



Rankin & Associates, Consulting

Assessment • Planning • Interventions

North Dakota University System Campus Climate Assessment Project

Final Aggregate Report

January 2007



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.

The North Dakota University System (the NDUS)² believes in creating such an environment as is evidenced by the institution's support and commitment to this project and its own mission/vision³. The project was commissioned by the College President and the Diversity Council to identify challenges and implementing initiatives to create an inclusive, socially just climate. To minimize internal bias, the Diversity Council contracted with an outside consultant⁴ to assist in identifying the challenges confronting the NDUS community with respect to underrepresented⁵ employees and students. The project was a proactive initiative by the Diversity Council to review the climate on campus for underrepresented groups. An internal assessment was conducted, and the

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

² Organized as a system in 1990, the North Dakota University System is made up of 11 public colleges and universities governed by the State Board of Higher Education. The NDUS is composed of two doctoral-granting institutions, two master's-granting institutions, two universities that offer baccalaureate degrees and five campuses that offer associate and trade/technical degrees. Each institution is unique in its mission to serve the people of North Dakota and include Bismarck State College, Dickinson State University, Lake Region State College, Mayville State University, Minot State University, Minot State University-Botineau, North Dakota State College of Science, North Dakota State University, University of North Dakota, Valley City State University, and Williston State College.

³ The NDUS includes as one of its core values to "implement education programs and curriculums to meet the needs of a culturally diverse student population and prepare students to interact in an increasingly pluralistic society." Further, the "core values are to be reflected in how all personnel in the University System carry out their responsibilities on a daily basis" including "to support and embrace diversity" (<http://www.ndus.nodak.edu/reports/details.asp?id=463/>). For more information on the NDUS Diversity Council, please see Appendix D and Appendix E of this report or the aforementioned web site.

⁴ Rankin & Associates, Consulting was the firm hired to conduct the project.

⁵ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

results will be used to identify specific strategies for addressing the challenges, supporting positive diversity initiatives, and developing a strategic plan to maximize equity within the NDUS. This report provides an overview of the process for maximizing equity and the findings of the climate assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents. This 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 The survey questions were informed by the work of Rankin (2003)⁷.

The Diversity Council and various constituent groups reviewed the drafts of the survey. The final survey contained 62 questions one additional open-ended question for respondents to provide commentary regarding their experiences. It was distributed to the NDUS community in spring 2006 semester⁸. All members of the NDUS community were invited to participate in the survey, and particular effort was made to recruit respondents from underrepresented populations. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions 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.

To allow constituent groups the opportunity to respond to the findings of the assessment and provide suggested revisions and/or further clarifications, the Chair of the Diversity Council and the NDUS Coordinator of Multicultural Education reviewed a draft of the

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

⁷ Rankin (forthcoming) is a national study examining the campus climate for underrepresented groups.

⁸ The North Dakota State University contracted with Rankin and Associates to participate in a campus climate assessment in 2003 and released the results of the assessment in February 2004. Therefore, NDSU did not participate in the current study.

final report. A summary of the findings, presented in bullet form below, suggests that while the North Dakota University System has several challenges with regard to diversity issues, these challenges are found in higher education institutions across the country (see footnote 6).

Sample Demographics

3,476 surveys were returned representing the following:

- 1641 students, 578 faculty, 891 staff, and 154 administrators
- 366 People of Color⁹
- 858 people who identified as having a physical, cognitive, or emotional disability
- 167 people who identified as lesbian, gay, bisexual, or “uncertain” of their sexuality
- 2093 women; 1320 men; 17 transgender¹⁰
- 2619 Christians, and 577 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate¹¹

- **Eighteen percent of respondents reported that they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus on campus (hereafter referred to as harassment)**¹².
 - The conduct was most often believed to be based on the respondents’ position on campus, gender, age, and political views.
 - Compared with 17 percent of White people, 32 percent of People of Color had personally experienced such conduct.
 - Of respondents of color who reported experiencing this conduct, 53 percent stated it was because of their ethnicity.
 - Compared with 17 percent of heterosexual people, 39 percent of sexual minorities had personally experienced such conduct.
 - Of sexual minority respondents who reported experiencing this conduct, 52 percent stated it was because of their sexual orientation.

