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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 climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Milem, Chang, & Antonio, 2005; Ingle, 2005; Harper & Hurtado, 2007).

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

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

the formation by UWS administrators of the *Climate Study Working Group (CSWG)*² and subsequent contract with R&A to facilitate a system-wide climate assessment.

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).

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

UW Oshkosh was one of the five UWS institutions participating in the initial climate project in 2007-2008. A Diversity Leadership Committee (DLC) was created at UW Oshkosh to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better match the campus context at UW Oshkosh. The final survey contained 91 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

All members of the campus community (e.g., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings,

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

presented in bullet form below, suggests that while the UW-Oshkosh has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country.

Sample Demographics

3,175 surveys were returned representing the following:

- 23 percent response rate
- 2,170 undergraduate students, 298 graduate students, 262 faculty, 218 academic staff, and 173 classified staff
- 259 people of color³; 2,890 White respondents
- 56 people who identified as having a physical disability
- 72 people who identified as having a learning disability
- 98 people who identified as having a psychological condition
- 130 people who identified as lesbian, gay, bisexual, or queer; 15 who were questioning their sexuality
- 2,112 women; 1,046 men; 7 transgender⁴
- 947 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

³ 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.

⁴ “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

Quantitative Findings

Satisfaction with UW-Oshkosh

- **79 percent of UW-Oshkosh employees were “highly satisfied” or “satisfied” with their jobs at UW-Oshkosh. 69 percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Oshkosh.**
 - Faculty and classified staff members were slightly less satisfied with their jobs than were academic staff.
 - Classified staff members were much less satisfied than faculty and academic staff members with the way their careers had progressed at UW-Oshkosh.
 - Women and employees of color were least satisfied with the way their careers have progressed at UW-Oshkosh.

- **85 percent of percent of students were “highly satisfied” or “satisfied” with their education at UW-Oshkosh, while 71 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed at UW-Oshkosh.**
 - A slightly lower percentage of students of color and sexual minority students were satisfied with their educations and with the way their academic careers have progressed at UW-Oshkosh than were other students.
 - Higher percentages of women students, White students, and heterosexual students were satisfied with the way their academic careers have progressed than were men students, students of color, and sexual minority students.

- **43 percent of all respondents have considered leaving UW-Oshkosh.**
 - Among employees, 60 percent of men and 60 percent of women thought about leaving UW-Oshkosh.
 - 65 percent of employees of color, in comparison with 60 percent of White employees, have seriously considered leaving UW-Oshkosh. Additionally, 54 percent of sexual minority employees, compared to 61 percent of heterosexual respondents, have seriously thought about leaving the institution.
 - Among students, 38 percent of women and 40 percent of men considered leaving the University.
 - 43 percent of students of color and 38 percent of White students thought about leaving UW-Oshkosh, as did 57 percent of LGB students and 39 percent of heterosexual students.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-Oshkosh (82%), in their departments or work units (83%), and in their classes (83%). The figures in the narrative show some disparities based on race.**

- Compared with 84 percent of White people, 67 percent of people of color were “comfortable” or “very comfortable” with the overall campus climate.
- Compared with 84 percent of White people, 75 percent of people of color were “comfortable” or “very comfortable” with the climate in their departments or work units.
- Compared with 85 percent of White people, 70 percent of people of color were “comfortable” or “very comfortable” with the climate in classes.

- **Slightly more than one-quarter of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past two years. The perceived harassment was most often based on sexual orientation. People of color and sexual minorities were more aware of perceived harassment.**
 - 28 percent of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual orientation (49%), gender (30%), ethnicity (29%), race (28%), gender identity (24%), and gender expression (24%).
 - Compared with 27 percent of White respondents, 38 percent of respondents of color believed they had observed or personally been made aware of such conduct.
 - Compared with 26 percent of heterosexuals, 59 percent of sexual minorities believed they had observed or personally been made aware of such conduct.
 - Compared with 25 percent of students and 34 percent of classified staff, 42 percent of faculty and 39 percent of academic staff believed they had observed such conduct.
 - These incidences were reported to an employee or official only 7 percent of the time.

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

- **With regard to campus accessibility for people with mobility and visual impairment, the University website (74%), dining halls (60%), classroom materials (59%), grounds/campus (58%), and computer labs/adaptive technology (58%) were considered the most accessible (rated “very accessible” or “accessible”) areas of campus.**
 - 11 percent ranked parking/transportation as “very inaccessible”

Personal Experiences with Campus Climate⁵

- **A percentage of respondents believed⁶ they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁷ within the past two years. Gender was most often cited as the reason given for the perceived harassment. People of color and sexual minorities⁸ perceived such harassment more often than White people and heterosexual respondents, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**
 - 18 percent of respondents believed they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The percentage of respondents experiencing harassment at UW-Oshkosh is lower than the percentage of respondents who experienced harassment in studies of other institutions.⁹
 - The perceived conduct was most often based on the respondents’ gender (32%), age (27%), university status¹⁰ (23%), educational level (17%), and political views (15%).
 - Compared with 17 percent of White people, 33 percent of people of color believed they had personally experienced such conduct.
 - Of respondents of color who reported experiencing this conduct, 52 percent stated it was because of their race.

⁵ 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.

⁶ 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.

⁷ 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.

⁸ Sexual minorities are defined, for the purposes of this report, as people who identify as lesbian, gay, or bisexual.

⁹ 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%).

¹⁰ 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).”

- Compared with 17 percent of men, 19 percent of women and 43 percent of transgender respondents believed they had personally experienced such conduct.
 - Of the women who believed they had experienced this conduct, 37 percent stated it was because of their gender.
 - Compared with 17 percent of heterosexual respondents, 38 percent of sexual minority respondents believed they had personally experienced such conduct.
 - Of sexual minority respondents who believed they had experienced this conduct, 61 percent stated it was because of their sexual orientation.
 - 15 percent of participants made complaints to UW-Oshkosh officials, while 17 percent did not know who to go to, and 15 percent did not report the incident for fear of retaliation.
- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
 - 8 percent believed that they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW-Oshkosh.
 - 75 respondents believed that they had been sexually assaulted during their time at UW-Oshkosh. Of these, 29 respondents believed they had been assaulted off-campus and 39 respondents believed they had been assaulted on campus.
 - Women, lesbians, and people with learning disabilities and psychological conditions were more likely than other groups to believe that they had been sexually assaulted.
 - Most of the respondents who believed that they had been sexually assaulted were UW-Oshkosh students (71 people), female (64 people), heterosexual (70 people), and White (69 people).
 - The alleged perpetrators of the perceived sexual assault were most often students, strangers, and acquaintances.

Institutional Actions

- More than half of the respondents (51%) “strongly agreed” or “agreed” that the Chancellor’s office provided visible leadership that fosters inclusion of diverse members of the campus community while 7% “disagreed” or “strongly disagreed.”
- A substantial percentage of respondents were unaware of the degree to which the Chancellor’s Office, Affirmative Action and Equity Office, Center for Academic Support and Diversity/MEC, college deans, Dean of Students, and governance and advisory groups had visible leadership to support diversity/inclusion.
- 53 percent of all respondents believed that diversity initiatives are relevant to their work.
- 55 percent felt welcome at campus diversity events.

- 50 percent of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 66 percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 60 percent thought offering diversity training/programs as community outreach would positively affect the climate.
- Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum and rewarding research efforts that evaluate outcomes of diversity training would positively affect the climate.
- 74 percent of employees felt providing on-campus child care services would positively affect the climate.
- More than three-quarters of all employees thought the following initiatives would also positively affect the climate on campus: improving, and promoting access to quality services for those individuals who experience sexual abuse (76%), providing mentors for minority faculty/students/staff new to campus (76%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (81%) and departmental level (77%).

Qualitative Findings

Out of the 3,175 surveys received at UW-Oshkosh, 2,157 respondents contributed remarks to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included undergraduate and graduate students, as well as faculty, academic staff, and classified staff. The open-ended questions asked whether their campus experiences differed from experiences in the surrounding community, for general elaboration on personal experiences and thoughts¹¹, to name three things the respondent would like to see changed on campus and three things they would like to see remain the same, and to describe the current classroom and campus climates.

One of the open-ended items queried, “Are your experiences on campus different than those you experience in the community surrounding campus? If so, how are these experiences different?” Of the 1,121 respondents that provided commentary, most of the remarks indicated that the campus climate was more diverse, more accepting of

¹¹ The complete survey is available in Appendix C.

difference, and felt more comfortable and safe. Some individuals said that there was little difference between the community and the campus and some commented that the surrounding community was more accepting of people regardless of their sexual orientation and gender identity than were people on campus.

A second open-ended question asked, “When considering the current campus climate, from where do you see leadership coming?” One thousand three hundred seventy-three (1,373) individuals responded to this question. A number of respondents believed that students and student organizations (e.g., OSA, Greek life) were largely responsible for creating the leadership around campus climate issues. Some respondents said they believed that they saw leadership emanating from various University offices, including the Chancellor’s office, deans’ offices, and Residence Life. Several respondents pointed directly to the Counseling Center as an office that they believed was a leader in the movement to create a positive campus climate. Some respondents were not aware of which offices were in charge of diversity and others wished the upper administration, would be more proactive and vocal concerning diversity/inclusion/climate issues.

About half of the 1,289 respondents that described their perceptions of the classroom climate said that they believed that the climate was welcoming for all, including non-traditionally aged students, veterans, and others. Many respondents noted the make-up of the classroom was almost always all White, which reflected the UW-Oshkosh student body. Some respondents indicated they were not able to judge the classroom climate since they were members of majority populations. A number of non-majority respondents, including students of color and queer students, said they were often the sole “different” student in the classroom and believed that they encountered awkward and sometimes discriminatory behavior from classmates and faculty.

Of the 1,240 individuals that commented on the current campus climate, a number of respondents felt UW-Oshkosh was a safe and welcoming place. Others suggested the climate was good, but could be improved. Still others provided descriptions of what they believed to be discrimination, harassment, or subtle unwelcoming overtones they

experienced or witnessed. Several respondents said they believed that the climate was most welcoming for those individuals in the majority (e.g., White heterosexuals) and least welcoming for sexual and racial minorities.

One of the open-ended items allowed respondents to elaborate on any of their survey responses, to further describe their experiences, or to offer additional thoughts about climate issues. Five hundred one (501) people contributed comments. Among them, individuals' responses were divided as to whether diversity was a positive or negative aspect of the campus. Some thought UW-Oshkosh put too much emphasis on diversity, while others thought the University could do more in that respect. Several people commented about the lack of diversity on campus. Some respondents noted that the campus could do more to be truly accessible to people with disabilities. Additionally, some respondents indicated that they believed that the campus had few resources for and that campus community members were intolerant of gay and lesbian individuals. Others said they were tired of having the gay agenda forced on them. Some respondents of color, classified staff respondents, and women students gave specific examples of what they believed to be discrimination or harassment that they had experienced on campus.

Seven hundred eighty-seven (787) respondents offered suggestions for how to improve the climate at UW-Oshkosh. A number of respondents praised UW-Oshkosh's efforts with regard to diversity and asked for continued attention to and leadership on diversity issues. Some respondents wanted to see more people from underrepresented populations in the faculty and administrative ranks. Likewise, a few respondents asked that the University divert dollars away from diversity initiatives and allocate resources only to educating students. Several respondents described what they believed was a tension or animosity between faculty and classified staff and asked for efforts to resolve the perceived tensions. Many people asked that UW-Oshkosh continue to communicate with all constituents, employees, and students about the myriad of aspects of University life and UW-Oshkosh's diversity initiatives.

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

Introduction

The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments where these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship¹². The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment¹³. Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate 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 (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion (p. xvi)." AAC&U proposed that colleges and universities commit to "the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard (p. xxi)." The report suggested that, in order to provide a foundation for a vital

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

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

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

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

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

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

History of the Project

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

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

The first phase of the project included conducting fact-finding groups to learn from University of Wisconsin System students, staff, and faculty their perceptions of the campus climate, which would inform question construction on a system-wide survey instrument. The CSWG began working with R&A in spring 2007 to assist with identifying the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-finding groups were conducted at the University of Wisconsin-Madison on September 27 and 28, 2007. One hundred seventy-eight (178) people participated in the 19 fact-finding groups, which were divided by certain demographic characteristics so that participants might feel safe to speak about their own experiences. Of the 178 participants, 50 were students and 128 were faculty or staff. Participants represented the following campuses: UW-Marathon County, UW-Marinette, UW-Richland Center, UW-Rock County, UW-Waukesha, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, UW-Whitewater, Extension, and UW System Administration.

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

UW-Oshkosh was one of the five UW System institutions participating in the initial climate project in 2007-2008. The Diversity Leadership Committee reviewed the CSWG template and revised the survey instrument to better fit the context at UW-Oshkosh. The final survey contained 91 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and the thematic analysis of comments provided by survey respondents.

Methodology

Conceptual Framework

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

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin, 2003 and informed by the fact-finding groups held in September, 2007 in Madison.¹⁶ The Diversity Leadership Committee reviewed the drafts of the survey. The final survey contained 91 questions¹⁷, including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UW-Oshkosh institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey

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

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

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

was available in both an on-line and pencil-and-paper format. All surveys responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in February by the UW-Oshkosh Institutional Review Board (IRB). The proposal indicated that any analysis of the data would insure participant confidentiality. The final web-based survey and paper-and-pencil surveys were distributed to the campus community in 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 an invitation to participate from the Chancellor. To encourage participation, members of the Diversity Leadership Committee forwarded subsequent invitations.

Limitations. Several limitations to the generalizability of the data existed. The first limitation occurred because respondents in this study were “self-selected.” Self-selection bias therefore is possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

A second limitation¹⁸ resulted from the decision to attempt deliberately to over-sample certain populations. For example, after the initial survey announcements, subsequent “invitations to participate” were forwarded to various constituent groups identified by the DLC.

¹⁸ Previous research on institutional climate (Smith, 1997; Tierney, 1990) suggests using a random sampling technique will miss the voices of underrepresented groups due to their small numbers. Stratified random sampling may be used to address this challenge, but it was determined that due to the intent of the project to provide all members of the community with the opportunity to participate and to have their voice included, a population study was completed.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 16.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status¹⁹) to provide additional information regarding participant responses. Throughout this report, including the narrative and data table within the narrative, all information was presented using valid percentages²⁰. Refer to the survey data tables in Appendix A for actual percentages²¹ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or no response data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

A few survey questions allowed respondents the opportunity to describe further their experiences on UW-Oshkosh's campus, to expand upon their survey responses, and to add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted.

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

¹⁹ 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)."

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

²¹ 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-Oshkosh's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample²²

Three thousand one hundred seventy-five (3,175) surveys were returned for a 23 percent response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. Clearly, the significance of several demographic categories suggests that underrepresented groups were "over-sampled," which adheres to the intent of the sampling procedures. To this end, particular characteristics of the sample should be noted. Given the results, caution must be used when comparing these groups to their corresponding majority groups.

The sample had a significantly greater proportion of females and a smaller proportion of males than did the population. Additionally, the sample had significantly greater proportions of African American/Blacks, Latinos, and Native Americans, and a significantly smaller proportion of Southeast Asians than did the population.

Significant differences in proportions within status groups were found between the sample and the population. The sample had significantly smaller proportions of non-degree seeking students and bachelors degree students than did the population. The sample also had significantly larger proportions of assistant professors, associate professors, professors, classified staff (non-exempt and exempt), and non-instructional academic staff than did the population. No significant difference existed between the sample and the population in proportions of citizenship groups.

²² All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1. Demographics of Population and Sample²³

Characteristic	Subgroup	Population		Sample		Response Rate %
		%	(n)	%	(n)	
Gender ^a	Male	40.1%	5695	33.0%	1046	18.4%
	Female	59.9%	8503	66.7%	2112	24.8%
	Transgender			0.2%	7	n/a
	Other			0.1%	3	n/a
Race/Ethnicity ^b	African American/Black	1.1%	153	1.5% ¹	47	30.7%
	Alaskan Native			0.1%	2	n/a
	Asian			1.6%	51	n/a
	Asian American	1.2%	162	1.1%	34	21.0 %
	Caribbean/West Indian			0.1%	4	n/a
	Caucasian/White	94.0%	13123	92.8%	2946	22.4%
	Indian/Subcontinent			0.3%	9	n/a
	Latino(a)/Hispanic	1.4%	192	1.8 %	56	29.2%
	Middle Eastern			0.3%	11	n/a
	Native American Indian	1.0%	146	1.4%	44	30.1%
	Pacific Islander/Hawaiian Native			0.2%	7	n/a
	Southeast Asian	1.3%	179	1.0%	31	17.3%
	Other			0.6%	19	n/a
Status ^c	Transfer Student			5.0%	159	n/a
	Associate Degree Student			1.5%	49	n/a
	Dual Enrollment			0.6%	18	n/a
	Non-Degree Seeking Student	12.5%	1738	0.8%	25	1.4%
	Bachelor Degree Student	69.3%	9844	60.4%	1919	19.5%
	Master Degree Student	7.8%	1111	8.7%	276	24.8 %
	Doctoral Degree Student			0.1%	4	n/a
	Professional Degree Student			0.6%	18	n/a
	Adjunct Professor			0.5%	16	n/a
	Instructional Academic Staff	1.9%	265	2.0%	62	23.4%
	Instructor	0.1%	1			0.0%
	Assistant Professor	0.5%	78	1.7%	55	70.5%
	Associate Professor	0.9%	131	2.2%	70	53.4%
	Professor	0.7%	103	1.9%	59	57.3%
	Limited Term Employee	0.7%	97	0.9%	27	27.8%
	Classified Staff Non-Exempt	2.4%	346	4.6%	147	42.5%
	Classified Staff Exempt	0.4%	56	0.8%	26	46.4%
	Non-Instructional Academic Staff	2.8%	402	4.6%	145	36.1%
	Limited Academic Staff	0.3%	31	0.4%	14	45.2%
Administrator			1.0%	32	n/a	
Other			1.7%	54	n/a	
Citizenship ^d	US Citizen	98.3%	13955	97.6%	3091	22.1%
	Dual Citizenship			0.3%	10	n/a
	Permanent Resident	1.0%	139	0.8%	26	18.7%
	International/Non-Resident	0.8%	109	1.1%	36	33.0%
	Other			0.1%	3	n/a

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

^a $X^2(1, N = 3158) = 64.01, p = .0001$

^b $X^2(5, N = 3158) = 15.39, p = .0088$

^c $X^2(12, N = 2825) = 773.14, p = .0001$

^d $X^2(2, N = 3153) = 5.60, p = .0608$

²³ The table population categories for race are those used by the institution. The table sample categories for race are those created by the CSWG based on their knowledge of the community in the UW System.

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

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

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 79) and those that rate overall campus climate on various scales (question 73) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients²⁴ are provided in Table 2.

²⁴ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. The relationships between responses to the “respectful” and “non-racist” items (correlations) for Asians, Asian Americans, and Latinos were low. The remaining correlations were higher, but still within the low category; perhaps low-moderate.

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

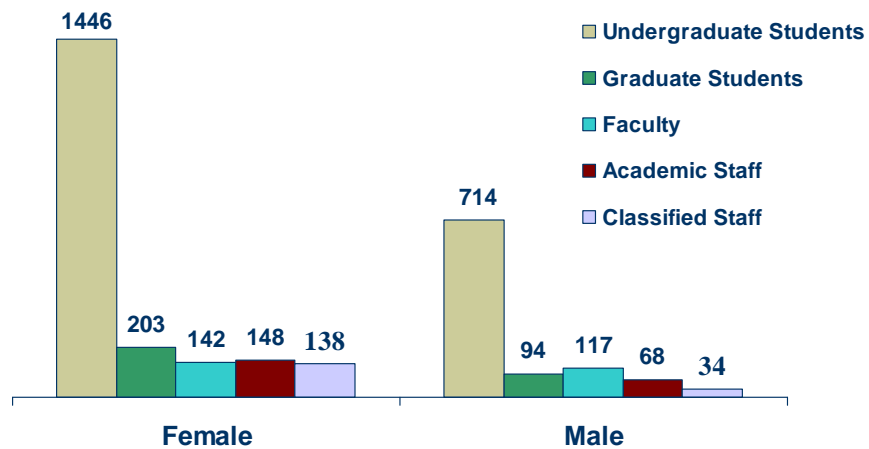
Respectful of:	Climate Characteristics				
	Non-racist	Non-homophobic	Non-Classist	Non-sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.306				
Alaskan Natives	.325				
Asians	.290				
Asian Americans	.287				
Latino(a)/Hispanic	.293				
Middle Eastern	.332				
Multiracial/multiethnic/ multicultural persons	.319				
Native Americans	.304				
Pacific Islanders/Hawaiian Natives	.329				
LGB		.327			
Socioeconomically Disadvantaged			.332		
Women				.308	
Non-native English Speakers					.344

[†]p=0.01 for all r values

Sample characteristics²⁵

The majority of the sample was female (67%, Figure 1). Seven transgendered²⁶ individuals completed the survey; however, they are not included in Figure 1 to maintain the confidentiality of the small number of transgendered respondents.

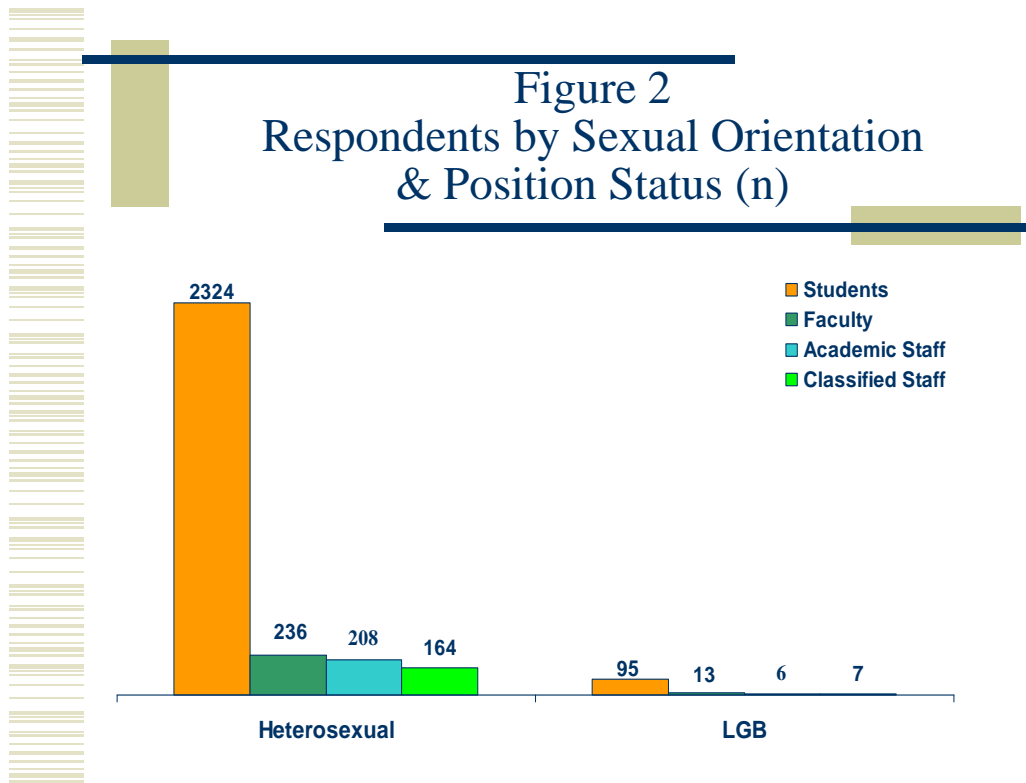
Figure 1
Respondents by Gender¹ &
Position Status (n)



²⁵ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

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

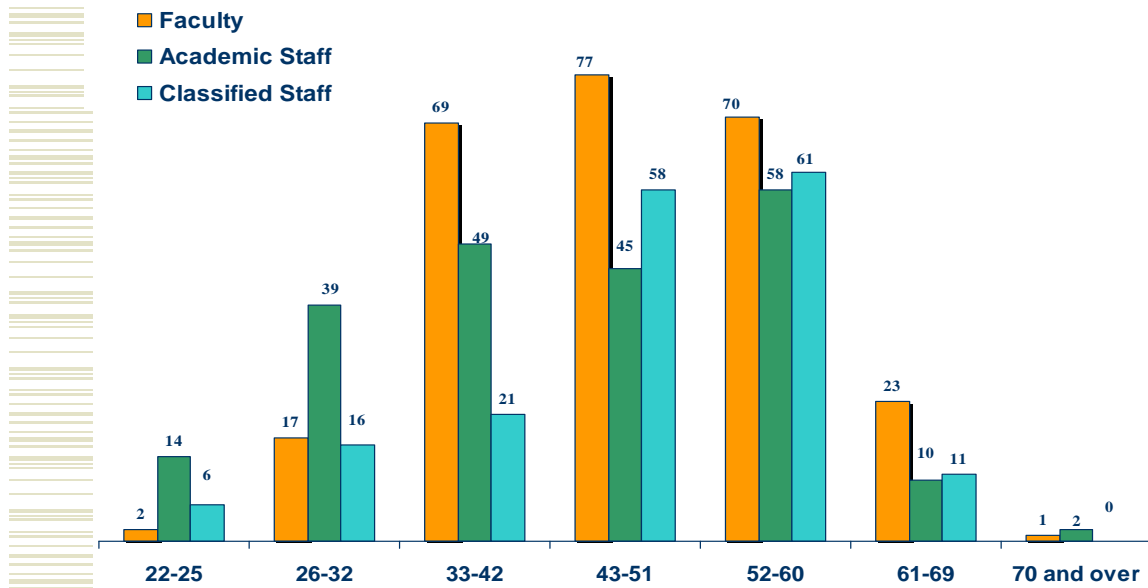
The majority of respondents were heterosexual²⁷ (94%) and four percent were sexual minorities (lesbian, gay, bisexual, or queer) (Figure 2). Fifteen people were questioning their sexual orientations.



