



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Oregon State
University

Campus Climate Project
Final Report

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Rankin & Associates, Consulting

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Executive Summary

*Resistance begins with people confronting pain, whether it's theirs or somebody else's,
and wanting to do something to change it.¹*

--- bell hooks, *Yearning*

American colleges and universities are charged with creating an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. 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.

Oregon State University believes in creating such an environment as evidenced by their support and commitment to this project. The project was a proactive initiative commissioned by the Office of Multicultural Affairs, President's Commission on the Status of Women, Faculty Senate and University Administration to review the climate on campus for underrepresented² employees³ and students and to assist the institution in identifying challenges and implementing initiatives to create the desired climate. To minimize internal bias, the Campus Climate Study Committee (CCSC)⁴ contracted with an outside consultant⁵ to assist them. An internal assessment was conducted and the results will be used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the development of a strategic plan to maximize equity at OSU. This report provides an overview of the process for maximizing equity, the findings of the internal assessment including the results of the campus-wide survey, and a content analysis of comments provided by survey

¹ hooks, b. (1990), *Yearning*. Boston: South End Press.

² Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

³ Employees in this report refer to all faculty (academic faculty, professional faculty, and research faculty), and all classified staff.

⁴ Campus Climate Committee members are listed on the first page of the survey in Appendix B.

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

respondents. The internal assessment will help to lay the groundwork for future initiatives.

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).⁶ Following the design of the model, initial focus groups/interviews representing the various constituent groups on campus were convened in October, 2003. The focus groups/interviews were conducted to identify challenges confronting the University community and provide input on the construction of the questions included in the survey instrument. The survey questions also were informed by the work of Rankin (2003).⁷ The CCSC and the various constituent groups reviewed the drafts of the survey. The final survey contained sixty-six questions and additional space for respondents to provide commentary regarding their experiences, and was distributed to the campus community in spring semester, 2004. The sampling procedure included the entire population of OSU students, faculty, staff, and administration. The survey was designed to have respondents provide information about their personal experiences with regard to climate issues, their perception of the climate for underrepresented members of the academic community, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

The CCSC, to allow constituent groups the opportunity to respond to the findings of the internal assessment and provide suggested revisions and/or further clarifications, reviewed a draft of the final report. A summary of the findings presented in bullet form below suggests that while the University has several challenges in regard to diversity issues, these challenges are not unique in higher education institutions across the country (Rankin, 2004).

⁶ See Appendix A for a more detailed description of the Transformational Tapestry© model.

⁷ Rankin (2004, in press) is a national study examining the campus climate for underrepresented groups.

Results

1289 usable surveys were returned representing the following:

- 736 students, 349 faculty, and 154 staff
- 300 people of color⁸
- 101 people who identified as disabled
- 115 people who identified as a sexual minority
- 839 women
- 426 men
- 34 people with international status
- 640 people who identified their spiritual affiliation as other than Christian

Personal Experiences with Campus Climate

- Thirty-eight percent (n = 486) of individuals had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn) at the University.
- Forty-six percent of those people harassed were intimidated or bullied; forty-two percent felt ignored, and thirty-nine percent felt excluded.
- Forty-two percent of those harassed experienced the incidents while working at a University job.
- Forty-three and forty-one percent of the respondents identified students and faculty, respectively, as the sources of the harassment
- When reviewing these results in terms of race, people of color (in all demographic categories) reported more experiences of harassment than did white people.
- With respect to spirituality and levels of experienced harassment, non-Christians reported experiencing harassment more often than Christian people.
- Some respondents from underrepresented groups reported that they feared for their safety due to their race/ethnicity (41%), sexual orientation/gender identity (63%), or gender (63%).
- Fifty-three percent of people from underrepresented groups experienced racial profiling and one-third reported that they were the targets of a bias-related incident on campus.

⁸ While recognizing the vastly different experiences of people of various racial identities (e.g. Chicano(a) compared to African-American or Latino(a) compared to Asian-American), and those experiences within these identity categories (e.g. Hmong compared to Chinese), however due to the small numbers in the individual categories, it was necessary to collapse them for many of the analyses.

Perceptions of Campus Climate

- Fifty-one percent of the participants had observed conduct on campus that created an offensive, hostile, or intimidating working or learning environment mainly due to ethnicity (45%), gender (42%), sexual orientation (40%), and race (36%).
- People most often observed harassment in the forms of derogatory remarks (56%), publications on campus (31%), racial/ethnic profiling (24%), written comments (24%), and seeing someone being stared at (24%), deliberately ignored (33%), or excluded from activities (25%).
- Fifty-nine percent of respondents felt that the classroom climate was welcoming of people from underrepresented groups.
- Twenty-four percent of the faculty⁹ of color were uncomfortable or very uncomfortable in their academic colleges.
- Twenty-four percent of employees of color were uncomfortable or very uncomfortable within their department or work unit.

Perceptions of Institutional Actions

- Approximately half of the respondents felt that requiring all University students and employees to take at least one class or workshop that focuses on issues, research, and perspectives about various groups (with the exception of age and physical characteristics) will improve the campus climate for these groups.
- Forty-four percent of the respondents thought including diversity related activities as a criterion for faculty and staff performance evaluations would improve the climate at the University.

It is the intention of the CCSC that the results of this internal assessment be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The next steps include the CCSC and other campus constituent groups (e.g., underrepresented groups, students, faculty, staff, and administration) working in collaboration with the consultant to create a strategic plan for maximizing equity at Oregon State University based on the results of the internal assessment and using the Transformational Tapestry Model (Appendix A). As in the previous phases of this project, the development of the plan will be in collaboration with *all* constituent groups at the University.

⁹ Faculty in this report refer to academic faculty, professional faculty, and research faculty unless otherwise noted

Introduction

The Campus Community

One of the primary missions of higher education institutions is unearthing and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.¹⁰ The climate on college campuses not only affects the creation of knowledge, but also significantly affects members of the academic community who, in turn, contribute to the creation of the campus environment.¹¹ Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education¹² suggests that in order to build a vital community of learning a college or university must provide an environment where

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

In addition, the Association of American Colleges and Universities (1995) challenges higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion.” AAC&U proposes that colleges and universities commit to “the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard.” The report suggests that in order to

¹⁰For more detailed discussions of climate issues see Bauer (1998), Boyer (1990), Peterson (1990), Rankin (1994, 1998), and Tierney and Dilley (1996).

¹¹For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer (1998), Kuh and Whitt (1988), Peterson (1990), Rankin (1994, 1998, 1999), and Tierney (1990).

¹²Boyer, E. (1990). *Campus life: In Search of Community*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

provide a foundation for a vital community of learning, a primary mission of the academy must be to create an environment that cultivates diversity and celebrates difference.

Colleges and universities therefore seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest it is crucial to increase multicultural awareness and understanding, within an environment of mutual respect and cooperation, a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction. On many campuses, however, a climate that is equally supportive of all of its members does not exist.¹³

In the spring semester 2004, the CCSC at Oregon State University (OSU) contracted with an outside consultant¹⁴ to assist, by developing and conducting an internal assessment, in identifying challenges confronting the university community with respect to underrepresented¹⁵ groups. The assessment was a proactive initiative by the CCSC to review the climate on campus for underrepresented groups. The results of the internal assessment will be used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the development of a strategic plan to maximize equity.

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

¹³ Institutions of higher learning are defenders of First Amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints and this discourse must not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to one's own. The fundamental right to free speech, however, is not a justification for acts of violence or harassment. It is the recommendation of Rankin & Associates that institutions of higher education review campus policies concerning First Amendment rights, as well as official university activities and course descriptions, to ensure that they are for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

¹⁴ Rankin & Associates, Consulting was the firm hired to conduct the project.

¹⁵ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

Methodology and Description of the Sample Conceptual Framework

For the purposes of this project, diversity is defined as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”¹⁶ 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).¹⁷

Design of the Study

Initial fact-finding meetings. Following the design of the model, fact-finding meetings were held with the following groups and individuals in October 2003.

- Associated Students of OSU (ASOSU)
- Faculty Senate Executive Committee
- President, Provost and Vice Provost for Student Affairs
- Minority Education Office
- Difference, Power and Discrimination Program
- Dean of Students
- Student Affairs Research & Evaluation
- Intercollegiate Athletics
- Diversity Council of the Faculty Senate
- President's Commission on the Status of Women

These meetings were conducted to identify challenges confronting the University community. The information gathered from these meetings was used in part to assist in the construction of the survey instrument. The participant groups were recommended by the consultant and revised by the CCSC. Members of the CCSC solicited volunteers to participate in the focus groups.

¹⁶ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁷ See Appendix A for a more detailed description of the Transformational Tapestry© model.

Survey Instrument. The survey questions were constructed based in part on the information gathered in the fact-finding meetings and on the work of Rankin, 2003. The CCSC and the various constituent groups reviewed the drafts of the survey. The final survey contained questions and an additional space for respondents to provide commentary (Appendix B). The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was modified into a web-based format. All surveys were input into a secure site database and tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved on March 10 by the OSU Oregon State University Institutional Review Board (IRB). The proposal indicated that any analysis of the data would insure participant anonymity. The final web based survey was distributed to the campus community in March/April, 2004. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity.

The sampling procedure included the entire population of students, faculty, staff, and administrators at Oregon State University. The sample and population figures, as well as the chi-square analyses are presented in Table 2. Chi-Square analyses reveal the following:

- The sample has a significantly higher proportion of females (and lower proportion of males) than population.
- The sample has a significantly lower proportion of White people than the population. The sample has significantly higher percentage of underrepresented groups than the population, except for Asian Americans where proportions are nearly the same.

- The sample has a significantly lower proportion of undergraduate students, and a significantly higher proportion of staff and faculty.

Table 2
OSU Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample	
		%	(n)	%	(n)
Gender ^a	Male	51.2%	10945	33.5%	426
	Female	48.2%	10433	65.9%	839
Race/Ethnicity ^b	African American /Black	1.4%	265	3.0% ¹	39
	Asian/Pacific Islander	7.0%	1323	6.7 %	86
	Middle Easterner	0.2%	46	1.0%	13
	Pacific Islander/Hawaiian Native	0.8%	151	2.3%	30
	American Indian/Alaskan Native	1.2 %	236	3.8%	49
	Chicano/Latino/Hispanic	3.5%	656	5.7%	74
	White/Caucasian	85.9%	16290	80.6%	1039
Citizenship (Students) ^c	US Citizen	92.6%	18967	95.5%	1214
	Permanent Resident	1.7%	357	1.8%	23
	International	5.6%	1155	2.7%	34
Position ^d	Undergraduate Student	66.4%	14200	44.7%	568
	Professional Student	1.8%	385		
	Graduate Student	12.3%	2632	13.2%	168
	Staff/Administration	5.8%	1249	12.1%	154
	Faculty	13.6%	2912	27.4%	349

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

^a $X^2=(1, N = 22643) = 146.67, p = .0001$

^b $X^2= (6, N = 20297) = 149.59, p = .0001$

^c $X^2= (2, N = 21750) = 20.36, p = .0001$

^d $X^2= (3, N = 22232) = 325.53, p = .0001$

Communication Plan. To increase response rates, the following communication plan was employed:

- Advertisements encouraging participation was placed in every OSU employee's pay envelope March and April, 2004.
- Table tents were placed in computer labs, in residence hall dining centers and in the Memorial Union dining centers and coffee shops announcing the survey and encouraging participation.
- Advertisements were placed in the Daily Barometer throughout process when surveys were available to encourage participation.
- Flyers were distributed at major events on campus, in classrooms, and throughout student organization mailboxes encouraging participation.

- A letter to the University community was sent out via e-mail from President Ed Ray, President of ASOSU Andy Saultz, and President of the Faculty Senate, Stella Melugin Coakley encouraging participation.
- E-mail messages were forwarded to various list-serves of various constituent groups
- Announcements were made in several in classes, student organization meetings, and staff meetings
- Several academic colleges made additional announcements as they sent out reminder e-mail messages.

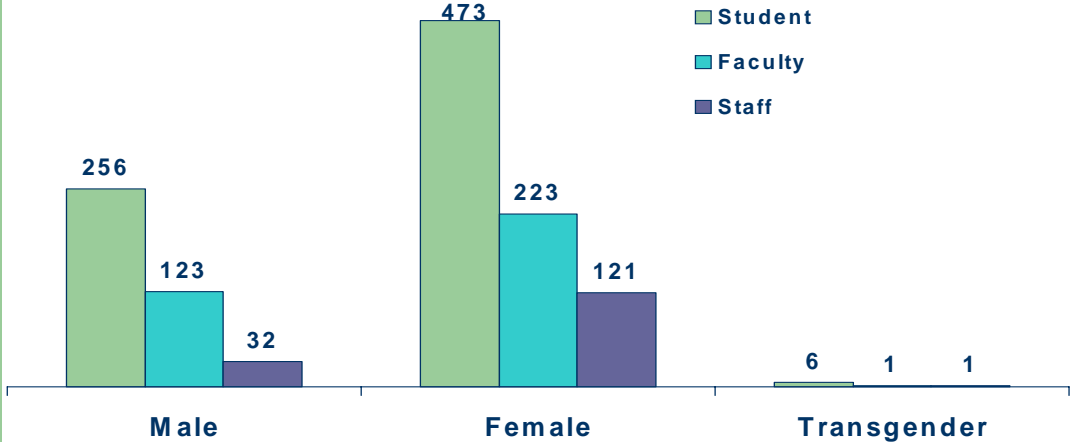
Description of the Sample¹⁸

The majority of the sample was women (65%) (Figure 1), heterosexual (87%) (Figure 2), and between 22 and 32 years old (29%) (Figure 3). Thirty-seven percent of the respondents were single and fifty seven percent were partnered or married. Two-thirds of the respondents were childless, while five percent were single parents, and nine percent were co-parenting with a partner. Sixty-seven percent of the respondents spent most of their lives living in medium- to large-sized cities.

¹⁸ All frequency tables are provided in Appendix C. For any notation regarding tables in the narrative, the reader is directed to these tables.

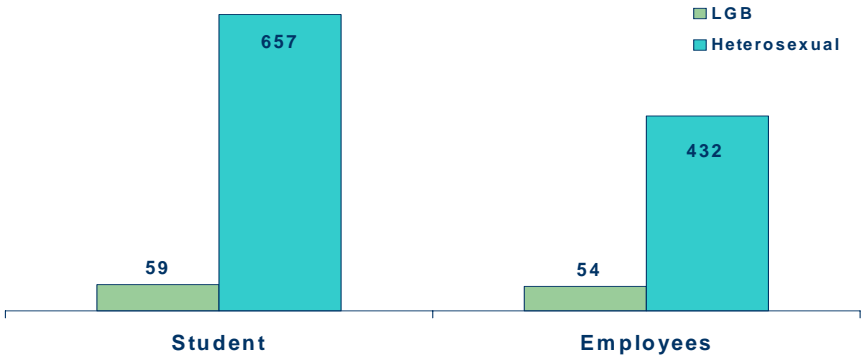
Figure 1

Survey Respondents by Gender & Position^{1,2} (n)



¹Number of transgender respondents (n=8) too small to report
²Undergraduate and graduate students combined

Figure 2 Survey Respondents by Sexual Orientation & Position^{1,2} (n)



¹Faculty, staff, & administrators combined=employees
²Undergraduate and graduate students combined

Figure 3 Survey Respondents by Age

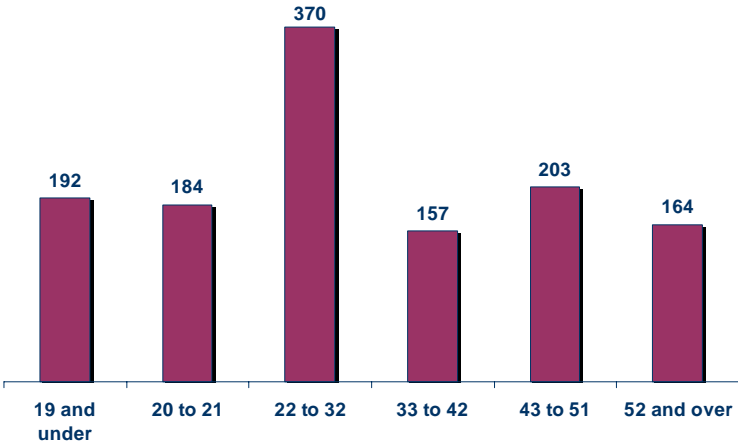
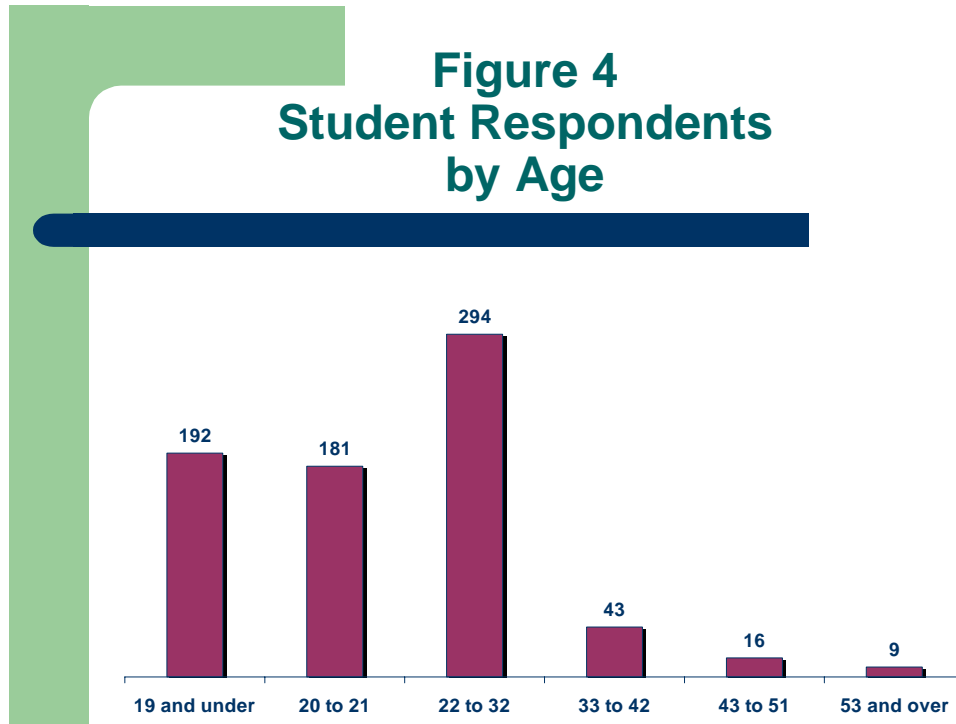
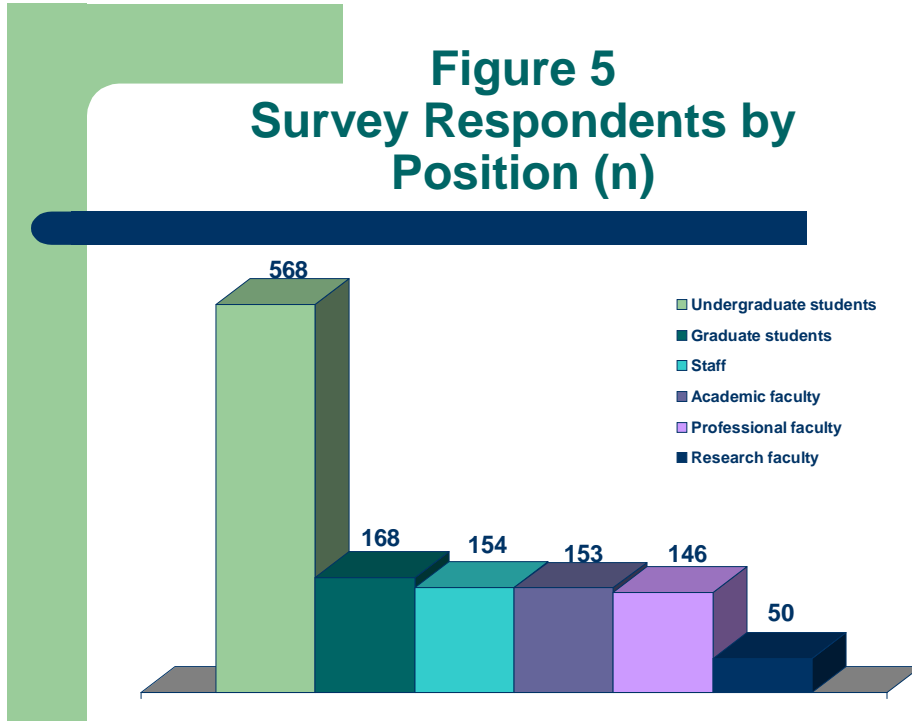


Figure 4 depicts the student population by age. Fifty-eight percent of the survey respondents were students (the majority of whom were undergraduate students), while approximately twelve percent were staff and twenty-seven percent were faculty (Figure 5). Eighty-six percent of the respondents were full-time employees¹⁹ or students.



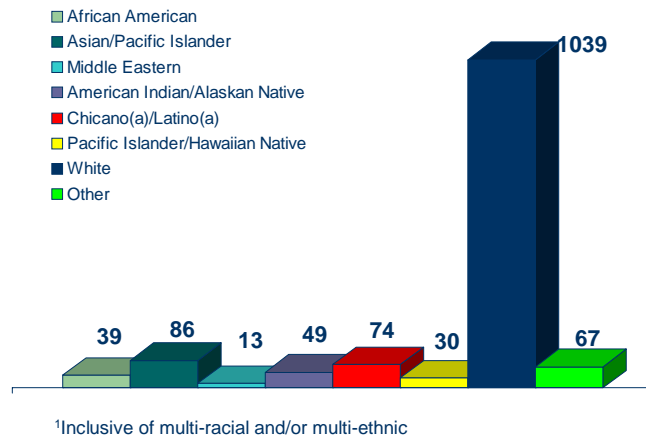
¹⁹ Employees in this report refer to all faculty (academic faculty, professional faculty, and research faculty), all and all classified staff.

Figure 5 Survey Respondents by Position (n)



Eighty-one percent of the respondents (n = 1039) were Caucasian/White and seven percent (n = 86) were Asian American. Six percent (n = 74) were Chicano/Latino/Hispanic, four percent were American Indian/Alaskan Native (n = 49), and three percent were African American/Black (n = 39). One percent was Middle Eastern (n = 13) (Figure 6).

Figure 6
Survey Respondents by Racial/Ethnic Identity (n)¹



Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing for participants to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose white (n = 989) as part of their identity and 300 respondents chose “color” as part of their identity (Figure 7). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed category of people of color and white people.²⁰

²⁰ 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.

Figure 7
Survey Respondents by
Race & Position (n)

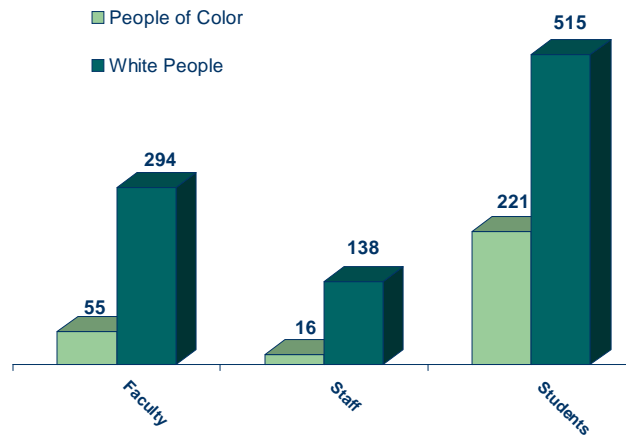


Figure 8 illustrates that most of the respondents identified as Christian (49%), while 36 percent reported no spiritual affiliation. Two percent were Buddhist or Jewish. Less than one percent of the respondents were Hindu, Muslim, or Baha’I. Figure 9 provides a review of the data by position, collapsing the categories of non-Christian spiritual affiliations.