⁹ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

¹⁰ “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford University Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

¹¹ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix.

¹² Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

- Similar numbers of men (17%) and women (18%) experienced harassment; however, 4 percent of men and 29 percent of women said it was based on their gender.
 - Twenty three percent of respondents who experienced this harassment made a complaint to a University employee or official; 20 percent did not know who to go to, and 23 percent did not report the incident out of fear of retaliation.
- **A small percentage of respondents had been sexually harassed or sexually assaulted.**
 - Two percent (n=56) of respondents were sexually assaulted while attending or employed by an NDUS campus. Four respondents reported the incidents to the local police and 8 sought medical services.
 - Sixty six percent of the sexual assaults occurred on campus.
 - The perpetrators of the assaults most often were acquaintances, coworkers, classmates, strangers, friends, and professors.
 - Fifty eight percent of all respondents believed the NDUS would support them and take action on their behalf if they were sexually assaulted.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at their home institution (77%), in their academic department/program of study or administrative unit (81%), and in their classes/work area (85%). Fewer were comfortable/very comfortable with the climate in the local community (75%). The figures in the narrative showed some disparities based on race and sexual orientation.**
 - Compared with 83 percent of White people, 68 percent of People of Color were comfortable or very comfortable with the overall climate at their home institutions.
 - Compared with 79 percent of White people, 65 percent of People of Color were comfortable or very comfortable with the climate in the local community.
 - Compared with 83 percent of heterosexual people, 66 percent of sexual minorities were comfortable or very comfortable with the overall climate at their home institutions.
 - Compared with 79 percent of heterosexual people, 56 percent of sexual minorities were comfortable or very comfortable with the climate in the local community.

- **Twenty eight percent of the participants had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.**
 - Most of the observers attributed this harassment to race, skin color, ethnicity, sexual orientation, position status, and gender identity.
 - Compared with 27 percent of White people, 42 percent of People of Color had observed or personally been made aware of such conduct.
 - Compared with 27 percent of heterosexuals, 52 percent of sexual minorities had observed or personally been made aware of such conduct.
 - Compared with 21 percent of students, 45 percent of faculty had observed or personally been made aware of such conduct, as had 38 percent of administrators and 29 percent of staff.
 - These incidences were reported to an employee or official only 14 percent of the time. Thirteen percent did not know who to go to, and 13 percent did not report out of fear of retaliation.

- **Sixteen percent of responding administrators were aware of discriminatory employment practices; 16 percent of staff and 21 percent of faculty respondents also reported observing these practices.**
 - Respondents indicated that they were most often based on position status, gender identity, or race.

- **A notable percentage of student respondents (71%) felt that their classrooms were welcoming to members of underrepresented groups.**
 - Compared to 73 percent of White students, 57 percent of students of color felt the classroom climate was welcoming for historically underrepresented and marginalized students.
 - Compared to 73 percent of heterosexual students, 50 percent of LGB students felt the classroom climate was welcoming for historically underrepresented and marginalized students.

- **65 percent of employee respondents felt that the workplace was welcoming to members of underrepresented groups.**
 - Compared to 66 percent of White employees, 50 percent of employees of color felt that the workplace climate is welcoming for employees from underrepresented and marginalized groups.
 - Compared to 67 percent of heterosexual respondents, 45 percent of LGB employees felt the workplace climate was welcoming for employees from underrepresented and marginalized groups.