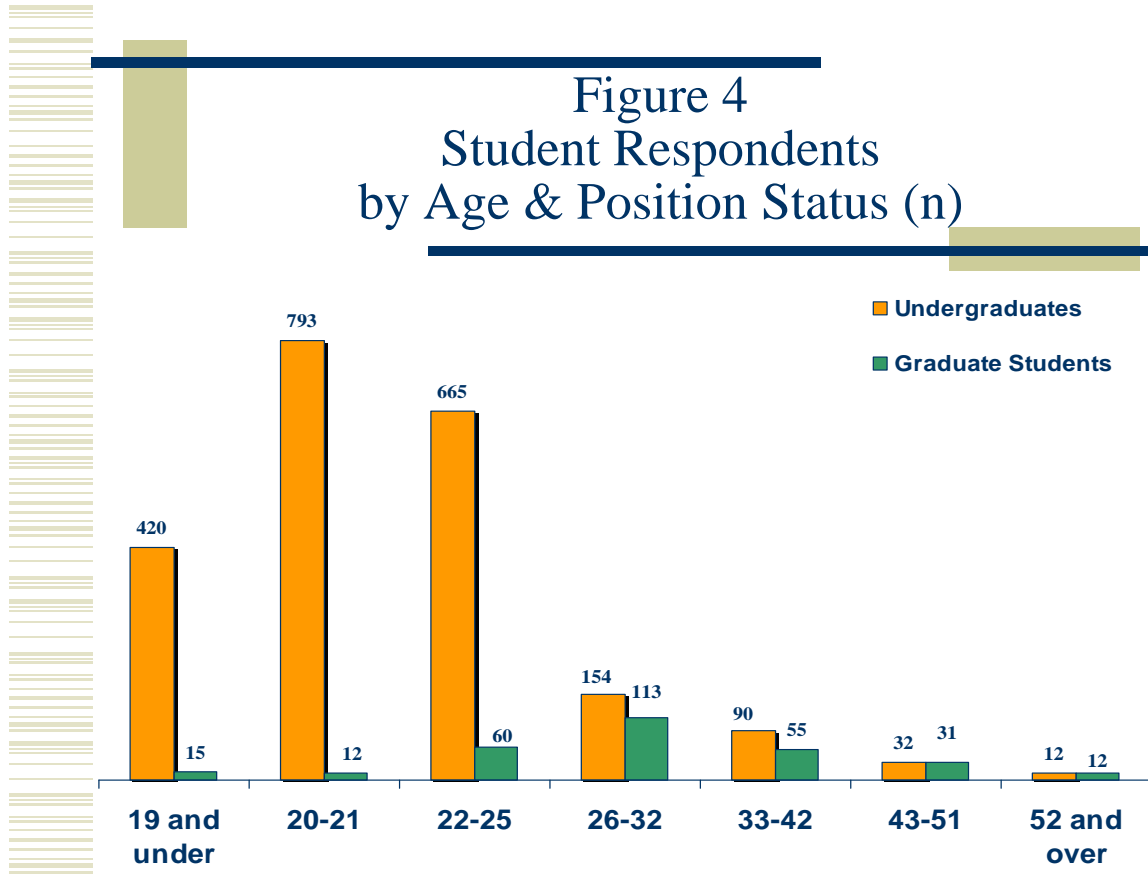
²⁷ Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “straight” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGB” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

About 30 percent of faculty members were 43 to 51 years old, and 27 percent of faculty were between the ages of 33 to 42 and 52 to 60. Twenty-seven percent of academic staff were between the ages of 52 and 60, and slightly more than one-third of classified staff were between the ages of 43 and 51 or 52 and 60 (Figure 3).

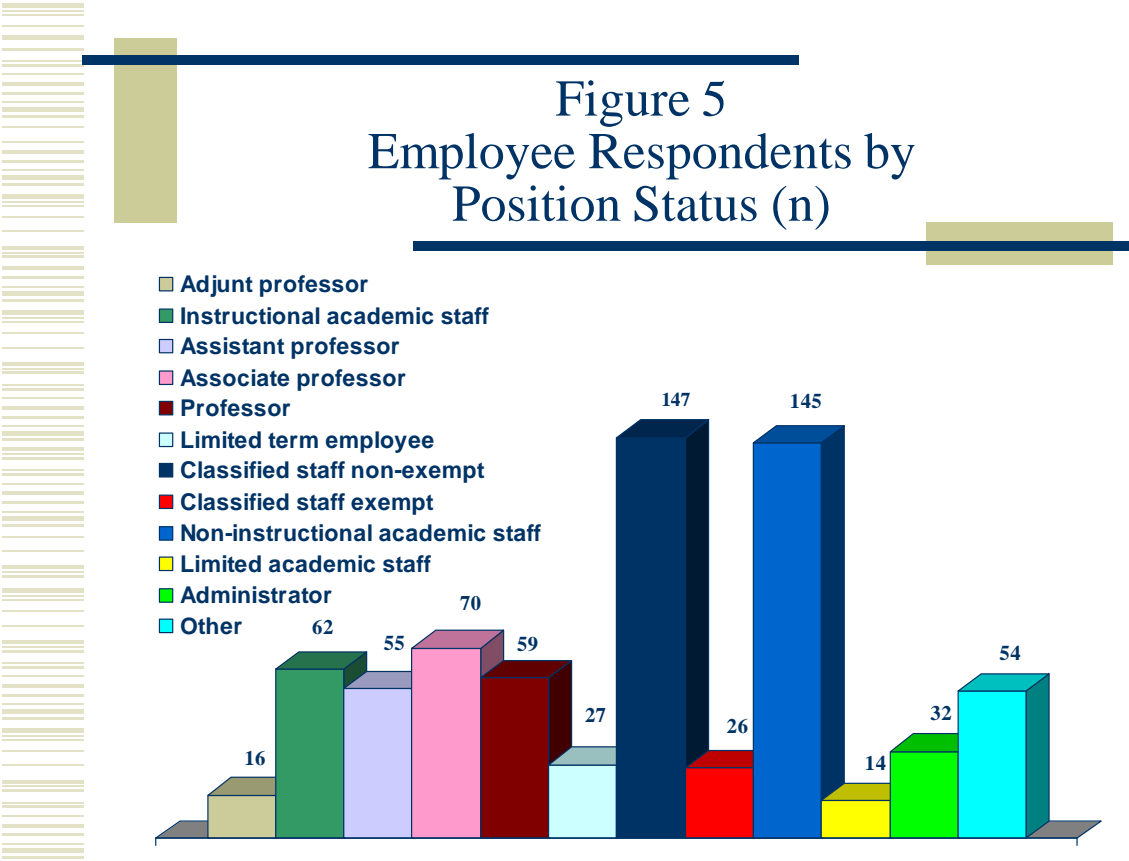
Figure 3
Employee Respondents
by Age & Position Status (n)



Thirty-seven percent of responding undergraduates were 20 to 21 years old, and 38 percent of responding graduate students were 26 to 32 years old (Figure 4).

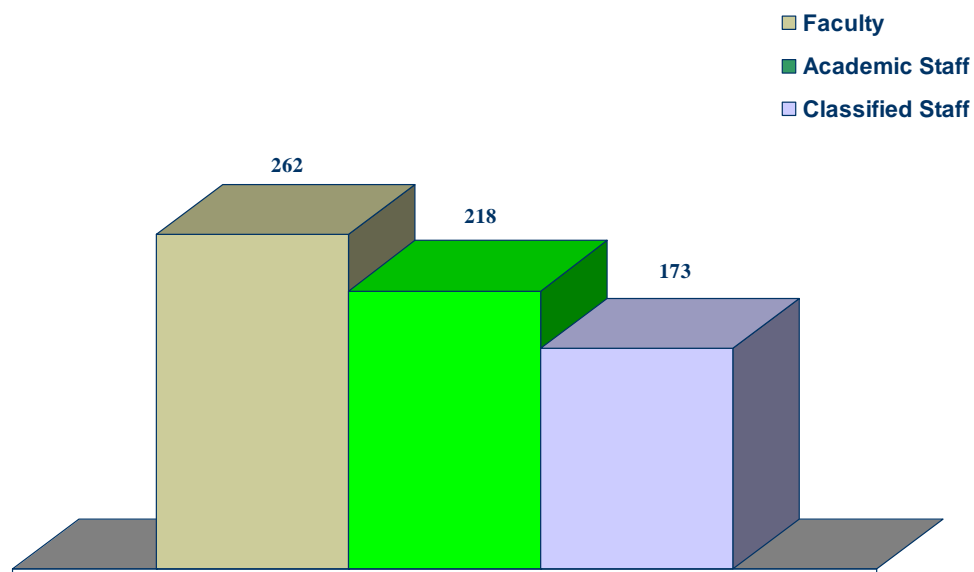


Figures 5 and 6 depict the employee respondent population by UW-Oshkosh status (Figure 5).



For the purposes of some analyses, employee “status” data were collapsed²⁸ into the following categories: faculty, academic staff, and classified staff (Figure 6). Forty percent of employee respondents were faculty, 33 percent of employee respondents were academic staff, and 27 percent were classified staff.

Figure 6
Collapsed Employee Position Status (n)



²⁸ Throughout the analyses, the term “faculty” is used to include adjunct professors, instructional academic staff, assistant professors, associate professors, and professors. When the term “academic staff” is used, it will encompass all limited term employees, non-instructional academic staff, limited academic staff, and administrators. “Classified staff” include classified staff non-exempt and classified staff exempt staff. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents.

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

Table 3. Faculty/Staff Appointments

Appointment	Women		Men	
	n	%	n	%
Adjunct professor	7	43.8	9	56.2
Instructional Academic Staff	45	72.6	17	27.4
Assistant professor	31	57.4	23	42.6
Associate professor	37	52.9	33	47.1
Professor	22	37.9	35	60.3
Limited Term employee	23	85.2	4	14.8
Classified staff non-exempt	121	82.3	25	17.0
Classified staff exempt staff	17	65.4	9	34.6
Non-instructional academic staff	99	68.3	45	31.0
Limited academic staff	12	85.7	2	14.3
Administrator	14	45.2	17	54.8

Note: Table reports employee responses only (n = 650).

The majority of employee respondents primarily were affiliated with the College of Letters and Sciences (30%) or Student Affairs (20%) (Table 4). Eighty-four percent of employees were full-time in their positions.

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

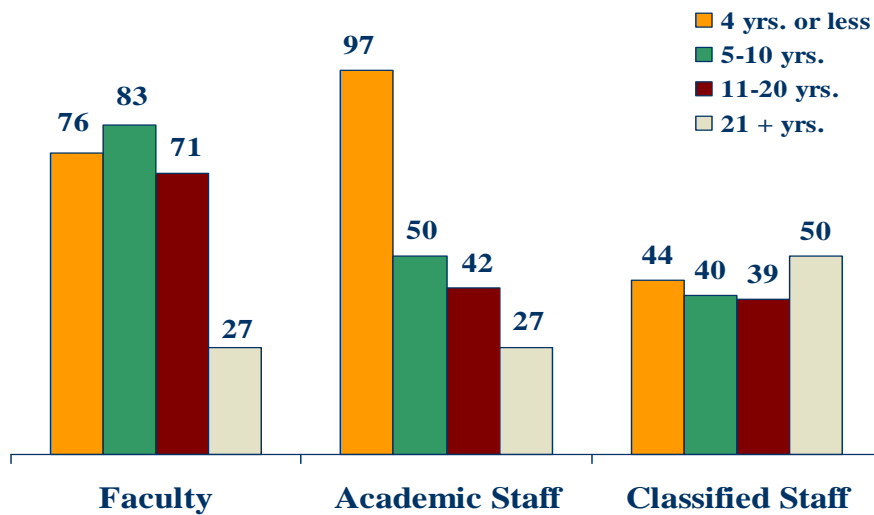
Academic/Work Unit	n	%
College of Business Administration	43	6.5
College of Education and Human Services	78	11.7
College of Letters and Sciences	197	29.6
College of Nursing	22	3.3
Chancellor's Office	7	1.1
Provost's Office	70	10.5
Administrative Services	48	7.2
Foundation and Advancement	20	3.0
Student Affairs	134	20.2
Other	54	8.1

Note: Table reports employee responses only (n = 665).

About four percent of employee respondents indicated that the highest level of education they completed was high school. Three percent had finished associates degrees, 17 percent bachelors' degrees, 27 percent masters' degrees, and 34 percent doctoral or professional degrees.

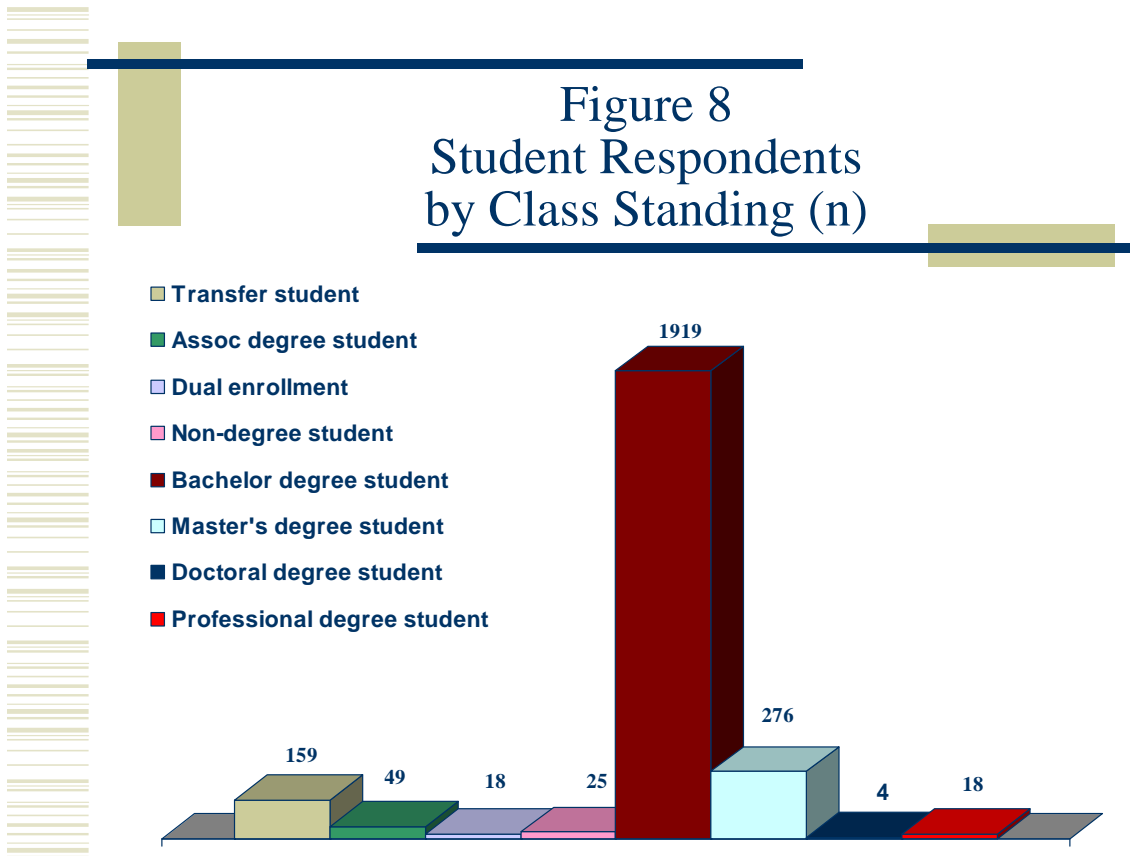
About 27 percent of employee respondents have been employed by UW-Oshkosh for five to 10 years (Figure 7), and 24 percent have been at UW-Oshkosh for 11 to 20 years. Sixteen percent of employees have been at the University for more than 20 years.

Figure 7
Employees' Time at UW-Oshkosh (n)



Twenty percent (n = 133) of current UW-Oshkosh employees have worked for more than one UW System institution/System Administration. Of those respondents, 38 worked at UW-Madison, 24 worked at UW-Milwaukee, 10 worked at UW-Green Bay, 10 worked at UW-La Crosse, 7 worked at UW-Stevens Point, 8 worked at UW-Whitewater, 6 worked at UW-Platteville, and 6 worked at UW-Stout.

Approximately 88 percent of the student respondents were undergraduate students, and 12 percent were graduate students²⁹ (Figure 8).



Of the associate degree students, 48 percent were working towards the associate degree only, 21 percent were working towards associate degrees and planning to transfer to another institution, and 11 percent plan to transfer without earning associate degrees.

²⁹ Throughout the results, the term “Undergraduate students” will be used to signify transfer students, associate degree students, dual enrollment students, non-degree seeking students, and bachelor’s degree students. “Graduate students” will denote master’s degree, doctoral/terminal degree, and professional degree students. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents.

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

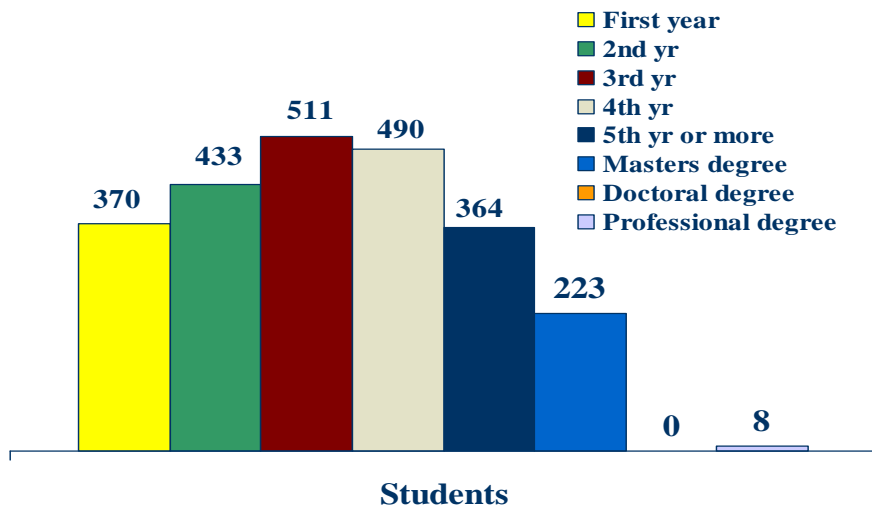
Table 5. Students' Parents'/Guardians' Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	88	3.5	99	4.0
High school	870	34.8	832	33.3
Some college	357	14.3	351	14.0
Business/Technical certificate/degree	220	8.8	238	9.5
Associates degree	146	5.8	189	7.6
Bachelors degree	422	16.9	430	17.2
Some graduate work	48	1.9	44	1.8
Masters degree	223	8.9	168	6.7
Doctorate degree	59	2.4	36	1.4
Other professional degree	13	0.5	14	0.6
Unknown	12	0.5	27	1.1
Not applicable	5	0.2	8	0.3
Missing	36	1.4	63	2.5

Note: Table reports student responses only (n = 2499).

Fifteen percent of student respondents were first-year students, and between 17 and 20 percent were second- through fourth-year students (Figure 9). About 15 percent were fifth-year seniors, while nine percent were graduate students.

Figure 9
Student Respondents' College Career (n)

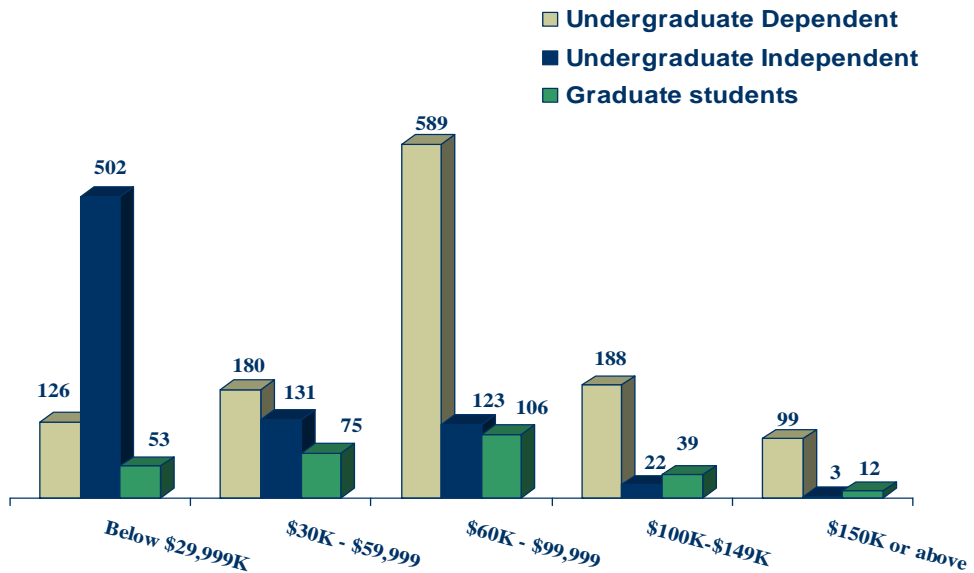


Fifty-six percent of student respondents were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and 41 percent were independent students (i.e., they were the sole providers for their living/educational expenses). Forty-four percent of all students were working 20 or more hours per week.

Twenty-eight percent of student respondents reported that they or their families have annual incomes of less than \$30,000. Twenty-two percent reported annual incomes between \$30,000 and \$59,999, 27 percent between \$60,000 and \$99,999, 10 percent between \$100,000 and \$149,999, and five percent over \$150,000 annually. These figures

are displayed by student income in Figure 10. Undergraduate information is provided for those who indicated that they are dependent versus those who indicated that they are independent.

Figure 10
Income by Student Position Status (n)



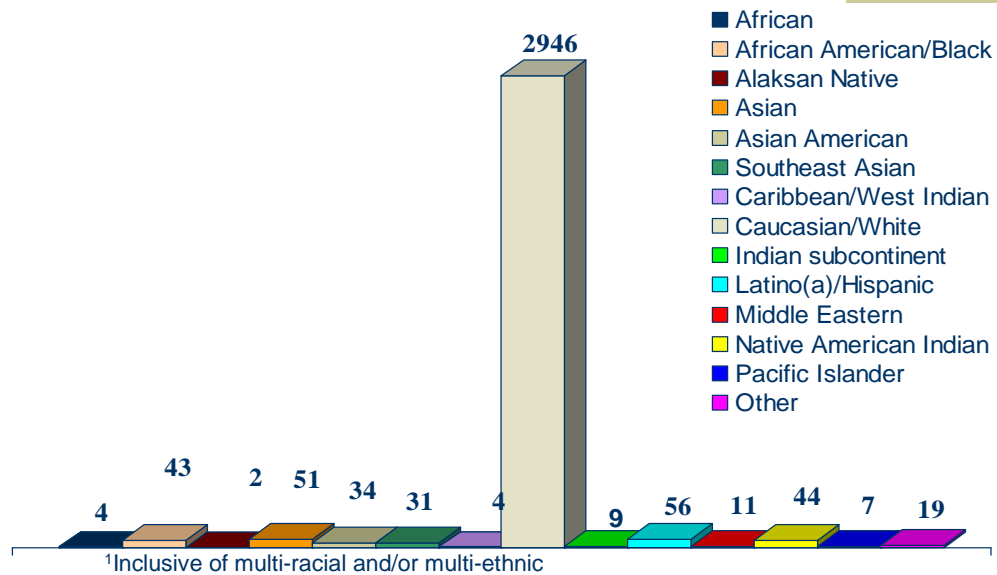
Twenty-three percent of undergraduate student respondents were first generation college students (n = 499).

Of the students completing the survey, 29 percent lived in residence halls and 45 percent lived in off-campus houses and apartments (Table 6).