Figure 8 Survey Respondents by Spiritual Affiliation (n)

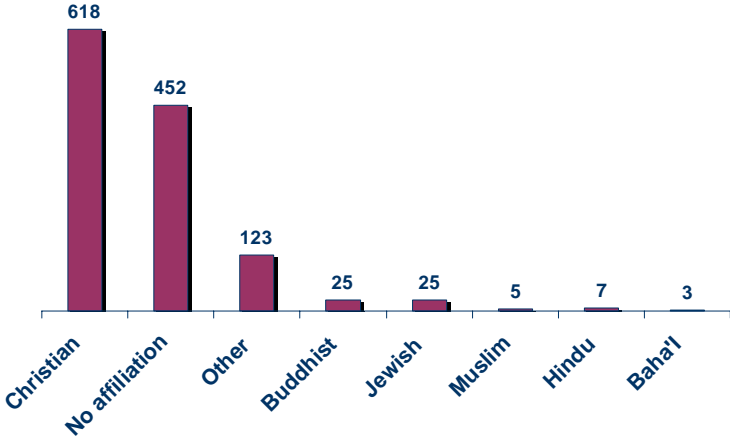
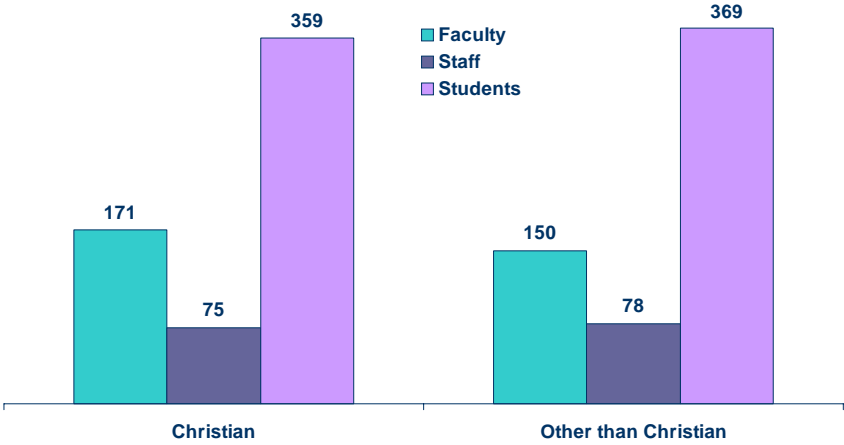
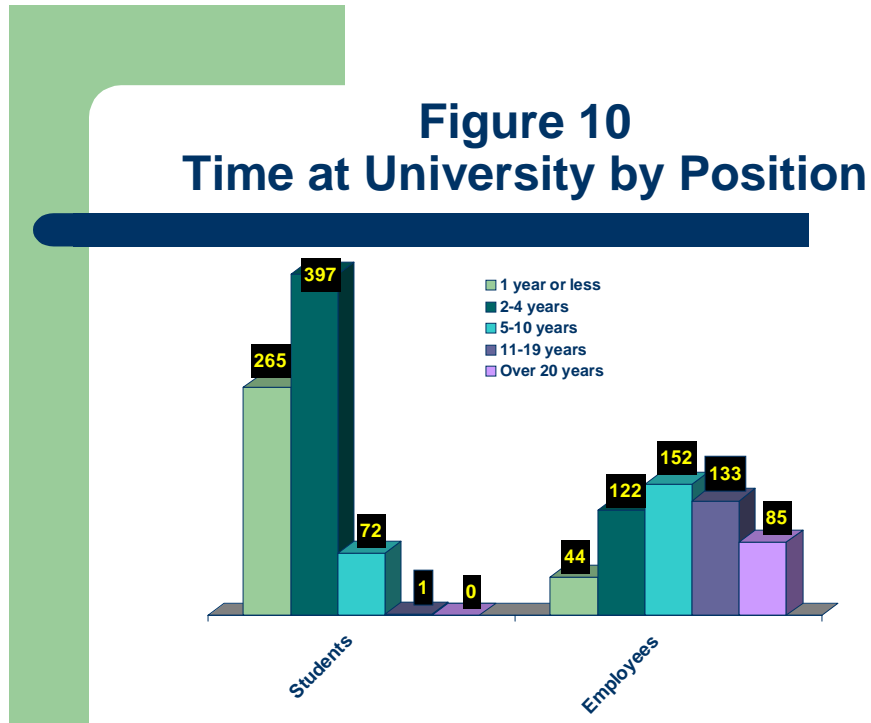


Figure 9 Spiritual Affiliation by Position (n)



The majority of student respondents (90%) have been affiliated with the University for less than five years, while most employees (69%) report having been affiliated with OSU for more than five years (Figure 10).



Eight percent of respondents reported having a disability that substantially effects major life activities such as seeing, hearing, learning, or walking (Figure 11).

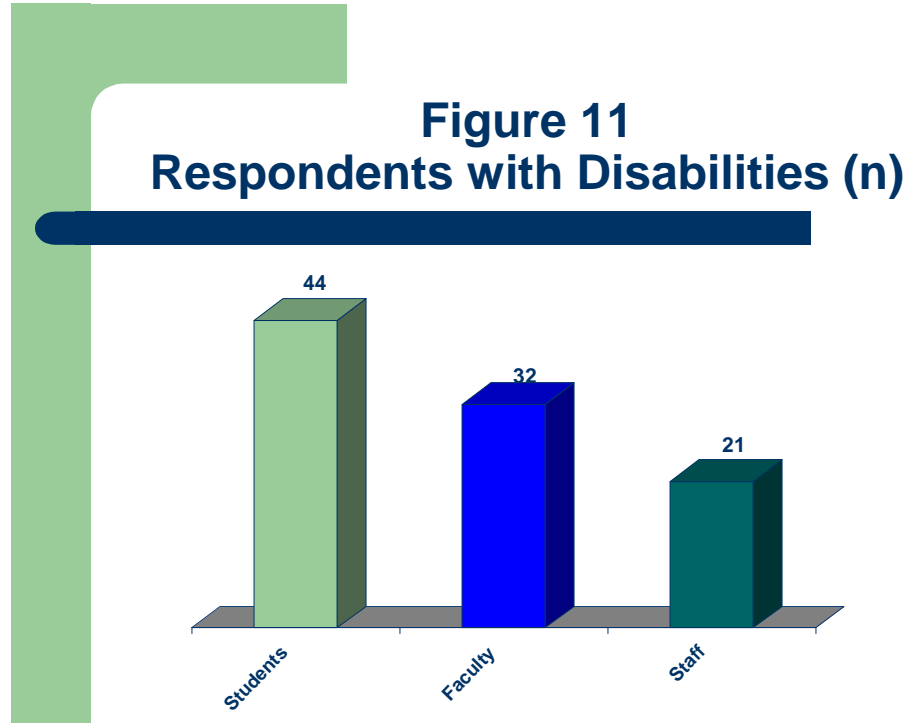
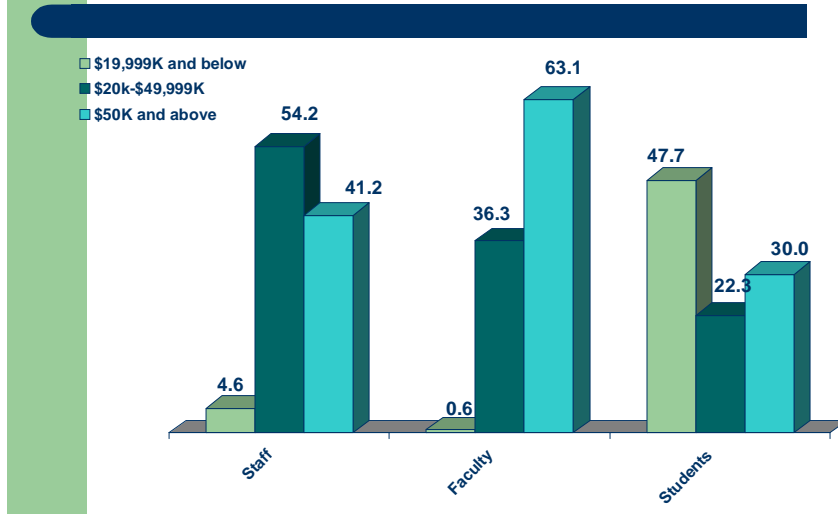


Table 4 indicates that ninety-two percent of people who completed the survey were U.S.-born citizens.

Table 4 Citizenship status	%	n
U.S. citizen—born in the United States	91.6	1164
U.S. citizen—naturalized	3.9	50
International (F-1, J-1, or H1-B, or other visa)	1.6	20
Permanent resident (immigrant)	.2	3
Permanent resident (refugee)	2.7	34

Eighteen percent of survey respondents have an annual income of less than \$10,000 while thirty-five percent earn \$60,000 or more (Figure 12).

**Figure 12
 Income by Position**



Of the students completing the survey, forty-two percent live off-campus independently, twenty-eight percent live in the University housing, and twenty-one percent live off-campus with a partner or spouse (Table 5).

	%	n
University housing	27.6	202
Off campus –independent	42.2	309
Off campus – with partner/spouse	21.0	154
On campus - apartment	1.2	9
Fraternity/Sorority	2.7	20
Off campus – with parent(s)/family/relative(s)	5.3	39

Note: Student responses only

Table 6 presents types of student organizations and the percentages of the student respondents who participate in these organizations. Twenty-six percent participate in groups with an Academic focus. Seventeen percent are involved with

recreation/competitive/intramural sports and religious or spiritual organizations. Fifteen percent are involved with honor societies.

Table 6
 Student Organization Involvement

Student Organization Involvement	%	n
Performing and Visual Arts	4.9	36
Communications/radio/newspaper/TV	4.2	31
Academic	25.8	190
Greek Life	7.1	52
Intercollegiate Athletics	3.3	24
Associate Students of OSU	5.8	43
Honorary Societies	14.5	107
Political and Social Concerns	10.9	80
Recreation/Competitive/Intramural Sports	17.0	125
Religious and Spiritual	17.1	126
Multicultural/Diversity	19.6	144
Service	10.7	79
Memorial Union Program Council	0.8	6
Other	6.7	49

Note: Student responses only

Campus Climate Assessment Findings^{21,22}

The following section reviews the major findings of this study. The review explores the climate at Oregon State University 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 position of the respondents.

Surveys were distributed to students, faculty, and staff and administrators during the spring semester, 2004. Surveys were submitted by 168 graduate and 568 undergraduate students, 349 faculty, and 154 staff for response rates of six percent, four percent, eleven percent, and twelve percent respectively.²³ Given the low response rates caution must be used when generalizing the results to these populations.

Personal Experiences

Thirty-eight percent (n = 486) of individuals had personally experienced harassment (i.e., offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn) at OSU²⁴ (Table 23). Respondents suggested the harassment was based on gender (43%), status at OSU (30%), age (20%), ethnicity (19%), physical characteristics (17%), religion (16%), race (14%), educational status (14%), sexual orientation (12%), and "other" reasons (19%) (Table 24). The following figures depict the responses by the demographic characteristics (e.g., gender, spiritual affiliation, race/ethnicity, sexual orientation).

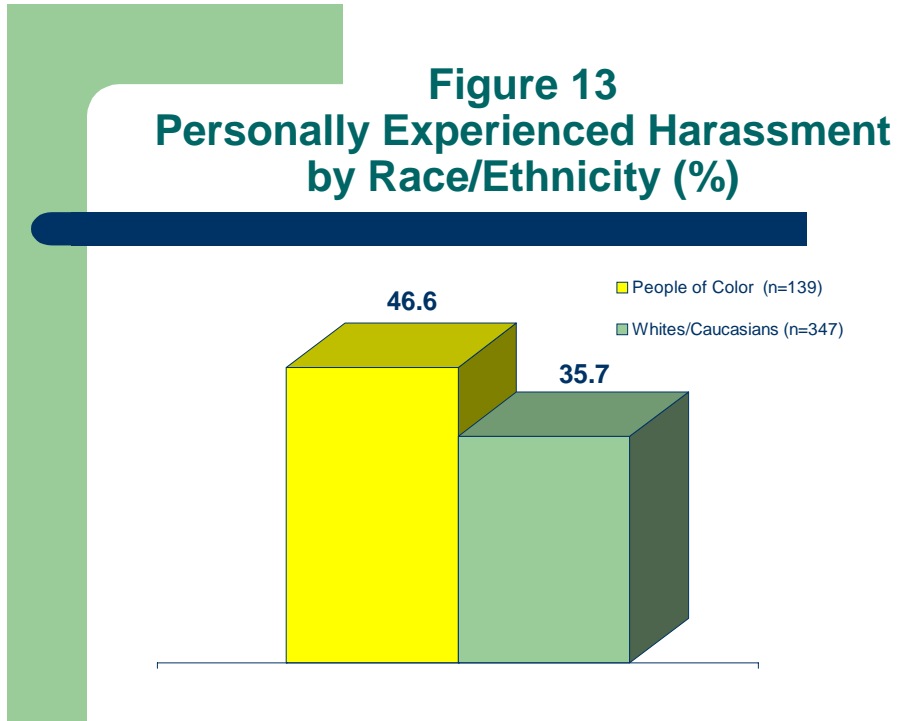
²¹All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²²A content analysis of survey participants' comments is available in Appendix C. The comments presented in the narrative are from both survey comments and comments from focus group participants.

²³The total sample is 1289, 19 respondents declined to report their position.

²⁴Under 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 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.

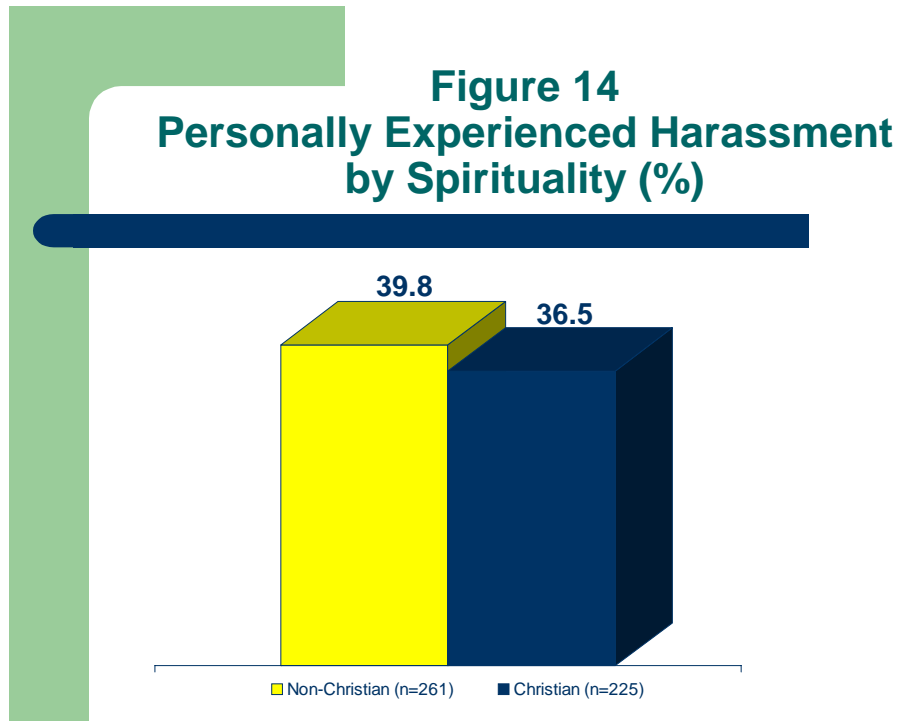
When reviewing these results in terms of race (Figure 13), a higher percentage of people of color (47%) reported harassing experiences than did white people (36%).



“As a minority, sometimes I feel discriminated [against]. Not physically though, mainly just stares. I don't know quite how to explain it, but as a minority, you just can ‘feel’ it.”

“...a student employee of obvious middle eastern decent was loudly referred to as ‘osama bin laden's cousin...’.”

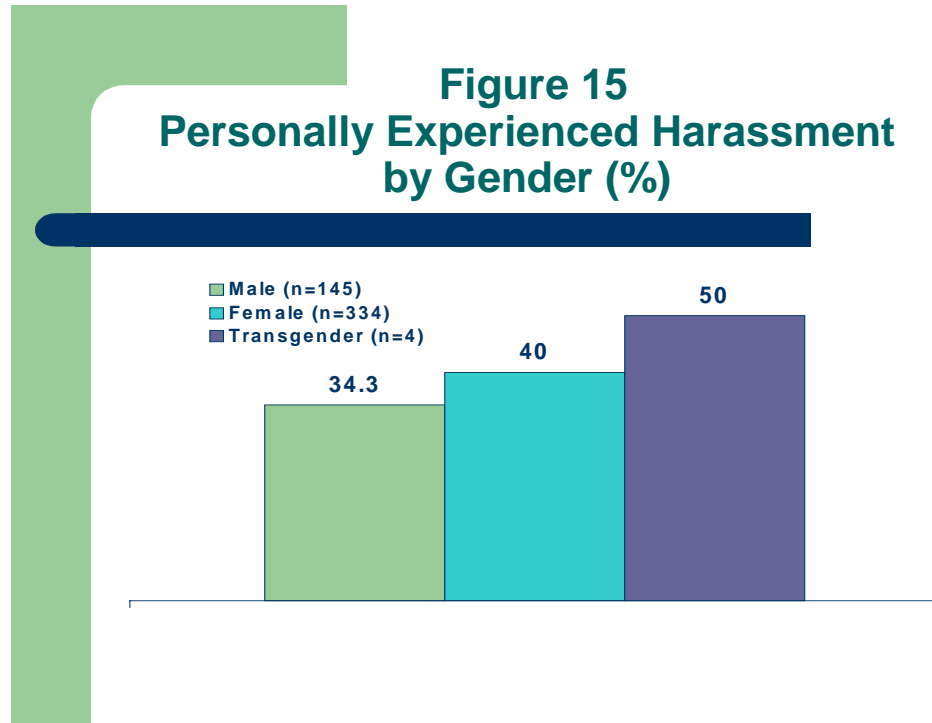
With respect to spirituality and experienced harassment, a slightly smaller percentage of Christians reported experiencing harassment than did non-Christians (Figure 14).



“There is a serious need to address the dominance of Christianity -- or at least Christian ideals and judgments -- on this campus. I feel this is the source of bias against women, people proscribing to other religions, and particularly against the G/L/Bi/TG community. I acknowledge that Christianity does not visibly promote racism, but I feel it places greater value on white males. This leads white males to feel entitled (or really just reinforces the entitlement they have felt all their lives) to say and do whatever they want.”

“While attending classes over the last few years, there has been several instances where my Christian beliefs have come under attack. I have not witnessed this with any of the other religions. Additionally, there has been openness to sexual orientation, race, age, disability, color, or mental condition, but anything that is ‘Christian’ is villainized.”

When reviewing the data by gender (Figure 15), a greater percentage of women than men experienced harassment. In addition, fifty percent (n =4) of transgender people were harassed.

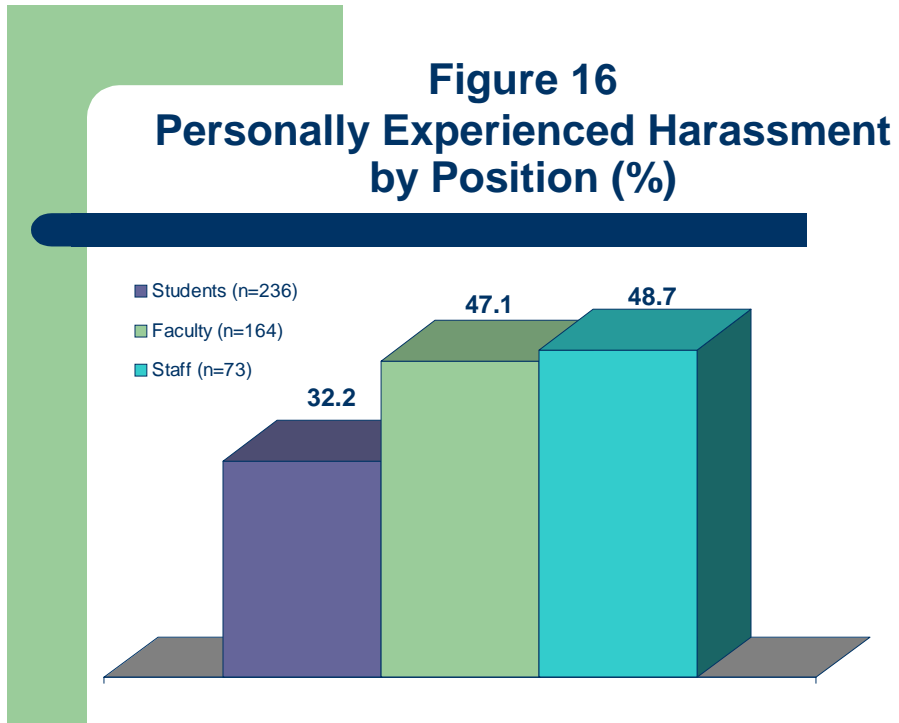


“I have in the past confronted a supervisor who told me a story I felt bordered on sexually harassing. He apologized but then said ‘Well, you have to admit it was funny.’ I don’t think he got my point at all.”

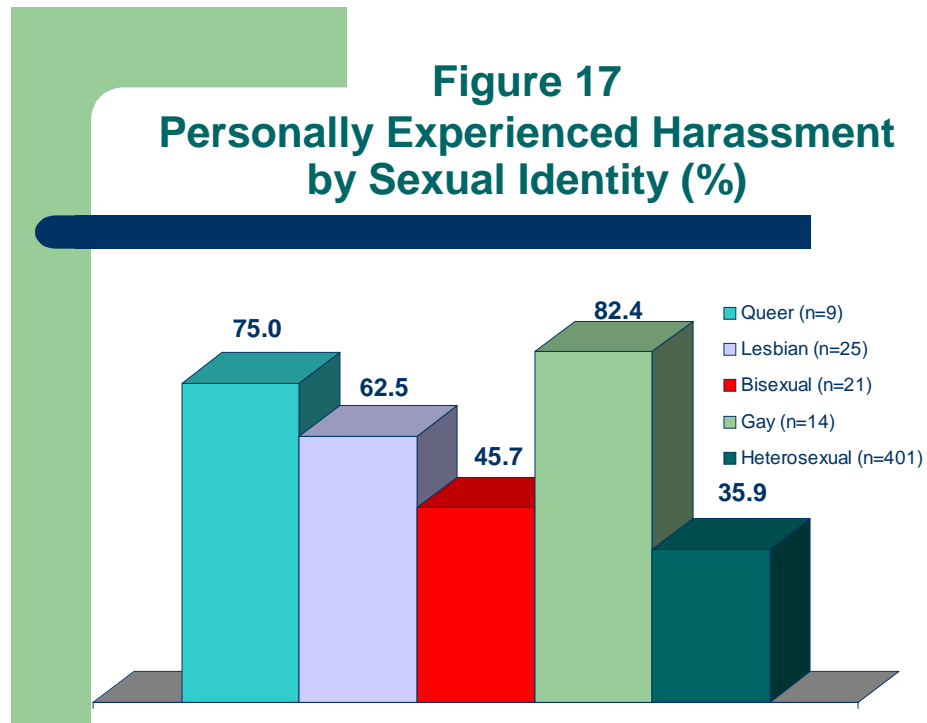
“As a junior faculty member (female) with more than one young child, ... I’m seen primarily as a mom and secondarily as a researcher. ...I feel the same way as I feel when I’m labeled or treated differently because I am a woman.”

“I think there is an especially strong need for workshops for faculty and graduate students regarding sexual harassment. I think there are frequent problems especially regarding young female students and older male faculty and establishing appropriate boundaries. I also think there is gender discrimination on campus with social and economic favoritism shown white male professors.”

Similarly, as depicted in Figure 16, greater percentages of staff and faculty reported being harassed than did students.



All lesbian, gay, and bisexual respondents reported more experiences of harassment than did heterosexual participants (Figure 17).



“A lot of the students at OSU express homophobic views, I feel a general repressed hatred towards homosexuals and bisexuals from many of my fellow students.”

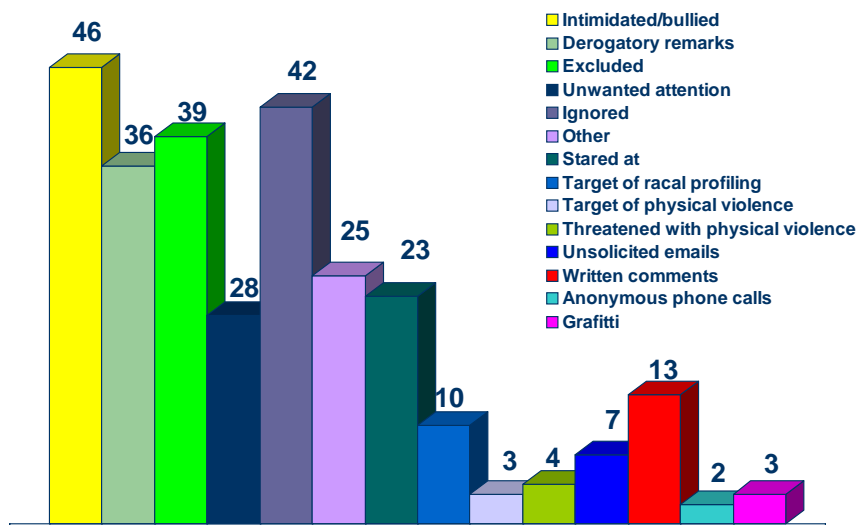
“Our last department chair telling her secretary that she'd ‘never hire another lesbian’ is one example.”

“There's a strong Christian contingency of students who are vocally quite negative regarding homosexuality, and that's too bad.”

“I'll tolerate various groups like the homosexual community, of which I know some good people, but I won't say what they do is ok or right. It is not.”

Figure 18 illustrates the manners in which individuals experienced harassment.²⁵ Forty-six percent of those people harassed were intimidated or bullied; forty-two percent felt ignored, and thirty-nine percent felt excluded. Thirty-six and twenty-three percent, respectively, were subject to derogatory remarks and staring. Other forms of harassment included receiving unwanted attention (21%), written comments (13%) and racial profiling (10%). Four percent had been threatened with physical violence and thirteen people (3%) had been physically assaulted (Table 25).

Figure 18
Form of Personally Experienced Harassment (%)



Forty-two percent of those harassed experienced the incidents while working at a University job. Roughly one-quarter were harassed in class (26%), while meeting with a group (26%), in a campus office (25%), or while walking on campus (23%). Other

²⁵ A small number of respondents (n<8) responded that they had experienced conduct due to several characteristics, in several forms, and indicated several sources.

locations where harassment occurred included in public spaces on campus (21%), meetings with one other person (19%), faculty offices (16%), and at campus events (12%) (Table 26).

Approximately forty percent of the respondents identified students (43%) and faculty (41%) as the sources of the harassment. One fifth reported being harassed by administrators (22%), supervisors (20%), and staff members (18%). Interestingly, but not unique, the source of harassment is always highest within the position (e.g., student on student, faculty on faculty, etc.).