Institutional Actions

- The majority of the respondents believe the following offices/units had visible leadership to foster diversity/social justice at their institutions: faculty in their schools (61%), their direct supervisors (58%), student organizations (54%), the President's Office (53%), athletics (50%), and the Vice President for Student Affairs office (50%).
- Fifty eight percent of respondents believed that the NDUS values their involvement in diversity initiatives on campus.
- More than half of all respondents believed providing social justice workshops/programs to raise the awareness of issues would positively affect the campus climate in terms of race (58%), ethnicity (58%), physical disability status (54%), learning disability status (54%), English as a second language status (51%), country of origin (52%), and psychological disability status (51%).
- Respondents were less likely to believe that *requiring* students and employees to take a class on these issues would positively affect the campus climate.
- Thirty five percent of respondents thought that including diversity related activities as a criterion for hiring and/or performance evaluations would improve the climate at their institution.

Introduction

The Campus Community

One of the primary missions of higher education institutions is to unearth and disseminate 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 teaching, research, and scholarship.¹³ The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.¹⁴ 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 Education 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, a report by the Association of American Colleges and Universities (AAC&U, 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 provide a foundation for a vital community of learning, a

¹³For more detailed discussions of climate issues see Bauer (1998), Boyer (1990), Peterson (1990), Rankin (1994, 1998), and Tierney and Dille (1996).

¹⁴For 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).

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.¹⁵

In November 2005 the North Dakota University System (the NDUS) Diversity Council contracted with an outside consultant¹⁶ to assist in identifying challenges confronting each of 10 campuses of the NDUS with respect to underrepresented groups¹⁷ by developing and conducting an internal assessment. This assessment was a proactive initiative by the NDUS 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 by developing 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 thematic analysis of comments provided by survey respondents.

¹⁵ Institutions of higher learning are defenders of First Amendment rights and academic freedom. Campuses are venues for dialogue among different voices and viewpoints; this discourse must not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to our own. The fundamental right to free speech, however, is not a justification for acts of violence or harassment. Rankin & Associates recommends 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.

¹⁶ Rankin & Associates Consulting was the firm hired to conduct the project.

¹⁷ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

Methodology

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.”¹⁸ 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).¹⁹

Design of the Study

Survey Instrument. The survey questions were constructed based on the work of Rankin, 2003. In 2005, fact-finding groups were held with various constituencies on campus to present the project process and assist in forming questions for the survey. The Diversity Council and the various constituent groups reviewed the drafts of the survey. The final survey contained 62 questions²⁰ and one additional open-ended question. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of their home institution’s actions (including administrative policies and academic initiatives) regarding diversity issues and concerns on campus. The questionnaire included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was available in an

¹⁸ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁹ See Appendix C for a more detailed description of the Transformational Tapestry© model.

²⁰ To ensure reliability, evaluators must make certain that instruments are properly worded and administered in a consistent manner so that they elicit consistent responses. The instrument for this study was revised numerous times, defines critical terms, and has had "expert evaluation" of items (in addition to the internal consistency checks – see pages 8-10).

on-line format and, at the campuses that requested it, in paper-and-pencil format. All surveys were input into a secure site database and tabulated for appropriate analyses.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in spring 2006 by the Diversity Council and was not required to undergo the NDUS' IRB process. The proposal indicated that any analyses of the data would guarantee participant anonymity.

Ten NDUS campuses participated in the campus climate assessment, including: Bismarck State College, Dickinson State University, Lake Region State College, Mayville State University, Minot State University, Minot State University-Bottineau, North Dakota State College of Science, the University of North Dakota, Valley City State University, and Williston State College²¹. The final survey was made available to the individual campuses between February and May 2006, according to the request of each individual campus. The survey was distributed to the entire population of students and employees at the 10 NDUS campuses via an invitation to participate from the president at each university or college. At the majority of the institutions, members of the Diversity Council forwarded subsequent invitations to their respective constituent groups to encourage participation from underrepresented groups on campus.