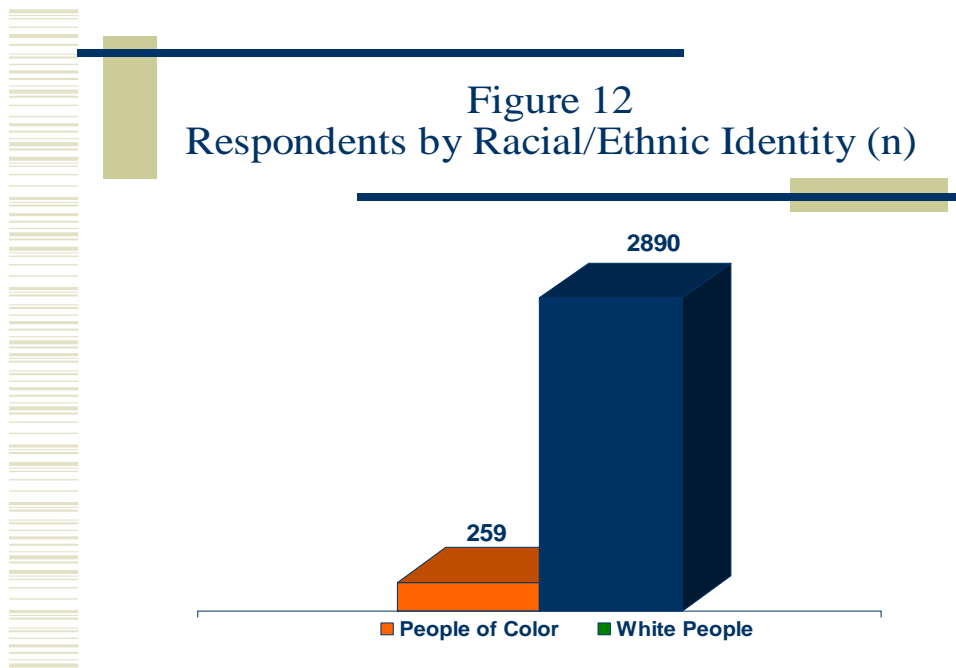
Table 6. Students' Residence	n	%
Residence hall	734	29.4
Fraternity/Sorority housing	21	0.8
Off campus apartment/house	1134	45.4
With partner/spouse/children	297	11.9
With parent(s)/family/relative(s)	240	9.6
Other	20	0.8

With regard to race and ethnicity, 93 percent of the respondents were White/Caucasian. Two percent were Asian, and two percent were Latino(a)/Hispanic. One percent or fewer were African, African American/Black, Alaskan Native, Asian American, Southeast Asian, Caribbean/West Indian, from the Indian subcontinent, Middle Eastern, Native American Indian, or Pacific Islander (Figure 11). Of the 51 Asian respondents, 20 identified as Hmong, six identified as Japanese, five as Indian, and four as Korean. Among Latinos, 17 identified as Mexican, five as Puerto Rican, and two as Mexican American. Most people that choose “other” wrote in comments such as Caucasian, European American, American, and human.

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



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 = 2890, 91%) as part of their identity and 259 respondents (8%) chose a category other than White as part of their identity (Figure 12). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of people of color and White people.³⁰



³⁰ 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.

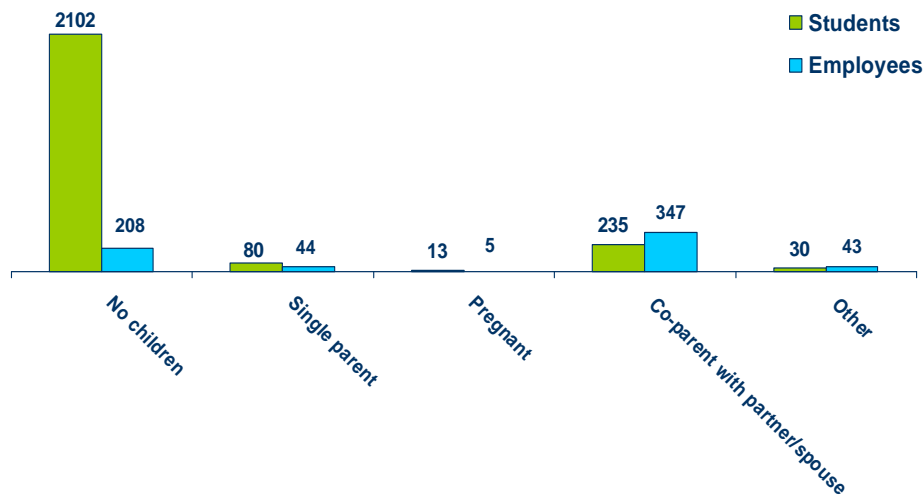
Table 7 illustrates that approximately 68 percent of the respondents were affiliated with a Christian denomination, while 26 percent identified as having no spiritual affiliation (no affiliation, atheist, agnostic). Many respondents that marked “other” named Christian religions not identified on the survey (e.g., Anglican, Assembly of God, Congregational, Evangelical, Protestant, United Methodist Church) and those identified on the survey (e.g., Catholic, Christian, and Protestant). Others identified their spiritual affiliations as Taoist, Gnostic Jew, and Jedi.

Table 7. Respondents' Religious or Spiritual Affiliations

Affiliation	n	%
Animist	8	0.3
Anabaptist	0	0.0
Agnostic	151	4.8
Atheist	128	4.0
Baha'i	3	0.1
Baptist	53	1.7
Buddhist	20	0.6
Eastern Orthodox	10	0.3
Episcopalian	26	0.8
Hindu	6	0.2
Muslim	10	0.3
Jehovah's Witness	3	0.1
Jewish	25	0.8
LDS (Mormon)	8	0.3
Lutheran	618	19.5
Mennonite	0	0.0
Methodist	107	3.4
Moravian	4	0.1
Native American Traditional Practitioner	2	0.1
Nondenominational Christian	262	8.3
Pagan	10	0.3
Pentecostal	19	0.6
Presbyterian	45	1.4
Quaker	6	0.2
Roman Catholic	909	28.6
Seventh Day Adventist	2	0.1
Shamanist	25	0.8
Sikh	1	0.0
Unitarian Universalist	25	0.8
United Church of Christ	78	2.5
Wiccan	4	0.1
Spiritual, but no religious affiliation	202	6.4
No affiliation	327	10.3
Other	56	1.8
Missing	22	0.7

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

Figure 13
Respondents’ Parental Status (n)



Seventy-one percent of employees were married, six percent were partnered, and 14 percent were single. Fifty-seven percent of student respondents said they were single, while 27 percent considered themselves partnered. Three employee respondents and five students were partnered in a civil union.

Six percent of respondents (n = 191) had a disability that substantially affects major life activities. Of those 191 respondents, 56 said they had physical disabilities, 72 had learning disabilities, and 98 had psychological conditions (Figure 14).

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

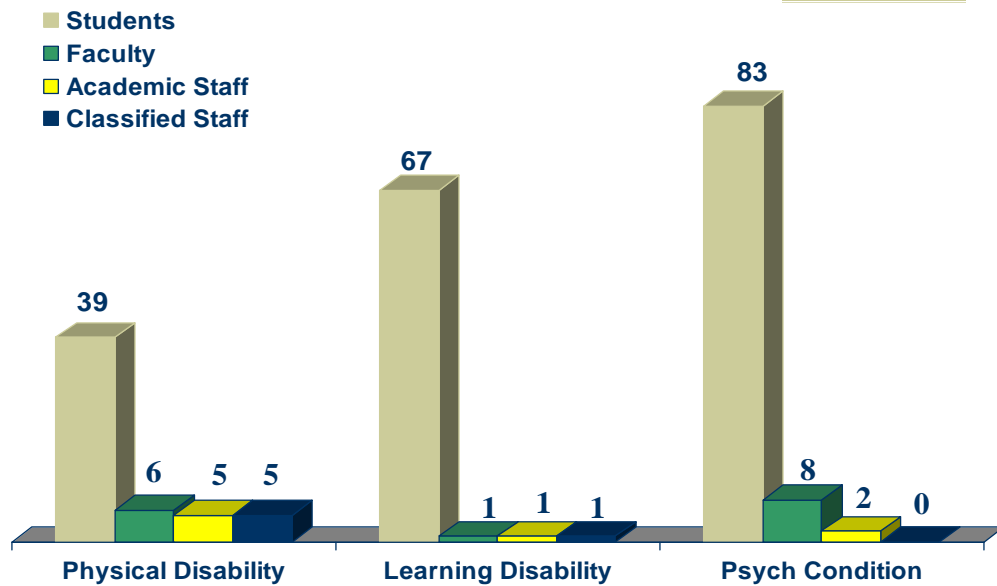


Table 8 indicates that approximately 96 percent of participants who completed this survey were U.S. citizens.

Table 8. Respondents' Citizenship Status

	Students		Employees	
	n	%	n	%
U.S. citizen	2374	96.3	623	96.3
U.S. citizen – naturalized	33	1.3	8	1.2
Dual citizenship	9	0.4	1	0.2
Permanent resident (immigrant)	8	0.3	10	1.5
Permanent resident (refugee)	5	0.2	2	0.3
International (F-1, J-1, or H1-B, or other visa)	34	1.4	2	0.3

One hundred twenty-two respondents (4%) were active military or veterans.

Thirty-two percent of all respondents grew up in a small town, 25 percent grew up in a suburban area, 15 percent were raised in a rural area (non farm), and 14 percent grew up in urban areas.

Campus Climate Assessment Findings³¹

The following section³² reviews the major findings of this study. The review explores the climate at UW-Oshkosh through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Within the past two years, 18 percent of respondents believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn³³ at UW-Oshkosh. Respondents suggested these experiences were based most often on their gender (32%), age (27%), university status (23%), educational level (17%), and political views (15%) (Table 9). The percentage of respondents experiencing harassment at UW-Oshkosh is lower than the percentage of respondents who experienced harassment in studies of other institutions.³⁴

³¹ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³² 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).

³³ 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.

³⁴ 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%).

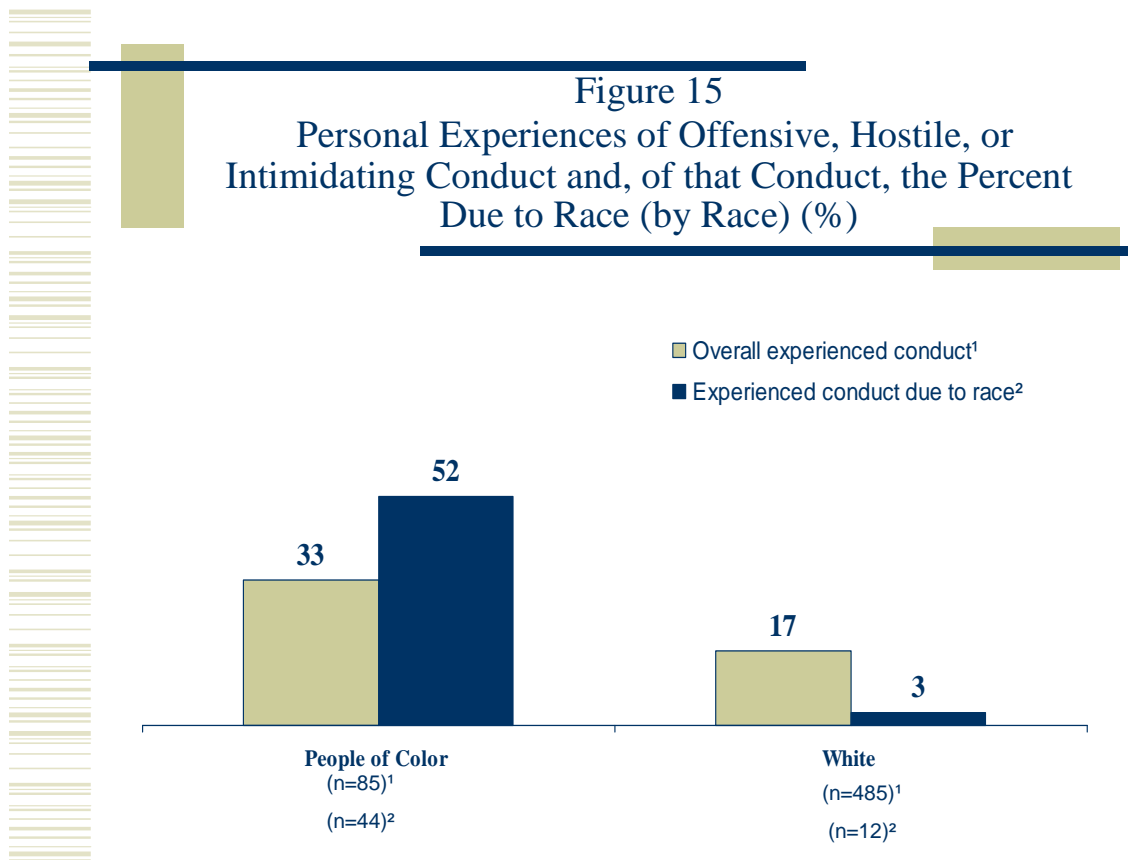
Table 9. Eighteen Percent of Respondents Provided the Following Bases for the Conduct That They Experienced

	n	%
My gender	182	31.5
My age	155	26.9
My status (e.g., part-time status, faculty, staff, student)	130	22.5
My educational level	99	17.2
My political views	86	14.9
My physical characteristics	66	11.4
My religion/spiritual status	64	11.1
My race	57	9.9
My ethnicity	57	9.9
My sexual orientation	43	7.5
My socioeconomic status	30	5.2
My gender expression	25	4.3
My learning disability	22	3.8
My country of origin	21	3.6
My parental status (e.g., having children)	21	3.6
My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)	18	3.1
My gender identity	17	2.9
My English language proficiency/accent	14	2.4
My physical disability	8	1.4
My immigrant status	7	1.2
My military/veteran status	7	1.2
Other	116	20.1

Note: Only answered by respondents reporting experience of harassment (n = 577). Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, status) of individuals who responded “yes” to the question, “Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct that has interfered unreasonably with your ability to work or learn at your institution?”

When reviewing these results in terms of race (Figure 15), almost twice the percentage of respondents of color (33%) believed they had experienced this conduct than did White respondents (17%). Of those respondents who believed they had experienced the conduct, 52 percent of respondents of color said it was based on their race, while only three percent of White respondents thought the conduct was based on race.

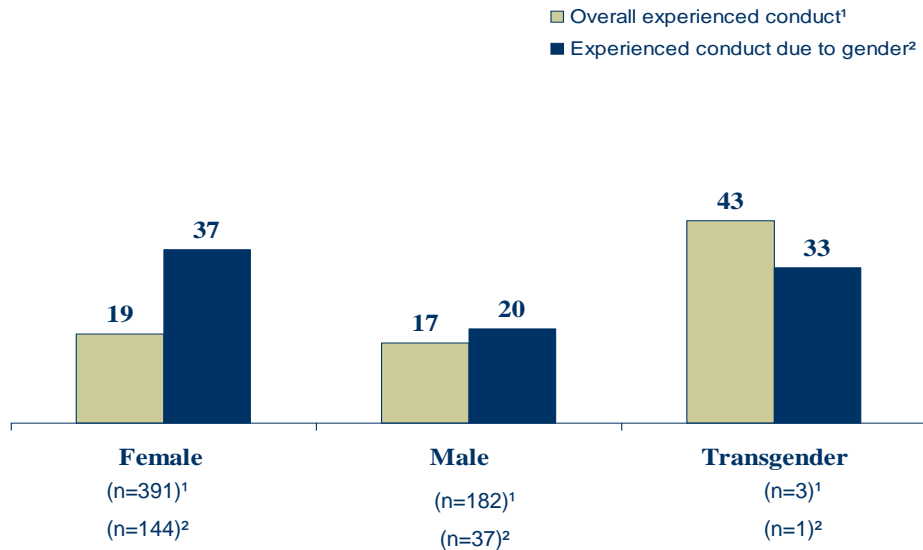


¹ Percentages are based on total n split by group.

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

When reviewing the data by gender (Figure 16), a similar percentage of men and women respondents (17% and 19%, respectively) believed they had experienced offensive, hostile, or intimidating conduct. Thirty-seven percent of women who believed they had experienced this conduct – in comparison with 20 percent of men – said it was based on gender. Three out of seven transgender respondents also believed they had experienced this conduct, and indicated it was based on their gender (n = 1), and on their gender expression (n = 2) and gender identity (n = 2).

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

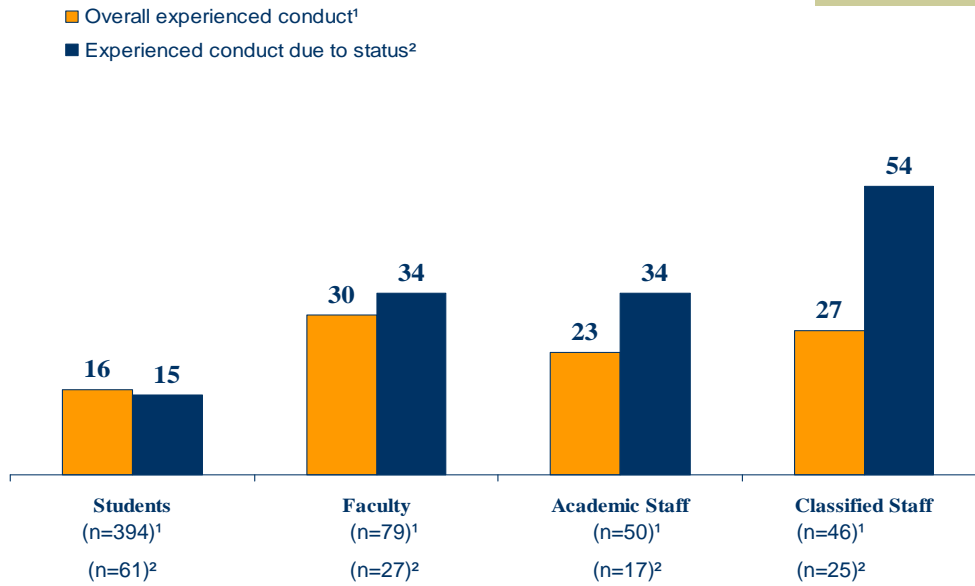


¹ Percentages are based on total n split by group.

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

As depicted in Figure 17, a greater percentage of faculty respondents believed they had been harassed than did other respondents; however, 54 percent of classified staff who believed they were harassed said the conduct was based on their status at UW-Oshkosh.

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

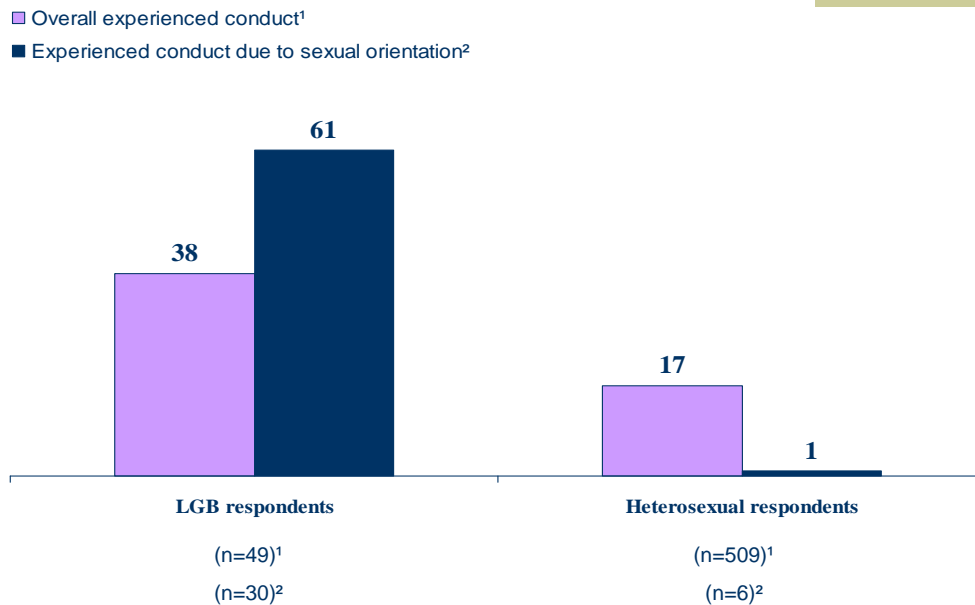


¹ Percentages are based on total n split by status.

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

Figure 18 illustrates that more than twice the percentage of sexual minorities (i.e., lesbian, gay, and bisexual persons) than straight respondents believed they had experienced this conduct. Of those that believed they had experienced this type of conduct, 61 percent of sexual minorities versus one percent of heterosexual respondents indicated that this conduct was based on sexual orientation.

Figure 18
Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Sexual Orientation (%)

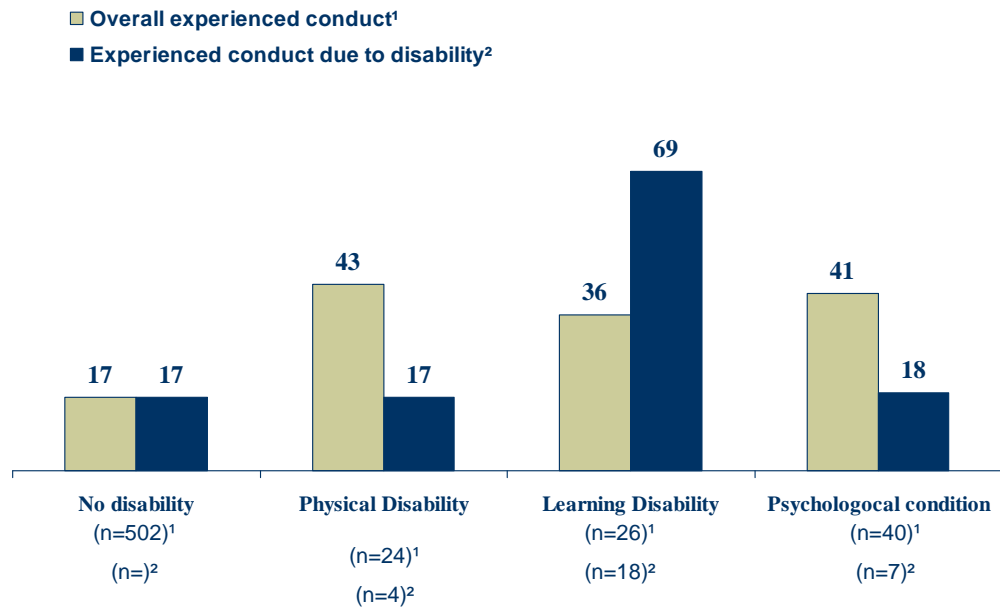


¹ Percentages are based on total n split by group.

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

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

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



¹ Percentages are based on total n split by group.

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

Table 10 illustrates the manners in which individuals experienced this conduct. Forty-nine percent felt deliberately ignored or excluded, 32 percent felt intimidated and bullied, 22 percent saw others staring at them, and 21 percent were the targets of derogatory remarks.

Of the respondents who believed they were deliberately ignored or excluded, 48 percent said it occurred in class, and 36 percent said it happened in a meeting with a group of people. Thirty-three percent of those respondents who believed they were intimidated/bullied said it happened in a class, and 31 percent said it happened in a group of people. Twenty-four percent of respondents said it occurred while working at a campus job. Of those respondents that saw someone staring at them, 67 percent said it happened in class, and 54 percent said it happened while walking on campus³⁵.

³⁵ For complete listings of where harassment occurred, see the data tables in Appendix B.

Table 10. Form of Experienced Harassment

	n	%
Deliberately ignored or excluded	285	49.4
Felt intimidated/bullied	186	32.2
Stares	128	22.2
Derogatory remarks	123	21.3
Isolated or left out when working in groups	111	19.2
Isolated or left out because of my identity	89	15.4
Feared getting a poor grade because of hostile classroom environment	69	12.0
Derogatory written comments	62	10.7
Received a low performance evaluation	51	8.8
Singled out as the “resident authority” regarding my identity	35	6.1
Feared for my physical safety	32	5.5
Derogatory/unsolicited e-mails	31	5.4
Someone assumed I was admitted or hired because of my identity	29	5.0
Target of racial/ethnic profiling	23	4.0
Derogatory phone calls	20	3.5
Threats of physical violence	16	2.8
Graffiti	14	2.4
Victim of a crime	10	1.7
Target of physical violence	9	1.6
Feared for my family’s safety	8	1.4
Other	92	15.9

Note: Only answered by respondents who believed they had experienced harassment (n = 577). Percentages do not sum to 100 due to multiple responses.

People of color most often believed they had experienced harassment in the form of being deliberately ignored and excluded, someone staring at them, being a target of racial/ethnic profiling³⁶, or being left out when working in groups (Table 11).

³⁶ Although not defined in the survey, racial/ethnic profiling is often defined as when security officials use race or ethnicity as a factor that causes an officer to react with suspicion and take action. (Racial Profiling Data Collection Resource Center) Racial Profiling Data Collection Resource Center at Northeastern UW, Feb. 17, 2006. <<http://www.racialprofilinganalysis.neu.edu/background/glossary.php>>

Table 11. Form of Experienced Harassment by Race

Form	White Respondents n = 485		respondents of color n = 85	
	n	%	n	%
Target of racial/ethnic profiling	6	1.2	16	18.8
Graffiti	10	2.1	4	4.7
Derogatory written comments	57	11.8	4	4.7
Derogatory phone calls	15	3.1	5	5.9
Threats of physical violence	13	2.7	3	3.5
Derogatory/unsolicited e-mails	27	5.6	4	4.7
Target of physical violence	7	1.4	2	2.4
Stares	91	18.8	34	40.0
Deliberately ignored or excluded	230	47.4	52	61.2
Derogatory remarks	102	21.0	18	21.2
Felt intimidated/bullied	161	33.2	22	25.9
Feared for my physical safety	27	5.6	5	5.9
Feared for my family's safety	5	1.0	3	3.5
Someone assumed I was admitted or hired because of my identity	16	3.3	13	15.3
Victim of a crime	8	1.6	2	2.4
Feared getting a poor grade because of hostile classroom environment	57	11.8	11	12.9
Received a low performance evaluation	42	8.7	7	8.2
Singled out as the "resident authority" regarding my identity	23	4.7	10	11.8
Isolated or left out when working in groups	83	17.1	26	30.6
Isolated or left out because of my identity	64	13.2	23	27.1

Note: Only answered by respondents who believed they had experienced harassment (n = 577). Percentages do not sum to 100 due to multiple responses.