During their time at OSU, seven percent of the survey respondents (n = 87) had an unwanted sexual experience because they were forced, coerced, threatened, or incapacitated due to drugs or alcohol (Table 41). Further review suggests that these respondents were most often women (86%), white (77%), and students (87%) (see table below).

Unwanted sexual experience by selected demographics (n=87)

	%	n
Gender		
Female	86.0	74
Male	14.0	12
Race		
People of Color	22.9	20
White	77.1	67
Position		
Student	87.2	75
Employee	12.8	11
Citizenship Status		
US citizen	97.7	85
International	0.3	2
Sexual Orientation		
LGB	17.4	15
Heterosexual	82.6	71

In response to the experienced harassment, nearly half (48%) told a friend, forty percent avoided the harasser, and forty percent were embarrassed. Others ignored the incident (27%) or left the situation immediately (17%). While twenty-one percent made complaints to University officials, twenty-five percent did not report the incidents out of fear of retaliation (Table 28).

Experiences as Members of Underrepresented Groups

“People of color or of different national origin are approached with stereotypes and seem to be viewed as ‘athletes’ if they are African-American and are viewed as ‘terrorists’ if they are of Middle Eastern descent.”

“While I feel supported in many ways at the department level, I am less satisfied with the university's commitment, which I feel is lacking overall. In my opinion, there is very little infrastructure here to support and maintain minority faculty once they get here.”

Part 5 of the questionnaire asked members of underrepresented groups to respond to questions about their experiences at OSU and in the classroom or workplace. Table 7 illustrates that some respondents feared for their safety based on others' reactions to their race/ethnicity (41%, n = 121), sexual orientation/gender identity (63%, n = 72), or gender (63%, n = 520). Thirty-four percent (n = 100) of people of color responding indicated that they felt others assumed they were admitted (students) or hired (employees) due to their race/ethnicity. Nineteen percent (n = 153) of women reported others assumed they were admitted or hired because of their gender. Figures 20-22 provide information regarding these data splits by position (Table 58).

Figure 20
Perception of Admission or Hire
Based on Race (%)

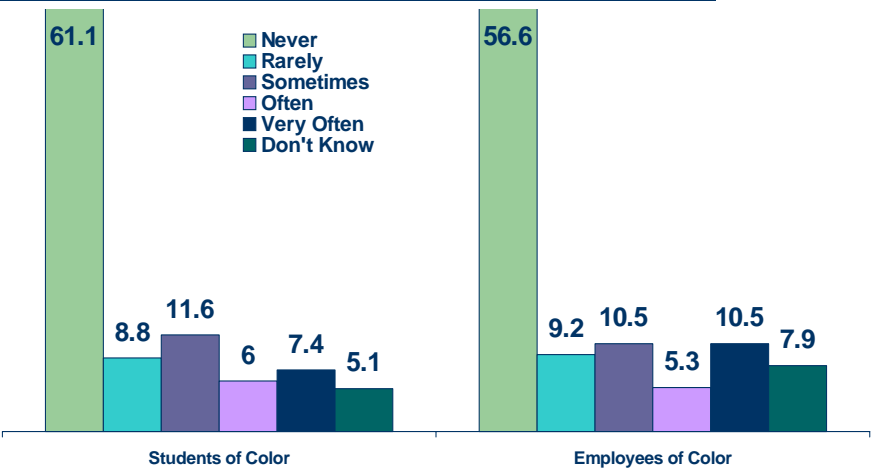
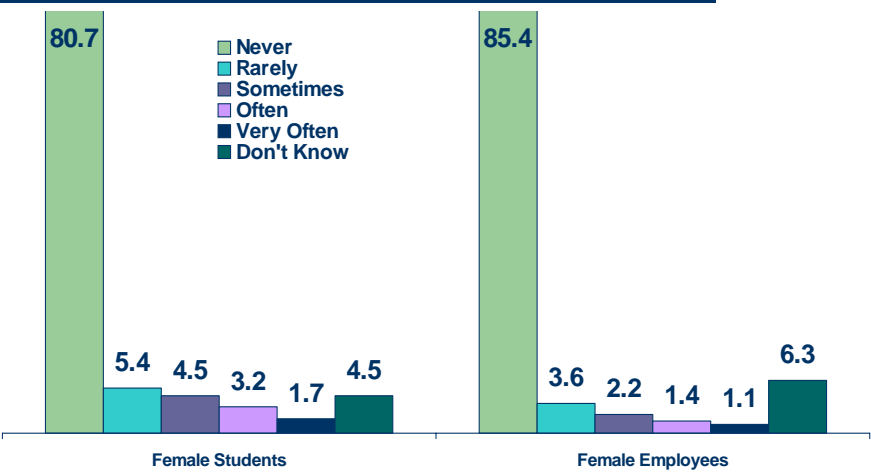
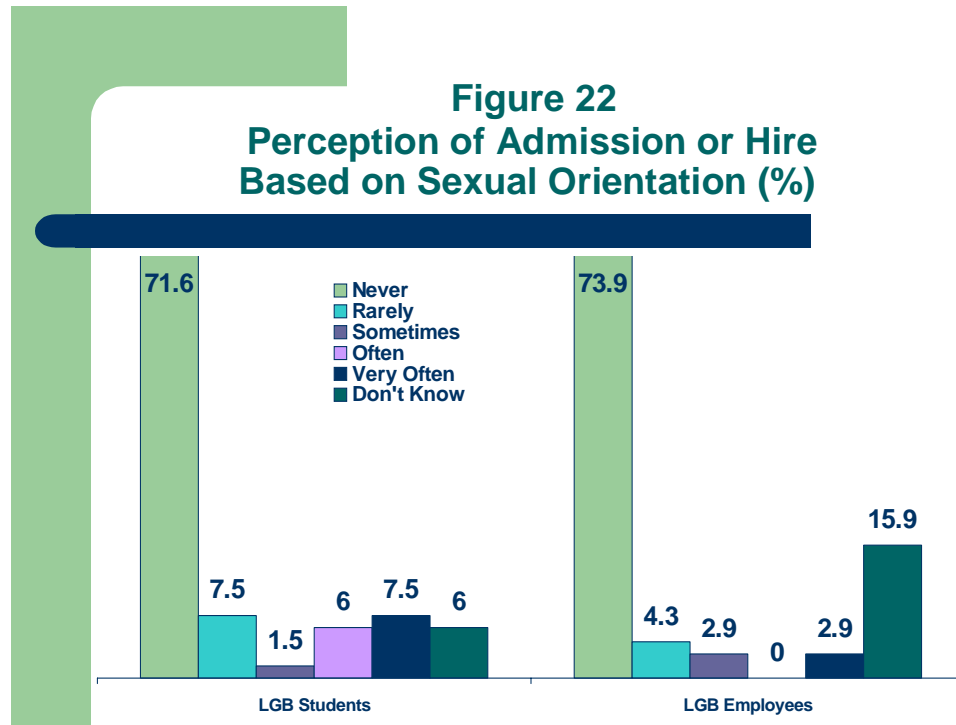


Figure 21
Perception of Admission or Hire
Based on Gender (%)





More than half (53%, n = 154) of the respondents of color experienced racial profiling. Of these, seventy-nine percent were students. One-third (n = 415) of all participants indicated that they were targets of a bias-related incident on the University campus.

Thirty-eight percent (n = 274) of the student respondents feared getting poor grades in class because of hostile classroom environments, and seventeen percent (n = 340) of employees feared losing their jobs based on hostile working environments.

Table 7. Experience	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
Feared for physical safety due to race/ethnicity ¹	57.3	172	23.5	69	13.9	41	3.1	9	0.7	2	0.3	1
Feared for physical safety due to sexual orientation/gender identity ²	36.8	42	21.9	25	25.4	29	5.3	6	10.5	12	0.0	0
Feared for physical safety due to my gender ³	37.0	307	24.3	202	30.8	256	5.2	43	2.3	19	0.4	3
Someone assume I was admitted (student) or hired (faculty/staff) due to my race/ethnicity ¹	59.9	175	8.7	26	11.0	33	5.8	17	8.2	24	5.8	17
Someone assume I was admitted (student) or hired (faculty/staff) due to my gender ³	75.0	620	7.4	61	8.0	66	1.9	16	1.2	10	6.5	54
Someone assume I was admitted (student) or hired (faculty/staff) due to my sexual orientation ²	78.9	90	5.3	6	3.5	4	0.9	1	1.8	2	9.6	11
Experienced racial profiling ¹	39.6	116	16.0	47	21.5	63	7.2	21	7.8	23	7.8	23
Victim of a bias-related incident ⁴	61.6	768	16.4	205	12.9	161	2.8	35	1.1	14	5.1	64
Victim of a crime ⁵	72.8	912	17.6	220	7.1	89	1.4	17	0.5	6	0.7	9
Victim of an act of stalking/sexual assault ⁶	87.9	1099	7.7	96	2.4	30	0.6	7	0.2	3	1.2	15
Feared for the loss of my job/position because of a hostile work environment ⁷	71.4	894	10.0	125	9.9	124	3.7	46	3.6	45	1.4	18
Feared getting a poor grade because of a hostile classroom environment ⁸	61.1	443	20.1	146	14.2	103	2.1	15	1.4	10	1.1	8

¹ participants who identify as a person of color (n=300)
² participants who identify as lesbian, gay, bisexual (n=115)
³ participants who identify as a woman only (n=839)
⁴ all participants who responded to this question (n=1247)
⁵ all participants who responded to this question (n=1253)
⁶ all participants who responded to this question (n=1250)
⁷ all participants who responded to this question (n=1252)
⁸ participants who identify as a student only (n=725)

Table 8 illustrates that forty-seven percent (n = 137) of people of color have felt singled out as the “resident authority” when issues of race/ethnicity arose in the classroom or workplace. These results were exactly the same for students of color (47%; n = 101) and employees of color (47%, n = 36).

Forty-eight percent of respondents reported feeling isolated or left out when group work was required. This result was similar for both male (24%, n = 99) and female respondents (27%, n = 223). Forty-seven percent of lesbian, gay, and bisexual respondents (n = 53) felt uncomfortable being “out” on campus.

Fifteen of the student respondents of color reported they were never comfortable requesting assistance from white professors. Similarly, fifteen percent of white students said they were never comfortable requesting assistance from professors of color.

Forty-seven percent of respondents (n = 539) felt that their cultural heritage was valued at OSU at least some of the time. When reviewing these results by race, fifty-eight percent of people of color and forty-three percent of white people felt that their cultural heritage was valued.

Table 8. Experiences

	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
When issues of race/ethnicity arose, I was singled out as the “resident authority” ¹	49.1	144	16.4	48	12.6	37	8.9	26	8.9	26	4.1	12
When issues of sexual orientation arose, I was singled out as the “resident authority” ²	78.9	90	5.3	6	3.5	4	0.9	1	1.8	2	9.6	11
When issues of gender arose, I was singled out as the “resident authority” ³	66.3	538	12.8	104	11.6	94	3.4	28	2.5	20	3.4	28
When issues of religion arose, I was singled out as the “resident authority” ⁴	75.1	933	10.1	125	7.8	97	2.1	26	1.9	23	3.1	39
Isolated or left out when work is required in groups ⁵	50.5	629	21.4	266	17.8	221	5.1	63	3.7	46	1.6	20
As a student of color, I am comfortable requesting assistance from white professors ⁶	14.7	36	6.1	15	13.9	34	17.1	42	24.5	60	23.7	58
As a white student, I am comfortable requesting assistance from professors of color ⁷	15.3	109	1.1	8	4.1	29	16.7	119	35.6	254	27.3	195
As a female student, I am comfortable requesting assistance from male professors ⁸	8.1	50	4.7	29	14.6	90	27.5	170	36.9	228	8.3	51
As a male student, I am uncomfortable requesting assistance from female professors ⁹	18.0	59	2.1	7	6.1	20	16.2	53	45.4	149	12.2	40
As an LGB person, I feel uncomfortable being “out” on campus ¹⁰	35.7	40	13.4	15	19.6	22	14.3	16	13.4	15	3.6	4
I feel that my cultural heritage is valued at OSU ¹¹	12.5	143	14.9	170	21.3	244	15.2	174	10.6	121	25.5	291

¹ participants who identify as a person of color only (n=300)

² participants who identify as lesbian, gay, bisexual only (n=115)

³ participants who identify as female only (n=839)

⁴ all participants who responded to this question (n=1243)

⁵ all participants who responded to this question (n=1245)

⁶ participants who identify as students of color only (n=245)

⁷ participants who identify as white students only (n=989)

⁸ participants who identify as female students only (n=471)

⁹ participants who identify as male students only (n=426)

¹⁰ participants who identify as lesbian, gay, bisexual, or transgender only (n=115)

¹¹ all participants who responded to this question (n=1143)

“To speak of my own experience, I have had a white student mock me by imitating what he thought sounded like Asian words (ching-chong-konichiwa etc). Those things are outright racist and unacceptable, and those things are easier to speak up about (although I did not speak up at the time, I walked away quietly boiling mad because I did not know how to confront the person). The things that really bother me are not so easy to speak up about because they seem minor or insignificant. For example, when walking to and from class, if there are two or even three white people walking opposite me on the sidewalk, I am always the one forced to walk around them in the grass. I have made many observations of this. It's like, people expect me, an Asian girl to move out of the way, and it's like I understand, and accept my role to get out of the way. That's not right, I know. One time I decided to hold my ground and just walk straight (on the right side of the sidewalk of course). The student bumped me off to the side and kept walking with his friends.”

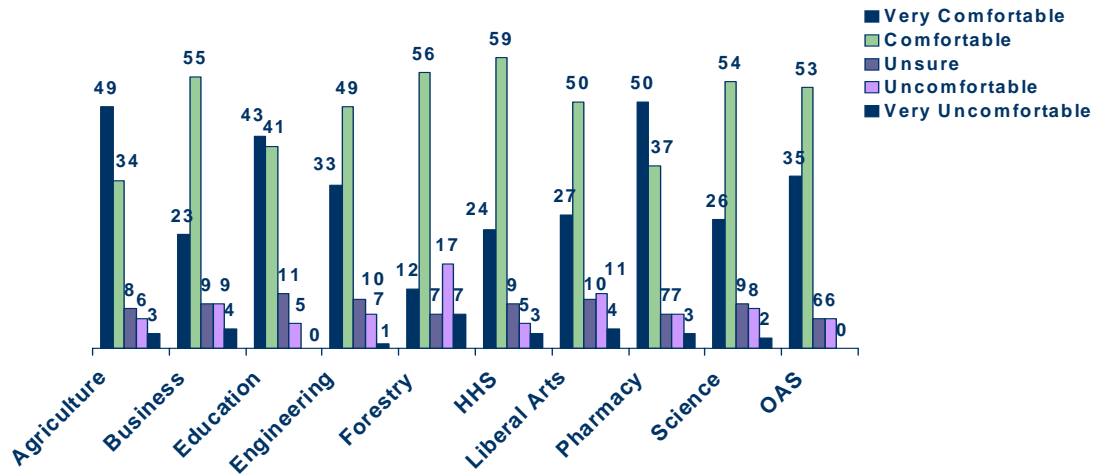
“I had a one-on-one talk with an African American girl, and she shared with me how she struggles because African American women are stereotyped as being stupid, lazy, or just unintelligent. Because people sometimes unknowingly treat her this way, she begins to think that about herself. She also told me, that she has a really good day when she goes to school and people are not scared of her, or the professor says to split up into groups and someone asks her to be in their group.”

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by perceptions of how members of the academy are treated on campus.

Seventy-four percent of the survey respondents were “comfortable” or “very comfortable” with the climate for diversity at OSU. Seventy-three percent were comfortable/very comfortable with the climate for diversity in their academic colleges, and seventy-eight percent felt that way about their work units or departments. The responses broken out by academic college/academic support unit are provided in Figures 23 and 24.

Figure 23 Comfort with Climate by Department (%)

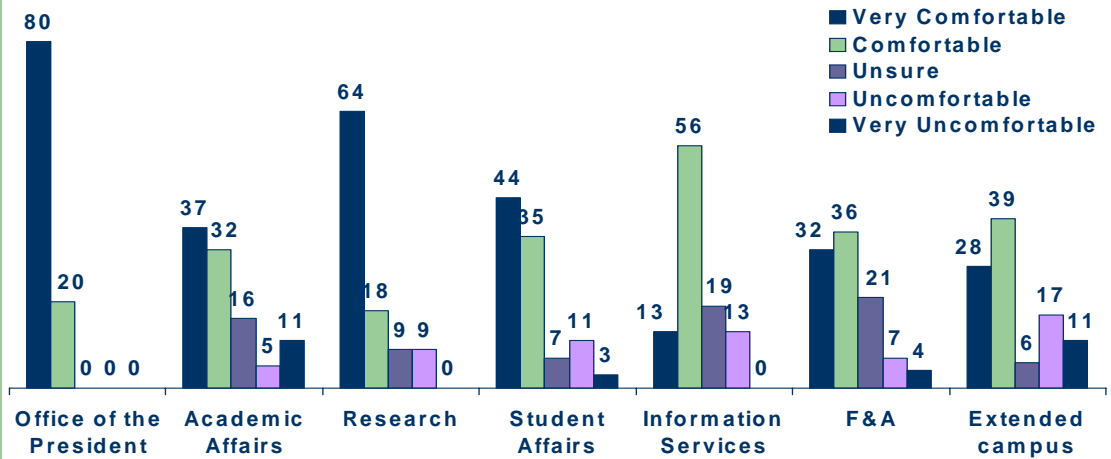


Comfort with climate for diversity by department

	Very Comfortable		Comfortable		Unsure		Uncomfortable		Very Uncomfortable	
	%	n	%	n	%	n	%	n	%	n
Agriculture	48.8	59	33.9	41	8.3	10	5.8	7	3.3	4
Business	23.2	13	55.4	31	8.9	5	8.9	5	3.6	2
Education	43.2	19	40.9	18	11.4	5	4.5	2	0.0	0
Engineering	33.1	47	48.6	69	9.9	14	7.0	10	1.4	2
Forestry	12.2	5	56.1	23	7.3	3	17.1	7	7.3	3
Health/Human Science	24.2	32	59.1	78	9.1	12	4.5	6	3.0	4
Liberal Arts	26.5	52	49.5	97	9.7	19	10.7	21	3.6	7
Pharmacy	46.7	14	36.7	11	6.7	2	6.7	2	3.3	1
Science	26.2	45	54.1	93	9.3	16	8.1	14	2.3	4
Oceanic/Atmospheric Sciences	35.3	6	52.9	9	5.9	1	5.9	1	0.0	0

College of Veterinary Medicine, Graduate School, and University Honors College not included due to sample n less than 10.

Figure 24
Comfort with Climate
by Department (continued) (%)



Comfort with climate for diversity by department (continued)

	Very Comfortable		Comfortable		Unsure		Uncomfortable		Very Uncomfortable	
	%	n	%	n	%	n	%	n	%	n
Office of the President	80.0	4	20.0	1	0.0	0	0.0	0	0.0	0
Academic Affairs/International Programs	36.8	7	31.6	6	15.8	3	5.3	1	10.5	2
Research	63.6	7	18.2	2	9.1	1	9.1	1	0.0	0
Student Affairs	43.6	41	35.1	33	7.4	7	10.6	10	3.2	3
Information Services	12.5	2	56.3	9	18.8	3	12.5	2	0.0	0
Finance & Administration	32.1	9	35.7	10	21.4	6	7.1	2	3.6	1
Extended Campus/Extension Service	27.8	5	38.9	7	5.6	1	16.7	3	11.1	2

Office of the Provost, University Advancement, Intercollegiate Athletics, and Cascades Campus not included due to sample n less than 10.

Nearly half of all respondents (45%) have attended a campus multicultural program, and thirty-seven percent have attended an OSU sponsored multicultural event. Twenty-eight percent have attended a Women's Center program, and less than one-fifth have attended residence hall diversity programs (19%), DPD seminars (17%), or Queer Resource Center programs (14%) (Table 22).

When comparing the data by the demographic categories of "People of Color" and "Caucasian/White," a slightly smaller percentage of people of color than whites were comfortable with the overall climate for diversity at OSU (Figure 25), in their colleges (Figure 26), and in their departments/work units (Figure 27).

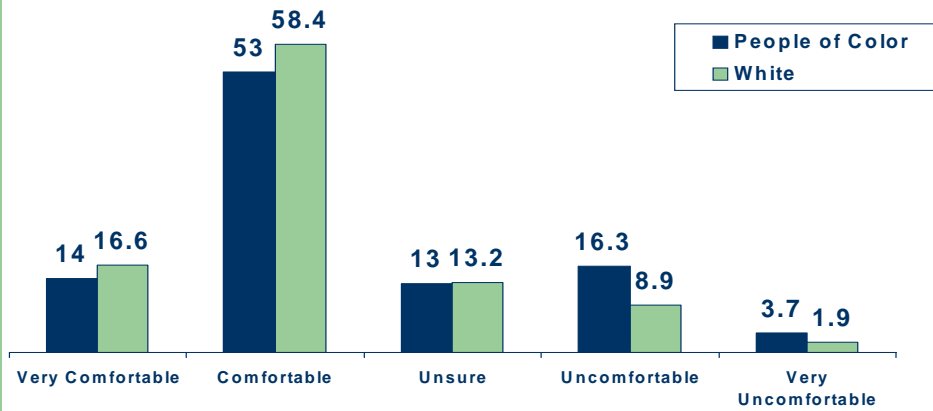
"I am comfortable in my college, with strong support there for women; the department, which has been dominated by paternalistic attitudes (sometimes benign, sometimes not, but mostly unconscious) for many years, is a much harder project."

"I feel the classified employees should be treated with more respect and management be trained and expected to follow the rules and regulations of this university. Thus campus has a huge fear factor in a lot of departments for the classified employees and I would like to see this addressed."

"I have experienced inappropriate touching, verbal abuse, heard complaints from other staff and students about a certain faculty member who is now in an administrative position. I have seen this person be physically violent and throw things at people. I have heard members of the faculty, both male and female make comments about black student athletes. Something was stolen, the comment was that it was probably the "black boys" that did it. At the department level, there is a lot of micro managing, disdain for suggestions that come from female staff and faculty."

"There is either a perceived or actual class/economic difference between faculty and classified staff felt by many classified staff even after much discussion."

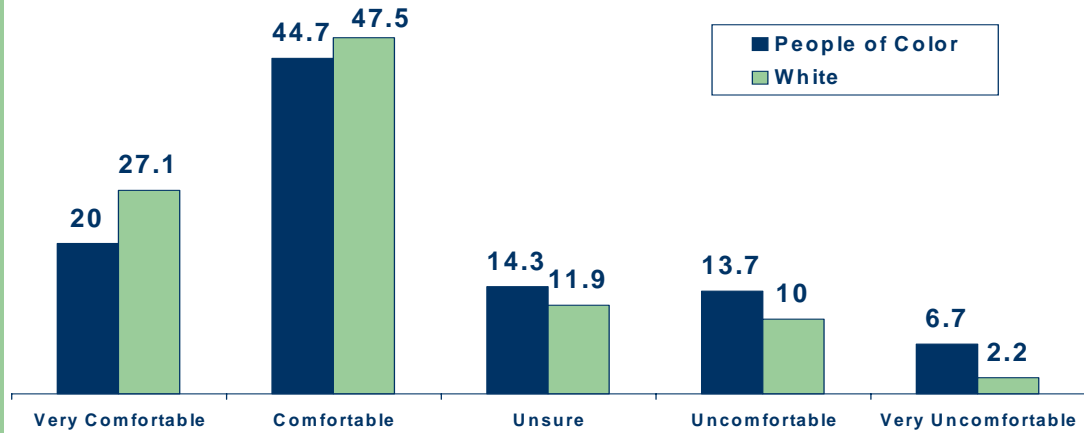
Figure 25
Comfort with Overall Campus Climate
by Race (%)



Comfort with climate for diversity at Oregon State University

	People of Color		Caucasian/White		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	42	14.0	164	16.6	206	16.0
Comfortable	159	53.0	578	58.4	737	57.2
Unsure	39	13.0	131	13.2	170	13.2
Uncomfortable	49	16.3	88	8.9	137	10.6
Very uncomfortable	11	3.7	19	1.9	30	2.3

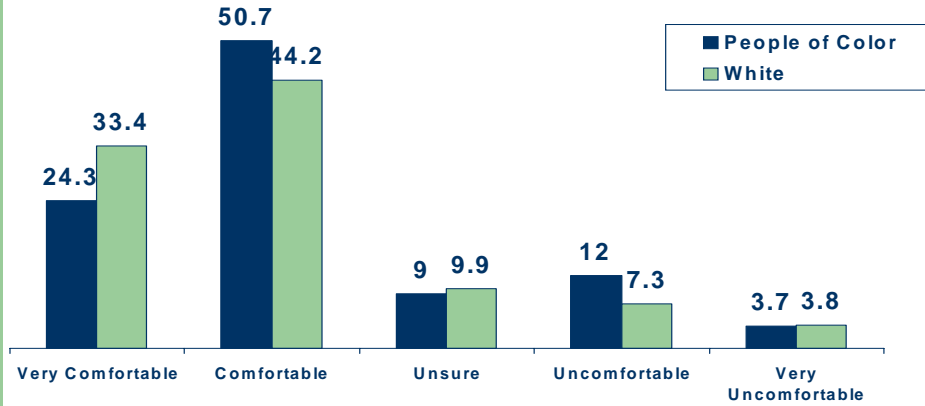
Figure 26
Comfort with Climate
in Academic College by Race (%)



Comfort with climate for diversity in academic college

	People of Color		Caucasians/Whites		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	60	20.0	268	27.1	328	25.4
Comfortable	134	44.7	470	47.5	604	46.9
Unsure	43	14.3	118	11.9	161	12.5
Uncomfortable	41	13.7	99	10.0	140	10.9
Very uncomfortable	20	6.7	22	2.2	42	3.3

Figure 27
Comfort with Climate in
Department/Work Unit by Race (%)



Comfort with climate for diversity in your department/work unit

	People of Color		Caucasians/Whites		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	73	24.3	330	33.4	403	31.3
Comfortable	152	50.7	437	44.2	589	45.7
Unsure	27	9.0	98	9.9	125	9.7
Uncomfortable	36	12.0	72	7.3	108	8.4
Very uncomfortable	11	3.7	38	3.8	49	3.8

Also contributing to the campus climate are respondents' observations of others being harassed. Fifty-one percent of the participants (n = 646) reported observing conduct on campus that created an offensive, hostile, or intimidating working or learning environment (Table 29). Most of the observed harassment was based on ethnicity (45%), gender (42%), sexual orientation (40%), race (36%), English language proficiency/accents (22%), and country of origin (22%)²⁶ (Table 30).

