these groups.

“I am a Human Relations minor and I think the HURL program here at SCSU is awesome. I have learned so much through it and educated myself in order to get rid of the many forms of oppression I myself had been perpetuating. I have become a better person because of my HURL minor. I think the HURL intro class should be absolutely required for all students to take. It would help open so many close minds roaming around on this campus.”

Likewise, more than half of the respondents believed requiring faculty and staff to participate in a program focusing on issues, research, and perspectives on race, ethnicity, disability status, country of origin, and religion would improve the climate for these groups (Table 45). Fifty percent of the respondents thought including diversity related

activities as a criterion for faculty and staff performance evaluations would improve the climate at SCSU (Table 46).

“If diversity-related activities were used as an evaluation tool – people would make a greater effort. If you knew that you were going to be getting a raise in pay, would you participate and practice diversity?”

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 support. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction.

This campus climate assessment, beginning in the fall of 2000, was a proactive initiative by SCSU to review the campus climate for underrepresented populations. It was the intention of the Diversity Committee that the results would be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The next steps include working with the Diversity Committee to create a strategic plan for maximizing equity at SCSU based on the results of the internal assessment and using the Transformational Tapestry Model (Appendix A). As in the previous phases of this project, the development of the plan will be in collaboration with the constituent groups at SCSU.

References

- AAC&U (1995). *The Drama of Diversity and Democracy*. Washington, D.C.: Association of American Colleges and Universities.
- Bauer, K. (1998). Campus climate: Understanding the critical components of today's colleges and universities. *New Directions for Institutional Research*, no.98. San Francisco: Jossey-Bass.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.
- Gross, L. & Aurand, S. (1999). Commonwealth of Pennsylvania LGBT Discrimination Survey. A Project of the Philadelphia Lesbian and Gay Task Force.
- Kuh, G. & Whitt, E.J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: Association for the Study of Higher Education.
- Peterson, M. & Spencer, M. (1990). Understanding academic culture and climate, in W. Tierney (Ed.), *Assessing academic climates and cultures*. San Francisco, California: Jossey-Bass, Inc.
- Rankin, S. (1999). Queering campus: Understanding and transforming climate. *Metropolitan Universities: An International Forum*. 9, (4): 29-38.
- Rankin, S. (1998). Campus climate for lesbian, gay, bisexual, transgendered students, faculty, and staff Assessment and strategies for change. In R. Sanlo (Ed.). *Working with lesbian, gay, and bisexual college students: A guide for administrators and faculty* (p. 277-284). Westport, CT: Greenwood Publishing Company.
- Rankin, S. (1994). *The perceptions of heterosexual faculty and administrators toward gay men and lesbians*. Unpublished doctoral dissertation. The Pennsylvania State University.
- Smith, D. (1999). Smith, Daryl G. et. al. (1997). *Diversity Works: The Emerging Picture of How Students Benefit*. Washington, D.C: Association of American Colleges and Universities
- Tierney, W.G. & Dilley, P. (1996). Constructing knowledge: Educational research and gay and lesbian studies. In W. Pinar (Ed.). *Queer theory in education*. New Jersey: Lawrence Erlbaum Publishing.
- Tierney, W.G. (Ed.). (1990). *Assessing academic climates and cultures*. San Francisco, California: Jossey-Bass, Inc.