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

Table 12. Form of Experienced Harassment by Sexual Orientation

Form	Heterosexual Respondents n = 509		LGB Respondents n = 49	
	n	%	n	%
Target of racial/ethnic profiling	21	4.1	2	4.1
Graffiti	5	1.0	7	14.3
Derogatory written comments	48	9.4	12	24.5
Derogatory phone calls	17	3.3	2	4.1
Threats of physical violence	14	2.8	1	2.0
Derogatory/unsolicited e-mails	21	4.1	9	18.4
Target of physical violence	8	1.6	1	2.0
Stares	102	20.0	22	44.9
Deliberately ignored or excluded	247	48.5	28	57.1
Derogatory remarks	90	17.7	27	55.1
Felt intimidated/bullied	159	31.2	21	42.9
Feared for my physical safety	23	4.5	7	14.3
Feared for my family's safety	7	1.4	1	2.0
Someone assumed I was admitted or hired because of my identity	25	4.9	3	6.1
Victim of a crime	9	1.8	1	2.0
Feared getting a poor grade because of hostile classroom environment	60	11.8	7	14.3
Received a low performance evaluation	45	8.8	3	6.1
Singled out as the "resident authority" regarding my identity	21	4.1	10	20.4
Isolated or left out when working in groups	98	19.3	10	20.4
Isolated or left out because of my identity	71	13.9	14	28.6

Note: Only answered by respondents who believed they had experienced harassment (n = 577). 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 = 24		Learning Disabled n = 26		Psychological Condition n = 40	
	n	%	n	%	n	%
Target of racial/ethnic profiling	1	4.2	2	7.7	0	0.0
Graffiti	0	0.0	0	0.0	2	5.0
Derogatory written comments	3	12.5	3	11.5	2	5.0
Derogatory phone calls	1	4.2	2	7.7	3	7.5
Threats of physical violence	1	4.2	1	3.8	0	0.0
Derogatory/unsolicited e-mails	0	0.0	1	3.8	3	7.5
Target of physical violence	0	0.0	1	3.8	1	2.5
Stares	4	16.7	10	38.5	13	32.5
Deliberately ignored or excluded	15	62.5	15	57.7	22	55.0
Derogatory remarks	3	12.5	4	15.4	11	27.5
Felt intimidated/bullied	9	37.5	5	19.2	9	22.5
Feared for my physical safety	1	4.2	1	3.8	2	5.0
Feared for my family's safety	0	0.0	1	3.8	0	0.0
Someone assumed I was admitted or hired because of my identity	1	4.2	2	7.7	0	0.0
Victim of a crime	0	0.0	0	0.0	0	0.0
Feared getting a poor grade because of hostile classroom environment	4	16.7	8	30.8	4	10.0
Received a low performance evaluation	3	12.5	2	7.7	3	7.5
Singled out as the "resident authority" regarding my identity	3	12.5	2	7.7	0	0.0
Isolated or left out when working in groups	11	45.8	6	23.1	9	22.5
Isolated or left out because of my identity	7	29.2	5	19.2	6	15.0

Note: Only answered by respondents who believed they had experienced harassment (n = 577). Percentages do not sum to 100 due to multiple responses.

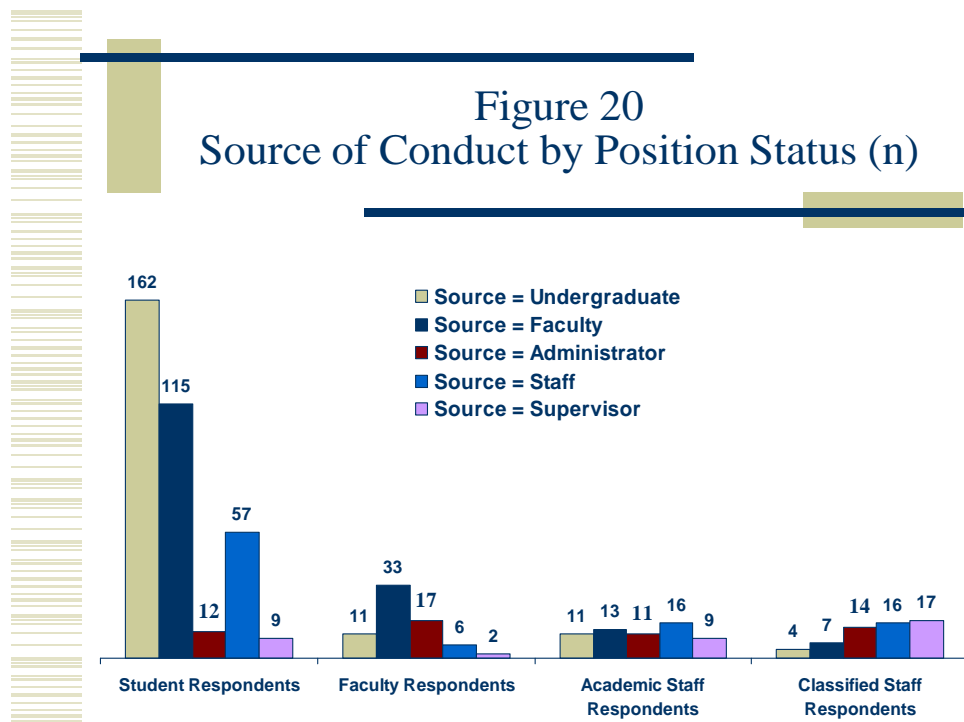
Thirty-three percent of the respondents identified undergraduate students as the sources of the conduct. Twenty-nine percent identified faculty, and 21 percent identified colleagues as the sources (Table 14). “Other” responses include colleagues from other departments, girls in dorms, frat members, teachers, professors, and visitors.

Table 14. Source of Experienced Harassment

	n	%
Undergraduate student	190	32.9
Faculty member	169	29.3
Colleague	118	20.5
Staff member	99	17.2
Administrator	56	9.7
Academic administrator	40	6.9
Don't know source	39	6.8
Supervisor	37	6.4
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	32	5.5
Community member	30	5.2
Department chair	29	5.0
Graduate student	21	3.6
Campus visitor(s)	20	3.5
Faculty advisor	17	2.9
Center director	13	2.3
Person that I supervise	11	1.9
Campus security	7	1.2
Teaching assistant	4	0.7
Research assistant	2	0.3
Other	65	11.3

Note: Only answered by respondents who believed they had experienced harassment (n = 577). Percentages do not sum to 100 due to multiple responses.

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



In response to this conduct, 62 percent of respondents were angry, 43 percent felt embarrassed, and 40 percent told a friend (Table 15). While 15 percent of participants made complaints to campus officials, 17 percent did not know who to go to, 15 percent did not report the incident for fear of retaliation, and 10 percent didn't report it for fear their complaints would not be taken seriously.

Table 15. Reactions to Experienced Harassment

Reactions	n	%
Was angry	356	61.7
Felt embarrassed	250	43.3
Told a friend	233	40.4
Avoided the person who harassed me	189	32.8
Ignored it	179	31.0
Was afraid	102	17.7
Didn't know who to go to	95	16.5
Didn't report it for fear of retaliation	86	14.9
Made a complaint to a campus employee/official	85	14.7
Confronted the harasser at the time	81	14.0
Didn't report it for fear my complaint would not be taken seriously	60	10.4
Felt somehow responsible	59	10.2
Left the situation immediately	53	9.2
Sought support from counseling/advocacy services	50	8.7
Confronted the harasser later	47	8.1
Did report it but my complaint was not taken seriously	45	7.8
Didn't affect me at the time	25	4.3
Other	56	9.7

Note: Only answered by respondents who believed they had experienced harassment (n = 577). 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 harassment³⁷, sexual assault³⁸) during their time at their institution. Eight percent (n = 234) of all respondents indicated that they believed they had been touched in a sexual manner that made them feel uncomfortable or fearful at UW-Oshkosh during their time at the institution (Table 16).

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

	n	%
Never	2933	92.6
Rarely	195	6.2
Sometimes	35	1.1
Often	2	0.1
Very often	2	0.1

³⁷ 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.”

³⁸ 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.”

Six percent (n = 195) of all respondents indicated that they “sometimes”, “often” or “very often” felt that there were times when they were fearful of being sexually harassed at UW-Oshkosh.

Table 17. Respondents That Were Fearful of Being Sexually Harassed at UW-Oshkosh

	n	%
Never	2494	78.7
Rarely	478	15.1
Sometimes	165	5.2
Often	24	0.8
Very often	6	0.2

Respondents most often feared being sexually harassed by strangers (52%), students (39%), acquaintances (14%), and friends (11%) (Table 18).

Table 18. People Who Respondents Feared Would Sexually Harass Them

	n	%
Academic advisor	7	1.0
Acquaintance	91	13.5
Administrator	14	2.1
Department chair	3	0.4
Co-worker	46	6.8
Faculty advisor	3	0.4
Faculty member	50	7.4
Friend	72	10.7
Partner/spouse	11	1.6
Person that I supervise	2	0.3
Research assistant	0	0.0
Staff member	24	3.6
Stranger	352	52.3
Student	265	39.4
Supervisor	6	0.9
Teaching Assistant	1	0.1
Other	44	6.5

Note: Only answered by respondents that feared sexual harassment (n = 673).
 Percentages do not sum to 100 due to multiple responses.

Additionally, 75 people (2%) believed they had been the victims of sexual assault while at UW-Oshkosh. Analyses of the data suggest that women, lesbians, and people who are queer were more likely than other groups to believe they had experienced sexual assault. Figures 21 through 26 indicate the percentage of respondents who believe they have suffered a sexual assault while at UW-Oshkosh.

Figure 21
Perceived Sexually Assault
by Gender (%)

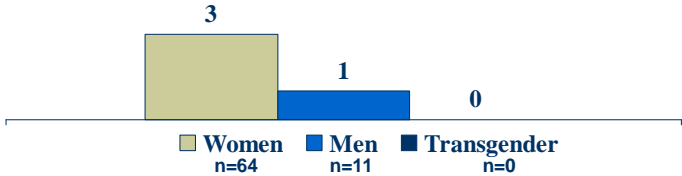


Figure 22
Perceived Sexual Assault
by Sexual Orientation (%)

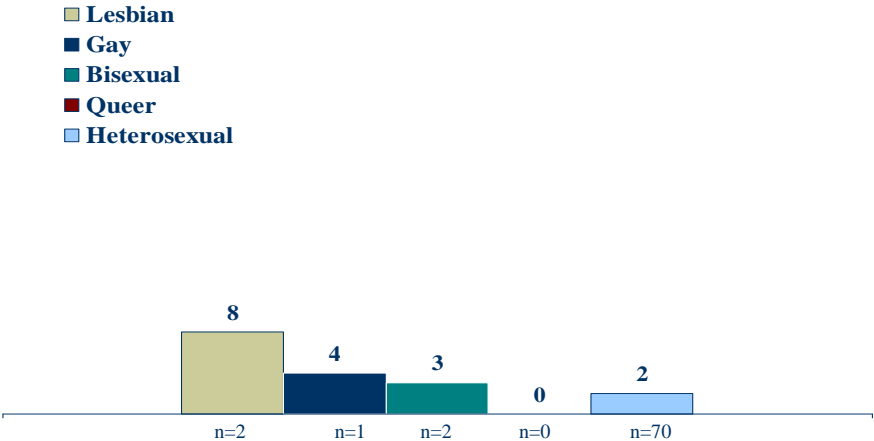


Figure 23
Perceived Sexual Assault
by Race (%)

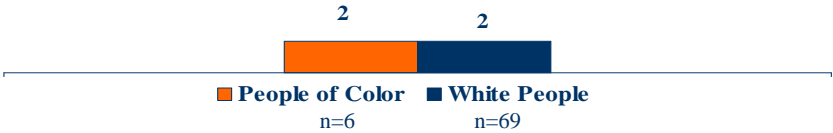


Figure 24
Perceived Sexual Assault
by Disability (%)

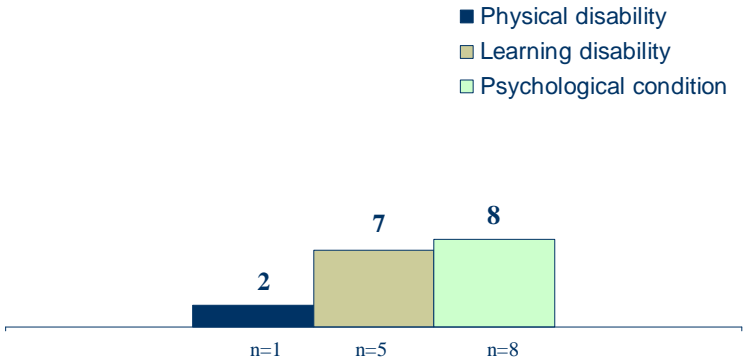


Figure 25
Perceived Sexual Assault by
Position Status & Gender (%)

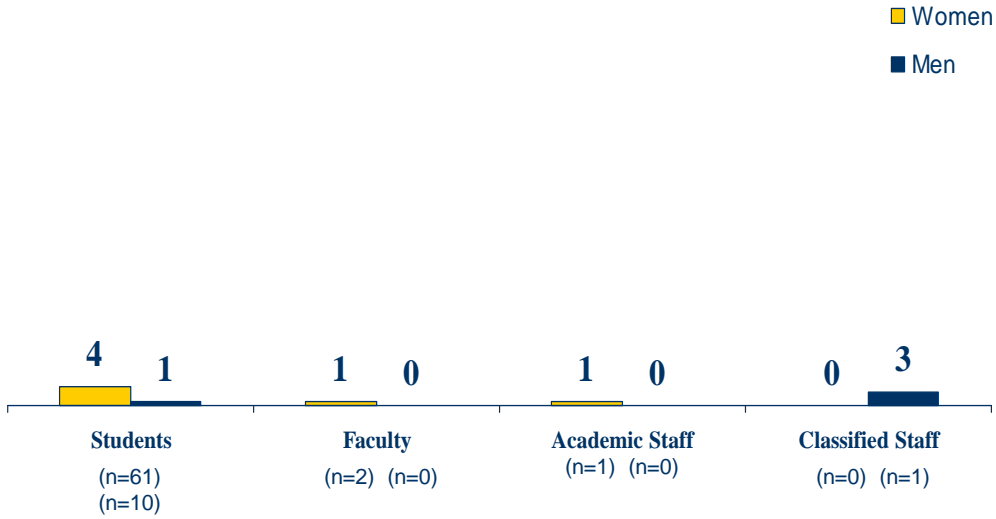
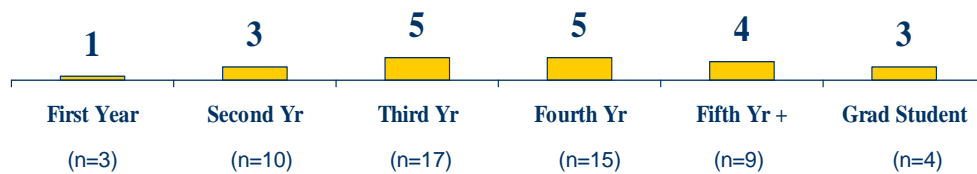


Figure 26
Women Students Who Believed They Had Been Sexually Assaulted by Class Standing (%)



Thirty-nine percent of those who believed they had been sexually assaulted believed they were assaulted off-campus and 52 percent believed they were assaulted on-campus. Of those who believed they were assaulted off-campus, several indicated that the locations were at a friends' house, at parties, at fraternity houses, in their homes or apartments, and in bars. Of those who believed they were assaulted on-campus, respondents said the assaults occurred in specific buildings (e.g., AC building, OSA office, Webster Hall, South Scott Hall) or while walking on campus, and 20 respondents believed that they had been assaulted in residence halls or dorm rooms.

As indicated in Table 19, the alleged perpetrators of sexual assaults against students were most often other students (n = 31), strangers (n = 17), acquaintances (n = 14), or friends (n = 14). Among employees, two respondents believed they had been sexually assaulted by students, and one person believed s/he had been assaulted by a stranger.

Table 19. Alleged Perpetrator of Sexual Assault

	Students n	Employees n
Academic advisor	0	0
Acquaintance	14	0
Administrator	0	0
Department chair	0	0
Co-worker	1	0
Faculty advisor	0	0
Faculty member	3	0
Friend	14	0
Partner/spouse	2	0
Person that I supervise	0	0
Research assistant	0	0
Staff member	2	0
Stranger	17	1
Student	31	2
Supervisor	0	0
Teaching Assistant	0	0
Other	4	1

Note: Only answered by respondents who believed they had experienced sexual assault (n = 75). Percentages do not sum to 100 due to multiple responses.

Those respondents who believed they had been sexually assaulted most often told a friend (71%), told a family member (20%), or did nothing (19%) (Table 20). Only 11 percent sought medical services, eight percent contacted local law enforcement officials, and five percent contacted Campus Police/Security.

Table 20. Responses to Alleged Sexual Assault	n	%
Told a friend	53	70.7
Told a family member	15	20.0
Did nothing	14	18.7
Sought medical services	8	10.7
Contacted my local law enforcement official	6	8.0
Sought support from a campus resource/counseling center(s)	5	6.7
Contacted Campus Police/Security	4	5.3
Sought support from a faculty member	4	5.3
Sought information on-line	4	5.3
Sought support from off-campus hotline/advocacy service	3	4.0
Reported the incident and it was ignored	3	4.0
Sought support from a staff person	2	2.7
Sought support from a spiritual advisor	2	2.7
Contacted my Union	0	0.0
Other	4	5.3

Note: Only answered by respondents who believed they had experienced sexual assault (n = 75). Percentages do not sum to 100 due to multiple responses.

The 55 respondents who believed they had been sexually assaulted but chose not to report the assault were asked why they chose not to report it. Several commented that they were too embarrassed or did not want others to know the assault occurred. For example, they were afraid of being cited for underage drinking and/or they felt ashamed. Others said

they thought they would not be believed or dreaded reporting the assault. Some lacked confidence that reporting the assault would have any positive outcomes. Several said they did not report the incidents because the perpetrators were their friends and they didn't want to cause any trouble. One survivor said her attacker threatened to kill her if she reported the attack. Still others seemed to blame themselves for the assaults indicating that they had put themselves in a hazardous situation or that they were drinking and therefore it was their fault.

Twenty respondents answered the question, "If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately?" Ten respondents indicated that their complaints were responded to appropriately. The other ten respondents indicated that their complaints were not responded to appropriately.

Summary

As noted earlier, 18 percent of respondents across UW-Oshkosh believed they had personally experienced at least subtle forms of conduct that had interfered with their ability to work or learn on campus. The findings showed that members of historically underrepresented groups were more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. That is, this type of alleged conduct was most often directed at women, people of color, people who identify as lesbian, gay, or bisexual, and people with disabilities.

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

In addition, 75 respondents believed they had been sexually assaulted during the time that they were enrolled or employed at UW-Oshkosh. And 234 respondents believed they had been touched in a way that made them feel uncomfortable or fearful at UW-Oshkosh.

Satisfaction with UW-Oshkosh

Seventy-nine percent of UW-Oshkosh employees were “highly satisfied” or “satisfied” with their jobs at UW-Oshkosh (Table 21). Sixty-nine percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Oshkosh.

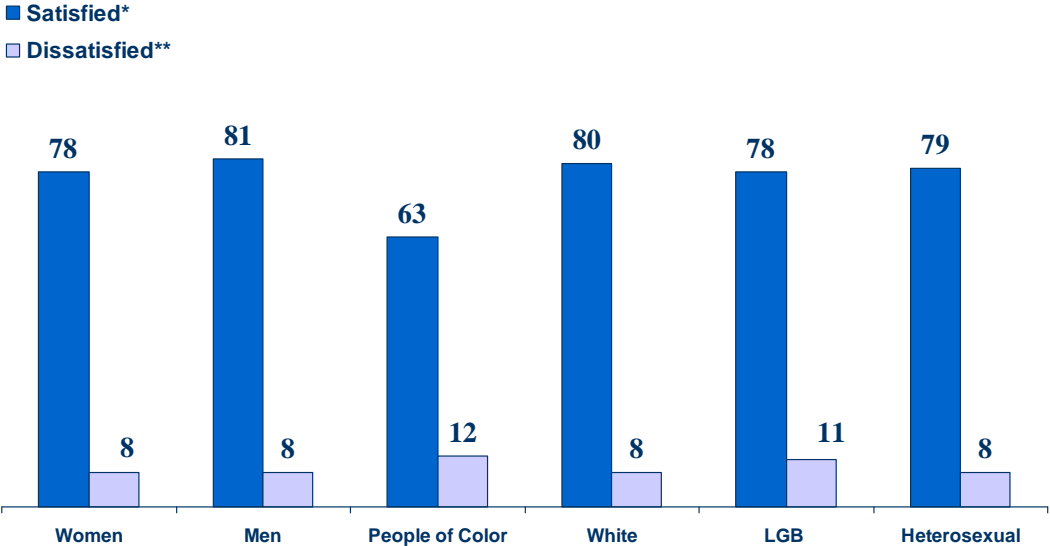
Table 21. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at UW-Oshkosh	198	30.2	317	48.4	9	13.6	40	6.1	11	1.7
The way your career has progressed at UW-Oshkosh	141	22.0	302	47.0	119	18.5	65	10.1	15	2.3

Note: Table reports employee responses only (n = 665).

When examining the results by various demographic categories, the reader will note that employees of color were less satisfied with their jobs at UW-Oshkosh than were other employee groups (Figure 27).

Figure 27
Employee Satisfaction with Their Jobs (%)

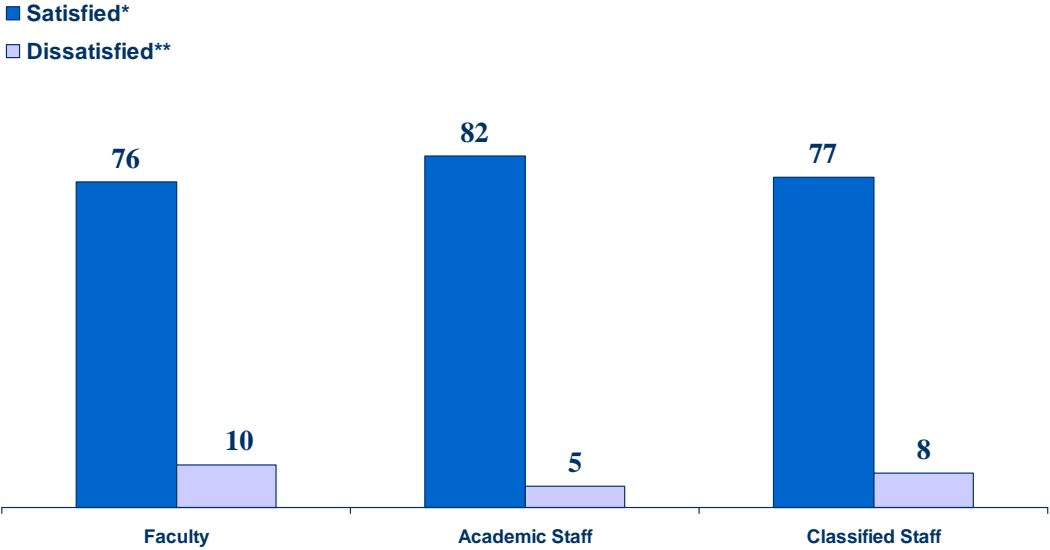


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

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

Figure 28
Employee Satisfaction with Their Jobs (%)

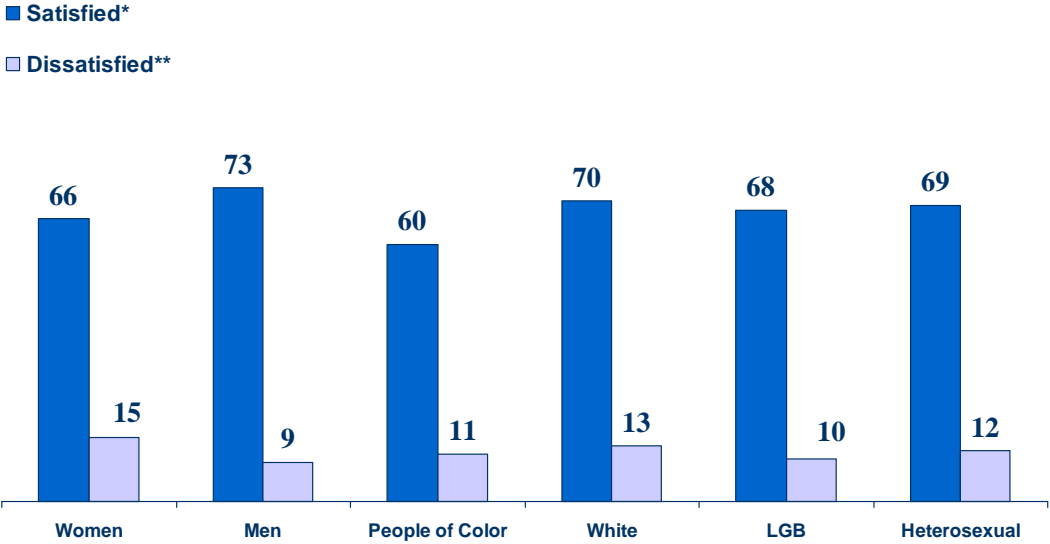


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Women and employees of color were less satisfied with the way their careers have progressed at UW-Oshkosh than were other groups (Figure 29).