"I have, however, witnessed several 'unfriendly' or negative comments/actions where students (mostly in the greek system) have been instigators/perpetrators."

"I witnessed search bias by my former department head based on knowing who he wanted to hire and worked the system to make sure that was who got hired. the person who lost the position was a woman."

Figures 28 – 31 separate by demographic categories (i.e., gender, spiritual affiliation, race/ethnicity, sexual orientation) participants responses to observing harassment or personally been made aware of harassment toward another person.

²⁶A small number of respondents (n<5) responded that they had experienced conduct due to several characteristics, in several forms, and indicated several sources.

Figure 28 Observed Harassment by Race/Ethnicity (%)

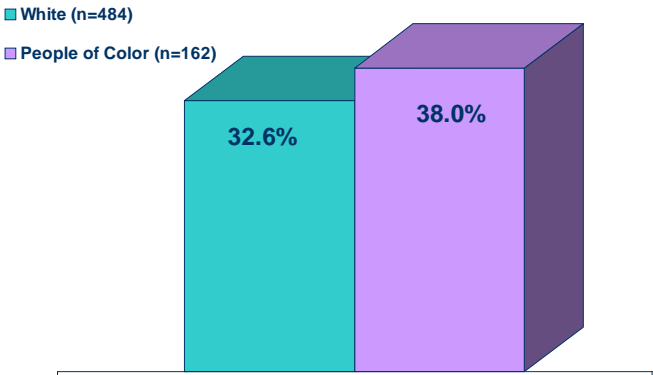


Figure 29 Observed Harassment by Spirituality (%)

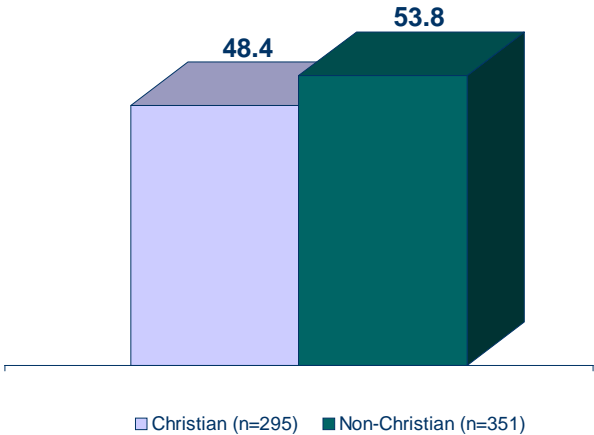


Figure 30
Observed Harassment
By Gender (%)

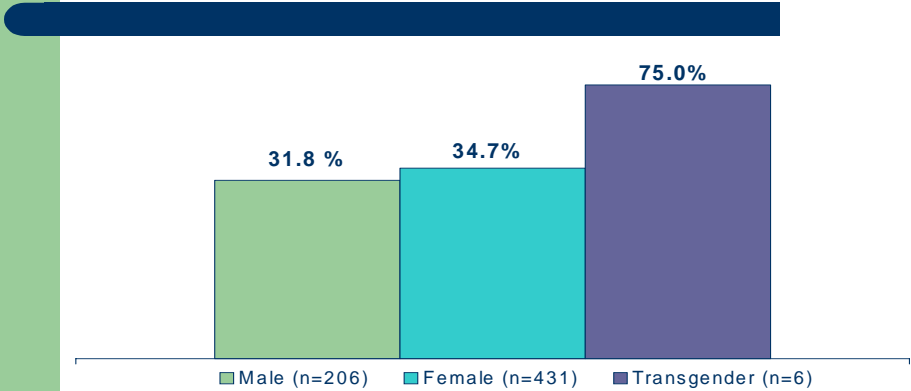
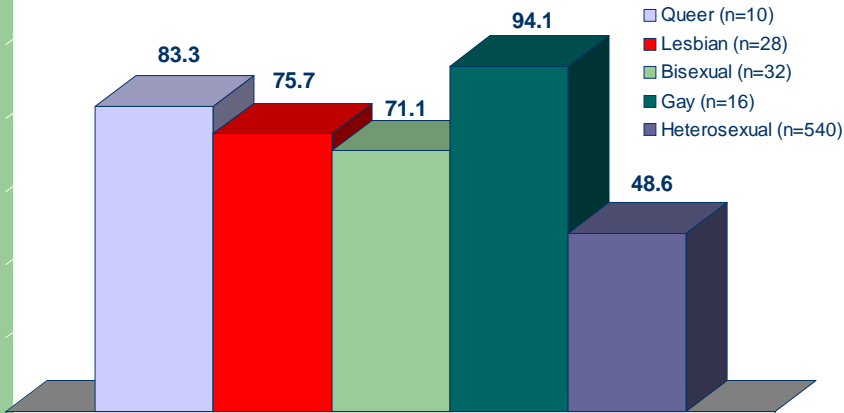


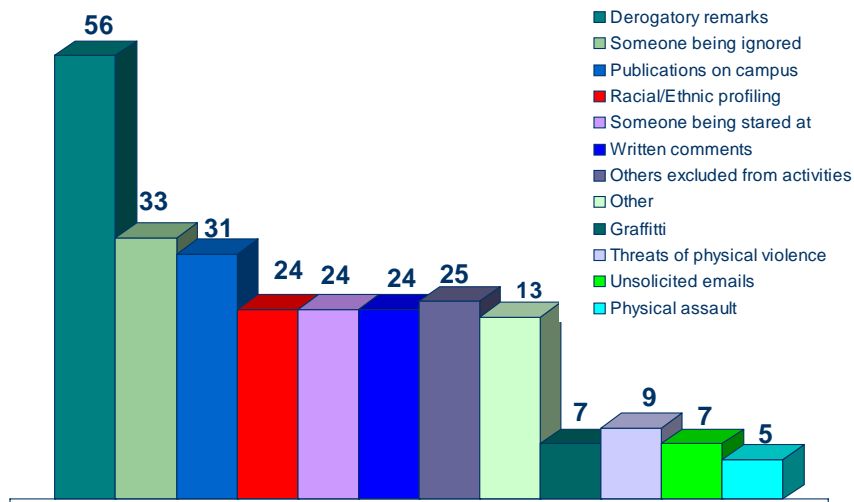
Figure 31
Observed Harassment
by Sexual Orientation (%)



Interestingly, but not unique to OSU, those respondents in the underrepresented groups depicted in the figures (women, transgender, people of color, non-Christian, and LGB) all observed harassment more often than did those in the corresponding majority group.

Figure 32 indicates that people most often observed harassment in the forms of derogatory remarks (56%), publications on campus (31%), racial/ethnic profiling (24%), written comments (24%), and seeing someone being stared at (24%), deliberately ignored (33%), or excluded from activities (25%). Fifty-six people (9%) witnessed someone making threats of physical violence and 30 people (5%) saw someone physical assaulted or injured.

Figure 32
Form of Observed Harassment (%)



Respondents observed harassment most often while walking on campus (39%), in public spaces on campus (35%), in classrooms (32%), while working at a University job (27%),

in a meeting with a group (26%), at a campus event (19%), or in a campus office (18%) (Table 32). The majority of respondents (63%) indicated students were the most common source of harassment. Respondents also identified sources as faculty (32%), student groups (16%), administrators (15%), and staff members (14%) (Table 33).

Similar to experienced harassment, the source of harassment is always highest within the position (i.e., student to student, faculty to faculty).

In response to observing harassment, thirty-three percent were embarrassed, thirty-one percent told a friend, twenty-two percent ignored it, and fifteen percent confronted the harasser at the time. Fourteen percent made a complaint to a University official, and fifteen percent did not know to whom to report the incident.

In regard to employee respondents' experiences with discriminatory employment practices, twenty-six percent of employee respondents (n = 132) reported observing discriminatory hiring at OSU. Forty-nine percent (n = 64) indicated the discriminatory hiring was based on gender, twenty-seven percent noted that the conduct was based on age, twenty-four percent said it was based on employment category, and twenty-one percent suggested that the conduct was based on ethnicity. Thirteen percent (n = 66) of employee respondents observed discriminatory firing; thirty-nine percent believed the firings were based on something "other" than the choices listed, and thirty-two percent, twenty-four percent, and twenty percent suggested that the firing was due to gender, employment category, age, and OSU status respectively. Thirty percent (n = 151) of responding employees suggested that they observed discriminatory promotion at the University, and believed it was largely based on gender (57%) and employment category (27%) (Tables 35-40).

"I have seen illegal use of funds, very biased hiring practices, lying about hours worked and a general lack of communication."

"Preference for candidates based on familiarity or "connections" not necessarily meeting the hiring criteria."

“People should not be hired or admitted because there is a quota of under-represented minorities to fill; they should get the job/position based strictly on merits alone and not who their parents are.”

The majority of respondents indicated that the campus climate overall was respectful of 11 of the 15 groups listed in Question 19, including men (87%), Caucasians/Whites (84%), women (75%), Asian Americans (70%), Pacific Islanders/Hawaiian natives (70%), international students and scholars (64%), African Americans/Blacks (58%), persons with disabilities (57%), Latino(a)s/Chicano(s) (57%), American Indians/Alaskan Natives (56%), people from multi-racial or multi-ethnic backgrounds (54%), and non-native English speakers (52%). Fewer respondents thought the campus was accepting of persons with religious backgrounds different from their own (49%), Middle Eastern persons (44%), and openly lesbian, gay, bisexual, or transgender (LGBT) persons (42%). (Table 43).

Correlations between these responses (campus climate) and those from question nineteen, which asked respondents to rate the overall campus climate for the various groups are very low, indicating no practical relationship between answers regarding “respect” for different populations and climate for that population. Selected correlation coefficients²⁷ are provided in Table 9. Therefore, it appears as though respondents believe that the campus climate is sexist or racist while they also report that the climate is accepting for women and people of color.

²⁷ Correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

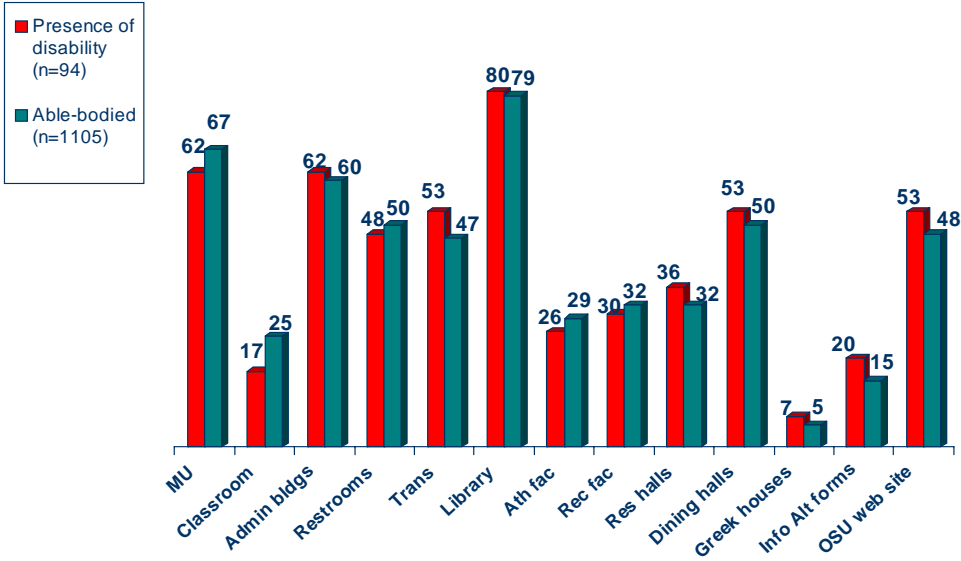
Table 9
Correlations Between Ratings of Acceptance and
Campus Climate for Selected Groups

	Non-Racist	Respectful
African Americans/Blacks	.447 ¹	.331 ¹
Caucasians/Whites	.077 ¹	.116 ¹
American Indians/Alaskan Natives		.339 ¹
Asian Americans		.322 ¹
Pacific Islanders/Hawaiian Natives		.311 ¹
Latinos/Chicanos		.317 ¹
Middle Easterners		.307 ¹
Multiracial, multiethnic, multicultural persons		.326 ¹
Non-native English speakers		.335 ¹
LGBT		.270 ¹
Physically Disabled		.326 ¹
Women		.384 ¹
International Students & Scholars		.318 ¹

¹p= .01

Most respondents believed the Memorial Union, administrative buildings, parking, the library, and dining facilities were at least “accessible” for people with disabilities. Greek houses, specific classrooms, athletic facilities, recreational facilities, and residence halls were considered the least accessible of the areas on campus. Seventy-four percent did not know if OSU information was available in alternative formats. Figure 34 depicts these results based on those who indicated the presence of a disability and those who did not. In most cases, those respondents with a disability indicated the area listed was less accessible than did those who were able-bodied.

Figure 34 Campus Accessibility (%)¹



¹Percentages based on number of participants responding to each question, not in all cases the total "n".

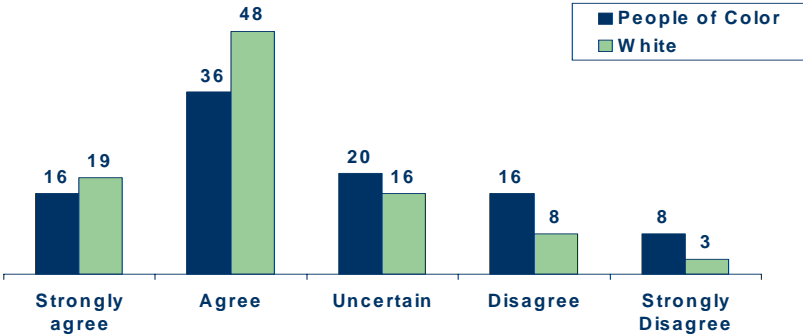
Institutional Actions

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

More than half of the respondents believed OSU proactively addresses campus issues related to ethnicity (69%), race (63%), sexual orientation (63%), physical disability (58%), gender (57%), learning disability (52%), and non-native English speakers (50%). About one-third of the respondents thought the University addresses issues related to religions (39%), mental disability (39%), and physical characteristics (30%). Only one-quarter thought OSU addresses age (26%), socioeconomic status (25%), and employee status (24%) (Table 42).

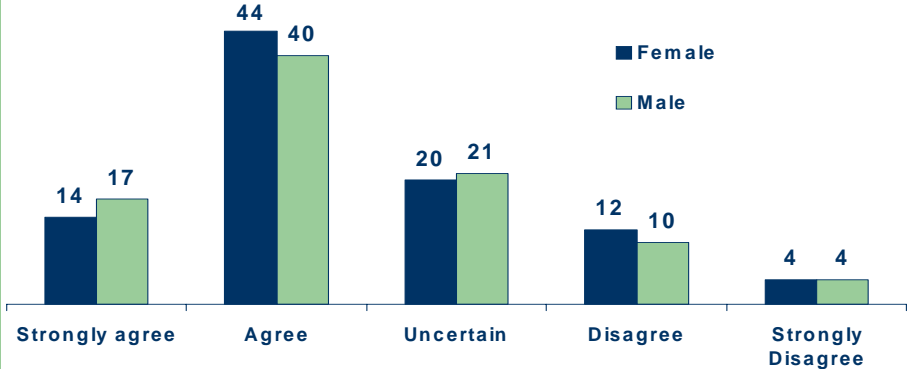
Approximately seventy percent of respondents believed people in the offices they frequent are accepting of others based on their gender, ethnicity, and age. More than sixty percent thought people in the offices they frequent were accepting of individuals based on country of origin, employment category, OSU status, physical characteristics, and race, while slightly more than half believed people were accepting of learning and physical disability, religious background, sexual orientation, and non-native English speakers. Less than half felt people were of accepting of individuals with mental disabilities (Table 43). However, when comparing these responses in terms of the demographic categories, “people of color” demonstrated a different opinion than did “white persons” in regard to how the University addresses the issues of race (Figure 35).

Figure 35
University Addresses
Issues of Race (%)

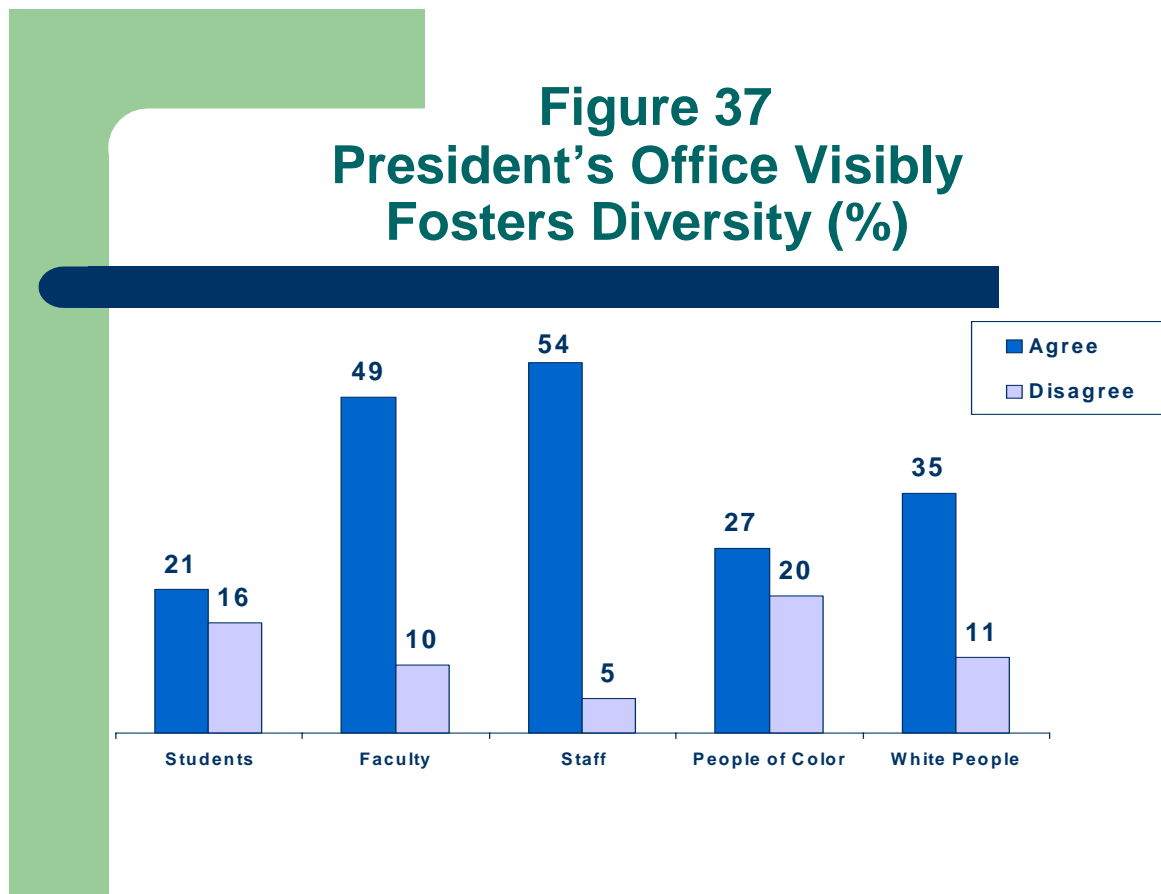


Similarly, female respondents felt slightly differently than did male respondents regarding the degree to which the University addresses gender issues (Figure 36).

Figure 36
University Addresses
Issues of Gender (%)

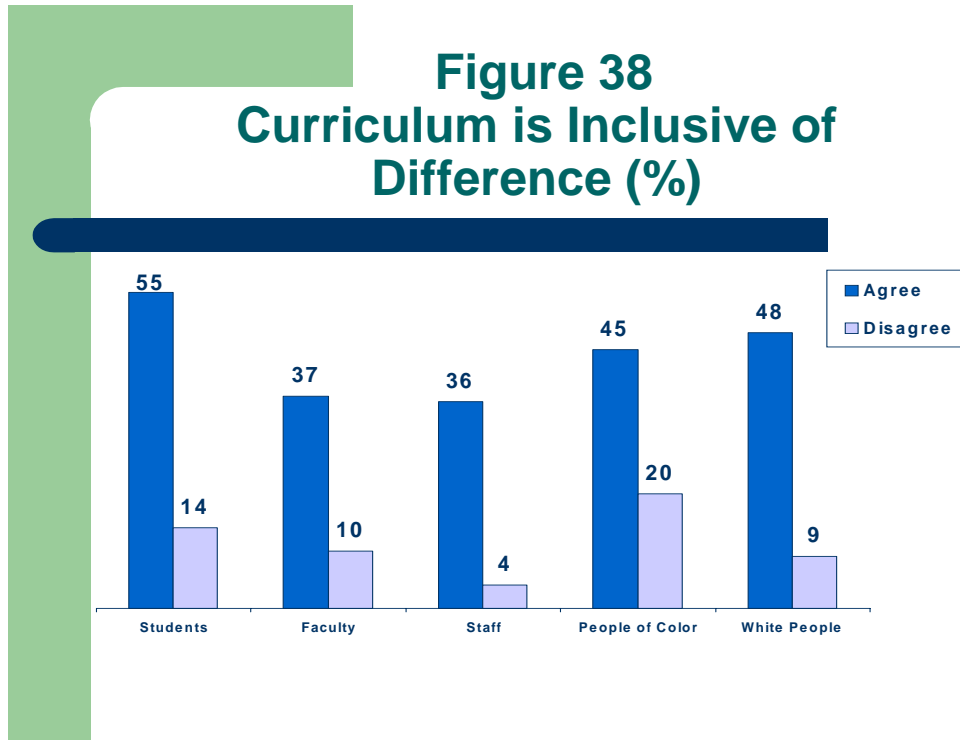


Only one-third of the respondents believed the President's office visibly fosters diversity. Again, when reviewing the data by the demographic categories, slightly differing opinions emerged (Figure 37).



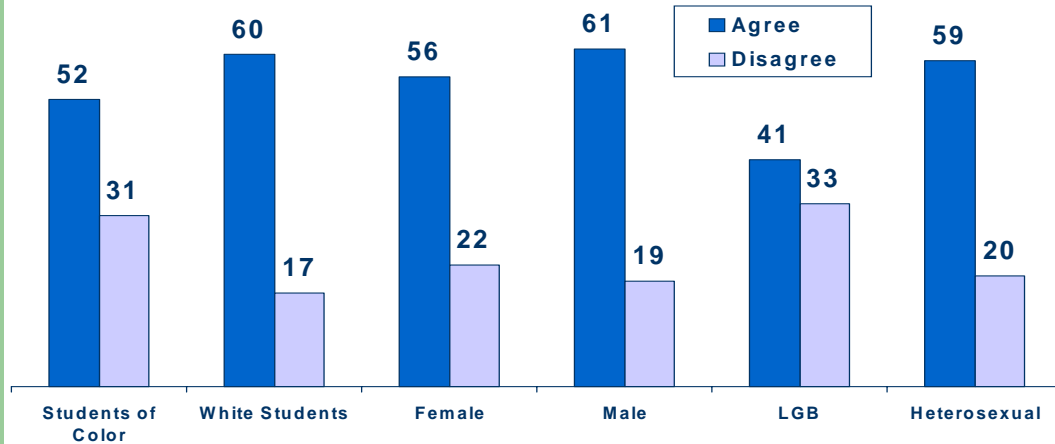
While approximately half of the respondents felt the faculty in their departments (53%) and their department heads or direct supervisors (47%) visibly fostered diversity, only thirty-eight percent thought their academic deans or unit heads did. Thirty-seven percent of the respondents believed student government visibly supported diversity. One-third of respondents did not know whether the faculty senate encouraged diversity initiatives.

Forty-eight percent felt the course content includes materials about people from historically underrepresented groups. Again, a breakdown by demographic categories reveals noteworthy results (Figure 38).



Half of respondents believed that their OSU departments/units value their involvement in diversity initiatives. Fifty-nine percent of student respondents felt the classroom climate was welcoming for people from underrepresented groups, and forty-nine percent of employee respondents felt that the workplace climate was welcoming for employees from underrepresented groups (Table 45). Figure 39 reviews these findings by comparing the responses of “majority” versus “minority” groups.