Limitations. Several limitations to the generalizability of the data exist. The first limitation is that respondents in this study were "self-selected." Self-selection bias is therefore possible since participants had the choice of whether to participate. The bias lies in the fact that a participant's decision to participate may be correlated with traits that affect the study, making the participants a non-representative sample. For example, people with strong opinions or substantial knowledge may be more willing to participate. A second limitation²² results from the decision to deliberately attempt to over-sample

²¹ The North Dakota State University contracted with Rankin and Associates to participate in a campus climate assessment in 2003 and released the results of the assessment in February 2004.

²² Previous research on institutional climate (Smith, 1997; Tierney, 1990) suggests using a random sampling technique will miss the voices of underrepresented groups due to their small numbers. Stratified random sampling may be used to address this challenge, but it was determined that due to the intent of the project to provide all members of the College community with the opportunity to participate and to have their voice included, a population study was conducted.

certain populations. That is, after the initial survey announcements, subsequent “invitations to participate” were forwarded to underrepresented groups (identified by the Diversity Council), but not to parallel “majority” populations, at most of the participating institutions. The greatest limitation to this study was the low response rate of several of the campuses.

Data Analysis. Survey data were analyzed using SPSS (version 13.0) to compare the responses (in raw numbers and percentages) of various groups. Numbers and percentages were also calculated for salient group memberships (e.g., by gender, race/ethnicity, position) to provide additional information regarding participant responses.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of the NDUS institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

When completing the survey, each participant answered the questions as they relate to the institution at which they are enrolled or employed. The report, however, describes the results as they pertain to the aggregate of all 10 institutions participating in the assessment. The report *does not make comparisons between institutions*, although readers may compare the results described in their individual campus' climate assessment report with this aggregate report, if they wish.

Description of the Sample²³. Three thousand four hundred seventy-six (3,476) surveys were returned. Response rates for each institution, which ranged between three and twenty-eight percent, are presented in Table 1.

²³ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1
The NDUS Climate Assessment Response Rates

NDUS Institution	Live Date	Close Date	Paper Surveys Ordered	Paper Surveys Submitted	On-line Surveys Submitted	Population	Response Rate (%)
Valley City State Univ.	2/13/06	3/7/06	n/a	n/a	337	1208	27.8
Lake Region State Univ.	2/17/06	3/10/06	n/a	n/a	58	1754	3.3
Minot State Univ. -Bottineau	2/13/06	3/3/06	n/a	n/a	119	621	19.2
Bismarck State College	3/27/06	4/28/06	350	264	157	3647	11.7
Williston State College	3/27/06	5/8/06	93	25	51	1118	6.8
University of North Dakota	3/27/06	4/28/06	1318	4	1112	15,018	7.4
Mayville State Univ.	4/3/06	4/28/06	n/a	n/a	135	1104	12.2
Minot State Univ.	4/3/06	5/1/06	436	206	448	2994	21.8
ND State College of Science	4/17/06	4/28/06	248	50	383	2996	14.5
Dickinson State Univ.	4/17/06	5/1/06	n/a	n/a	106	2803	3.8
North Dakota State Univ.*	3/17/03	4/1/03	n/a	n/a	1625	12,597	12.9

* NDSU contracted with Rankin & Associates to complete a climate assessment in 2003 and, therefore, was not involved in this assessment. The response rate reported here reflects the 2003 study.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. Several researchers working in the area of diversity, as well as higher education survey research methodology experts (M. Lee Upcraft & Patrick Terenzini), reviewed the template used for the NDUS survey. The survey was also reviewed by members of underrepresented constituent groups outside the institution. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and further informed by instruments used in other institutional/organizational studies. Content validity is ensured given that the items and response choices arose from literature reviews, and previous surveys. Construct validity, or the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors, is the intent of this project. Ideally, one would like to have correlations between responses and known instances of harassment, for example, however there are no reliable data available. The important issue (in addition to the content validity description above) becomes the manner in which questions are asked and response choices given - both must be non-biased, non-leading, non-judgmental. In particular, items included on the questionnaire discourage “socially acceptable” responding.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (questions 36 and 37) and those that rate overall campus climate on various scales (question 57) are moderate to strong (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data are internally reliable (Trochim, 2000).