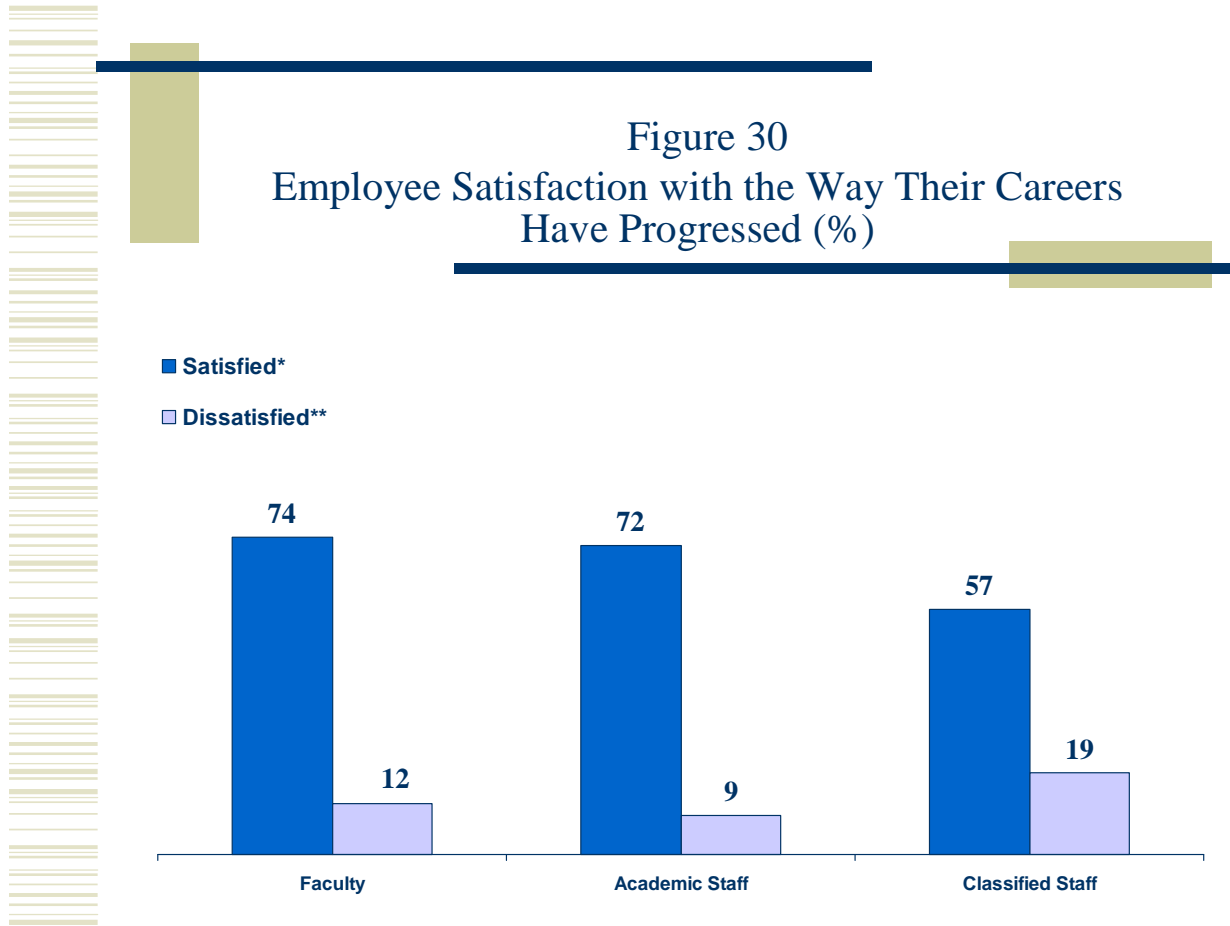
Figure 29
Employee Satisfaction with the Way
Their Careers Have Progressed (%)



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

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



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees who were satisfied with the way their careers have progressed attributed their successes to their own hard work and commented that they had supportive departments and/or supervisors. Other respondents indicated they felt appropriately challenged by their jobs, were able to meet career goals, advanced in their careers, and enjoyed the people with whom they work. A couple of respondents who had worked in industry prior

to their employment at UW-Oshkosh appreciated the flexible working hours. Faculty said they liked working with UW-Oshkosh students and colleagues.

A number of classified staff members, who were generally dissatisfied with their career progression (but not necessarily their jobs), indicated that classified staff members have limited opportunities to advance (difficult to get a re-class) and felt they were not compensated well for their level of responsibility. Others said that academic institutions do not value the expertise that classified staff bring to the campus. Dissatisfied faculty felt they were expected to compete with colleagues from doctoral granting institutions for large research grants, but UW-Oshkosh lacked the infrastructure necessary for them to be competitive (e.g., lighter course loads, research infrastructure).

Eighty-five percent of students were “highly satisfied” or “satisfied” with their education at UW-Oshkosh, while 71 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed (Table 22).

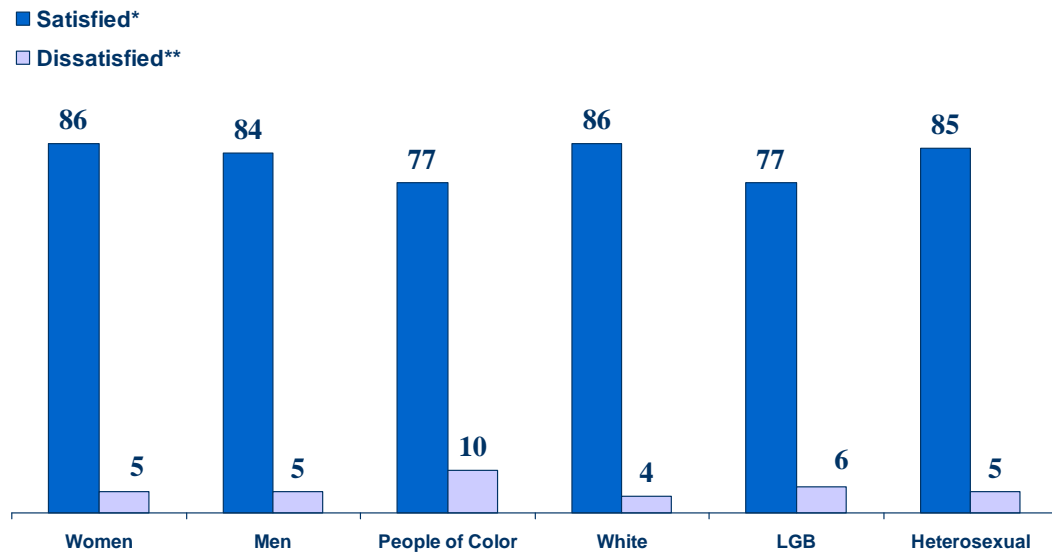
Table 22. Student Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your education at UW-Oshkosh	484	19.7	1605	65.2	256	10.4	102	4.1	14	0.6
The way your academic career has progressed at UW-Oshkosh	420	17.2	1306	53.5	420	17.2	264	10.8	32	1.3

Note: Table reports student responses only (n = 2499).

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

Figure 31
Student Satisfaction with their Education (%)

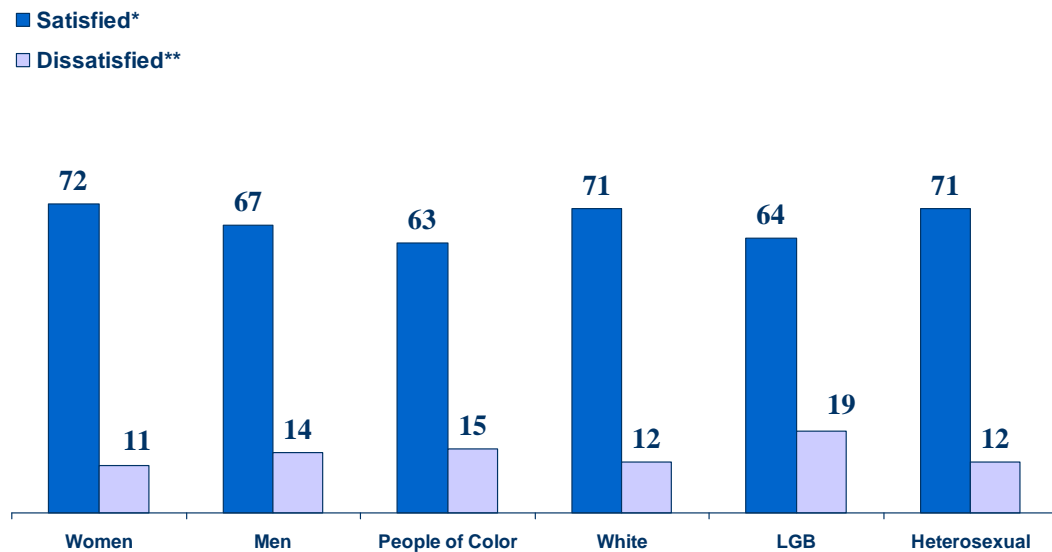


* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

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

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



* Highly Satisfied and Satisfied collapsed into one category.

** Highly Dissatisfied and Dissatisfied collapsed into one category.

Students who were satisfied with the way their academic careers have progressed said they established relationships with supportive faculty members, were able to stay on track in their academic careers, earned good grades, recognized the value of a college education and lifelong learning, and felt challenged by the course work. Dissatisfied students said they encountered poor professors, thought many courses were repetitive, and were dissatisfied with course scheduling. Several students commented on academic

advising and said they were given poor direction by and misinformation from their advisors.

Forty-three percent of all respondents have seriously considered leaving UW-Oshkosh. Thirty-eight percent of students, 62 percent of faculty, 64 percent of academic staff, and 53 percent of classified staff have seriously considered leaving UW-Oshkosh. Among employees, 60 percent of men and 60 percent of women thought of leaving the institution. Sixty-five percent of employees of color, in comparison with 60 percent of White employees, have seriously considered leaving UW-Oshkosh. Additionally, 54 percent of sexual minority employees, compared to 61 percent of heterosexual respondents, have seriously thought of leaving the institution.

Many employees who considered leaving did so due to the lack of opportunity for advancement, the increasing amount of work expected of employees, job opportunities elsewhere, office conflicts, inadequate pay, harassment by departmental colleagues, the injustice of the re-class process, concern that the institution has changed its focus to a money-making venture and insecurity of one-year job positions. Several employee respondents indicated they stayed because of the excellent health benefits, they enjoy their colleagues, and family obligations and responsibilities necessitated they stay. Other respondents said the other professional opportunities did not work out or that departmental climate had changed for the better.

Among students, 38 percent of women and 40 percent of men considered leaving the University. Forty-three percent of students of color and 38 percent of White students thought of leaving UW-Oshkosh, as did 57 percent of LGB students and 39 percent of heterosexual students.

Many of the students who considered leaving did so because UW-Oshkosh did not offer the academic majors they sought, the town wasn't big enough, they wanted to be closer to home, family obligations made school a lower priority, they wanted to move out of state, poor advisors/advising, being away at school was overwhelming as a freshman, and

because they were generally unhappy with the UW-Oshkosh experience. Others thought of leaving because their programs were going through a lot of change, they were earning poor grades, and the course schedule did not take into account graduate students who had full time jobs. Those students who decided to stay did so because of their perceived need for college education to advance in their careers, UW-Oshkosh was close to home, UW-Oshkosh had the majors students sought, financial reasons, and they had nearly completed their degree so it would be easier to stay.

Summary

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

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives the manners in which other members within the academy are treated on campus. Table 23 illustrates that 82 percent of the survey respondents were “comfortable” or “very comfortable” with the climate at UW-Oshkosh. Eighty-three percent were “comfortable” or “very comfortable” with the climate for diversity in their department or work unit, and 83 percent of faculty and students were “comfortable” or “very comfortable” in their classes.

Table 23. Respondents’ Comfort with Climate

	Comfort with Climate at UW-Oshkosh		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	659	20.8	936	29.8	668	24.2
Comfortable	1935	61.1	1676	53.3	1631	59.1
Neither Comfortable nor Uncomfortable	412	13.0	361	11.5	318	11.5
Uncomfortable	136	4.3	131	4.2	121	4.4
Very Uncomfortable	23	0.7	40	1.3	12	0.4

Note: Only answered by faculty and students (n = 2761).

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

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

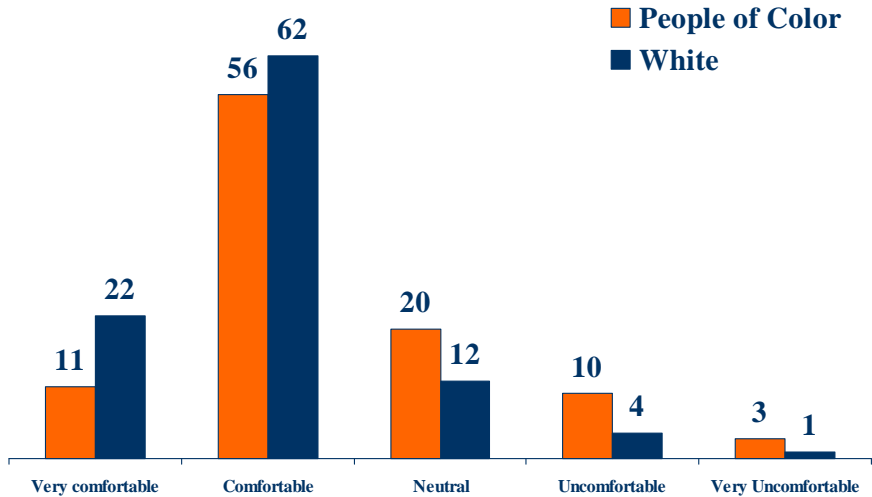


Figure 34
Comfort with Climate in Department/Work Unit by Race (%)

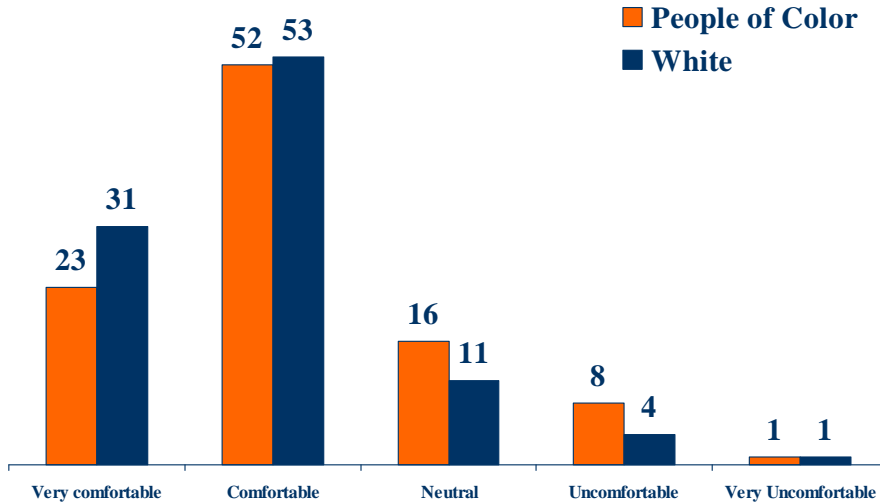
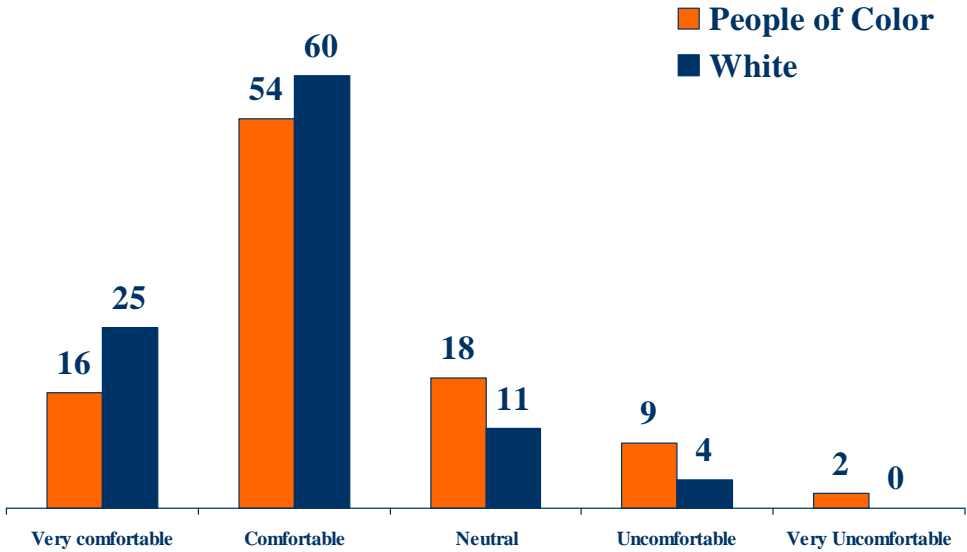


Figure 35
Comfort with Climate in Classes*
by Race (%)



* Note: Faculty and student responses only.

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

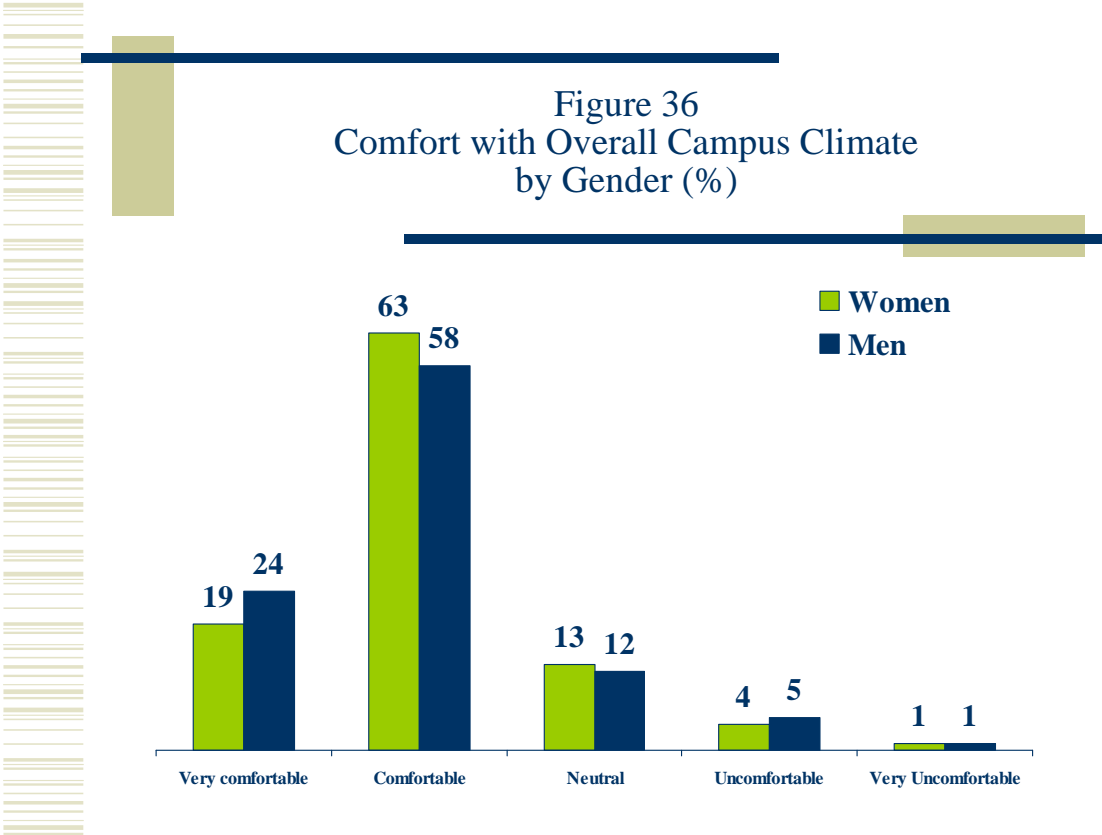


Figure 37
Comfort with Climate in Department/Work Unit
by Gender (%)

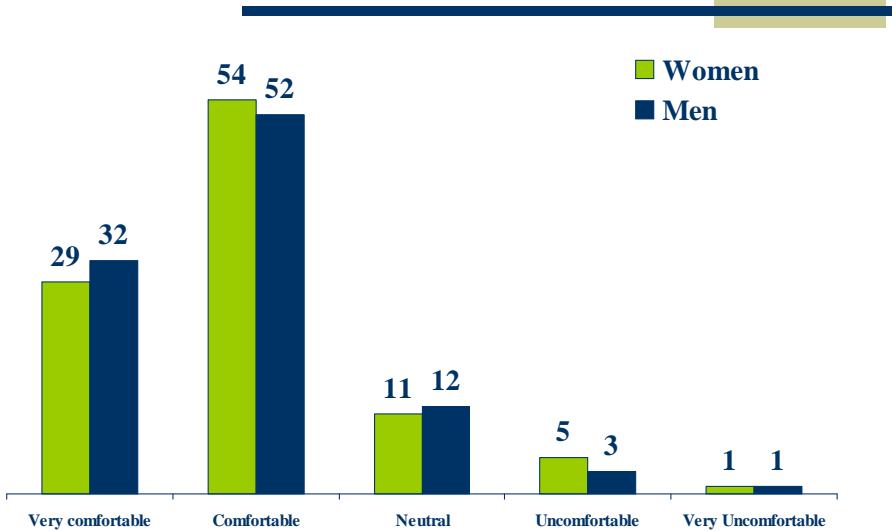
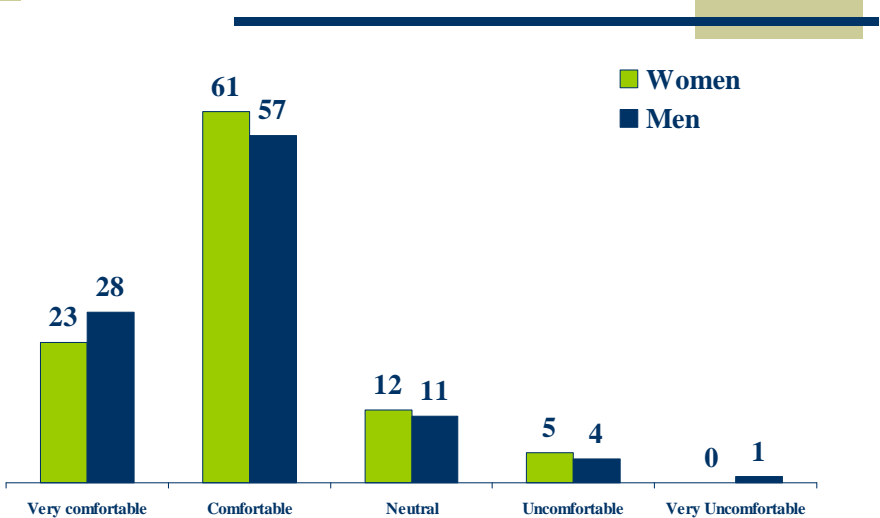


Figure 38
Comfort with Climate in Classes*
by Gender (%)



* Note: Faculty and student responses only.