Figure 39 Classroom Climate for Underrepresented Groups (%)



The majority of respondents (50% to 57%) felt providing more awareness or sensitivity workshops would improve the University community's awareness of the issues and concerns of people based on gender, religion, sexual orientation, country of origin, ethnicity, race, and disability status. Less than half thought such workshops would improve the climate regarding age, physical characteristics, and socioeconomic class (Table 53).

Fifty-five percent of the female respondents, compared to only forty percent of male respondents, felt that providing more awareness or sensitivity workshops focused on gender would improve the University community's awareness of the issues and concerns of gender. Likewise, sixty-one percent of respondents of color, versus fifty-six percent of white respondents, thought provided workshops on race would improve the campus climate. And sixty-nine and fifty-one percent of LGB and heterosexual respondents, respectively, suggested that providing more awareness or sensitivity workshops focused

on sexual orientation would improve the University community's awareness of the issues and concerns of LGBT people.

Approximately half of the respondents felt that requiring all University students to take at least one class that focuses on issues, research, and perspectives about various groups (with the exception of age and physical characteristics) will improve the campus climate for these groups. Results were similar when asked if faculty/staff should be required to participate in annual programs focusing on the issues, research, and perspectives of various groups. Some comments suggest respondents would prefer such courses or workshops were *offered*, rather than *required*.

"I feel activities and programs should be offered but not required. I do feel that you should be made aware when you are first hired and maybe once a year, attend reminder meetings."

"I also think that classes on acceptance and diversity issues should be required for all incoming students (not just the one currently under diversity issues) and staff, regardless of status."

"Being required to take a workshop or course on diversity just makes everyone more sarcastic and frustrated about diversity initiatives. It doesn't make anything better. People still hang out in their own groups, and the people offering the workshops have a US-centric, PC viewpoint that doesn't apply in areas like electrical engineering where the grad student population is ~80% international."

Respondents were divided about whether they thought including diversity related activities as a criterion for faculty and staff performance evaluations would improve the climate at the University. Forty-four percent thought it would improve the climate, while twenty-eight percent disagreed.

Next Steps

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

This campus climate assessment, beginning in October, 2003 was a proactive initiative by the Oregon State University to review the campus climate for underrepresented populations. It was the intention of the CCSC that the results would be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on campus. The next steps include working with the CCSC to create a strategic plan for maximizing equity at University based on the results of the internal assessment and using the Transformational Tapestry Model (Appendix A). As in the previous phases of this project, the development of the plan will be in collaboration with the all campus constituent groups.

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Appendix A

A Model for Maximizing Equity: The Transformational Tapestry©

To assist institutions in maximizing equity the Transformational Tapestry© was developed. The transformational tapestry model, which takes into account five main aspects of campus culture (access and retention, research and scholarship, inter-group and intra-group relations, curriculum and pedagogy, and institutional commitment), is designed to assist the campus community in maximizing equity through the use of specific assessment and intervention strategies.

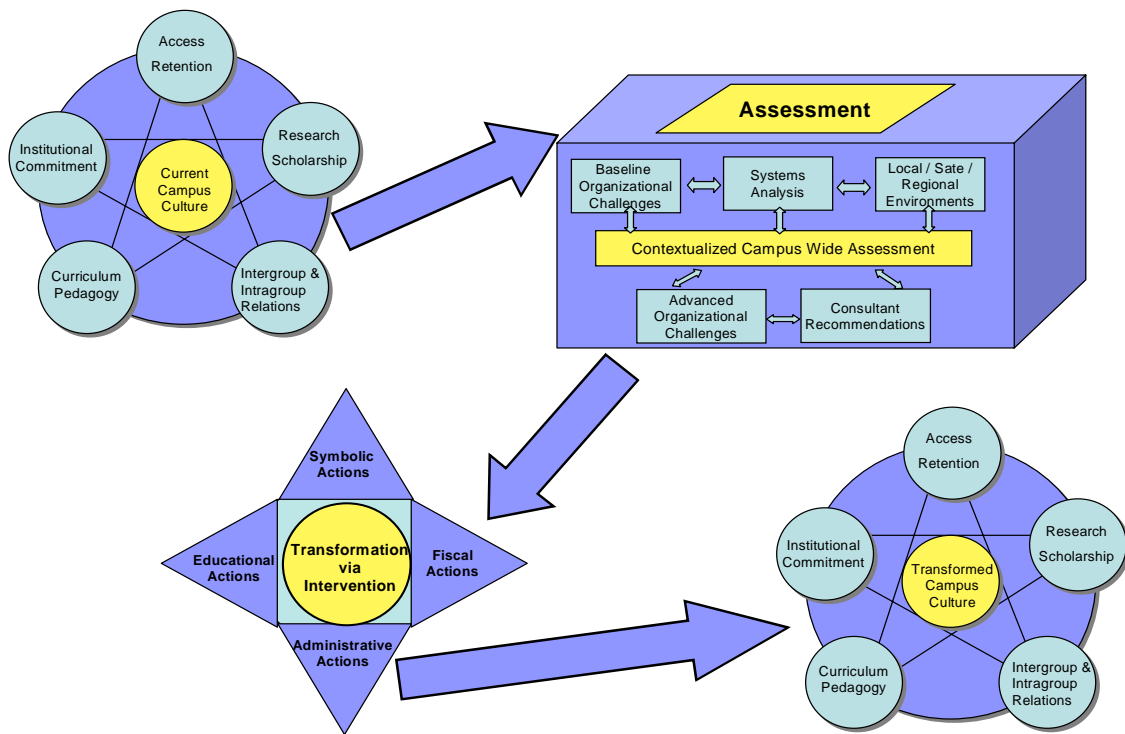
The foundations of the transformational tapestry model of campus climate were informed by Smith et al.'s (1999) meta-analysis of research on diversity in higher education. In their review of the literature on the impact of campus diversity initiatives on college students, Smith and her colleagues provide a context for examining campus diversity. The authors identified four dimensions of campus diversity, each of which overlaps and intersects with the others. The first dimension, *Access and Success*, is concerned principally with the inclusion and academic achievement of underrepresented groups. The second dimension, *Campus Climate and Intergroup Relations*, focuses on the environment for historically marginalized groups on campus. The third dimension, *Education and Scholarship*, addresses diversity as it relates to the educational and scholarly role of the institution, including curricular content, scholarly methodology, and research mission. The last dimension concerns the role of diversity in ensuring *Institutional Viability and Vitality*. This dimension focuses attention on faculty and staff, relationships with important constituencies (e.g., alumni and trustees), and on relationships to communities outside of the institution.

The transformational tapestry model of campus climate differs from Smith et al.'s four dimensions of campus diversity in that it not only provides a framework for viewing campus culture, but also presents systematic guidelines for *assessing* campus culture and for *implementing interventions* designed to transform a campus culture into one that maximizes equity. The model's assessment and transformational intervention components were developed based on previous research (Beckhard, 1989; Drucker, 1993; Hurtado, 1999; Rankin, 1994, 1998) and recent investigations examining the climate for diversity on 22 college campuses (Rankin, 2002, in process) where transformational strategies have been or are in the process of being implemented.

The Transformational Tapestry Model

The first phase of the transformational tapestry model of campus culture for maximizing equity on a particular university campus proposes that an institution conduct an internal assessment of the campus culture for under- represented/under-served populations¹ (see Figure 1).

Figure 1
Transformational Tapestry
Model for Maximizing Equity on Campus



The first component of the internal assessment utilizes focus groups and individual interviews to examine baseline institutional challenges. These along with a systems analysis (e.g., mission, structure, current policies, etc.), and review of the local, regional, and state environments inform the second component of the internal assessment, the construction of a campus-wide survey of the

¹ The researcher works collaboratively with a social equity advisory team consisting of representation from the various constituent groups on campus throughout the process.

climate for diversity. A quantitative analysis of the survey data and a qualitative analysis of respondent's comments are reviewed and shared with the campus community and the social equity team. The third component of the internal assessment calls for the reconvening of the focus groups to identify advanced organizational challenges. These along with researcher recommendations provide the foundation for developing transformational interventions.

Following the comprehensive internal assessment, phase two of the model is initiated. The social equity team with feedback from the campus creates a strategic plan for maximizing equity with immediate, short-term (two-year), and long-term (5-year) actions. The model's transformational intervention strategies include symbolic actions, educational actions, administrative actions, and fiscal actions. The overarching strategic plan identifies well-defined goals, specific intervention actions, person(s) responsible for carrying out the actions, participants involved in the action, time-frames, costs, outcomes, and assessment/accountability.

Using the Transformational Tapestry Model – The Current Study

Developing a conceptual model is a formidable task, but putting the model to use is perhaps the more important undertaking. The transformational tapestry model has been used in assessing the diversity climate on over 20 university campuses nation-wide. Over 17,000 respondents including students, faculty, staff, and administrators completed multiple choice scantron or on-line questionnaires addressing issues including – but not limited to – harassment, discrimination, race, ethnicity, gender, gender identity, sexual orientation, age, disability, and pedagogy. Under-represented and/or under-served populations on campus were purposefully over-sampled to provide these groups with a voice that may have been missed if a random sampling procedure was used. Respondents were also encouraged to provide written comments on their experiences regarding diversity on campus and recommendations for improving the campus climate for diversity.

Survey data and written comments were analyzed and provided to the each of the campus social equity teams (through written reports and follow-up presentations) to address their specific institutional challenges. These results, along with other recommendations from the researcher, informed the intervention strategies that ultimately assist universities to maximize equity and transform their campuses.



Campus Climate Study – Climate Survey
Office of Multicultural Affairs
Faculty Senate Diversity Council

This survey is part of a research project being done by the Campus Climate Study Committee (see names below). We are studying the ways people of different backgrounds experience life at Oregon State University. The information you give us on this survey will be used to formulate a plan to enhance the climate for working and learning at the university. The plan will be delivered to the OSU administration and the rest of the campus community in a written report.

The purpose of this page is to help you decide whether to participate in this project. It contains information about the research, what you will be asked to do, possible risks and benefits, and your rights as a research participant. Please make sure that your questions are answered before you take the survey. If necessary, you may exit the survey by closing the web browser and return to take it later after your questions are answered. For questions about the survey, contact Juan A. Trujillo at (541) 737-3956 or by email at jtrujillo@oregonstate.edu. For questions about your rights as a research participant, contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator at (541) 737-3437, by email to IRB@oregonstate.edu, or by mail at 312 Kerr Administration Building, Corvallis, OR 97331-2140.

You are being asked to participate in this project because you are a student, faculty member, or staff member at least 18 years of age associated with Oregon State University's main campus in Corvallis or the OSU-Cascades Campus in Bend.

If you choose to participate, you will be asked to spend about 20 minutes completing this online questionnaire. The information you share will be combined with all other responses by a research consulting firm, and a summary will be sent back to the Campus Climate Study Committee for use in discussions about ways to improve the campus climate.

There are no foreseeable risks to completing this survey. However, some questions may be difficult for people who have witnessed or experienced acts of discrimination in the past. Students who wish to discuss their experiences with a counselor after taking the survey are encouraged to seek advice from University Counseling and Psychological Services. Faculty, staff, and students who wish to seek administrative support may contact the Office of Multicultural Affairs or the Office of Affirmative Action and Equal Opportunity:

**University Counseling
and Psychological Services**
Oregon State University
500 Snell Hall
Corvallis, OR 97331
(541) 737-2131

Office of Multicultural Affairs
Oregon State University
330 Snell Hall
Corvallis, OR 97331
(541) 737-4381

**Office of Affirmative Action
and Equal Opportunity**
Oregon State University
526 Kerr Administration Building
Corvallis, OR 97331
(541) 737-2139

Although the campus as a whole may benefit from the ideas you share, you will receive no financial compensation or other benefit for participating in the survey.

Because your honest answers are important to us, this survey is designed to protect your anonymity and confidentiality. We will not ask for your name or any other information that identifies whether you took the survey. The answers you give will be sent directly to a research consultant out of state where all identifying information

about you or the computer you used to take the survey will be deleted. Your answers will be combined with all other answers before the information is reported to the Campus Climate Study Committee at OSU. Nobody on campus will have access to individual survey forms, will know what answers you gave, or even be able to tell whether you answered the questionnaire.

Participation in this study is voluntary. You do not need to participate at all, and if you do agree to participate you may stop at any time. There is no penalty for refusing to participate or for skipping any questions you do not wish to answer, and you do not give up any benefit you would have otherwise received.

By submitting this survey, you are giving us your “informed consent.” This means that this research study has been explained to you, that your questions have been answered, and that you agree to participate. We encourage you to print this page for your records.

Thank you,

Janet Nishihara, Ph.D., Project Coordinator
Educational Opportunities Program

Juan A. Trujillo, Ph.D., Principal Investigator
Foreign Languages and Literatures

Kristie Deschesne
Recreational Sports

Angelo Gómez, Esq.
Office of Affirmative Action and Equal Opportunity

Phyllis S. Lee, Ph.D.
Office of Multicultural Affairs

Beth Rietveld, M.S.
Women's Center

Rich Shintaku, Ph.D.
Adult Education and Higher Education Leadership

Sue Rankin, Ph.D.
Rankin & Associates, Consulting

Mailing Address:

Campus Climate Study
c/o Office of Multicultural Affairs
330 Snell Hall
Oregon State University
Corvallis, OR 97331

Directions: Please read and answer each question carefully. For each answer, click on/fill in the appropriate oval. If you want to change an answer, click on/fill in the oval of your new answer and your previous response will be erased. You may decline to answer specific questions.

Below is a list of terms and definitions used within this survey.

<u>Climate:</u>	Current attitudes, behaviors, and standards of employees and students concerning the level of respect for individual needs, abilities, and potential.
<u>Disability:</u>	A physical or mental attribute that substantially limits one or more major life activities. Some examples include, but are not limited to, blindness, diabetes, learning disabilities, deafness, etc.
<u>Ethnic Background:</u>	A unique social and cultural heritage shared by a group of people.
<u>Gender Identity:</u>	The inner sense of being male or female, which includes one's sense of self and the image that one presents to the world.
<u>Non-Native English Speakers:</u>	People for whom English is not their first language.
<u>Physical Characteristics:</u>	People who do not fit the socially constructed "perfect" physique and/or appearance (e.g. too tall, too short, too fat, too thin).
<u>Racial Background:</u>	A group of people who share a socially constructed category based on generalized beliefs and/or assumptions about their physical features such as skin color, hair type, shape of eyes, physique, etc.
<u>Sexual Orientation:</u>	This is inclusive of lesbians (women who are emotionally, physically and sexually attracted to women), gay men (men who are emotionally, physically and sexually attracted to men), bisexual people (individuals who are emotionally, physically, and sexually attracted to those of either gender), and heterosexual people (those who are emotionally, physically and sexually attracted to the opposite sex).
<u>Transgender:</u>	Individuals who bend or blend gender including cross-dressers, transsexuals, intersexuals, and androgynous persons.

Please do not complete this survey more than once.

Part 1. Campus Experiences

Within the past year

1. Overall, how comfortable are you with the climate at OSU?
(Note: Climate is considered as current attitudes, behaviors, and standards of faculty, staff, and students concerning the level of respect for individual needs, abilities, and potential.)

Very comfortable	Comfortable	Unsure	Uncomfortable	Very uncomfortable
1	2	3	4	5

2. Overall, how comfortable are you with the climate in your academic college (e.g. College of Science, College of Agricultural Sciences, College of Liberal Arts, etc.) or administrative division (Finance & Administration, Office of the Provost, Student Affairs, Academic Affairs, etc)?

Very comfortable	Comfortable	Unsure	Uncomfortable	Very uncomfortable
1	2	3	4	5

3. Overall, how comfortable are you with the climate in your academic department/work area?

Very comfortable	Comfortable	Unsure	Uncomfortable	Very uncomfortable
1	2	3	4	5

4. I have attended the following diversity programs at OSU: (Mark all that apply)
 - residence hall diversity program
 - campus multicultural program, e.g. cultural group events, international nights, Cinco de Mayo, Martin Luther King, Jr. Celebration
 - DPD Seminar (faculty) DPD Class (student)
 - OSU sponsored Multicultural event
 - Women's Center Program
 - Queer Resource Center Program
 - other (please specify) _____

The following questions deal with your experiences at OSU. Question 5 refers to conduct directed at you personally, and Question 6 refers to conduct you have observed that has created a hostile working or learning environment at OSU.

5. **Have you personally experienced** any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn at OSU?
Note: If you would like to elaborate on your experiences, please go to item 66 where space is provided.

yes no (If no, please skip to question 6)

5-1. What do you feel this conduct was based upon...(Mark all that apply)

- | | |
|--|---|
| <input type="radio"/> my age | <input type="radio"/> my physical disability |
| <input type="radio"/> my country of origin | <input type="radio"/> my race |
| <input type="radio"/> my ethnicity | <input type="radio"/> my religion |
| <input type="radio"/> my gender | <input type="radio"/> my sexual orientation |
| <input type="radio"/> my learning disability | <input type="radio"/> my socioeconomic class |
| <input type="radio"/> my physical characteristics | <input type="radio"/> my educational level |
| <input type="radio"/> my OSU status (e.g. part-time instructor, faculty, classified staff, student etc.) | |
| <input type="radio"/> English language proficiency/accents | <input type="radio"/> other (please specify)_____ |

5-2. How did you experience this conduct? (Mark all that apply)

- | | |
|--|---|
| <input type="radio"/> I was the target of racial/ethnic profiling | <input type="radio"/> I was the target of graffiti |
| <input type="radio"/> I received written comments | <input type="radio"/> I felt I was deliberately ignored |
| <input type="radio"/> I received anonymous phone calls | <input type="radio"/> I received threats of physical violence |
| <input type="radio"/> I received unsolicited e-mails | <input type="radio"/> I was the target of physical violence |
| <input type="radio"/> I observed others staring at me | <input type="radio"/> I felt excluded from some activities |
| <input type="radio"/> I was the target of derogatory remarks (e.g. "that's so gay", "I got Jewed down", "she's/he's such a _____") | |
| <input type="radio"/> I felt intimidated/bullied | |
| <input type="radio"/> other (please specify)_____ | |

5-3. Where did this conduct occur? (Mark all that apply)

- | | |
|---|---|
| <input type="radio"/> in a class | <input type="radio"/> while working at an OSU job |
| <input type="radio"/> while walking on campus | <input type="radio"/> in University housing and dining |
| <input type="radio"/> in a campus office | <input type="radio"/> at a campus event |
| <input type="radio"/> in a faculty office | <input type="radio"/> in a public space on campus (e.g. Memorial Union, Library, Dixon Recreation Center) |
| <input type="radio"/> in a meeting with one other person | <input type="radio"/> in off campus housing |
| <input type="radio"/> in a meeting with a group of people | <input type="radio"/> other (specify)_____ |
| <input type="radio"/> in the Greek community | |

5-4. Who was the source of this conduct? (Mark all that apply)

- | | |
|--|---|
| <input type="radio"/> student | <input type="radio"/> staff member |
| <input type="radio"/> faculty | <input type="radio"/> public safety/Oregon State Police |
| <input type="radio"/> graduate assistant | <input type="radio"/> student group |
| <input type="radio"/> don't know classification of source person | <input type="radio"/> University housing/and dining staff |
| <input type="radio"/> administrator | <input type="radio"/> academic advisor |
| <input type="radio"/> teaching assistant | <input type="radio"/> student organization advisor |
| <input type="radio"/> supervisor | <input type="radio"/> person that I supervise |
| <input type="radio"/> member of my peer group | <input type="radio"/> other (please specify)_____ |

5-5. Please describe your reactions to experiencing this conduct. (Mark all that apply)

- | | |
|--|---|
| <input type="radio"/> I felt embarrassed | <input type="radio"/> I told a friend |
| <input type="radio"/> I avoided the person who harassed me | <input type="radio"/> I ignored it |
| <input type="radio"/> I left the situation immediately | <input type="radio"/> I confronted the harasser at the time |
| <input type="radio"/> I didn't know who to go to | <input type="radio"/> I confronted the harasser later |
| <input type="radio"/> I made a complaint to an OSU employee/official | <input type="radio"/> I felt somehow responsible |
| <input type="radio"/> I didn't report it for fear of retaliation | <input type="radio"/> other (please specify)_____ |
| <input type="radio"/> It didn't affect me at the time | |

6. **Have you observed or personally been made aware of any** conduct directed toward a person or group of people at Oregon State University that you feel has created an offensive, hostile, or intimidating working or learning environment?
- Note: If you would like to elaborate on these experiences, please go to item 66 where space is provided.**
- yes no (if no, please skip to question 7)
- 6-1. What do you feel were the bases for this conduct? (Mark all that apply)
- | | |
|---|---|
| <input type="radio"/> age | <input type="radio"/> physical characteristics |
| <input type="radio"/> country of origin | <input type="radio"/> race |
| <input type="radio"/> ethnicity | <input type="radio"/> religion |
| <input type="radio"/> gender | <input type="radio"/> sexual orientation |
| <input type="radio"/> learning disability | <input type="radio"/> socioeconomic class |
| <input type="radio"/> physical disability | <input type="radio"/> employment rank or status |
| <input type="radio"/> educational level | <input type="radio"/> other (please specify)_____ |
| <input type="radio"/> English language proficiency/accent | |
- 6-2. What forms of conduct have you observed or personally been made aware of? (Mark all that apply)
- | | |
|---|--|
| <input type="radio"/> racial/ethnic profiling | <input type="radio"/> graffiti |
| <input type="radio"/> written comments | <input type="radio"/> threats of physical violence |
| <input type="radio"/> publications on campus | <input type="radio"/> physical assault or injury |
| <input type="radio"/> unsolicited e-mails | <input type="radio"/> someone being deliberately ignored |
| <input type="radio"/> someone being stared at | <input type="radio"/> others excluded from activities |
| <input type="radio"/> derogatory remarks (e.g. "that's so gay, "I got Jewed down", "she's/he's such a _____") | |
| <input type="radio"/> unsolicited/unwanted attention | |
| <input type="radio"/> other (specify)_____ | |
- 6-3. Where did this conduct occur? (Mark all that apply)
- | | |
|---|---|
| <input type="radio"/> in a class | <input type="radio"/> while working at an OSU job |
| <input type="radio"/> while walking on campus | <input type="radio"/> in University housing and dining |
| <input type="radio"/> in a campus office | <input type="radio"/> at a campus event |
| <input type="radio"/> in a faculty office | <input type="radio"/> in a public space on campus |
| <input type="radio"/> in a meeting with one other person | (e.g. Memorial Union, Library, Dixon Recreation Center) |
| <input type="radio"/> in a meeting with a group of people | <input type="radio"/> in the Greek community |
| <input type="radio"/> in off campus housing | <input type="radio"/> other (please specify)_____ |
- 6-4. Who was the source of this conduct? (Mark all that apply)
- | | |
|---|--|
| <input type="radio"/> student | <input type="radio"/> staff member |
| <input type="radio"/> faculty | <input type="radio"/> public safety/Oregon State Police |
| <input type="radio"/> graduate assistant | <input type="radio"/> student group |
| <input type="radio"/> administrator | <input type="radio"/> academic advisor |
| <input type="radio"/> teaching assistant | <input type="radio"/> student organization advisor |
| <input type="radio"/> supervisor | <input type="radio"/> person that I supervise |
| <input type="radio"/> member of my peer group | <input type="radio"/> University housing/dining staff |
| | <input type="radio"/> don't know classification of source person |
| | <input type="radio"/> other (please specify)_____ |

6-5. Please describe your reactions to observing this conduct. (Mark all that apply)

- | | |
|--|--|
| <input type="radio"/> I felt embarrassed | <input type="radio"/> I told a friend |
| <input type="radio"/> I avoided the harasser | <input type="radio"/> I ignored it |
| <input type="radio"/> I left the situation immediately | <input type="radio"/> I confronted the harasser at the time |
| <input type="radio"/> I made a complaint to an OSU employee/official | <input type="radio"/> I confronted the harasser later |
| <input type="radio"/> I encouraged the victim to report the incident | <input type="radio"/> I didn't know to whom I should report the incident |
| <input type="radio"/> It didn't affect me at the time | <input type="radio"/> other (please specify)_____ |

As a full-time/part-time University employee (including student employees), have you observed any of the following? If you are not a University employee, please skip to Question 10.

Note: If you would like to elaborate on these experiences, please go to item 66 where space is provided.

7. I observed discriminatory hiring practices at OSU (e.g. search committee bias, limited recruiting pool, etc.)

Note: Discriminatory refers to a prejudicial act based on the characteristics listed.

- yes no (if no, please skip to question 8)

7-1 The discrimination was based upon (Mark all that apply)

- | | |
|--|---|
| <input type="radio"/> age | <input type="radio"/> physical characteristics |
| <input type="radio"/> country of origin | <input type="radio"/> physical disability |
| <input type="radio"/> ethnicity | <input type="radio"/> race |
| <input type="radio"/> employment category (faculty, staff) | <input type="radio"/> religion |
| <input type="radio"/> gender | <input type="radio"/> sexual orientation |
| <input type="radio"/> learning disability | <input type="radio"/> English language proficiency/accent |
| <input type="radio"/> mental disability | |
| <input type="radio"/> my OSU status (e.g. part-time instructor, faculty, classified staff, student etc.) | |
| <input type="radio"/> other (please specify)_____ | |

8. I observed discriminatory firing at OSU.

- yes no (if no, please skip to question 9)

8-1. The discrimination was based upon (Mark all that apply)

- | | |
|---|---|
| <input type="radio"/> age | <input type="radio"/> physical characteristics |
| <input type="radio"/> country of origin | <input type="radio"/> physical disability |
| <input type="radio"/> ethnicity | <input type="radio"/> race |
| <input type="radio"/> employment category (faculty, staff) | <input type="radio"/> religion |
| <input type="radio"/> gender | <input type="radio"/> sexual orientation |
| <input type="radio"/> learning disability | <input type="radio"/> English language proficiency/accent |
| <input type="radio"/> mental disability | |
| <input type="radio"/> OSU status (e.g. part-time instructor, faculty, classified staff, student etc.) | |
| <input type="radio"/> other (please specify)_____ | |

9. I observed discriminatory (behavior or employment practices related to) promotion at OSU.

yes no (if no, please skip to question 10)

9-1. The discrimination was based upon (Mark all that apply)

- age
- country of origin
- ethnicity
- employment category (faculty, staff)
- gender
- learning disability
- mental disability
- OSU status (e.g. part-time instructor, faculty, classified staff, student ,etc.)
- other (please specify)_____
- physical characteristics
- physical disability
- race
- religion
- sexual orientation
- English language proficiency/accent

10. During your time at OSU, have you ever had an unwanted sexual experience because you were forced, coerced, threatened, or incapacitated due to drugs or alcohol?

never one time two times three or more times

Part 2. Actions relative to climate issues

11. Oregon State University proactively addresses issues related to...

Note: If you would like to elaborate on these experiences, please go to item 66 where space is provided.

	strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
age	1	2	3	4	5	<input type="checkbox"/>
ethnicity	1	2	3	4	5	<input type="checkbox"/>
employee status	1	2	3	4	5	<input type="checkbox"/>
gender	1	2	3	4	5	<input type="checkbox"/>
learning disability	1	2	3	4	5	<input type="checkbox"/>
mental disability	1	2	3	4	5	<input type="checkbox"/>
physical characteristics	1	2	3	4	5	<input type="checkbox"/>
physical disability	1	2	3	4	5	<input type="checkbox"/>
people who speak English as a second language	1	2	3	4	5	<input type="checkbox"/>
race	1	2	3	4	5	<input type="checkbox"/>
religion	1	2	3	4	5	<input type="checkbox"/>
sexual orientation	1	2	3	4	5	<input type="checkbox"/>
socioeconomic class	1	2	3	4	5	<input type="checkbox"/>

12. The people in the offices **I frequent are accepting** of people based upon their...(Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> age | <input type="checkbox"/> physical characteristics |
| <input type="checkbox"/> country of origin | <input type="checkbox"/> physical disability |
| <input type="checkbox"/> ethnicity | <input type="checkbox"/> race |
| <input type="checkbox"/> employment category (faculty, staff) | <input type="checkbox"/> religion |
| <input type="checkbox"/> gender | <input type="checkbox"/> sexual orientation |
| <input type="checkbox"/> learning disability | <input type="checkbox"/> other (please specify)_____ |
| <input type="checkbox"/> mental disability | <input type="checkbox"/> English language proficiency/accent |
| <input type="checkbox"/> my OSU status (e.g. part-time instructor, faculty, classified staff, student, etc.) | |

13. There is visible leadership to foster diversity at OSU from:

	strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
The President's Office	1	2	3	4	5	<input type="checkbox"/>
My academic dean/unit head	1	2	3	4	5	<input type="checkbox"/>
My department head/direct supervisor	1	2	3	4	5	<input type="checkbox"/>
Faculty in my department	1	2	3	4	5	<input type="checkbox"/>
Student government	1	2	3	4	5	<input type="checkbox"/>
Faculty senate	1	2	3	4	5	<input type="checkbox"/>

14. Course content at OSU includes materials about individuals from historically underrepresented groups.

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

strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
1	2	3	4	5	<input type="checkbox"/>

15. I feel that OSU values my involvement in diversity initiatives on campus.

strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
1	2	3	4	5	<input type="checkbox"/>

16. **Question for students only:** As a student, I feel that the classroom climate is welcoming for students from historically underrepresented groups.

strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
1	2	3	4	5	<input type="checkbox"/>

17. **Question for employees only:** As an OSU employee, the workplace climate is welcoming for employees from historically underrepresented groups.

strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
1	2	3	4	5	<input type="checkbox"/>

18. How would you rate the accessibility of the campus for people with disabilities?

	Very Accessible	Accessible	Don't Know	Somewhat Inaccessible	Very Inaccessible
Memorial Union	1	2	3	4	5
Classroom Buildings	1	2	3	4	5
Specific Classrooms	1	2	3	4	5
Administrative Buildings	1	2	3	4	5
Restrooms	1	2	3	4	5
Grounds (snow, construction)	1	2	3	4	5
Parking	1	2	3	4	5
Transportation	1	2	3	4	5
Library	1	2	3	4	5
Athletic Facilities	1	2	3	4	5
Recreational Facilities	1	2	3	4	5
Residence Halls	1	2	3	4	5
Dining Facilities	1	2	3	4	5
Greek Houses	1	2	3	4	5
OSU Web Site	1	2	3	4	5
Information in Alternative Formats (Braille, etc)	1	2	3	4	5

19. How would you rate the overall campus climate for the following groups?

19-1. For persons from the following racial/ethnic backgrounds?

	Very Respectful	Moderately Respectful	Not Sure	Somewhat Respectful	Not at all Respectful
African Americans/Blacks	1	2	3	4	5
American Indians/Alaskan Natives	1	2	3	4	5
Asian Americans	1	2	3	4	5
Pacific Islanders/Hawaiian Natives	1	2	3	4	5
Caucasians/Whites	1	2	3	4	5
Latino(a)s/Chicano(a)s/Hispanics	1	2	3	4	5
Middle Eastern persons	1	2	3	4	5
Multiracial, multiethnic, or multicultural persons	1	2	3	4	5

19-2. For people who are...

	1	2	3	4	5
Men	1	2	3	4	5
Non-native English speakers	1	2	3	4	5
Openly gay, lesbian, bisexual, or transgender persons	1	2	3	4	5
Persons with disabilities	1	2	3	4	5
Persons with religious backgrounds other than your own	1	2	3	4	5
Women	1	2	3	4	5
International students or scholars	1	2	3	4	5

Part 3. Background Information

20. What is your gender identity?
- female male transgender intersex
21. Which term best describes your sexual orientation?
- bisexual gay lesbian heterosexual queer uncertain
22. What is your age?
- 18-19 20-21 22-32 33-42 43-51 52-60 61-69 70 and over
23. What is your relationship status?
- single partnered married divorced partner/spouse deceased
24. What is your parental status? (Mark all that apply)
- no children
 single parent
 co-parent with a partner
 my/our children were adopted
 my/our children were born to me/us
 my/our children are of my/our race and culture
 my/our children are of mixed race and culture
25. What is the highest level of education achieved by your parents?
- | <u>Parent 1:</u> | <u>Parent 2:</u> |
|---|---|
| <input type="radio"/> no high school | <input type="radio"/> no high school |
| <input type="radio"/> high school | <input type="radio"/> high school |
| <input type="radio"/> some college | <input type="radio"/> some college |
| <input type="radio"/> Associates degree | <input type="radio"/> Associates degree |
| <input type="radio"/> Bachelors degree | <input type="radio"/> Bachelors degree |
| <input type="radio"/> Masters | <input type="radio"/> Masters |
| <input type="radio"/> Doctorate | <input type="radio"/> Doctorate |
| <input type="radio"/> Other professional degree | <input type="radio"/> Other professional degree |
| <input type="radio"/> unknown | <input type="radio"/> unknown |
26. In what size community have you spent the majority of your life?
- | | |
|--|--|
| <input type="radio"/> rural community | <input type="radio"/> small city (less than 25,000) |
| <input type="radio"/> very small town (less than 1000) | <input type="radio"/> medium city (25,000 to 60,000) |
| <input type="radio"/> small town (1000 to 5000) | <input type="radio"/> large urban city (60,000 +) |

27. What is your **primary** status at OSU?
- undergraduate student
 - graduate student
 - classified staff
 - retired
 - other (please specify) _____
 - academic faculty
 - professional faculty
 - research faculty
 - courtesy faculty
28. With what academic college or administrative work unit are you affiliated?
- College of Agricultural Sciences
 - College of Business
 - the *new* School of Education
 - College of Engineering
 - College of Forestry
 - College of Health & Human Sciences
 - College of Liberal Arts
 - College of Pharmacy
 - College of Science
 - College of Veterinary Medicine
 - Graduate School
 - University Honors College
 - College of Oceanic & Atmospheric Sciences
 - Office of the President
 - Office of the Provost
 - Academic Affairs & International Programs
 - Research
 - Student Affairs
 - University Advancement
 - Information Services
 - Finance and Administration
 - Intercollegiate Athletics
 - Extended Campus/Extension Service
 - Cascades Campus
 - Other (please specify) _____
29. Are you full-time (+.50) or part-time in that primary position?
- full-time
 - part-time
30. Do you have a physical or mental attribute that substantially affects a major life activity (such as seeing, hearing, learning, walking)?
- Yes
 - No
31. What is your race or ethnicity? **(If you are of a multi-racial/multi-ethnic/multi-cultural background, mark all that apply.)**
- African American/Black (not Hispanic)
 - Asian American
 - Middle Eastern
 - Pacific Islander/Hawaiian Native
 - Other (please specify) _____
 - American Indian/Alaskan Native
 - Latino(a)/Hispanic/Chicano(a)
 - White/Caucasian (not Hispanic)

32. What is your citizenship status?
- US citizen - born in the United States permanent resident (immigrant)
 US citizen – naturalized permanent resident (refugee)
 international (F-1, J-1, H1-B, or other visa)
33. What is your spiritual affiliation?
- Baha'i Jewish
 Buddhist Muslim
 Christian No affiliation
 Hindu Other (please specify) _____
34. How long have you been at OSU?
- 1 year or less
 2-4 years
 5-10 years
 11-19 years
 20-29 years
 30+ years
35. What is your (single or independent student) or your family's (if partnered, married, or a dependent student) annual household income?
- below \$9,999 \$50,000 - \$59,999
 \$10,000 - \$19,999 \$60,000 - \$69,999
 \$20,000 - \$29,999 \$70,000 - \$79,999
 \$30,000 - \$39,999 \$80,000 - \$89,999
 \$40,000 - \$49,999 \$90,000 - \$99,999
 \$100,000 or above
36. If you are a student, where do you live?
- University housing on-campus apartment
 off campus - independent fraternity/sorority
 off campus – with partner or spouse off campus – with parent(s)/family/relative(s)
37. If you are a student, are you involved in any of the following types of organizations? (Mark all that apply)
- Performing & Visual Arts Honorary Societies
 Communications/radio/newspaper/TV Political and Social Concerns
 Academic Recreation/Competitive/Intramural Sports
 Greek Life Religious and Spiritual
 Multicultural/Diversity Service
 Intercollegiate Athletics Memorial Union Program Council
 Associate Students of OSU Other (please specify) _____

Part 4. How to improve the campus climate

In your opinion, how would each of the following affect the climate at OSU? Climate is considered as current attitudes, behaviors, and standards of faculty, staff, and students concerning the level of respect for individual needs, abilities, and potential.

38. Providing more workshops/programs to raise campus awareness of the issues and concerns facing people based upon their...

	strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
age	1	2	3	4	5	<input type="checkbox"/>
country of origin	1	2	3	4	5	<input type="checkbox"/>
disability status	1	2	3	4	5	<input type="checkbox"/>
ethnicity	1	2	3	4	5	<input type="checkbox"/>
gender	1	2	3	4	5	<input type="checkbox"/>
physical characteristics	1	2	3	4	5	<input type="checkbox"/>
race	1	2	3	4	5	<input type="checkbox"/>
religion	1	2	3	4	5	<input type="checkbox"/>
sexual orientation	1	2	3	4	5	<input type="checkbox"/>
socioeconomic class	1	2	3	4	5	<input type="checkbox"/>

39. Requiring all graduate and undergraduate students to take at least one class that focuses on issues, research, and perspectives on...

	strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
age	1	2	3	4	5	<input type="checkbox"/>
country of origin	1	2	3	4	5	<input type="checkbox"/>
disability status	1	2	3	4	5	<input type="checkbox"/>
ethnicity	1	2	3	4	5	<input type="checkbox"/>
gender	1	2	3	4	5	<input type="checkbox"/>
physical characteristics	1	2	3	4	5	<input type="checkbox"/>
race	1	2	3	4	5	<input type="checkbox"/>
religion	1	2	3	4	5	<input type="checkbox"/>
sexual orientation	1	2	3	4	5	<input type="checkbox"/>
socioeconomic class	1	2	3	4	5	<input type="checkbox"/>

40. Requiring all faculty/staff to participate in at least one program annually that focuses on issues, research, and perspectives on...

	strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
age	1	2	3	4	5	<input type="checkbox"/>
country of origin	1	2	3	4	5	<input type="checkbox"/>
disability status	1	2	3	4	5	<input type="checkbox"/>
ethnicity	1	2	3	4	5	<input type="checkbox"/>
gender	1	2	3	4	5	<input type="checkbox"/>
physical characteristics	1	2	3	4	5	<input type="checkbox"/>
race	1	2	3	4	5	<input type="checkbox"/>
religion	1	2	3	4	5	<input type="checkbox"/>
sexual orientation	1	2	3	4	5	<input type="checkbox"/>
socioeconomic class	1	2	3	4	5	<input type="checkbox"/>

41. Include diversity-related activities as one of the criteria for performance evaluations of non-student employees.

strongly agree	agree	do not agree nor disagree	disagree	strongly disagree	don't know
1	2	3	4	5	<input type="checkbox"/>

42. Please rate the campus climate at OSU in general using the following scale:(e.g. very friendly = 1, very hostile = 5)

friendly	1.....2.....3.....4.....5	hostile	<input type="checkbox"/>
communicative	1.....2.....3.....4.....5	reserved	<input type="checkbox"/>
concerned	1.....2.....3.....4.....5	indifferent	<input type="checkbox"/>
respectful	1.....2.....3.....4.....5	disrespectful	<input type="checkbox"/>
cooperative	1.....2.....3.....4.....5	uncooperative	<input type="checkbox"/>
improving	1.....2.....3.....4.....5	regressing	<input type="checkbox"/>
accessible to persons with disabilities	1.....2.....3.....4.....5	inaccessible to persons with disabilities	<input type="checkbox"/>
non-racist	1.....2.....3.....4.....5	racist	<input type="checkbox"/>
non-sexist	1.....2.....3.....4.....5	sexist	<input type="checkbox"/>
non-homophobic	1.....2.....3.....4.....5	homophobic	<input type="checkbox"/>
positive for people of Jewish heritage	1.....2.....3.....4.....5	anti-Semitic (Jewish)	<input type="checkbox"/>
positive for people of Islamic heritage	1.....2.....3.....4.....5	anti-Islamic	<input type="checkbox"/>
positive for people who practice other than the Christian faith	1.....2.....3.....4.....5	not positive for people who practice other than the Christian faith	<input type="checkbox"/>
positive for people who practice the Christian faith	1.....2.....3.....4.....5	not positive for people who practice the Christian faith	<input type="checkbox"/>
positive for non-native English speakers	1.....2.....3.....4.....5	not positive for non-native English speakers	<input type="checkbox"/>
welcoming	1.....2.....3.....4.....5	non-welcoming	<input type="checkbox"/>
competitive	1.....2.....3.....4.....5	non-competitive	<input type="checkbox"/>
positive for people who have children	1.....2.....3.....4.....5	not positive for people who have children	<input type="checkbox"/>

Part 5. Experiences as member of the OSU community

Which of the following experiences have you had in the past year at OSU?

43. I have feared for my physical safety because of my race or ethnicity.
 never rarely sometimes often very often don't know
 1 2 3 4 5
44. I have feared for my physical safety because of my sexual orientation.
 never rarely sometimes often very often don't know
 1 2 3 4 5
45. I have feared for my physical safety because of my gender.
 never rarely sometimes often very often don't know
 1 2 3 4 5
46. I have had someone assume I was admitted (student) or hired (employee) due to my race or ethnicity.
 never rarely sometimes often very often don't know
 1 2 3 4 5
47. I have had someone assume I was admitted (student) or hired (employee) due to my gender.
 never rarely sometimes often very often don't know
 1 2 3 4 5
48. I have had someone assume I was admitted (student) or hired (employee) due to my sexual orientation.
 never rarely sometimes often very often don't know
 1 2 3 4 5
49. I have experienced racial profiling.
 never rarely sometimes often very often don't know
 1 2 3 4 5
50. I was the victim of a bias-related incident.
 never rarely sometimes often very often don't know
 1 2 3 4 5
51. I was the victim of a crime (personal property, theft, vandalism).
 never rarely sometimes often very often don't know
 1 2 3 4 5
52. I was the victim of an act of stalking/sexual assault.
 never rarely sometimes often very often don't know
 1 2 3 4 5
53. I have feared the loss of my job/position because of a hostile work environment.
 never rarely sometimes often very often don't know
 1 2 3 4 5

54. I have feared the loss of getting a poor grade because of a hostile classroom environment.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

Have you experienced the following situations in either the classroom (student) or workplace (employees)?

55. When issues of race or ethnicity arose, I was singled out as the “resident authority”.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

56. When issues of sexual orientation arose, I was singled out as the “resident authority”.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

57. When issues of gender arose, I was singled out as the “resident authority”.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

58. When issues of religion arose, I was singled out as the “resident authority”.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

59. I have felt isolated or left out when work is required in groups.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

60. As a student of color, I have felt comfortable requesting assistance from white professors.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

61. As a white student, I have felt comfortable requesting assistance from professors of color.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

62. As a female student, I have felt comfortable requesting assistance from male professors.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

63. As a male student, I have felt comfortable requesting assistance from female professors.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

64. As a lesbian, gay, bisexual, transgender person, I have felt comfortable being “out” on campus.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

65. I feel that my cultural heritage is valued at OSU.

never	rarely	sometimes	often	very often	don't know
1	2	3	4	5	<input type="checkbox"/>

Part 6. Your additional comments

66. This survey has raised a large number of issues. If you would like to offer your own thoughts on how you and/or the campus addresses climate issues, elaborate on your experiences, or offer suggestions on how the campus may improve the campus climate, please use the space below to add your comments. Thank you.

Appendix C

OSU University Data Tables^{1,2}

¹Questions are restated and the number of the question on the survey is repeated after the question in parentheses.

² Valid percentages are used except where “declined to respond” are reported.

Table 1
 What is your gender identity? (20)

Gender	%	n
Female	65.1	839
Male	33.0	426
Transgender	.6	8
Intersex	0.0	0
Did not Respond	1.2	16

Table 2
 Which term best describes your sexual orientation? (21)

Sexual Identity	%	n
Bisexual	3.6	46
Gay	1.3	17
Lesbian	3.1	40
Heterosexual	87.1	1123
Queer	.9	12
Uncertain	1.2	15
Did not Respond	2.8	36

Table 3
 What is your age? (22)

Age	%	n
18-19	15.1	192
20-21	14.5	184
22-32	29.1	370
33-42	12.4	157
43-51	16.0	203
52 -60	11.7	148
61-69	1.3	16
70 and over	0.0	0

Table 4
 What is your relationship status? (23)

Relationship Status	%	n
Single	37.1	468
Partnered	23.4	296
Married	34.0	430
Divorced	4.7	59
Partner/Spouse deceased	.8	10

Table 5
 What is your parental status (Mark all that apply)? (24)

Parental Status	%	n
No children	65.6	845
Single Parent	4.8	62
Co-Parent with a partner	9.0	116
My/our children are adopted	1.9	25
My/our children were born to me/us	23.7	305
My children are of my/our race and culture	11.4	147
My/our children are of mixed race and culture	3.6	47

Table 6
 What is the highest level of education achieved by your parents? (25)

Level of Education	Parent 1		Parent 2	
	%	n	%	n
No high school	2.0	26	2.6	33
High school	10.1	130	13.2	170
Some college	18.2	235	2.6	217
Associates degree	6.2	80	5.4	69
Bachelors degree	22.7	293	23.6	304
Masters degree	16.8	217	13.3	172
Doctoral degree	11.0	142	6.7	87
Other professional degree	1.4	18	2.2	28
Unknown	0.7	9	1.5	19

Table 7
 What size community have you spent the majority of your life living in? (26)

Community status	%	n
Rural community	6.5	83
Very small town (less than 1000)	1.6	21
Small town (1000 to 5000)	10.4	132
Small city (less than 25,000)	14.1	180
Medium city (25,000 to 60,000)	37.2	474
Large urban city (60,000 and over)	30.1	383

Table 8
 What is your **primary** status at OSU? (27)

Position	%	n
Undergraduate student	44.7	568
Graduate student	13.2	168
Classified staff	12.1	154
Retired	0.2	3
Academic faculty	12.0	153
Professional faculty	11.5	146
Research faculty	3.9	50
Courtesy faculty	0.0	0
Other	2.2	28

Table 9
 With what academic college or administrative work unit are you affiliated? (28)

College/Unit	%	n
College of Agriculture	9.6	121
College of Business	4.5	57
The <i>new</i> School of Education	3.5	44
College of Engineering	11.3	142
College of Forestry	3.3	41
College of Health & Human Services	10.5	132
College of Liberal Arts	15.6	196
College of Pharmacy	2.5	31
College of Science	13.8	173
College of Veterinary Medicine	0.6	8
Graduate School	0.6	8
University Honors College	0.6	7
Office of the President	1.4	17
Office of the Provost	0.4	5
Academic Affairs & International Programs	1.5	19
Research	0.9	11
Student Affairs	7.6	95
University Advancement	0.4	5
Information Services	1.3	16
Finance & Administration	2.3	29
Intercollegiate Athletics	0.2	3
Extended Campus/Extension Service	1.4	18
Cascades Campus	0.5	6
Other	5.6	70

Table 10
 Are you full-time (+.50) or part-time in that primary position? (29)

Status	%	n
Full-time	88.5	1104
Part-time	11.5	144

Table 11
 Do you have a physical or mental attribute that substantially affects a major life activity such as seeing, hearing, learning, and/or walking? (30)

Disability	%	n
Yes	8.0	101
No	92.0	1165

Table 12
 What is your race or ethnicity? (31)

Race/ethnic identification	%	n
African American/Black (not Hispanic)	3.0	39
Asian American	6.7	86
Middle Eastern	1.0	13
Pacific Islander/Hawaiian Native	2.3	30
American Indian/Alaskan Native	3.8	49
Latino(a)/Hispanic/Chicano(a)	5.7	74
White/Caucasian (not Hispanic)	80.6	1039
Other	5.2	67

Table 13
 What is your citizenship status? (32)

Citizenship status	%	n
U.S. citizen—born in the United States	91.6	1164
U.S. citizen—naturalized	3.9	50
Permanent resident (immigrant)	1.6	20
Permanent resident (refugee)	0.2	3
International (F-1, J-1, or H1-B, or other visa)	2.7	34

Table 14
 What is your spiritual affiliation? (33)

Spiritual Affiliation	%	n
Baha'I	0.2	3
Buddhist	2.0	25
Christian	49.1	618
Hindu	0.6	7
Jewish	2.0	25
Muslim	0.4	5
No affiliation	35.9	452
Other	9.8	123

Table 15
 How long have you been at OSU? (34)

Time	%	n
1 year or less	24.3	309
2-4 years	40.8	519
5-10 years	17.6	224
11-19 years	10.5	134
20-29 years	5.5	70
30 years or more	1.2	15

Table 16
 What is your (single or independent student) or your family's (if partnered, married, or a dependent student) annual household income? (35)

Income	%	n
Below \$9,999	17.9	219
\$10,000-\$19,999	11.3	139
\$20,000-\$29,999	9.8	120
\$30,000-\$39,000	9.1	111
\$40,000-\$49,999	9.0	110
\$50,000-\$59,999	8.2	101
\$60,000 - \$69,999	6.9	84
\$70,000 - \$79,999	5.3	65
\$80,000 - \$89,999	5.6	69
\$90,000 - \$99,999	5.1	63
\$100,000 or above	11.8	145

Table 17
 If you are a student, where do you live?¹ (36)

Residence	%	n
University housing	27.6	202
Off campus –independent	42.2	309
Off campus – with partner or spouse	21.0	154
On campus - apartment	1.2	9
Fraternity/Sorority	2.7	20
Off campus – with parent(s)/family/relative(s)	5.3	39

¹Student responses only

Table 18
 If you are a student, are you involved in any of the following types of organizations?¹ (37)

Organization	%	n
Performing and Visual Arts	4.9	36
Communications/radio/newspaper/TV	4.2	31
Academic	25.8	190
Greek Life	7.1	52
Intercollegiate Athletics	3.3	24
Associate Students of OSU	5.8	43
Honorary Societies	14.5	107
Political and Social Concerns	10.9	80
Recreation/Competitive/Intramural Sports	17.0	125
Religious and Spiritual	17.1	126
Multicultural/Diversity	19.6	144
Service	10.7	79
Memorial Union Program Council	0.8	6
Other	6.7	49

¹Student responses only

Table 19
 Overall, how comfortable are you with the climate at OSU? (1)

Comfort	%	n
Very Comfortable	16.1	206
Comfortable	57.6	737
Unsure	13.3	170
Uncomfortable	10.7	137
Very Uncomfortable	2.3	30

Table 20
 Overall, how comfortable are you with the climate for diversity in your academic college or administrative division? (2)

Comfort	%	n
Very Comfortable	25.7	328
Comfortable	47.4	604
Unsure	12.6	161
Uncomfortable	11.0	140
Very Uncomfortable	3.3	42