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

Figure 39
Comfort with Overall Campus Climate
by Sexual Orientation (%)

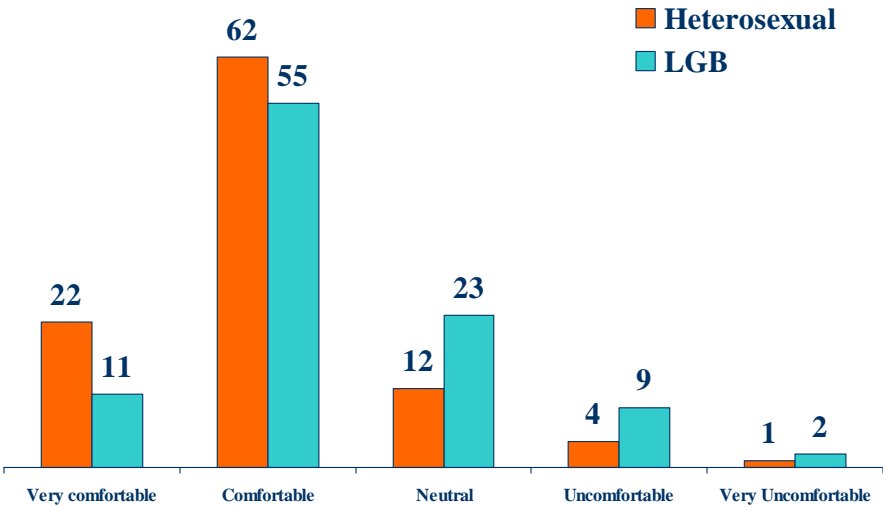


Figure 40
 Comfort with Climate in Department/Work Unit
 by Sexual Orientation (%)

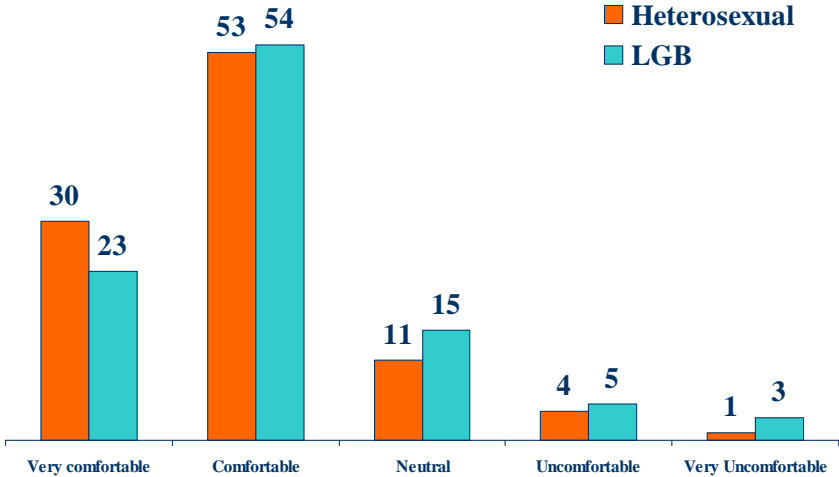
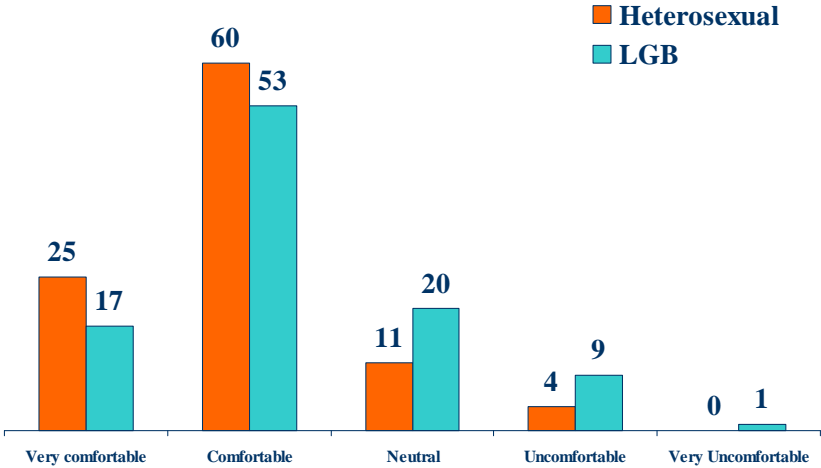


Figure 41
 Comfort with Climate in Classes*
 by Sexual Orientation (%)

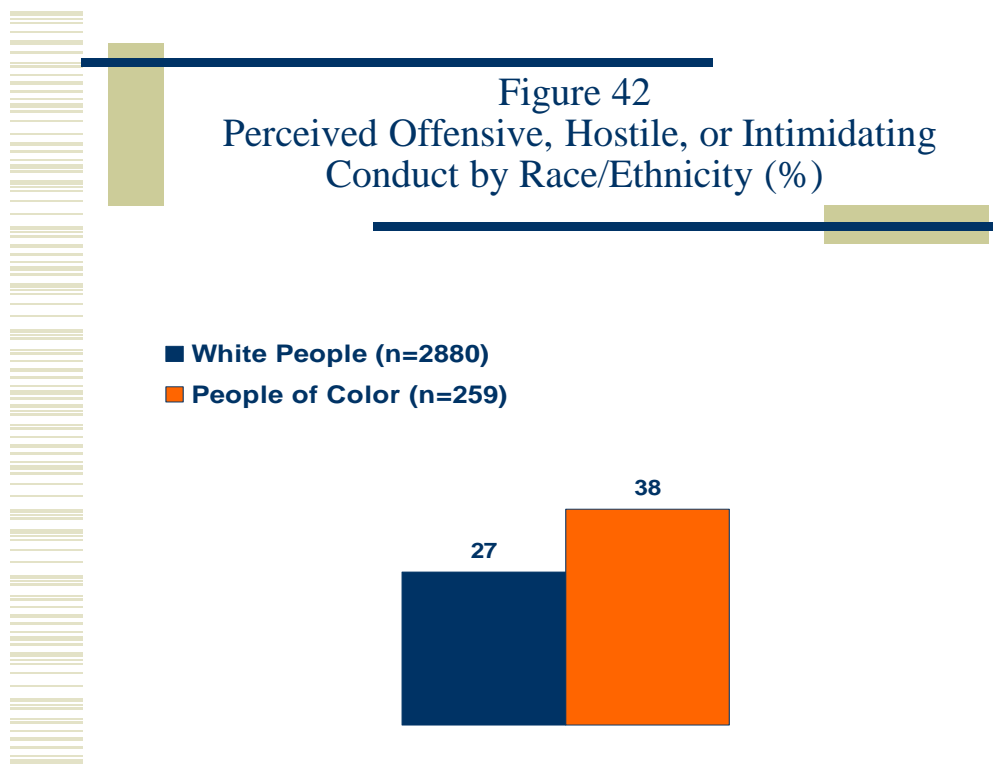


*Note: Faculty and student responses only.

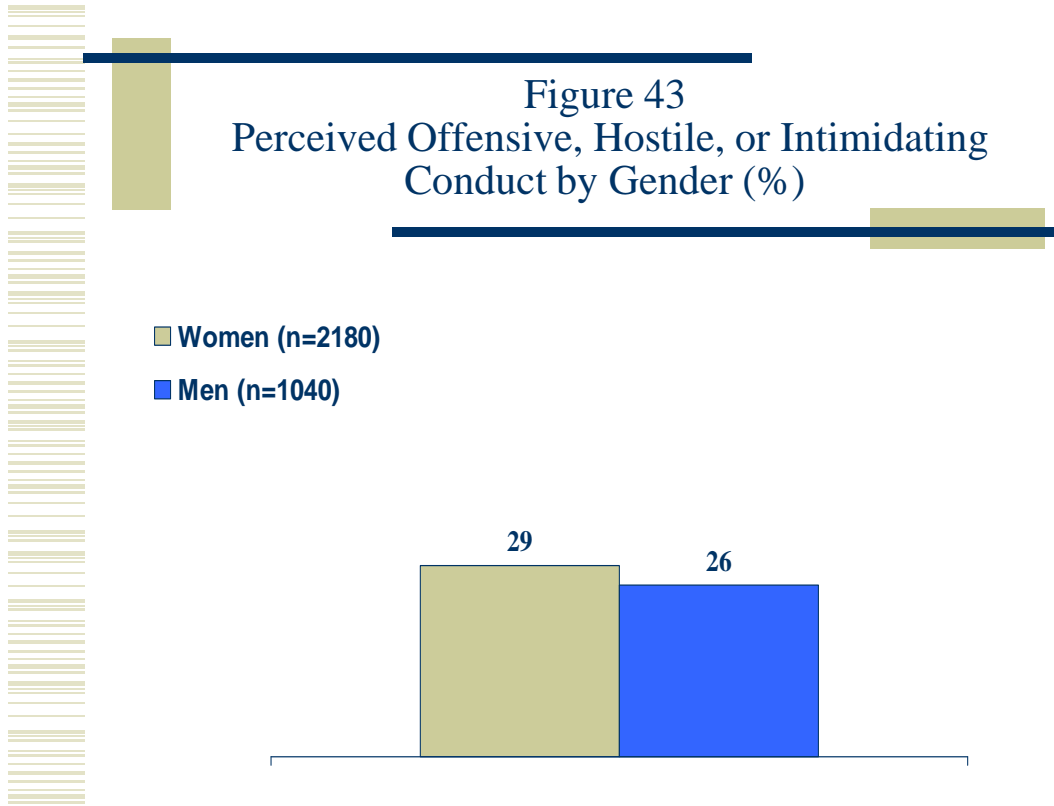
Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Twenty-eight percent of the participants (n = 872) reported observing or being personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past two years. Most of the observed harassment was based on sexual orientation (49%), gender (30%), ethnicity (29%), race (28%), gender identity (24%), and gender expression (24%).

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

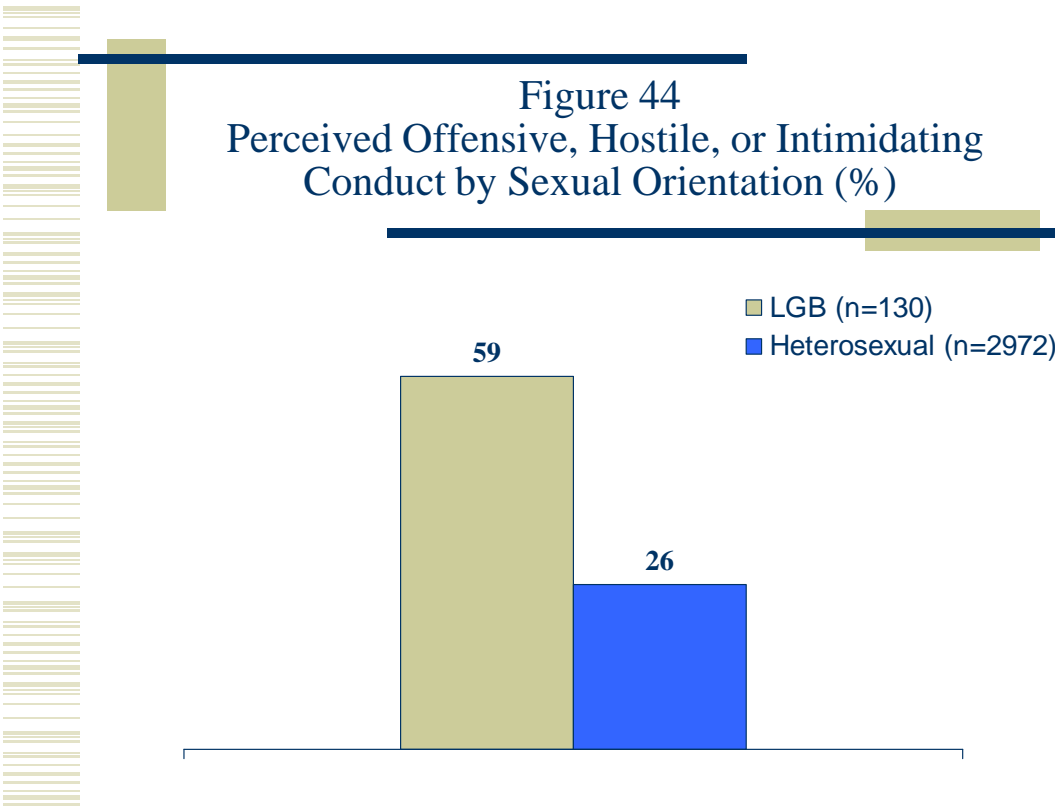
A higher percentage of people of color than White people believed they had observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 42).



In terms of gender, a slightly higher percentage of women than men believed they had observed offensive, hostile, or intimidating conduct (Figure 43).



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



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

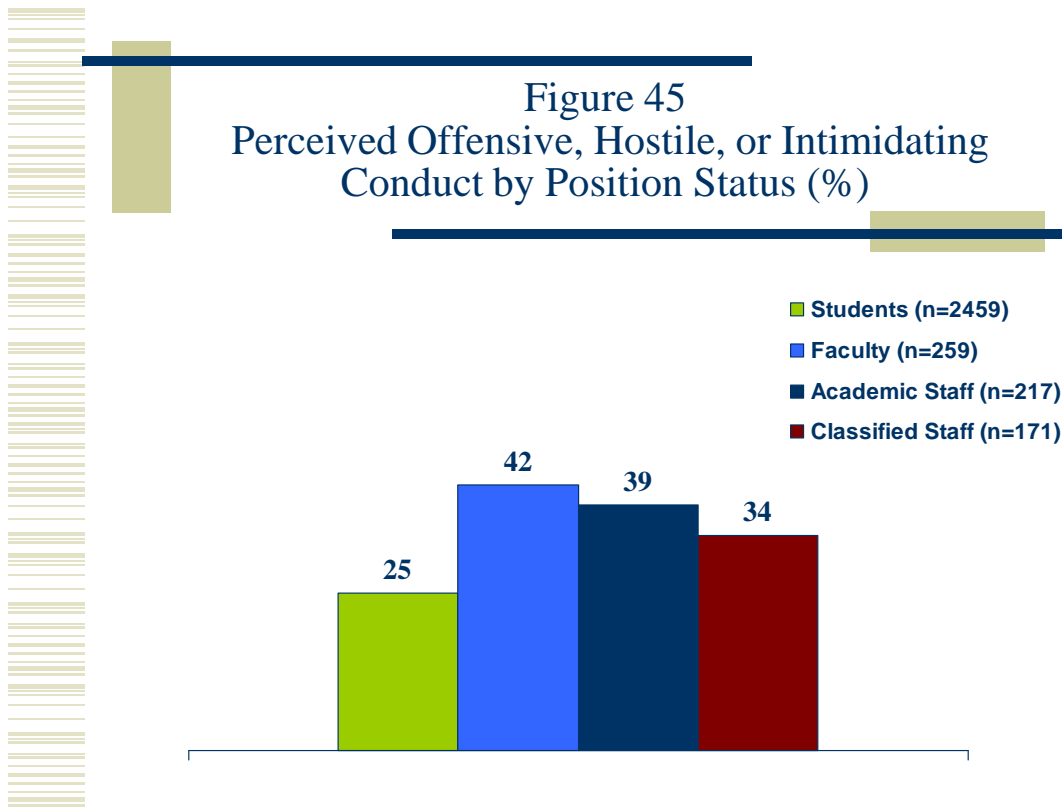


Table 24 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (43%) or stares (38%), and someone being deliberately ignored or excluded (33%) or being racially/ethnically profiled (32%).

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

	n	%
Derogatory remarks	372	42.7
Stares	330	37.8
Deliberately ignored or excluded	290	33.3
Racial/ethnic profiling	280	32.1
Intimidation/bullying	239	27.4
Derogatory written comments	185	21.2
Someone isolated or left out because of their identity	178	20.4
Threats of physical violence	164	18.8
Graffiti	157	18.0
Someone fearing for their physical safety	138	15.8
Assumption that someone was admitted or hired because of their identity	124	14.2
Someone isolated or left out when working in groups	103	11.8
Physical violence	97	11.1
Someone singled out as the “resident authority” regarding their identity	94	10.8
Someone receiving a poor grade because of hostile classroom environment	82	9.4
Victim of a crime	75	8.6
Someone receiving a low performance evaluation	73	8.4
Derogatory/unsolicited e-mails	72	8.3
Someone isolated or left out because of their socioeconomic status	62	7.1
Derogatory phone calls	60	6.9
Someone fearing for their family’s safety	22	2.5
Other	90	10.3

Note: Only answered by respondents who believed they had observed harassment (n = 872). Percentages do not sum to 100 due to multiple responses.

Of those respondents who witnessed people making derogatory remarks, most said it happened while walking on campus (48%) or in a public space on campus (37%). Of the

40 percent of respondents who observed people staring, 61 percent said they saw people staring while walking on campus, in a public space on campus (48%), or in a class (47%).

The majority of respondents observed undergraduate students as the source of perceived, offensive, hostile, or intimidating conduct (46%). This finding parallels other investigations. Other respondents identified sources as faculty members (16%), colleagues (15%), community members (9%), campus visitors (8%), and staff members (8%). Twenty-five percent said they did not know the source of the harassment they observed.

Table 25 illustrates participants' responses to this behavior. Respondents most often felt angry (46%) or embarrassed when encountering this behavior (27%). Twenty-four percent told a friend, and 21 percent ignored the conduct. Seven percent made a complaint to a campus employee/official, while 11 percent didn't know who to go to, and seven percent didn't report it out of fear of retaliation.

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

	n	%
Was angry	405	46.4
Felt embarrassed	233	26.7
Told a friend	206	23.6
Ignored it	179	20.5
Didn't affect me at the time	112	12.8
Confronted the harasser at the time	100	11.5
Left the situation immediately	98	11.2
Didn't know who to go to	98	11.2
Was afraid	71	8.1
Didn't report it for fear my complaint would not be taken seriously	68	7.8
Made a complaint to a campus employee/official	62	7.1
Felt somehow responsible	60	6.9
Didn't report it for fear of retaliation	58	6.7
Avoided the person who harassed me	44	5.0
Confronted the harasser later	41	4.7
Sought support from counseling/advocacy services	20	2.3
Other	86	9.9

Note: Only answered by respondents who believed they had observed harassment (n = 872). Percentages do not sum to 100 due to multiple responses.

Thirty-six percent of the respondents indicated that the overall campus climate was “very respectful” of Caucasians/Whites (Table 26). Respondents also indicated the overall campus climate was least respectful of Alaskan Natives and Middle Eastern persons. Readers will note that substantial percentages of respondents were not aware of how respectful the climate at UW-Oshkosh was for most racial/ethnic groups.

Table 26. Reported Overall Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African	475	15.7	1632	53.9	161	5.3	34	1.1	726	24.0
African American/Black (not Hispanic)	463	15.3	1660	54.8	220	7.3	53	1.7	633	20.9
Alaskan Native	427	14.2	1317	43.8	63	2.1	18	0.6	1182	39.3
Asian American	522	17.3	1664	55.2	164	5.4	25	0.8	637	21.1
Asian	499	16.6	1647	54.7	179	5.9	26	0.9	661	21.9
Southeast Asian	469	15.6	1570	52.1	170	5.6	31	1.0	773	25.7
Caribbean/West Indian	445	14.9	1415	47.2	102	3.4	19	0.6	1014	33.9
Caucasian/White (not Hispanic)	1077	35.5	1570	51.8	46	1.5	16	0.5	322	10.6
Indian subcontinent	441	14.7	1486	49.5	132	4.4	18	0.6	926	30.8
Latino(a)/Hispanic	470	15.6	1592	52.8	199	6.6	34	1.1	721	23.9
Middle Eastern	409	13.6	1421	47.2	249	8.3	99	3.3	832	27.6
Multiracial, multiethnic, or multicultural persons	480	16.0	1555	51.9	135	4.5	30	1.0	798	26.6
Native American Indian	459	15.2	1536	51.0	156	5.2	35	1.2	827	27.4
Pacific Islanders/Hawaiian Natives	457	15.2	1412	47.0	74	2.5	13	0.4	1050	34.9

Table 27 indicates that the majority of respondents thought that the overall campus climate was respectful of all campus groups listed in the table. Again, readers will note that considerable percentages of respondents were not aware of how respectful the climate at UW-Oshkosh was for most groups.

Table 27. Reported 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	468	15.6	1698	56.5	209	7.0	47	1.6	585	19.5
From Christian affiliations	683	21.5	1775	59.2	111	3.7	30	1.0	399	13.3
Gay, lesbian, bisexual, transgender persons	342	11.4	1491	49.7	492	16.4	116	3.9	562	18.7
Immigrants	391	13.1	1608	53.7	245	8.2	39	1.3	710	23.7
International students, staff, or faculty	528	17.6	1749	58.3	162	5.4	24	0.8	535	17.8
Learning disabled	447	15.0	1700	57.0	182	6.1	25	0.8	629	21.1
Men	890	29.7	1705	56.9	56	1.9	10	0.3	336	11.2
Affected by mental health issues	345	11.6	1434	48.1	324	10.9	43	1.4	838	28.1
Non-native English speakers	386	12.9	1571	52.5	329	11.0	65	2.2	639	21.4
People with children	563	18.8	1830	61.1	115	3.8	30	0.9	459	15.3
People who provide care for other than a child	476	15.9	1667	55.8	83	2.8	21	0.7	741	24.8
Physically challenged	404	13.5	1726	57.6	225	7.5	44	1.5	596	18.8
Returning/non-traditional students	542	18.1	1815	60.6	201	6.7	36	1.2	400	13.4
Socioeconomically disadvantaged	431	14.4	1674	56.1	242	8.1	55	1.8	582	19.5
Women	666	22.2	1877	62.6	138	4.6	30	1.0	286	9.5
Veterans/active military status	675	22.6	1664	55.7	65	2.2	21	0.7	560	18.8

With regard to campus accessibility for people with disabilities, the University website (74%), dining halls (60%), classroom materials (59%), grounds/campus (58%), and computer labs/adaptive technology (58%) were considered the most accessible (rated “very accessible” or “accessible”) areas of campus. Eleven percent ranked parking/transportation as “very inaccessible” (Table 28).

Table 28. Reported Ratings of Campus Accessibility

Area	Very Accessible		Accessible		Somewhat Accessible		Very Inaccessible		Don't Know	
	n	%	n	%	n	%	n	%	n	%
University Website	1114	36.1	1152	37.4	233	7.6	25	0.8	559	18.1
Dining	561	18.3	1266	41.3	533	17.4	52	1.7	656	21.4
Grounds/Campus	499	16.2	1295	42.1	783	25.4	125	4.1	376	12.2
Computer Labs/Adaptive Technology	504	16.4	1274	41.5	552	18.0	64	2.1	673	21.9
Parking/Transportation	389	12.6	993	32.3	834	27.1	343	11.2	517	16.8
Recreation and Athletics	362	11.8	911	29.7	647	21.1	161	5.2	989	32.2
Classroom Facilities	432	14.0	1257	40.9	798	26.0	134	4.4	454	14.8
Classroom Materials	481	15.7	1319	42.9	572	18.6	86	2.8	615	20.0
Residence Facilities	341	11.2	838	27.4	627	20.5	192	6.3	1058	34.6
Elevators/Stairs	447	14.6	1179	38.4	794	25.9	204	6.6	445	14.5
Entrances/Doorways	464	15.1	1195	38.9	830	27.0	182	5.9	404	13.1
Social Activities	380	12.0	1021	33.4	504	16.5	116	3.8	1037	33.9
Student Services	498	16.3	1215	39.7	384	12.6	58	1.9	903	29.5
Necessary Accommodations from Instructors	526	17.2	1148	37.5	413	13.5	63	2.1	910	29.7
Necessary Accommodations from Student Services	498	16.3	1141	37.3	375	12.3	49	1.6	993	32.5
University Website	1114	36.1	1152	37.4	233	7.6	25	0.8	559	18.1
Dining	561	18.3	1266	41.3	533	17.4	52	1.7	656	21.4
Grounds/Campus	499	16.2	1295	42.1	783	25.4	125	4.1	376	12.2
Computer Labs/Adaptive Technology	504	16.4	1274	41.5	552	18.0	64	2.1	673	21.9
Parking/Transportation	389	12.6	993	32.3	834	27.1	343	11.2	517	16.8

Employees' Attitudes and Experiences

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

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 (80%). Twenty-one percent of respondents were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision, and 35 percent believe there are many unwritten rules concerning how one is expected to interact with colleagues in their work units. Forty-six percent of faculty thought their research interests were valued by their colleagues.

Many of the rest of the statements listed in Table 29 were negatively worded statements, and thus, few respondents strongly agreed/agreed. For example, 18 percent of respondents constantly felt under the scrutiny by their colleagues, and 21 percent felt they have to work harder than their colleagues do in order to be perceived as legitimate.

Table 29. Employee Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision	37	5.6	102	15.5	119	18.1	216	32.9	168	25.6
Women	30	7.0	65	15.3	78	18.3	135	31.7	107	25.1
Men	7	3.2	36	16.6	41	18.9	73	23.6	56	25.8
White	31	5.1	93	15.2	106	17.3	205	33.5	162	26.5
people of color	7	13.7	93	21.6	12	23.5	11	21.6	9	17.6
I am comfortable asking questions about performance expectations	174	26.5	349	53.1	67	10.2	41	6.2	22	3.3
Women	116	26.4	231	52.6	50	11.4	24	5.5	15	3.4
Men	62	27.3	121	53.3	17	7.5	17	7.5	8	3.5
White	163	26.6	330	53.9	57	9.3	36	5.9	22	3.6
people of color	14	27.5	23	45.1	7	13.7	5	9.8	1	2.0
My colleagues expect me to represent “the point of view” of my identity	25	3.8	93	14.2	220	33.7	151	23.1	108	16.5
Women	21	4.8	60	13.8	148	34.0	111	25.5	57	13.1
Men	7	3.1	33	14.6	76	33.6	41	18.1	51	22.6
White	20	3.3	78	12.9	206	33.9	145	23.9	104	17.1
people of color	7	13.7	15	29.4	15	29.4	7	13.7	5	9.8
My colleagues have lower expectations of me than of other employees	9	1.4	37	5.6	127	19.4	242	36.9	226	34.5
Women	5	1.1	28	6.4	90	20.6	158	36.2	144	33.0
Men	4	1.8	10	4.4	38	16.7	87	38.3	86	37.9
White	8	1.3	33	5.4	118	19.3	221	36.2	216	35.4
people of color	2	3.9	5	9.8	9	17.6	22	43.1	12	23.5
My colleagues have higher expectations of me than of other employees	31	4.7	133	20.4	213	32.6	175	26.8	85	13.0
Women	21	4.8	82	18.9	139	32.0	126	29.0	53	12.2
Men	11	4.8	52	22.9	78	34.4	50	22.0	34	15.0
White	27	4.4	126	20.7	195	32.1	164	27.0	81	13.3
people of color	4	7.8	7	13.7	19	37.3	13	25.5	6	11.8
I constantly feel under scrutiny by my colleagues	38	5.8	78	11.9	146	22.2	226	34.3	157	23.9
Women	31	7.1	46	10.5	98	22.3	158	36.0	97	22.1
Men	8	3.5	32	14.0	51	22.4	72	31.6	61	26.8
White	35	5.7	71	11.6	135	22.0	213	34.7	147	24.0
people of color	4	7.8	5	9.8	14	27.5	14	27.5	12	23.5

Table 29 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My research interests are valued by my colleagues*	31	12.2	85	33.3	52	20.4	25	9.8	25	9.8
Women Faculty	17	12.3	38	27.5	31	22.5	15	10.9	13	9.4
Men Faculty	14	12.1	46	39.7	21	18.1	10	8.6	12	10.3
White Faculty	26	11.4	78	34.1	47	20.5	21	9.2	23	10.0
Faculty of Color	4	18.2	6	27.3	4	18.2	3	13.6	2	9.1
I feel pressured to change my research agenda to make tenure/be promoted*	11	4.2	18	6.9	36	13.9	55	21.2	68	26.3
Women Faculty	9	6.4	10	7.1	25	17.7	23	16.3	26	18.4
Men Faculty	2	1.7	8	6.9	11	9.5	32	27.6	40	34.5
White Faculty	10	4.3	16	6.9	32	13.8	50	21.6	60	25.9
Faculty of Color	1	4.3	2	8.7	4	17.4	4	17.4	6	26.1
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	25	3.8	41	6.3	89	13.7	163	25.1	152	23.4
Women	21	4.8	27	6.2	61	14.1	97	22.4	98	22.6
Men	4	1.8	15	6.6	31	13.7	66	29.2	56	24.8
White	22	3.6	38	6.3	87	14.4	149	24.6	142	23.4
people of color	2	4.0	4	8.0	5	10.0	12	24.0	13	26.0
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	40	6.2	98	15.1	113	17.4	201	31.0	161	24.8
Women	31	7.2	67	15.5	84	19.5	134	31.1	87	20.2
Men	10	4.4	32	14.2	31	13.7	69	30.5	75	33.2
White	29	4.8	91	15.1	106	17.5	190	31.5	154	25.5
people of color	12	24.0	8	16.0	9	16.0	10	20.0	9	18.0
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	69	10.6	158	24.3	104	16.0	186	28.6	112	17.2
Women	49	11.3	100	23.0	70	16.1	128	29.5	70	16.1
Men	21	9.3	61	27.0	35	15.5	59	26.1	43	19.0
White	61	10.0	146	24.1	100	16.5	172	28.3	105	17.3
people of color	8	16.0	13	26.0	5	10.0	13	26.0	10	20.0
Others seem to find it easier than I do to "fit in"	36	5.5	77	11.8	144	22.2	213	32.8	165	25.4
Women	30	6.9	46	10.6	97	22.7	152	35.1	97	22.4
Men	7	3.1	31	13.7	51	22.6	64	28.3	68	30.1
White	28	4.6	70	11.6	137	22.6	200	33.0	155	25.6
people of color	9	18.0	6	12.0	11	22.0	13	26.0	11	22.0
I feel pressured to change my methods of teaching to achieve tenure/be promoted*	9	3.5	28	10.9	36	14.0	72	27.9	76	29.0
Women	7	5.0	14	9.9	22	15.6	40	28.4	35	24.8
Men	2	1.7	14	12.1	14	12.1	32	27.6	40	34.5
White	8	3.4	21	9.1	35	15.1	65	28.0	69	29.7
people of color	1	4.3	7	30.4	1	4.3	6	26.1	6	26.1

Note: Table reports employee responses only (n = 665). * Faculty responses only (n = 263).

With respect to work-life issues, 69 percent of employees are usually satisfied with the way in which they were able to balance their professional and personal lives, and 45 percent found UW-Oshkosh supportive of family leave (Table 30). Twenty-seven percent have had to miss out on important things in their personal lives because of professional responsibilities. Seventeen percent felt that employees who have children were considered less committed to their careers, and 17 percent felt that employees who do not have children were often burdened with work responsibilities. Sixteen percent believed the institution was unfair in providing health benefits to unmarried, co-parenting partners. Fourteen percent thought they had equitable access to domestic partner benefits, and 21 percent believed they had equitable access to tuition reimbursement. Table 29 indicates employees' responses to these items by gender and sexual orientation.

Table 30. Employee Attitudes about Work-Life Issues

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am usually satisfied with the way in which I am able to balance my professional and personal life.	92	14.0	362	55.2	67	10.2	100	15.2	35	5.3
Women	66	15.1	227	51.9	49	11.2	65	14.9	30	6.9
Men	30	13.2	138	60.5	19	8.3	36	15.8	5	2.2
I find that the institution is supportive of my family leave.	74	11.4	517	33.5	270	41.7	28	4.3	58	9.0
Women	50	11.6	148	34.4	172	40.0	17	4.0	43	10.0
Men	26	11.5	69	30.4	106	46.7	11	4.8	15	6.6
I have to miss out on important things in my personal life because of professional responsibilities.	32	4.9	142	21.7	141	21.6	275	42.1	63	9.6
Women	23	5.3	81	18.6	103	23.7	185	42.5	43	9.9
Men	10	4.4	63	27.8	42	18.5	92	40.5	20	8.8
I feel that faculty/staff who have children are considered less committed to their careers.	17	2.6	91	14.0	156	23.9	267	41.0	121	18.6
Women	11	2.5	63	14.5	116	26.8	170	39.3	73	16.9
Men	6	2.6	28	12.3	46	20.2	101	44.3	47	20.6

Table 30 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
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.	3	3.5	86	13.2	163	25.0	286	43.9	93	14.3
Women	18	4.2	61	14.1	114	26.4	182	42.1	57	13.2
Men	6	2.6	25	11.0	54	23.7	107	46.9	36	15.8
I find the institution unfair in providing health benefits to unmarried, co-parenting families.	47	7.3	55	8.5	282	43.8	162	25.2	98	15.2
LGB Employees	12	41.4	3	10.3	6	20.7	3	10.3	5	17.2
Heterosexual Employees	35	5.7	53	8.7	278	45.4	156	25.5	90	14.7
I have equitable access to domestic partner benefits.	23	3.7	61	9.8	405	64.9	29	4.6	106	17.0
LGB Employees	1	3.6	1	3.6	6	21.4	3	10.7	17	60.7
Heterosexual Employees	21	3.5	59	9.9	401	67.4	26	4.4	88	14.8
I have equitable access to tuition reimbursement.	26	4.1	107	17.0	326	51.9	54	8.6	115	18.3
LGB Employees	0	0.0	4	14.3	14	50.0	2	7.1	8	28.6
Heterosexual Employees	27	4.5	102	17.1	307	51.3	53	8.9	109	18.2

Note: Table reports employee responses only (n = 665).

More than half of all employees believed that they had colleagues or peers at UW-Oshkosh who gave them career advice or guidance when they need it (74%), support from decision makers/colleagues who supported their career advancement (67%), and equipment and supplies they needed to adequately perform their work (75%) (Table 31). Similarly, most employees felt they received regular maintenance/upgrades of their equipment (58%), had equitable work space in terms of quantity and quality (75%), and had equitable access to shared space (74%). Eighty-six percent believed they had equitable access to health benefits. Forty percent thought their compensation was equitable to their peers with similar levels of experience, and about one-third thought their supervisors were receptive to accommodating a telecommuting arrangement (36%). Table 31 includes selected analyses by gender and race/ethnicity.

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

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	111	17.0	373	57.0	85	13.0	55	8.4	19	2.9
I have support from decision makers/colleagues who support my career advancement	110	16.9	325	49.8	115	17.6	52	8.0	33	5.1
Women	78	17.6	199	44.8	87	19.6	39	8.8	24	5.4
Men	38	16.2	139	59.1	33	14.0	12	5.1	10	4.3
White	103	16.6	314	50.6	106	17.1	49	7.9	30	4.8
people of color	12	21.4	23	41.1	13	23.2	3	5.4	4	7.1
I have the equipment and supplies I need to adequately perform my work	112	17.1	379	57.8	53	8.0	73	11.1	36	5.5
I receive regular maintenance/upgrades of my equipment compared to my colleagues	87	13.3	293	44.8	133	20.3	72	11.0	29	4.4
I have equitable work space in terms of quantity and quality as compared to my colleagues	127	19.4	362	55.4	76	11.6	54	8.3	25	3.8
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues	31	5.1	107	17.6	242	39.7	20	3.3	5	0.8
I have equitable access to shared space as my colleagues	121	18.9	354	55.4	97	15.2	20	3.1	12	1.9
I have equitable access to shared equipment/technology for research support as my colleagues	77	12.5	246	39.9	141	22.9	19	3.1	9	1.5
I have equitable teaching support (e.g., materials, technology, TAs)	58	9.4	182	29.6	168	27.4	37	6.0	18	2.9
I feel that my compensation is equitable to my peers with a similar level of experience	49	7.6	212	32.8	114	17.6	140	21.7	98	15.2
Women	35	8.0	134	30.5	87	19.8	90	20.5	63	14.3
Men	16	7.0	85	37.1	34	14.8	50	21.8	36	15.7
White	45	7.4	204	33.4	105	17.2	130	21.3	93	15.2
people of color	5	9.1	14	25.5	15	27.3	9	16.4	7	12.7
I have equitable access to health benefits	181	27.8	381	58.4	50	7.7	13	2.0	17	2.6
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement	59	9.2	174	27.2	162	25.4	59	9.2	46	7.2

Note: Table reports employee responses only (n = 665).

Regarding respondents' observations of discriminatory employment practices, 21 percent of all employees (22% of faculty, 22% of academic staff, and 18% of classified staff) believed they observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at

UW-Oshkosh (Table 32). Women were more likely than men to believe they had observed discriminatory hiring practices (22% vs. 17%, respectively) as were employees of color (28% vs. 20% of White respondents). Twenty-four percent of sexual minority respondents and 20 percent of straight respondents believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 24 percent said it was based on UW-Oshkosh status, 22 percent on gender, 20 percent on race, 16 percent on age, 11 percent on ethnicity, and eight percent on advanced experience level of the job candidate.

Nine percent of respondents believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions in UW-Oshkosh, up to and including dismissal. Of those individuals, 22 percent said they believed the discrimination was based on age, 21 percent on UW-Oshkosh status or gender, and 10 percent on educational level, political views, or race. Ten percent of women and six percent of men believed they had observed discriminatory practices. Likewise, 10 percent of sexual minorities and nine percent of heterosexual respondents witnessed discriminatory disciplinary actions. While 14 percent of employees of color witnessed such disciplinary actions, eight percent of White respondents did. Additionally, classified staff members (13%) were more likely than faculty members (7%) and academic staff members (8%) to believe they had observed discriminatory disciplinary actions.

Eighteen percent of all employees believed they had observed discriminatory practices related to promotion at UW-Oshkosh, and believed it was based on gender (31%), UW-Oshkosh status (18%), age (16%), educational level (13%), and race (12%). Twenty-one percent of women and 13 percent of men witnessed discriminatory promotion, as did 18 percent of heterosexual respondents and 31 percent of LGB respondents. A lower percentage of White respondents (18%) than respondents of color (21%) witnessed such conduct. And, classified staff members (20%) were more likely than faculty members (19%) or academic staff (17%) to believe they had observed unfair promotion.

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

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	135	20.8	58	8.8	120	18.3
No	515	79.2	601	91.2	536	80.6

Note: Table reports employee responses only (n = 665).

Students' Attitudes and Experiences

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

Table 33. Students' Pre-enrollment Perceptions of Welcoming Campus Climate

Group	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
From other than Christian religious affiliations	593	24.8	1227	51.3	484	20.2	80	3.3	8	0.3
From Christian affiliations	679	28.4	1236	51.7	418	17.5	51	2.1	7	0.3
Gay, lesbian, bisexual, transgender persons	480	20.1	1177	49.2	574	24.0	140	5.9	20	0.8
Immigrants	504	21.2	1212	50.9	590	24.8	69	2.9	6	0.3
International students, staff, or faculty	595	25.0	1282	53.8	450	18.9	50	2.1	4	0.2
Learning disabled (e.g., dyslexia)	529	22.2	1247	52.3	534	22.4	67	2.8	6	0.3
Men	782	32.8	1222	51.2	352	14.7	23	1.0	8	0.3
Affected by mental health issues (e.g., depression, schizophrenia, bipolar)	442	18.5	1067	44.7	734	30.8	121	5.1	22	0.9
Non-native English speakers	452	18.9	1164	48.8	627	26.3	130	5.4	14	0.6
People with children	556	23.3	1263	53.0	491	20.6	66	2.8	7	0.3
People who provide care for other than a child (e.g., elder care)	522	21.9	1230	51.5	582	24.4	42	1.8	11	0.5
Physically challenged	503	21.1	1274	53.5	535	22.5	62	5.6	8	0.3
Returning/non-traditional students	618	26.0	1293	54.3	393	16.5	66	2.8	10	0.4
Socioeconomically disadvantaged	533	22.4	1200	50.4	526	22.1	102	4.3	18	0.8
Women	751	31.6	1260	53.0	331	13.9	32	1.3	5	0.2
Veterans/active military status	668	29.0	1213	51.1	438	18.4	22	0.9	14	0.6

Note: Table reports student responses only (n = 2,499).

When comparing student's pre-enrollment perceptions of how welcoming the campus climate would be for various groups with their current perceptions of the overall campus climate for parallel groups (Table 33a), their pre-enrollment perceptions are more positive than their current perceptions for all of the groups listed.

Table 33a. Students' Current 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	415	17.8	1351	57.9	128	5.2	31	1.3	410	16.6
From Christian affiliations	566	24.3	1370	58.8	80	3.4	24	1.0	290	11.8
Gay, lesbian, bisexual, transgender persons	307	13.2	1194	51.2	342	14.7	74	3.0	415	16.8
Immigrants	344	14.8	1281	55.0	168	7.2	23	1.0	511	22.0
International students, staff, or faculty	452	19.4	1355	58.1	112	4.8	14	0.6	398	17.1
Learning disabled (e.g., dyslexia)	382	16.5	1339	57.7	127	5.5	19	0.8	453	19.5
Men	702	30.2	1316	56.6	39	1.7	9	0.4	260	11.2
Affected by mental health issues (e.g., depression, schizophrenia, bipolar)	310	13.3	1169	50.3	233	10.0	32	1.4	579	24.9
Non-native English speakers	351	15.1	1242	53.4	232	10.0	38	1.6	463	19.9
People with children	464	20.0	1392	59.9	90	3.9	25	1.1	354	15.2
People who provide care for other than a child (e.g., elder care)	412	17.7	1319	56.8	65	2.8	16	0.7	512	22.0
Physically challenged	353	15.2	1349	58.0	169	7.3	32	1.4	424	18.2
Returning/non-traditional students	453	19.5	1394	59.9	154	6.6	29	1.2	297	12.8
Socioeconomically disadvantaged	371	16.0	1309	56.4	178	7.7	45	1.9	416	17.9
Women	582	25.0	1435	61.5	74	3.2	20	0.9	221	9.5
Veterans/active military status	564	24.3	1281	55.2	48	2.1	16	0.7	411	17.7

Forty-five percent of student respondents said lack of financial aid compromised their access to college. Fifty-six percent of student respondents were concerned about their financial debt upon graduation, and 61 percent indicated that their tuition increases were not met by corresponding increases in financial aid (Table 34).

Table 34. Students' Access to College is Being Compromised by...

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Lack of available financial aid	484	20.2	594	24.8	596	24.8	505	21.0	221	9.2
Concerns regarding financial debt upon graduation	652	27.1	703	29.3	487	20.3	378	15.7	183	7.6
Tuition increases that are not met by corresponding increases in financial aid	768	32.0	692	28.8	515	21.5	284	11.8	141	5.9
Other	118	35.0	50	14.8	137	40.7	18	5.3	14	4.2

Note: Table reports student responses only (n = 2,499).

Summary

Campus climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they are "comfortable" or "very comfortable" with the climate for diversity at UW-Oshkosh, the climate in their college/unit, and the climate 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 (18% of respondents), many more people (28% of respondents) believed they had *witnessed* conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than reporting that they 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

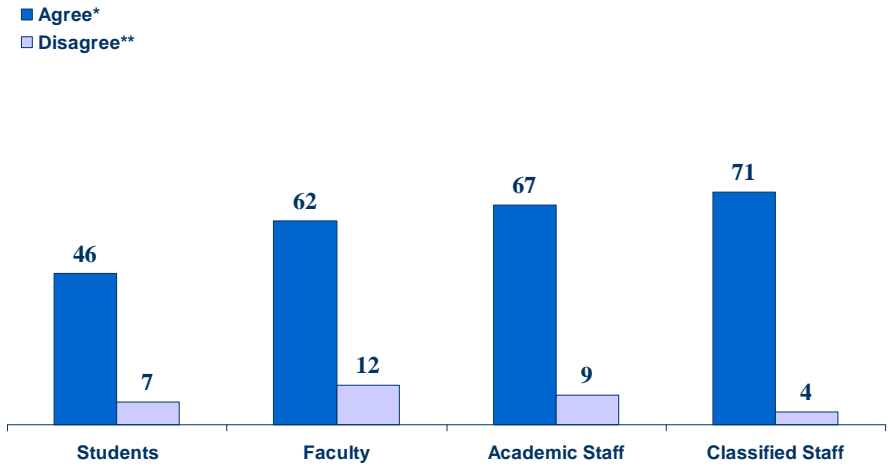
Respondents’ perceptions of the degree their leadership fosters diversity or inclusion is a factor that also influences campus climate. More than half of the respondents “strongly agreed” or “agreed” that the Chancellor provided visible leadership that fosters inclusion of diverse members of the campus community (Table 35). A substantial percentage of respondents were unaware of the degree to which the Affirmative Action and Equity Office, Center for Academic Support and Diversity/MEC, college deans, Dean of Students, and governance and advisory groups had visible leadership to support diversity/inclusion.

Table 35. Visible Leadership to Foster Diversity/Inclusion from

Office/ Individual	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Affirmative Action and Equity Office	357	11.9	929	30.9	547	18.2	151	5.0	67	2.2	955	31.8
Center for Academic Support and Diversity/MEC	414	13.8	1053	35.1	486	16.2	153	5.1	62	2.1	833	27.8
Chancellor	411	13.7	1113	37.0	546	18.1	170	5.6	59	2.0	711	23.6
College Deans	328	10.9	1008	33.6	613	20.4	192	6.4	46	1.5	817	27.2
Dean of Students	380	12.7	1063	35.5	541	18.1	162	5.4	53	1.8	793	26.5
Governance and Advisory Groups	413	13.8	1026	34.2	564	18.8	138	4.6	44	1.5	818	27.2

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

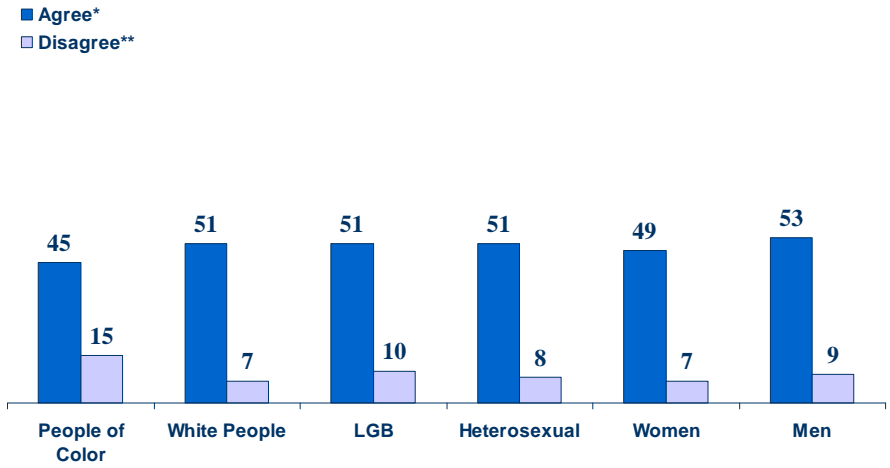
Figure 46
Chancellor's Office Visibly
Fosters Diversity (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on nine of the 15 characteristics listed in Table 36. The exceptions included psychological disability, learning disability, physical characteristics, physical disability, sexual orientation, 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	492	19.1	1246	48.3	451	17.5	121	4.7	35	1.4
Ethnicity	515	19.8	1280	49.3	436	16.8	119	4.6	34	1.3
Psychological disability status	315	12.2	872	33.7	740	28.6	259	10.0	72	2.8
Gender	530	20.4	1238	47.7	457	17.6	111	4.3	39	1.5
Gender identity	401	15.5	925	35.8	645	25.0	243	9.4	72	2.8
Gender expression	379	14.7	906	35.1	664	25.8	245	9.5	77	3.0
Immigrant status	338	13.1	1011	39.2	657	25.5	212	8.2	54	2.1
Learning disability status	297	11.5	828	32.1	745	28.9	288	11.2	77	3.0
Physical characteristics	332	12.9	931	36.1	709	27.5	241	9.3	64	2.5
Physical disability status	312	12.1	871	33.9	731	28.4	261	10.1	71	2.8
Race	529	20.5	1220	47.2	451	17.5	118	4.6	39	1.5
Religion/spiritual status	405	15.7	1123	43.5	560	21.7	175	6.8	58	2.2
Sexual orientation	360	14.0	907	35.2	674	26.2	251	9.7	84	3.3
Socioeconomic status	397	15.4	1041	40.4	596	23.1	194	7.5	60	2.3
Veterans/active military status	291	11.4	804	31.4	733	28.6	262	10.2	89	3.5

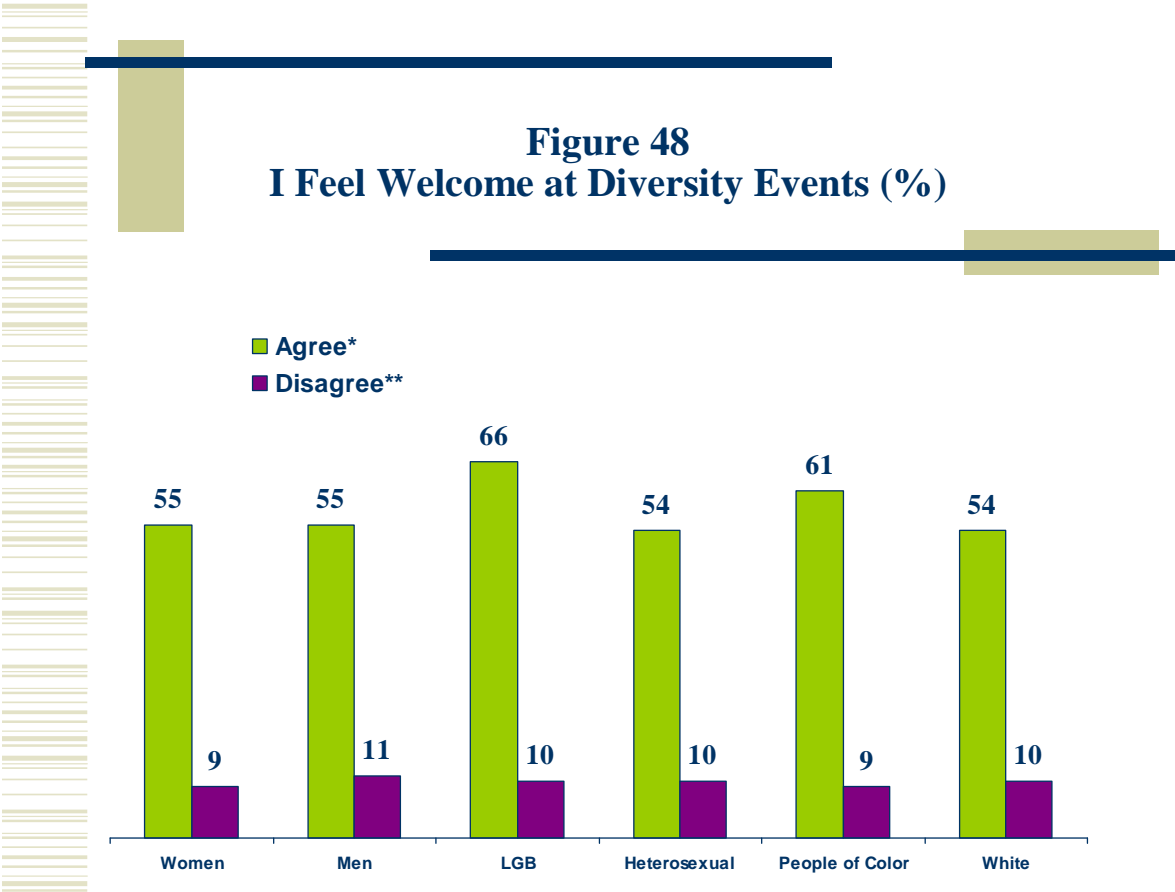
Note: Table includes responses only from those who indicated they were students or faculty in Question 28 (n = 2,761).