Table 21

Overall, how comfortable are you with the climate in your academic department/work area? (3)

Comfort	%	n
Very Comfortable	31.6	403
Comfortable	46.2	589
Unsure	9.8	125
Uncomfortable	8.5	108
Very Uncomfortable	3.8	49

Table 22

I have attended the following diversity programs at OSU: (4)

Program	%	n
Residence hall diversity program ¹	18.8	138
Campus multicultural program	45.1	581
DPD Seminar or Class	16.8	216
OSU sponsored multicultural event	37.2	480
Women's Center Program	27.9	359
Queer Resource Center Program	13.6	175
Other	6.4	83

¹students who indicated that they lived in residence halls only

Table 23

Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn at OSU? (5)

Experienced	%	n
Yes	38.2	486
No	61.8	785

Table 24

What do you feel that this conduct was based upon...(5-1)

Due to:	%	n
My age	20.2	98
My country of origin	5.6	27
My ethnicity	19.3	94
My gender	43.4	15
My learning disability	3.1	15
My physical characteristics	17.3	84
My OSU status	30.0	146
English language proficiency or accent	3.3	16
My physical disability	2.3	11
My race	14.4	70
My religion	16.0	78
My sexual orientation	12.3	60
My socioeconomic class	9.1	44
My educational status	14.0	68
Other	18.9	92

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

Table 25
 How did you experience this conduct? (5-2)

Form	%	n
Target of racial profiling	9.7	47
Written comments	13.4	65
Anonymous phone calls	1.9	9
Unsolicited e-mails	6.6	32
Stares	23.0	112
Derogatory remarks	36.4	177
Received unwanted/unsolicited attention	20.8	101
Graffiti	2.5	12
Ignored	41.8	203
Threats of physical violence	4.3	21
Target of physical violence	2.7	13
Excluded	39.1	190
Intimidated/bullied	46.1	224
other	25.3	123

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

Table 26
 Where did this conduct occur? (5-3)

Location	%	n
Class	25.5	124
While walking on campus	22.8	111
Campus office	25.1	122
Faculty office	16.3	79
Meeting with one person	19.3	94
Meeting with a group	26.3	128
Greek community	7.6	37
While working at a OSU job	41.8	203
University housing and/or dining	9.1	44
Campus event	11.9	58
Public space on campus	21.4	104
Off campus housing	3.5	17
Other	10.5	51

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

Table 27
 Who was the source of this conduct? (5-4)

Source	%	n
Student	42.6	207
Faculty	40.5	197
Graduate assistant	6.4	31
Don't know source	9.5	46
Administrator	22.0	107
Teaching assistant	3.1	15
Supervisor	20.0	97
Member of my peer group	15.8	77
Staff member	17.5	85
Public safety/Oregon State Police	2.7	13
Student group	8.2	40
University housing/dining staff	3.3	16
Academic Advisor	3.1	15
Student organization advisor	1.2	15
Person that I supervise	1.6	8
Other	8.8	43

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

Table 28
 Please describe your reactions to experiencing this conduct? (5-5)

Reactions	%	n
Felt embarrassed	39.9	194
Avoided the harasser	39.7	193
Left the situation immediately	17.3	84
Didn't know who to go to	30.5	148
Made a complaint to a OSU employee/official	20.8	101
Didn't report for fear of retaliation	25.1	122
Didn't affect me at the time	5.3	26
Told a friend	47.9	233
Ignored it	26.7	130
Confronted the harasser at the time	14.6	71
Confronted the harasser later	15.0	73
I somehow felt responsible	12.3	60
Other	18.5	90

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

Table 29
 Have you observed or personally been made aware of any conduct directed toward a person or group of people at OSU that you feel has created an offensive, hostile, or intimidating working or learning environment? (6)

Observed	%	n
Yes	51.2	646
No	48.8	615

Table 30
 What do you feel this conduct was based upon? (6-1)

Due to:	%	n
Age	17.5	113
Country of Origin	22.0	142
Ethnicity	44.6	228
Gender	41.8	270
Learning Disability	8.4	54
Physical Disability	12.1	78
Educational Level	11.6	75
English language proficiency/accent	22.3	144
Physical Characteristics	18.7	121
Race	36.2	234
Religion	24.1	156
Sexual Orientation	39.5	255
Socioeconomic class	15.9	103
Employment rank or status	15.6	101
Other	11.5	74

Note: Only answered by respondents reporting observing harassment. Percentages do not sum to 100 due to multiple responses.

Table 31
 What forms of conduct have you observed or personally been made aware of? (6-2)

Form	%	n
Racial/Ethnic profiling	23.5	152
Written comments	23.5	152
Publications on campus	30.5	197
Unsolicited e-mails	7.0	45
Someone being stared at	23.8	154
Derogatory remarks	55.9	361
Unsolicited/unwanted attention	23.8	154
Graffiti	6.8	44
Threats of physical violence	8.7	56
Physical assault or injury	4.6	30
Someone being deliberately ignored	33.0	213
Others excluded from activities	25.4	164
Other	23.2	150

Note: Only answered by respondents reporting observing harassment. Percentages do not sum to 100 due to multiple responses.

Table 32
 Where did this conduct occur? (6-3)

Location	%	n
Class	31.9	206
While walking on campus	39.3	254
Campus office	18.4	119
Faculty office	8.4	54
Meeting with one person	9.0	58
Meeting with a group of people	25.5	165
In the Greek community	13.6	88
While working at a OSU job	27.2	176
In University housing/dining	13.6	88
Campus event	19.0	123
Public space on campus	34.8	225
In off-campus housing	5.6	36
Other	12.1	78

Note: Only answered by respondents reporting observing harassment. Percentages do not sum to 100 due to multiple responses

Table 33
 Who was the source of this conduct? (6-4)

Source	%	n
Student	63.0	407
Faculty	32.0	207
Graduate assistant	4.6	30
Don't know source	16.1	104
Administrator	14.6	94
Teaching assistant	2.8	18
Supervisor	10.1	65
Member of my peer group	14.6	94
Staff member	13.6	88
Public safety/Oregon State Police	4.5	29
Student group	15.9	103
University housing/dining staff	3.3	21
Academic Advisor	2.8	18
Student Organization Advisor	0.8	5
Person that I supervise	1.5	10
Other	7.6	49

Note: Only answered by respondents reporting observing harassment. Percentages do not sum to 100 due to multiple responses

Table 34
 Please describe your reactions to observing this conduct? (6-5)

Reaction	%	n
Felt embarrassed	33.1	214
Avoided the harasser	9.8	63
Left the situation immediately	11.9	77
Didn't know who to go to	15.3	99
Made a complaint to a OSU employee/official	14.2	92
Didn't report I for fear of retaliation	9.3	60
Didn't affect me at the time	9.4	61
Told a friend	31.4	203
Ignored it	22.3	144
Confronted the harasser at the time	14.9	96
Confronted the harasser later	9.9	64
Felt somehow responsible	8.4	54
Other	19.8	128

Note: Only answered by respondents reporting observing harassment. Percentages do not sum to 100 due to multiple responses.

Table 35
 I observed discriminatory hiring practices at OSU? (7)

Observed discrimination	%	n
Yes	26.2	132
No	70.6	355
Missing	3.2	16

Note: Tables split by employee responses only (n=503)

Table 36
 Discriminatory hiring practices based on...(7-1)

Factor	%	n
Age	27.3	36
Country of Origin	9.8	13
Ethnicity	20.5	27
Employment category	24.2	32
Gender	48.5	64
Learning disability	0.8	1
Mental disability	0.0	0
OSU status	9.8	13
Physical characteristics	11.4	15
Physical disability	2.3	3
Race	12.1	16
Religion	5.3	7
Sexual Orientation	8.3	11
English language proficiency/accent	6.8	9
Other	25.8	34

Note: Employee responses only (n=503) and percentages are based on the 132 employees who reported observing discriminatory hiring. Percentages do not sum to 100 due to multiple responses

Table 37
 I observed discriminatory firing at OSU? (8)

Observed discrimination	%	n
Yes	13.1	66
No	64.6	325
Missing	22.3	112

Note: Employee responses only (n=503)

Table 38
 I observed discriminatory firing based on...(8-1)

Factor	%	n
Age	19.7	13
Country of Origin	10.6	7
Ethnicity	16.7	11
Employment category	24.2	16
Gender	31.8	21
Learning disability	1.5	1
Mental disability	3.0	2
OSU status	19.7	13
Physical characteristics	6.1	4
Physical disability	7.6	5
Race	4.5	3
Religion	1.5	1
Sexual Orientation	9.1	6
English language proficiency/accent	6.1	4
Other	39.4	26

Note: Tables split by employee responses (n=503) and percentages are based on the 66 employees who reported observing discriminatory firing. Percentages do not sum to 100 due to multiple responses

Table 39
 I observed discriminatory behavior or employment practices related to promotion at OSU? (9)

Observed discrimination	%	n
Yes	30.0	151
No	50.1	252
Missing	19.9	100

Note: Tables split by employee responses only (n=503).

Table 40
 Discriminatory promotion based on...(9-1)

Factor	%	n
Age	18.5	28
Country of Origin	7.3	11
Ethnicity	16.6	25
Employment category	27.2	41
Gender	57.0	86
Learning disability	1.3	2
Mental disability	0.7	1
OSU status	24.5	37
Physical characteristics	7.9	12
Physical disability	0.7	1
Race	7.3	11
Religion	2.6	4
Sexual Orientation	6.6	10
English language proficiency/accent	2.6	4
Other	22.5	34

Note: Tables split by employee responses only (n=503) and percentages are based on the 151 employees who reported observing discriminatory promotion. Percentages do not sum to 100 due to multiple responses.

Table 41
 During your time at OSU, have you ever had an unwanted sexual experience because you were forced, coerced, threatened, or incapacitated due to drugs or alcohol? (10)

Unwanted sexual experience	%	n
Never	93.1	1176
One time	5.2	66
Two times	1.0	13
Three or more times	0.6	8

Table 42
 OSU proactively addresses issues related to...(11)

Issues	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't Know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Age	4.1	49	21.7	259	33.7	402	17.0	203	8.1	97	15.3	183
Ethnicity	18.9	227	50.0	601	13.6	164	8.6	103	2.7	32	6.2	75
Employee status	3.8	45	20.2	240	34.0	405	16.7	199	7.6	91	17.7	211
Gender	15.0	180	42.4	508	20.3	243	11.5	138	3.7	44	7.0	84
Learning disabilities	13.7	164	38.4	459	24.1	288	7.7	92	3.0	36	13.0	155
Mental disabilities	9.1	109	29.4	350	31.1	371	10.7	128	2.9	34	16.8	200
Physical characteristics	6.1	73	23.5	280	34.8	414	14.6	174	5.6	67	15.3	182
Physical disabilities	13.6	161	44.1	524	20.1	238	10.4	123	3.1	37	8.8	104
People who speak English as a second language	11.5	136	38.5	457	24.8	294	10.6	126	4.0	48	10.6	126
Race	18.2	217	45.1	539	16.5	197	9.8	117	3.8	45	6.6	79
Religion	8.2	98	30.6	364	29.8	355	13.9	165	7.1	84	10.4	124
Sexual Orientation	18.5	222	44.7	535	17.1	205	8.4	100	3.5	42	7.8	93
Socioeconomic class	4.5	54	20.5	244	33.1	395	20.0	238	8.1	97	13.8	164

Table 43
 The people in the offices **I frequent are accepting** of people based upon their.... (12)

Factor	%	n
Age	69.8	900
Country of Origin	65.7	847
Ethnicity	69.9	901
Employment category	60.2	776
Gender	71.4	920
Learning disability	51.7	667
Mental disability	47.6	614
OSU status	62.1	801
Physical characteristics	60.7	783
Physical disability	58.5	754
Race	66.6	859
Religion	56.6	859
Sexual Orientation	58.2	750
English as a second language	53.0	683
Other	7.7	99

Table 44
 OSU has visible leadership to foster diversity from: (13)

Attitude	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
President's Office	10.3	125	23.0	279	29.2	355	8.4	102	4.6	56	24.5	298
My academic dean/unit head	14.2	172	23.7	287	27.6	334	11.1	134	5.0	60	5.0	60
My department head/direct supervisor	19.2	234	27.9	339	23.7	289	9.7	118	5.1	62	14.4	175
Faculty in my department	18.7	226	33.9	410	22.4	271	8.9	108	4.0	48	12.2	148
Student Government	11.4	138	25.5	309	27.6	334	7.0	85	4.3	52	24.1	292
Faculty Senate	7.0	84	17.6	212	32.6	392	6.5	78	4.2	50	32.1	386

Table 45
 Attitudes about NDSU (14-17)

Attitude	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Course content at OSU includes materials about individuals from historically underrepresented groups	10.9	136	36.6	457	16.4	205	8.2	103	3.5	44	24.3	304
OSU values my involvement in diversity initiatives on campus	11.2	140	38.6	485	20.5	257	11.2	141	5.3	67	13.1	165
The classroom climate is welcoming for students from underrepresented groups (students only) ¹	14.6	106	44.0	320	15.9	116	15.7	114	4.5	33	5.4	39
The workplace climate is welcoming for employees from underrepresented groups (employees only) ²	9.9	49	39.0	193	16.6	82	18.8	93	5.9	29	9.9	49

¹undergraduate and graduate combined

²faculty, staff, and administrators combined

Table 50
 How would you rate the accessibility of campus for people with disabilities? (18)

Location	Very Accessible		Accessible		Don't know		Somewhat Accessible		Very Inaccessible	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Memorial Union	17.5	211	49.0	592	17.5	211	14.9	180	1.2	15
Classroom buildings	5.1	62	31.8	386	25.7	312	32.0	388	5.3	64
Specific classrooms	5.3	64	19.4	233	34.9	418	29.0	348	11.3	135
Administrative buildings	14.4	174	45.4	547	28.3	341	10.4	125	1.5	18
Restrooms	8.7	105	40.5	488	25.7	309	22.3	269	2.7	33
Grounds	6.8	81	31.8	381	36.6	438	21.6	259	3.3	39
Parking	13.2	160	40.2	487	30.2	366	12.5	151	3.8	46
Transportation	10.9	131	36.8	441	42.8	513	8.1	97	1.4	17
Library	29.3	354	49.9	603	18.0	218	2.5	30	0.3	4
Athletic facilities	7.0	84	22.2	267	57.1	687	11.0	132	2.8	34
Recreational facilities	7.2	86	24.1	289	57.8	694	8.3	100	2.6	31
Residence halls	7.8	93	24.4	293	55.7	668	8.9	107	3.2	38
Dining facilities	11.8	142	38.0	457	45.3	545	3.3	40	1.6	19
Greek Houses	2.0	24	3.4	41	79.8	952	6.5	78	8.2	98
OSU web site	18.1	217	30.2	362	44.1	628	5.3	64	2.2	26
Information in alternative forms	4.5	54	11.1	132	73.5	875	7.0	83	3.9	46

Table 51

How would you rate the overall campus climate for the following racial/ethnic backgrounds? (19-1)

Group	Very Respectful		Moderately Respectful		Not sure		Somewhat Respectful		Not at all Respectful	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
African Americans/Blacks	21.4	258	36.6	441	19.9	239	18.2	219	3.9	47
American Indians/Alaskan Natives	22.5	270	33.0	396	26.5	318	15.5	186	2.5	30
Asians Americans	28.1	339	41.5	501	16.8	203	11.9	144	1.7	20
Pacific Islanders/Hawaiian Natives	31.3	375	38.4	460	20.2	242	8.9	107	1.3	15
Caucasians/Whites	57.8	699	26.2	317	8.7	105	5.0	61	2.2	27
Latino(a)s/Chicano(a)s	20.0	240	36.8	441	21.7	260	18.5	222	3.0	36
Middle Eastern Persons	16.4	197	27.6	332	25.4	305	22.8	274	7.9	95
Multiracial, Multi-Ethnic, Multicultural persons	20.5	246	33.3	400	30.0	360	13.7	165	2.5	30

Table 52

How would you rate the overall campus climate for people who are:? (19-2)

Group	Very Respectful		Moderately Respectful		Not sure		Somewhat Respectful		Not at all Respectful	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Men	60.9	737	25.6	310	7.2	87	4.5	55	1.8	22
Non-native English speakers	17.3	207	35.1	421	21.1	253	21.9	263	4.6	55
Openly LGBT persons	15.0	180	27.4	330	23.5	283	24.5	295	9.6	115
Persons with disabilities	21.7	260	35.3	423	23.2	278	17.3	207	2.6	31
Persons with religious backgrounds other than your own	17.2	222	32.1	385	28.0	336	17.8	214	3.7	44
Women	27.6	335	47.3	574	8.5	103	14.1	171	2.5	30
International students/scholars	25.0	301	38.7	466	20.5	247	14.0	168	1.8	2

Table 53

In your opinion, how would each of the following affect the climate at OSU?

Provide more awareness/sensitivity workshops/programs to become more aware of the issues and concerns facing people based on their....(38)

Group	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Age	10.5	124	27.9	330	34.9	412	14.0	165	5.5	65	7.3	86
Country of Origin	12.6	148	40.9	480	26.3	309	9.8	115	4.5	53	6.0	53
Disability status	14.2	168	43.0	508	24.8	293	7.9	93	4.1	49	5.9	70
Ethnicity	15.8	187	41.2	486	24.6	291	8.3	98	4.7	56	5.3	63
Gender	14.7	172	35.0	411	27.9	327	11.5	135	5.5	64	5.5	64
Physical Characteristics	12.3	145	32.5	383	32.2	379	11.5	135	4.6	54	6.9	81
Race	17.0	199	40.2	470	23.2	271	9.2	108	5.0	58	5.5	64
Religion	15.6	183	35.3	414	27.6	323	10.4	122	5.3	62	5.8	68
Sexual Orientation	18.9	221	33.8	395	24.4	285	10.4	122	6.9	81	5.5	64
Socioeconomic class	13.7	161	25.4	300	26.0	306	17.5	206	13.2	156	4.2	50

Table 54

Require all graduate and undergraduate students to take at least one class that focuses on issues, research, and perspectives on...(39)

Group	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Age	13.7	161	25.4	300	26.0	306	17.5	206	13.2	156	4.2	50
Country of Origin	16.7	197	31.1	366	21.1	249	15.7	185	11.1	131	4.2	50
Disability status	17.3	202	32.4	378	21.7	254	13.5	158	11.4	133	3.7	43
Ethnicity	23.4	275	34.7	408	16.4	193	11.6	136	11.0	129	3.1	36
Gender	21.4	251	30.9	362	19.7	231	12.4	145	12.0	141	3.6	42
Physical Characteristics	14.7	172	27.9	326	25.4	297	15.7	183	12.0	140	4.3	50
Race	23.8	281	34.7	410	16.6	196	10.8	128	10.8	127	3.2	38
Religion	20.9	246	33.2	391	18.3	216	12.8	151	11.2	132	3.6	42
Sexual Orientation	21.8	256	29.9	352	19.0	224	12.2	144	13.6	160	3.4	40
Socioeconomic class	20.9	248	32.3	383	20.2	239	12.0	142	11.3	134	3.4	40

Table 55

Require all faculty/staff to participate in at least one program annually that focuses on issues, research, and perspectives on...(40)

Group	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Age	20.9	19.1	26.2	309	23.9	282	14.3	168	10.3	121	4.4	52
Country of Origin	21.9	258	28.4	334	23.1	272	12.4	146	9.6	113	4.6	54
Disability status	22.3	288	32.3	379	19.7	231	10.2	120	9.3	109	3.9	46
Ethnicity	26.8	316	32.3	381	18.1	213	9.7	114	9.2	109	4.0	47
Gender	26.6	312	28.4	334	19.9	234	10.7	126	10.3	121	4.1	48
Physical Characteristics	21.0	247	26.2	308	25.0	294	12.8	150	10.0	118	4.9	58
Race	26.9	318	31.6	373	18.2	215	9.8	116	9.4	111	4.1	49
Religion	23.6	277	28.7	337	21.7	254	11.2	131	10.3	121	4.5	53
Sexual Orientation	25.9	305	27.4	323	19.4	228	11.2	132	12.0	141	4.1	48
Socioeconomic class	25.5	303	28.6	339	21.4	254	10.5	125	9.7	115	4.3	51

Table 56

Include diversity related activities as one of the criteria for performance evaluations of non-student employees...(41)

<u>Criteria on Evaluations</u>	<u>%</u>	<u>n</u>
Strongly agree	19.9	243
Agree	24.4	299
Do not agree nor disagree	20.0	244
Disagree	15.0	183
Strongly disagree	13.4	164
Don't know	7.4	90

Table 57
 Rate the general campus climate at OSU in general using the following scale: (42)

Characteristic	1		2		3		4		5		Don't know	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Friendly/Hostile	25.4	316	45.1	562	21.2	264	6.0	75	1.5	19	0.8	10
Communicative/Reserved	11.4	141	38.8	482	32.0	398	12.6	157	3.5	44	3.5	44
Concerned/Indifferent	11.0	136	30.0	372	36.0	446	14.8	184	5.8	72	2.4	30
Respectful/Disrespectful	12.0	149	40.4	501	32.0	387	11.5	143	2.7	34	1.3	16
Cooperative/Uncooperative	12.2	151	37.0	458	33.1	410	12.9	160	2.8	35	1.9	23
Improving/Regressing	14.0	173	33.4	413	28.9	357	11.6	143	4.9	60	7.4	91
Accessible to persons with disabilities/Inaccessible to persons with disabilities	8.9	110	30.6	379	29.2	363	14.5	179	3.6	44	13.2	164
Non-racist/Racist	10.2	126	28.1	348	30.8	381	18.7	231	5.7	70	6.6	82
Non-sexist/Sexist	10.7	133	27.3	338	30.2	374	19.0	235	7.3	91	5.5	68
Non-homophobic/Homophobic	9.5	118	21.7	268	28.4	351	22.1	273	9.4	116	8.9	110
Positive for people of Jewish heritage/Anti-Semitic	9.9	123	22.3	276	25.2	313	6.8	84	1.8	22	34.0	422
Positive for people of Islamic heritage/Anti-Islamic	7.2	89	16.5	204	22.5	279	18.0	223	6.2	77	29.6	367
Positive for people who practice other than the Christian faith/ Not positive for people who practice other than the Christian faith	9.7	120	21.6	268	24.9	308	14.9	184	6.9	86	22.0	273
Positive for people who practice the Christian faith/ Not positive for people who practice the Christian faith	24.6	305	33.1	410	17.5	217	6.5	81	4.7	58	13.5	167
Positive for non-native English speakers/not positive for non-native English speakers	8.5	105	25.8	320	32.1	398	14.0	174	3.7	46	15.9	197
Welcoming/Non-welcoming	19.9	246	42.0	520	26.7	330	7.4	91	2.4	30	1.6	20
Competitive/Non-Competitive	16.2	200	36.1	446	30.8	381	7.7	95	2.8	35	6.4	79
Positive for people who have children/not positive for people who have children	9.9	123	27.0	335	22.6	280	12.2	151	5.2	65	23.1	286

Table 58

Which of the following experiences have you had in the past year at OSU? (43-54)...

Experience	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
Feared for physical safety due to race/ethnicity ¹	57.3	172	23.5	69	13.9	41	3.1	9	0.7	2	0.3	1
Feared for physical safety due to sexual orientation/gender identity ²	36.8	42	21.9	25	25.4	29	5.3	6	10.5	12	0.0	0
Feared for physical safety due to my gender ³	37.0	307	24.3	202	30.8	256	5.2	43	2.3	19	0.4	3
Someone assume I was admitted (student) or hired (faculty/staff) due to my race/ethnicity ¹	59.9	175	8.7	26	11.0	33	5.8	17	8.2	24	5.8	17
Someone assume I was admitted (student) or hired (faculty/staff) due to my gender ³	75.0	620	7.4	61	8.0	66	1.9	16	1.2	10	6.5	54
Someone assume I was admitted (student) or hired (faculty/staff) due to my sexual orientation ²	78.9	90	5.3	6	3.5	4	0.9	1	1.8	2	9.6	11
Experienced racial profiling ¹	39.6	116	16.0	47	21.5	63	7.2	21	7.8	23	7.8	23
Victim of a bias-related incident ⁴	61.6	768	16.4	205	12.9	161	2.8	35	1.1	14	5.1	64
Victim of a crime ⁵	72.8	912	17.6	220	7.1	89	1.4	17	0.5	6	0.7	9
Victim of an act of stalking/sexual assault ⁶	87.9	1099	7.7	96	2.4	30	0.6	7	0.2	3	1.2	15
Feared for the loss of my job/position because of a hostile work environment ⁷	71.4	894	0.0	125	9.9	124	3.7	46	3.6	45	1.4	18
Feared getting a poor grade because of a hostile classroom environment ⁸	61.1	443	20.1	146	14.2	103	2.1	15	1.4	10	1.1	8

¹ participants who identify as a person of color (n=300)

² participants who identify as lesbian, gay, bisexual (n=115)

³ participants who identify as a woman only (n=839)

⁴ all participants who responded to this question (n=1247)

⁵ all participants who responded to this question (n=1253)

⁶ all participants who responded to this question (n=1250)

⁷ all participants who responded to this question (n=1252)

⁸ participants who identify as a student only (n=725)

Table 59

Have you experienced the following situations in either the classroom (student) or workplace (employee)?
 (55-65)...