One survey question asked respondents to consider the factors that influence their attendance at diversity initiatives on campus (i.e., cultural training, presentations, and performances). More than half of all respondents believed that diversity initiatives are relevant to their work (53%), that diversity events at UW-Oshkosh are well advertised (56%), that they felt welcome at these events (55%), and that their school/work load prevents them from attending (61%) (Table 37). While 54 percent felt they learned from these events, only 37 percent of respondents thought diversity events at UW- Oshkosh fit into their schedules, and 27 percent believed they were expected to attend diversity events. Thirty-three percent said they received a personal invitation to attend from a member of the institutional leadership, and 26 percent thought diversity initiatives were not relevant to their roles on campus.

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

Factor	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Diversity initiatives are relevant to my work.	538	18.2	1032	34.9	1009	34.1	285	9.6	94	3.2
Diversity events are well advertised.	375	12.7	1285	43.4	892	30.1	339	11.4	71	2.4
Diversity events fit into my schedule.	367	12.4	721	24.3	1048	35.4	671	22.7	155	5.2
I am expected to attend these events.	254	8.6	555	18.8	1074	36.3	807	27.3	265	9.0
I feel that I am welcome at these events.	431	14.5	1196	40.3	1059	35.7	210	7.1	70	2.4
I learn from these events.	434	14.7	1166	39.4	1155	39.1	105	3.6	96	3.2
My work/school load prevents me from attending.	648	21.9	1145	38.7	822	27.8	270	9.1	72	2.4
Personal invitation from institutional leadership (department head, dean, supervisor).	246	8.4	708	24.1	1405	47.7	414	14.1	170	5.8
Diversity initiatives are not relevant to my role on campus.	228	7.7	542	18.4	1125	38.2	681	23.1	370	12.6
Other	47	12.5	72	19.1	217	57.7	7	1.9	33	8.8

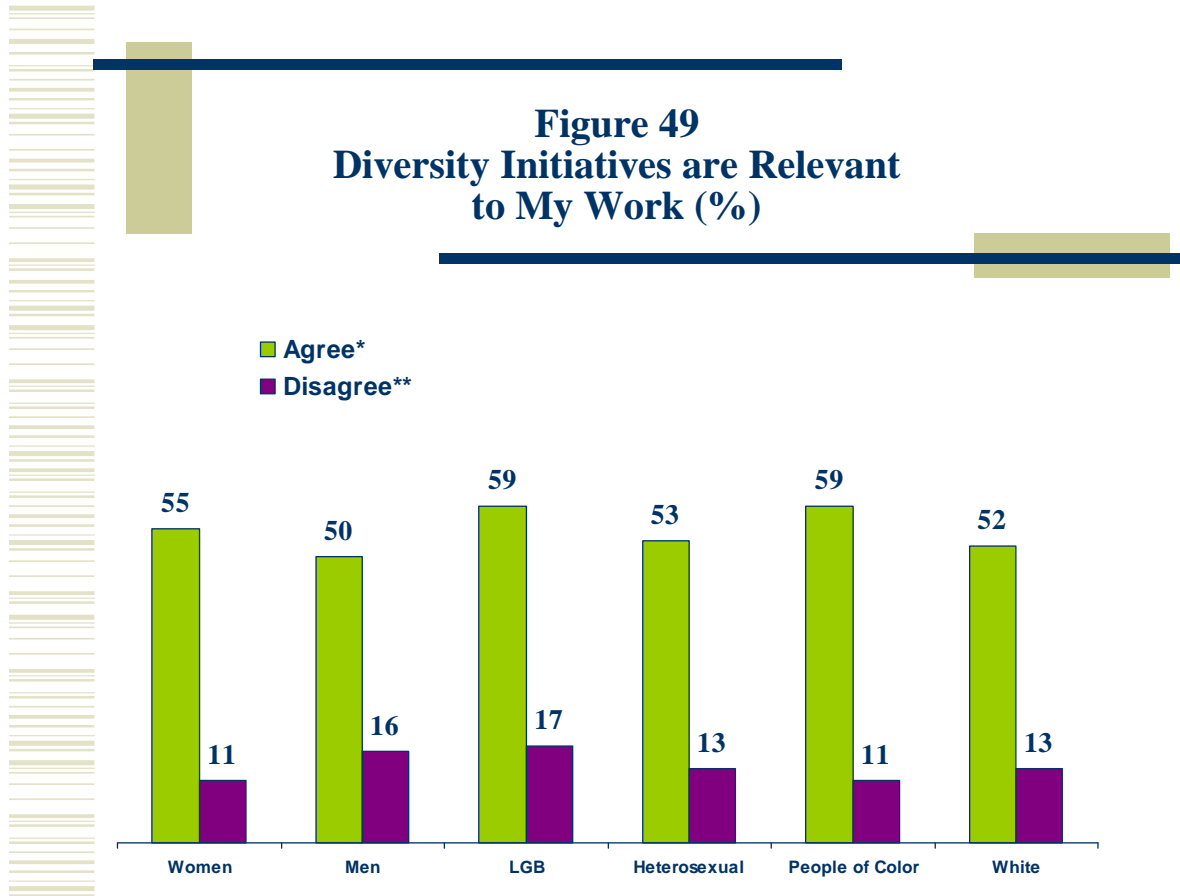
When reviewing some of these items by demographic categories, differences emerged. Figure 48 illustrates that sexual minority respondents and respondents of color felt most welcome at diversity events on campus.



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category

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

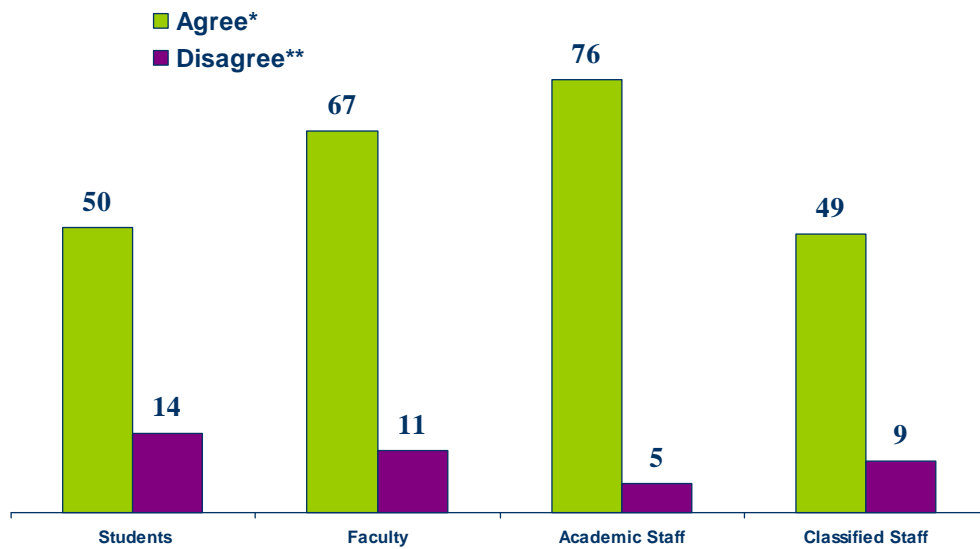


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category

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

Figure 50
Diversity Initiatives are Not Relevant to My Role on Campus (%)



* 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. Seventy-eight percent of women students and 76 percent of men students thought the classroom climate was welcoming based on gender. Only 48 percent of students of color – in comparison with 70 percent of White students – thought the classroom climate was welcoming based on race. Likewise, 37 percent of LGB students and 58 percent of straight students thought the climate was welcoming for students based on sexual orientation.

Table 38. Classroom Climate is Welcoming for Students Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	560	22.7	1301	52.7	394	16.0	136	5.5	39	1.6	40	1.6
Country of origin	456	18.5	1250	50.7	539	21.9	105	4.3	17	0.7	98	4.0
Ethnicity	462	18.8	1232	50.1	541	22.0	130	5.3	22	0.9	72	2.9
Psychological disability status	346	14.1	1009	41.0	732	29.8	171	7.0	40	1.6	162	6.6
Gender	683	27.7	1209	49.1	450	18.3	71	2.9	16	0.6	34	1.4
Gender identity	410	16.6	1082	43.8	638	25.9	173	7.0	32	1.3	133	5.4
Gender expression	394	16.0	1033	41.9	673	27.3	194	7.9	39	1.6	130	5.3
Immigrant status	394	16.0	1024	41.6	740	30.1	108	4.4	19	0.8	174	7.1
Learning disability status	409	16.6	1035	42.1	677	27.5	157	6.4	27	1.1	156	6.3
Marital/partner status	616	25.0	1152	46.8	525	21.3	63	2.6	14	0.6	90	3.7
Parental status	590	23.9	1142	46.3	510	20.7	93	3.8	29	1.2	102	4.1
Physical characteristics	467	19.0	1162	47.3	570	23.2	166	6.8	33	1.3	61	2.5
Physical disability status	413	16.8	1099	44.6	659	26.8	158	6.4	26	1.1	107	4.3
Political views	485	19.7	1048	42.5	604	24.5	179	7.3	83	3.4	64	2.6
Race	508	20.6	1160	47.1	551	22.4	154	6.3	30	1.2	59	2.4
Religion/spiritual status	464	18.8	1101	44.7	631	25.6	135	5.5	64	2.6	69	2.8
Sexual orientation	408	16.6	991	40.3	687	27.9	215	8.7	57	2.3	104	4.2
Socioeconomic status	447	18.1	1107	44.9	665	27.0	138	5.6	32	1.3	75	3.0
Veterans/active military status	636	25.9	1054	42.8	571	23.2	37	1.5	18	0.7	144	5.9

Note: Table includes student respondents only (n = 2,499).

More than half of all employee respondents thought the workplace climate was welcoming for employees based on the following characteristics listed in Table 39: age, country of origin, ethnicity, gender, gender identity, gender expression, immigrant status, marital/partner status, parental status, physical characteristics, physical disability, political views, race, religion/spiritual status, sexual orientation, socioeconomic status, and veteran/military status. The reader will note that a number of respondents chose the neutral response (“neither agree nor disagree”) for this survey item.

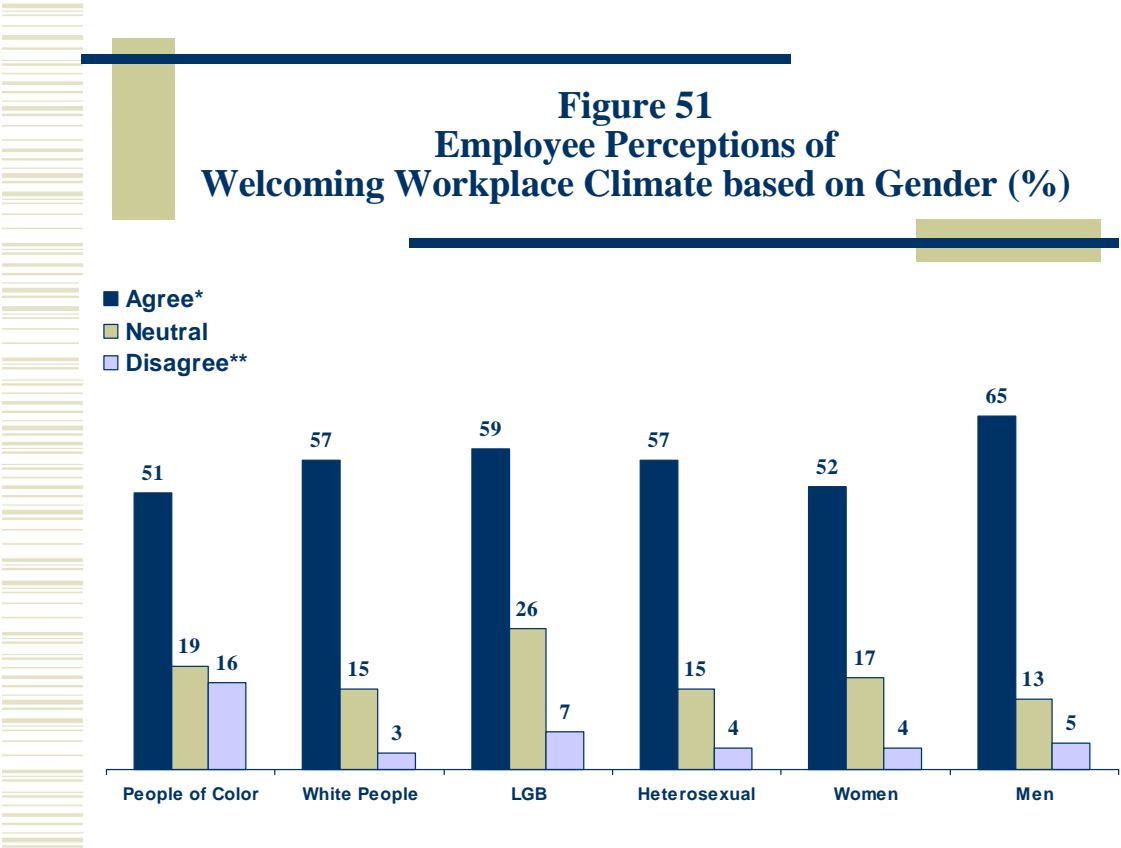
Table 39. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	114	17.8	348	54.4	110	17.2	38	5.9	10	1.6	20	3.1
Country of origin	118	18.3	328	50.9	123	19.1	25	3.9	9	1.4	42	6.5
Ethnicity	113	17.8	319	50.2	117	18.4	42	6.6	12	1.9	33	5.2
Psychological disability status	65	10.2	229	35.9	190	29.8	46	7.2	14	2.2	94	14.7
Gender	122	19.1	314	49.1	124	19.4	50	7.8	11	1.7	18	2.8
Gender identity	82	12.9	258	40.5	153	24.0	56	8.8	12	1.9	76	11.9
Gender expression	74	11.6	244	38.4	162	25.5	62	9.7	13	2.0	81	12.7
Immigrant status	96	15.1	260	40.8	152	23.9	33	5.2	14	2.2	82	12.9
Learning disability status	67	10.5	223	35.1	187	29.4	38	6.0	10	1.6	111	17.5
Marital/partner status	115	18.1	300	47.1	142	22.3	27	4.1	11	1.7	42	6.6
Parental status	118	18.5	314	49.1	140	21.9	21	3.3	9	1.4	37	5.8
Physical characteristics	95	14.9	293	46.1	164	25.8	32	5.0	9	1.4	43	6.8
Physical disability status	74	11.7	282	44.5	154	24.3	35	5.5	13	2.1	76	12.0
Political views	86	13.5	276	43.2	158	24.7	53	8.3	24	3.8	42	6.6
Race	101	15.8	298	46.7	132	20.7	46	7.2	25	3.9	36	5.6
Religion/spiritual status	86	13.5	270	42.5	173	27.2	48	7.6	12	1.9	46	7.2
Sexual orientation	83	13.1	254	40.2	149	23.6	57	9.0	25	4.0	64	10.1
Socioeconomic status	96	15.1	273	42.9	166	26.1	39	6.1	16	2.5	46	7.2
Veterans/active military status	117	18.4	288	45.2	129	20.3	12	1.9	6	0.9	85	13.3

Note: Table includes employee respondents only (n = 665).

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

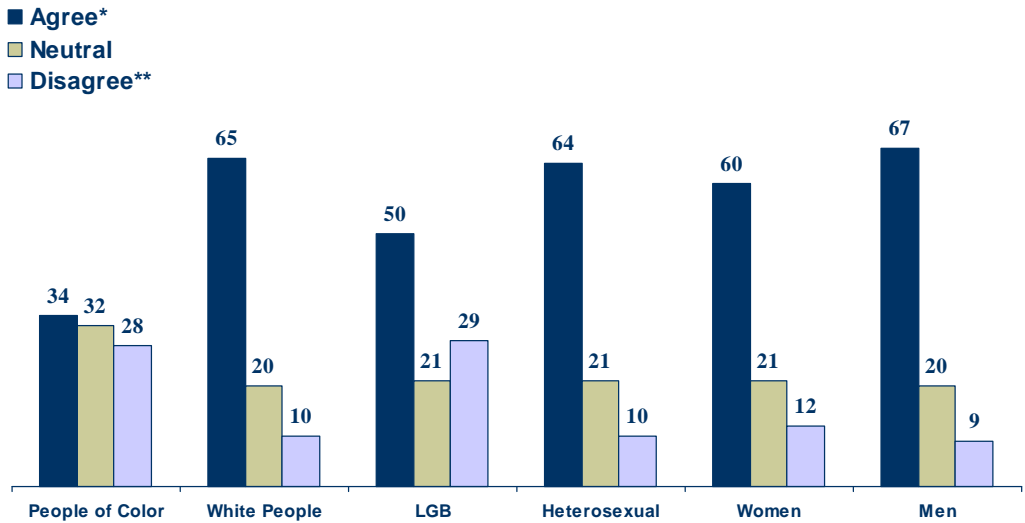
Figure 51
Employee Perceptions of Welcoming Workplace Climate based on Gender (%)



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

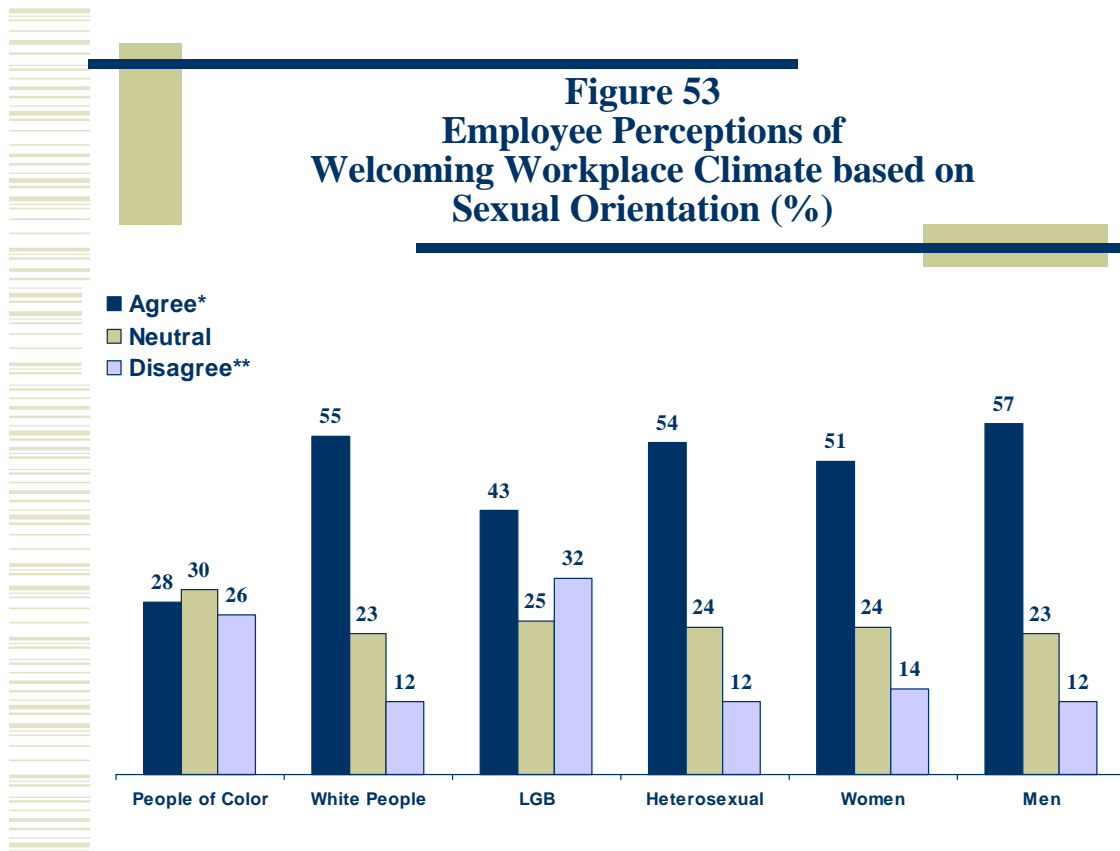
While 63 percent of all respondents thought the workplace climate was welcoming based on race, about one-third of respondents of color and half of sexual minority respondents agreed (Figure 52).

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



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

Vastly different from the responses of other employees, 28 percent of respondents of color believed the workplace climate was welcoming based on sexual orientation (Figure 53).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Recommendations to Improve the Climate

The survey asked employees to rate how strongly they agreed that the suggestions listed in Tables 40 and 40a would positively affect the climate at the UW-Oshkosh campus. Fifty percent of employee respondents thought providing tenure clock options with more flexibility for promotion and tenure for faculty/staff with families would positively affect the climate. Sixty-six percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior and 60 percent thought offering diversity training/programs as community outreach would positively affect the climate.

Employees also thought the following immersion experiences would positively affect the climate: for faculty/staff/students to learn a second language (59%), for faculty/staff/students in service-learning projects with lower SES populations (61%), and for faculty/staff/students to work with underrepresented/underserved populations (62%).

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

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

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	124	19.7	189	30.0	69	11.0	25	4.0	10	1.6
Providing recognition and rewards for including diversity in course objectives across the curriculum.	85	13.4	202	32.0	132	20.9	65	10.3	20	3.2
Requiring all writing emphasis classes to involve at least one assignment that focuses on issues, research and perspective that involve diverse populations.	82	13.0	189	30.0	120	19.1	89	14.1	16	2.5
Training mentors and leaders within departments to model positive climate behavior.	144	22.6	276	43.3	104	16.3	39	6.1	8	1.3
Offering diversity training/programs as community outreach for members of the public/community.	105	16.6	273	43.3	136	21.6	43	6.8	8	1.3
Rewarding research efforts that evaluate outcomes of diversity training.	78	12.5	193	31.0	165	26.5	60	9.6	23	3.7
Providing immersion experiences for faculty/staff/students to learn a second language.	120	19.0	255	40.4	116	18.4	40	6.3	12	1.9
Providing immersion experiences for faculty/staff/students in service learning projects with lower socioeconomic populations.	103	16.3	284	44.9	121	19.1	34	5.4	7	1.1
Providing immersion experiences for faculty/staff/students with underrepresented/underserved populations.	113	18.0	279	44.4	116	18.5	28	4.5	6	1.0

Seventy-four percent of employees felt providing on-campus child care services would positively affect the climate, and 62 percent thought providing gender neutral/family friendly facilities also would positively affect the climate (Table 40a). More than half of all employees thought the following initiatives would also positively affect the climate on campus: providing, improving, and promoting access to quality services for those individuals who experience sexual abuse (76%), providing mentors for minority faculty/students/staff new to campus (76%), providing a clear protocol for responding to hate/hostile incidents at the campus level (81%) and departmental level (77%),

reallocating resources to support inclusive climate changes on campus (52%), and requiring the Affirmative Action Office to provide diversity and equity training to every search and screen committee (52%). Thirty-eight percent 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-Oshkosh

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing on-campus child-care services.	188	29.7	282	44.5	90	14.2	11	1.7	6	0.9
Providing gender neutral/family friendly facilities.	137	21.8	252	40.1	141	22.4	27	4.3	7	1.1
Provide, promote and improve access to quality counseling available to faculty/staff/students who experience sexual abuse on campus or in the community.	195	31.0	280	44.5	81	12.9	7	1.1	3	0.5
Provide mentors for minority faculty/staff/students new to campus.	208	32.9	275	43.5	72	11.4	15	2.4	7	1.1
Providing a clear protocol for responding to hate/hostile incidents process on campus.	249	39.6	258	41.1	62	9.9	11	1.8	4	0.6
Providing a clear protocol for responding to hate/hostile incidents process at the departmental level.	235	37.2	253	40.1	76	12.0	15	2.4	3	0.5
Reallocating resources to support an inclusive climate changes on campus.	108	17.5	213	34.5	153	24.8	43	7.0	17	2.8
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty and administrators.	81	13.0	159	25.4	161	25.8	85	13.6	50	8.0
Requiring Affirmative Action Office to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	115	18.4	208	33.3	155	24.8	55	8.8	32	5.1

Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the

above data suggest, respondents hold divergent opinions about the degree to which UW-Oshkosh does, and should, promote diversity to shape campus climate. Overall, the results noted in this section parallel those in similar investigations where people of color, women, sexual minorities, and people with disabilities tend to feel that the institution is not addressing diversity issues as favorably as their White, male, heterosexual, and able-bodied respondents, respectively.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences; where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

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

Following this premise, the campus climate assessment, beginning in 2007, was a proactive initiative by UW-Oshkosh to review the campus climate. It was the intention of the Diversity Leadership Committee that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the Diversity Leadership Committee and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives.

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Appendices

Appendix A – Comments Analysis

Appendix B – Data Tables

Appendix C – Survey