Experience	Never		Rarely		Sometimes		Often		Very Often		Don't Know	
	%	n	%	n	%	n	%	n	%	n	%	n
When issues of race/ethnicity arose, I was singled out as the “resident authority” ¹	49.1	14.4	16.4	48	12.6	37	8.9	26	8.9	26	4.1	12
When issues of sexual orientation arose, I was singled out as the “resident authority” ²	78.9	90	5.3	6	3.5	4	0.9	1	1.8	2	9.6	11
When issues of gender arose, I was singled out as the “resident authority” ³	66.3	538	12.8	104	11.6	94	3.4	28	2.5	20	3.4	28
When issues of religion arose, I was singled out as the “resident authority” ⁴	75.1	933	10.1	125	7.8	97	2.1	26	1.9	23	3.1	39
Isolated or left out when work is required in groups ⁵	50.5	629	21.4	266	17.8	221	5.1	63	3.7	46	1.6	20
As a student of color, I am comfortable requesting assistance from white professors ⁶	14.7	36	6.1	15	13.9	34	17.1	42	24.5	60	23.7	58
As a white student, I am comfortable requesting assistance from professors of color ⁷	15.3	109	1.1	8	4.1	29	16.7	119	35.6	254	27.3	195
As a female student, I am comfortable requesting assistance from male professors ⁸	8.1	50	4.7	29	14.6	90	27.5	170	36.9	228	8.3	51
As a male student, I am uncomfortable requesting assistance from female professors ⁹	18.0	59	2.1	7	6.1	20	16.2	53	45.4	149	12.2	40
As an LGB person, I feel uncomfortable being “out” on campus ¹⁰	35.7	40	13.4	15	19.6	22	14.3	16	13.4	15	3.6	4
I feel that my cultural heritage is valued at OSU ¹¹	12.5	143	14.9	170	21.3	244	15.2	174	10.6	121	25.5	291

¹ participants who identify as a person of color only (n=300)

² participants who identify as lesbian, gay, bisexual only (n=115)

³ participants who identify as female only (n=839)

⁴ all participants who responded to this question (n=1243)

⁵ all participants who responded to this question (n=1245)

⁶ participants who identify as students of color only (n=245)

⁷ participants who identify as white students only (n=989)

⁸ participants who identify as female students only (n=471)

⁹ participants who identify as male students only (n=426)

¹⁰ participants who identify as lesbian, gay, bisexual, or transgender only (n=115)

¹¹ all participants who responded to this question (n=1143)

Appendix D

Comments Content Analysis

Out of 1289 surveys received, 820 respondents contributed remarks about the state of diversity at Oregon State University (OSU), its perceived strengths and weaknesses, potential improvements, and about the survey itself. Respondents included undergraduate and graduate students, as well as administrators, faculty, and staff. Generally, respondents were divided between whether attention to diversity and climate issues was a positive or negative aspect of Oregon State University's atmosphere. Many respondents praised OSU for its efforts to create a diverse, welcoming atmosphere and asserted that the climate has improved in recent years. However, a number of people suggested the campus would further benefit from an array of actions to promote diversity and understanding.

Partially due to the format and content of the survey instrument, particular themes reverberated throughout the comments about the University. Respondents reported their own experiences with and their observations of discrimination or harassment in the workplace and on campus. Additionally, respondents described a variety of proactive and reactive actions in regard to inclusiveness and equality. Many people shared suggestions for improving efforts within the University or their department/unit, while others advanced no suggestions and instead stated there is no need to find solutions to problems that do not exist or are not the University's responsibility.

Additionally, people expressed their opinions about the myriad of campus constituents and ideas, generally using similar wording as was in the survey. Among other topics, individuals wrote

about gender; race and ethnicity; religion; lesbian, gay, bisexual, and transgender (LGBT) issues; staff, faculty, students, and the administration; and the ideology of diversity.

The Demographic State of OSU

The following comments represent individuals' opinions of OSU's demographic profile:

“Though there appears to be increasing diversity on campus, people seem to stay in their own groups (race, religion, etc.). I haven't seen an event or project on campus where different groups work together (i.e. a fraternity and a cultural center).”

“The campus is a reflection of its student body, which, at the undergraduate levels is overwhelmingly white, young, upper middle-class and self-absorbed. The challenge is to raise consciousness among this culture without inviting backlash.”

Major Themes of Respondents' Remarks

Respondents commented on the predominant themes of the survey instrument including: gender, race, ethnicity, sexual orientation and identity, religion, ideology of diversity, administrative leadership, job status, and age. See the table at the end of this summary for an illustration of the major concerns, the chief advances, and representative remarks of survey participants who contributed written comments.

The content analysis of respondents' comments yielded two chief issues. First, individuals' remarks undoubtedly provided evidence of support for and understanding of gender differences, many respondents commented on a number of ways in which colleagues or students have subjected women and men to inequitable treatment. The observations of many of the respondents suggested that OSU has improved in recent years, and that the campus can be

sensitive to diverse staff and clients. However, respondents' words were, more often than not, hostile in this regard. The following quotes illustrate this point:

"Being a female, my views are regarded as irrelevant and hormonal. The phrase 'I just got raped by that test' is very common and very insensitive to females in general. Because at least 25% of the women on this campus will probably be raped over the course of their schooling, this phrase is very offensive...."

"Women do not have the same rate of promotion through faculty ranks as do men."

"As an instructor for a sophomore level class, I often got little respect and was treated poorly due to the fact that I was young and a female."

"As a junior faculty member (female) with more than one young child, ... I'm seen primarily as a mom and secondarily as a researcher. ...I feel the same way as I feel when I'm labeled or treated differently because I am a woman."

"I think there is an especially strong need for workshops for faculty and graduate students regarding sexual harassment. I think there are frequent problems especially regarding young female students and older male faculty and establishing appropriate boundaries. I also think there is gender discrimination on campus with social and economic favoritism shown white male professors."

"I have in the past confronted a supervisor who told me a story I felt bordered on sexually harassing. He apologized but then said, 'Well, you have to admit it was funny.' I don't think he got my point at all."

The second issue respondents' remarks identified concerned race and ethnicity. Respondents noted that the "good old boys" network values homogeneity and exhibits subtle and/or institutionalized discrimination of racial and ethnic minorities. According to the comments, many individuals who are U.S.-born citizens and native English-speakers believe persons of other races and ethnicities should speak English and behave like White (non-Hispanic), middle-class persons. Moreover, people from diverse racial and ethnic backgrounds feel as though they cannot "be themselves" without encountering various forms of discrimination and harassment. People from underrepresented groups who work in such environments meet many obstacles. One person reported, for instance,

“It has been challenging as a young professional of color to look at the supervisors and ‘leaders’ on this campus and see so few people of color, or individuals with any kind of diverse life experience. It is at times discouraging and disheartening to feel like I am working under a microscope, and the pressure to go above and beyond the traditional workload that is expected from my position simply because I am a person of color (i.e. expected to advise students groups in my ‘spare time,’ attend all campus events related to my background, etc). It is exhausting to feel like I carry such a large burden and am still not seen as valuable in my department.”

Others commented,

“I have heard remarks based on country of origin and find them disturbing. Also common is the practice of shouting at non-native English speakers. I have noticed the assumption that a person’s intelligence is correlated with his/her proficiency in English.”

Emergent Themes

In addition to the categories mentioned above, a number of comments introduced issues and concerns of socio-economic status, adult or returning students, parenting students, and people with psychological illnesses or physical disabilities. Respondents sought their organization’s attention to encourage and support equality for these neglected constituents.

“Classroom access for students in wheelchairs is not good-they should have the same average access to the front of the classroom as all students. Having seating in the last row of a lecture hall is not adequate. I know this is a very difficult situation, but as new buildings are built and old ones refurbished, this issue needs to be included in the designs.”

“There are not enough activities offered to non-traditional/older than average students with families. There is not enough attention to helping older than average students get involved or find places that will accommodate the demands of their complicated schedules while allowing them some sort of bonding experiences at the college.... students have made degrading remarks to students who are married or have children. I have also been in classes where the professors direct all examples of material towards the traditional college student and excludes those who are outside of that category.”

I’m “an ‘older’ student here. This ‘non-traditional’ status often led to expectations that were different than the average student, interestingly both expectations that I would do better and expectations that perhaps I wasn’t as bright as the other students. Also, my wife was very amused by the many calls and letters to the ‘parent’ of the student. While this was perhaps amusing, it furthered the idea that I was not a ‘normal’ student and reinforced any sense of not belonging....”

A number of respondents believed the University and individuals have paid “too much attention” to the issues and concerns of LGBT community. A slightly greater number of respondents commented on instances of homophobic behavior, harassment, or discrimination.

“There is too much attention given to gay and lesbian activities. I believe that most of our community is straight and I would prefer to see more attention given to traditional family values, not just sexual ones.”

“If you are gay, and feel persecuted, then maybe you should not be so flamboyant and rude about it.... It may have alot more to do with this... ”

“A lot of the students at OSU express homophobic views, I feel a general repressed hatred towards homosexuals and bisexuals from many of my fellow students.”

“There's a strong Christian contingency of students who are vocally quite negative regarding homosexuality, and that's too bad.”

“I'll tolerate various groups like the homosexual community, of which I know some good people, but I won't say what they do is ok or right. It is not.”

A number of respondents also commented on their interactions with and perceptions of members of OSU Greek community. More than a handful of survey respondents recalled fraternity members catcalling, making derogatory comments, and throwing objects from the organizations' houses while those respondents passed by.

“Frat boys don't like alternative looking woman and men. They like to throw water balloons at passing people. The men stare at me and make me uncomfortable and often times ‘check me out’ as I walk by making me even more uncomfortable.”

“I have, however, witnessed several ‘unfriendly’ or negative comments/actions where students (mostly in the greek system) have been instigators/perpetrators.”

What's Happening at Oregon State University?

"I have encountered numerous incidents of discrimination, inappropriate behavior and aggressive bullying during my ... years at OSU. Some of the incidents have been quite shocking and have impacted my career as well as my productivity. In the past few years the incidents have been more frequent. These types of behaviors are often dismissed as quirky personality traits. ... When I am asked about the climate at OSU by peers at other institutions, by prospective students and by job applicants, I tell the truth."

Perception: Experiences and Observations

Although many individuals praised OSU for its efforts to create a diverse, welcoming atmosphere, other respondents perceived that the campus has been less welcoming for underrepresented groups. Respondents reported covert and institutionalized racism, sexism, and other kinds of bias. One individual reported,

"I feel the climate on campus is wonderful, diversity is well accepted. On the other hand, as an employee of the OSU[department name omitted], I have experienced the complete opposite. Female staff are ignored or not invited to meetings that involve their expertise, just because they are the 'women.'"

Others stated,

"As a minority, sometimes I feel discriminated [against]. Not physically though, mainly just stares. I don't know quite how to explain it, but as a minority, you just can 'feel' it."

"...a student employee of obvious middle eastern decent was loudly referred to as 'osama bin laden's cousin...'."

"The campus approach of being 'politically correct' has actually inhibited some honest conversations from taking place on both the student and faculty/staff levels. I believe many, particularly faculty and staff, have mastered the rhetoric of being sensitive and knowledgeable about issues related to diversity, but realistically many are hostile or uncaring about minorities and our experiences at OSU and its surrounding communities."

“Over 20 years I have repeatedly seen people hired because of their race or gender, inevitably to prefer a racial minority over an equal or superior candidate who was a white male. The ostracization and derision heaped upon white males at this university is both tolerated and often blessed by its highest administrators. I have experienced this personally and observed it professionally on numerous occasions, but am totally unwilling to speak out for fear of losing my job.”

“While I feel supported in many ways at the department level, I am less satisfied with the university's commitment, which I feel is lacking overall. In my opinion, there is very little infrastructure here to support and maintain minority faculty once they get here. As a result, there is a high rate of turnover among faculty of color. I would be hard pressed to ‘recruit’ people of color to come here based on my experience with the administration...”

Some respondents worried that OSU's efforts to be “politically correct” have incited a climate of reverse discrimination on campus. The following comments illustrate this point:

“I believe that our campus is being overrun by extreme liberalism, to the point that ‘White’ people are being discriminated against. This is unfortunate. By focusing on issues that exclude ‘white’ people, I feel that our college community might suffer. All this school chooses to focus on are LBGT people, and people of color. I'm colored White! I'm definitely not saying that I'm a white supremacist, but I would like to know a little more about my history and less about the LGBT movement around the world.”

“The only discrimination I'm aware of at OSU is against white guys. I've been a faculty member here for a long, long, time, and I've served on quite a few search committees. I've specifically seen people get hired for jobs not because they were the best qualified, but because of race or gender. When are we going to get past that? Isn't it time to stop this type of systematic discrimination?”

“The climate at OSU is decidedly anti-Christian, anti-white, and anti-male. Congratulations on this new order of ‘diversity.’ Two wrongs do not make a right, whether that be disadvantaging all white students, who have had nothing to do with the ‘historically disadvantaged’ or present day Zionism/fascism against Palestine. Has anyone ever thought that diversity could include the various ethnic enclaves of whites? You do a pathetic job of inclusivity.”

One of the greatest obstacles in discussing campus climate was the range or lack of clear definitions of “diversity,” “equality,” “discrimination,” and “harassment,” to name a few. The discrepancies in definitions likely contribute to individuals' inability to comprehend or reluctance towards understanding diversity efforts as means of social justice for underrepresented groups. Comments suggested the University look beyond race/ethnicity and

gender to define diversity. Nevertheless, as previously mentioned, race/ethnicity and gender were the most prominent themes in respondents' remarks.

“Educating the dominant culture on issues of oppression and privilege is paramount to changing university culture. Most folks see themselves as ‘uninvolved’ in the issues because they do not identify as being racist, sexist, etc. But everyone is involved because the problems are embedded in our social structures/institutions.”

“I think it would be beneficial to all students to be required to take a race and ethnicity class. A conscience raising education about diversity and what defines and promotes racism, sexism and discrimination etc. can only better prepare students to enter the workforce and parenthood and to be more affective, as community members who support equal opportunity.”

What Should Be Happening at OSU?

“Classroom climate has a huge impact on the rest of a student’s experience while at OSU. ...I find that professors and others who interact with students in the classroom can say and/or allow the most damaging statements or behaviors in a classroom, especially given the less-than-adequate training many receive on issues surrounding diversity. Creating incentives for professors, faculty, TA’s, and other units that interact heavily with students to attend, promote, and honor diversity would be very helpful in ensuring that all students feel valued and accepted during their time at OSU- not just tolerated.”

Some of the questions that the University must address are: If an act of commission or an act of omission is perceived by someone either experiencing or observing the act, what policies decide if the event is ‘real’ enough to warrant the organization’s attention? Are the policies enforced consistently, efficiently, and effectively? In addition to relaying their ideas about experiences and observations of discrimination and harassment, respondents contributed possible solutions for improving the climate within the organization.

Suggestions for Improving the Campus Climate

“If OSU valued diversity, then issues of diversity would be talked about in class and it would not be out of the ordinary for students to be involved in conversations about as race, gender, sexual...diversity. Creating a diverse school does not only mean getting a certain percentage of students from different backgrounds but it means that we must work to learn about those backgrounds as well.”

Generally, respondents’ comments advanced few specific solutions. The following bulleted list, however, contains some of the respondents’ suggestions for improving the climate for diversity at OSU.

Administration/Leadership

- More visible, supportive, and vocal leadership on diversity issues
- Fund/create a Multicultural Center and an LGBT Center
- Become more proactive, responsive, and supportive
- Increase the recruitment and retention of administrators, faculty, and staff from underrepresented groups
- Increase the number of women and people underrepresented groups in positions of authority
- Establish and promote a clear understanding of short- and long-term goals
- Develop and implement programs and policies focused on adult, evening, and parenting students
- Make all buildings accessible to people who are physically-disabled

All Employees

- Attend courses and/or on-going training dealing with other cultures, diversity, gender, and race
- Learn to understand one’s own biases
- Practice effective and genuine political correctness
- Improve communication between administration, faculty, and staff
- Encourage respectful attitudes and interactions between administrators, faculty, and staff

Students

- Take courses and/or attend workshops dealing with other cultures, diversity, gender, and race
- Learn to understand one’s own biases
- Practice effective and genuine political correctness
- Improve educational materials, services, and communication with underrepresented groups
- Improve communication between administration, faculty, staff, and students

Is “Diversity” the University’s Responsibility?

Respondents’ comments were divided regarding whether or not diversity should be addressed by the University. Some respondents believed there is no need to find solutions to problems that do not exist. These individuals felt that OSU adequately addresses climate and diversity issues, or that it is not the University’s responsibility to do so in the first place. The following opinions offer some insight:

“Personally, I think the emphasis on 'diversity' is wrong. We should be emphasizing UNITY, not diversity. ... it would be much more productive to emphasize how we're alike, rather than forcing 'otherness' down people's throats.”

“Attitudes are learned in a person's home environment. We need a climate that would strengthen families. This is where we learn the importance of tolerance, acceptance and respect.”

Conclusion

“It would be nice to see if changes are made in University administration and programs because of feedback from this survey; and if so, whether responses to this survey [would] change if it were done again in two years.”

The comments submitted by respondents suggest that the organizational climate and diversity as an initiative are on a number of people’s minds. Hopefully, this analysis of the major themes included in the comments will help readers hear more clearly what that data in the earlier sections of the report suggested. Clearly, in its search for a path it chooses in its quest for excellence, the University must first define “equality,” “diversity,” “discrimination,” and “harassment.”

	Prominent Concerns	Some Respondents' Comments
Gender	Women: not taken seriously by coworkers, administration, or students; forced to prove themselves in a way men do not, lack of promotions, equitable pay	“But I have served on the University Commission on Woman for several years and have heard some pretty hair-raising stories about how they have been treated. There is some evidence of slippage in salary equity attempts from the 90's. Few women are also promoted to the full professor rank.”
	Women: sexual harassment, safety	<p>“I have had a professor make lewd references in a class and watched him flirt with female students. This makes me sick!”</p> <p>“I witnessed blatant sexual harassment in one of my classes (a male professor asked a female student, in front of the class, with no context to justify the question, whether she was sexually active) among other incidents. In this case, she just put her head down on her desk and withdrew from class discussion. I addressed my concern over this interaction with the student, who stated that she was afraid of repercussions because he was a professor in her major department.”</p>
Race & Ethnicity	Marginalization, discrimination	<p>“People from countries in the Middle East seem especially vulnerable right now to racism and violence.”</p> <p>“People of color or of different national origin are approached with stereotypes and seem to be viewed as ‘athletes’ if they are African-American and are viewed as ‘terrorists’ if they are of Middle Eastern descent.”</p> <p>“I am multiracial, and I think that more often than not, people are focused on everyone only being one race. When issues of race come up, I generally feel like I don't relate because of my mixed background. I don't really feel comfortable being affiliated with an organization for black students, but on the other hand I can't deny that part of me.”</p>
	Minority employees and students may be under- or unqualified for their jobs or admittance	“People should not be hired or admitted because there is a quota of under-represented minorities to fill; they should get the job/position based strictly on merits alone and not who their parents are. I admit that I am forced to accept the existence of those who are not like me but that does not mean I must make special provision for them. I have little tolerance for those who do not make it on their own and must rely on the generosity of those who overtax the rest of us.... Equality does not mean that those who are under-privileged get more than their fair share.”
Religion	Religions and spirituality other than Christianity are neglected or experience discrimination	“One thing that most people who I am acquainted with don't know about me is that I am Jewish. ... so they assume that I'm Christian and make hurtful comments to my own religion and others.”

	<p>Christian influence is overwhelming and oppressive</p>	<p>“I have a ... class ... and think it is inappropriate for [the professor] to talk about his Christian views so much. He even had two Christian men come in to talk to us about their jobs and they spent the majority of the time talking about Jesus and integrity and being a Christian. ... one of the speakers even said he considers a person's marital status when hiring, which is illegal. I couldn't believe it. I find all this totally offensive and feel that [the instructor] is using his teaching position to promote his religious opinions.”</p> <p>“The MU Quad is often an inhospitable place to pass through, as noted in the recent display of anti-abortion pictures comparing women who get abortions to Nazis and the KKK.”</p> <p>“There is a serious need to address the dominance of Christianity -- or at least Christian ideals and judgments -- on this campus. I feel this is the source of bias against women, people proscribing to other religions, and particularly against the G/L/Bi/TG community. I acknowledge that Christianity does not visibly promote racism, but I feel it places greater value on white males. This leads white males to feel entitled (or really just reinforces the entitlement they have felt all their lives) to say and do whatever they want.”</p>
	<p>Christians are oppressed</p>	<p>“While attending classes over the last few years, there has been several instances where my Christian beliefs have come under attack. I have not witnessed this with any of the other religions. Additionally, there has been openness to sexual orientation, race, age, disability, color, or mental condition, but anything that is "Christian" is villainized.”</p> <p>“Generally, there is a hostile environment for conservative Christian values in the classroom. Even when they are expressed with respect and at appropriate times. I have learned it is very difficult to raise questions without being pegged a 'conservative.’”</p>
<p>Ideology of Diversity</p>	<p>Attention to difference will only succeed in exacerbating tension, producing backlash, and creating division</p>	<p>“There is too much emphasis on diversity at OSU. When we constantly describe our differences and establish various victimologies, it serves to build tension that otherwise might not exist, creating a self-fulfilling prophecy of a discriminatory environment. As a student of color, which I really find a pointless designation, I have found OSU to be perfectly accepting of me, and I accept it blissfully unaware that I should feel like the world is out to oppress me. It's people like you, the perpetrators of this survey and the philosophy it represents, who really perpetuate the virulent racial/gender/social consciousness that keeps everyone uneasy and aware of race. If we didn't insist on talking about it all the time, we could all get along just fine. But, I don't expect anyone there, the type of people who thrive off crusading against oppression that doesn't exist, to understand what I'm saying.”</p>
	<p>Reverse discrimination</p>	<p>“I feel OSU is overly anti Christian and anti white. I hold back at time in sharing my viewpoint because I want to avoid backlash from sharing politically incorrect ideas.”</p> <p>“I don't think that this campus is fair to white males- I have seen SO many guys turned down for jobs here- I mean, look at your personnel office- filled to the rafters with women, lesbians, people of color, and no men....NONE”</p>

Administrative Leadership	Lack of follow-through in disconcerting matters	<p>“Recent racial incidents in the Barometer and the high number of sexual assaults and sexual harassment complaints reported this year indicate a huge need for education throughout our university community!”</p> <p>“My experience has been that policy decisions are made within informal networks of cronies rather than in open discussion of all concerned parties. There is a great deal of mistrust of the administration by faculty, and of senior faculty by junior faculty. Many departments are seething with internecine strife. I have seen job searches where people who got their PhD at OSU were offered positions over other candidates who were clearly more qualified. I have seen senior faculty and emeritus faculty make life miserable for junior faculty. I have seen people with superior credentials denied tenure while those with inferior CV’s received it. I have seen university property misused and stolen with no consequence. All in all, I see this institution as fundamentally corrupt, because this sort of stuff is consciously tolerated or even endorsed by the administration.”</p>
	Failed to establish and promote adequate diversity and inclusive goals	<p>“There is a great deal of racism and discrimination, not to mention open hatred on this campus. It is unclear to me how much the administration has done to address this problem.”</p> <p>“I have worked on many diversity issues and committees over the years at OSU. What I see, in my department and in my college, is that there is little reward for doing so, and there are subtle punishments for doing so (being perceived as an ‘advocate’ in a negative sense, being perceived as ‘political’). When administrators such as Deans and Chairs have little accountability to those whom they supervise (eg. accountability up in the management hierarchy, but little accountability down), abuse happens.”</p>
Age	Employees face age discrimination	[Employee] “has directly and indirectly harassed me regarding my age and disability, and so has my supervisor. These two faculty work together to make me miserable. Basically, I was told that I have ‘been here too long.’”
	Non-traditionally aged students encounter difficulties or discrimination based on age	“Professors assume all students are familiar with technology (web based). As an older, distance ed student, I have had a hard time adjusting to the high reliance of work with computers.”
	Traditionally aged students face are discriminated against based on their age	“I feel that many of the employees (especially female) in the administrative offices (specifically MU offices) are disrespectful to students because of age-related reasons. ”
Sexual Orientation	Marginalization, discrimination, harassment	“I can and believe have worked just fine with non-heterosexual people, but I do not want them to insist I agree their lifestyle is moral because my religion says it is not. I think they can do many jobs; I would not want them teaching children. I might as well say, I feel the research showing there is no genetic basis for sexual orientation is more credible than the research claiming sexual orientation is genetic. However, even if it is true there is a genetic link to orientation, that does not make it right.”

	Too much emphasis on LGBT concerns	<p>“It seems really inappropriate to focus on a persons sexuality, it doesn't make sense to have gay or lesbian days or what ever campus might support, when there are no heterosexual days, and why should there be a celebration of something that is meant to be personal, private and between two people? I think things have gone too far.”</p> <p>“I feel on this campus that if you aren't Gay, Lesbian you aren't going to get anywhere. I have never been a place where its better to tell everyone your sexual orientation, then you can have everything that happens to you based on sexual orientation. Then the community and the campus bends over backwards to make sure you have a place to meet other gays and get paid by the university to have a dating place.”</p>
Parenting Students	Lack of services, resources, understanding	<p>“As a 25 year old single mother and an undergraduate I feel that I can find no resources that can relate to my experiences as a student at OSU. I have to travel daily from Salem as there is no affordable, decent housing in Corvallis to raise a child in, and not enough financial resources in order to help students like myself.”</p>