Sample characteristics. The majority of the sample was female (60%) (Figure 1), heterosexual (93%) (Figure 2), and between 43 and 51 years old (16%) (Figure 3).

Figure 1
Respondents by Gender & Position (n)

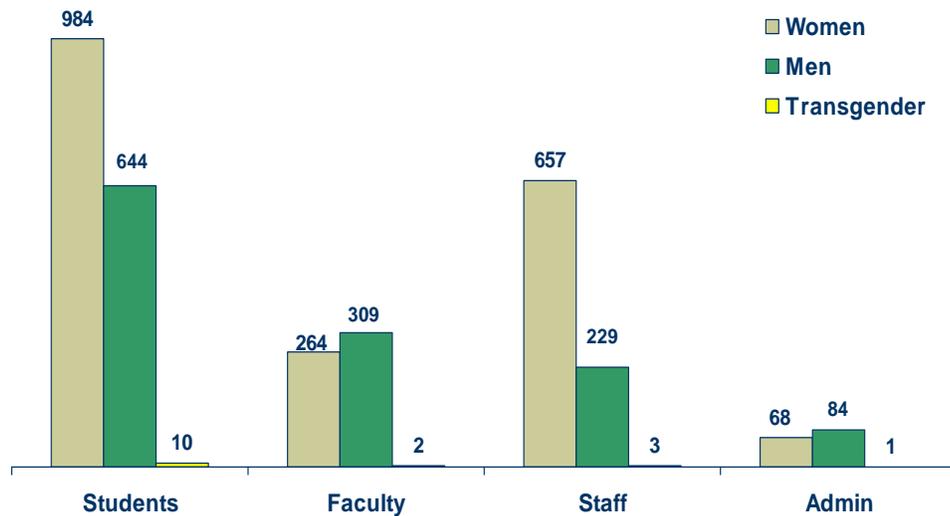


Figure 2
Respondents by Position & Sexual Orientation (n)

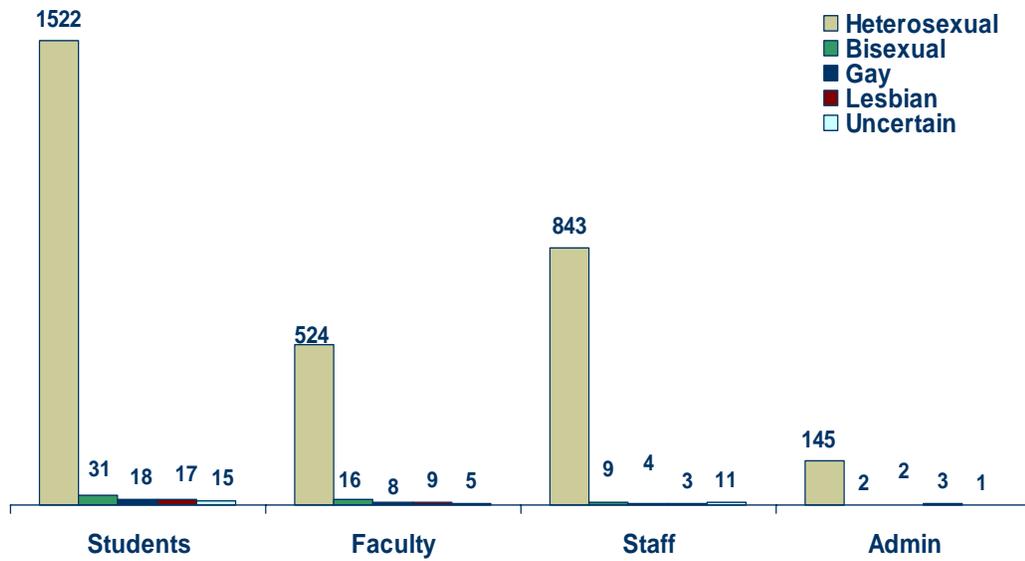


Figure 3
Respondents by Age
& Position (n)

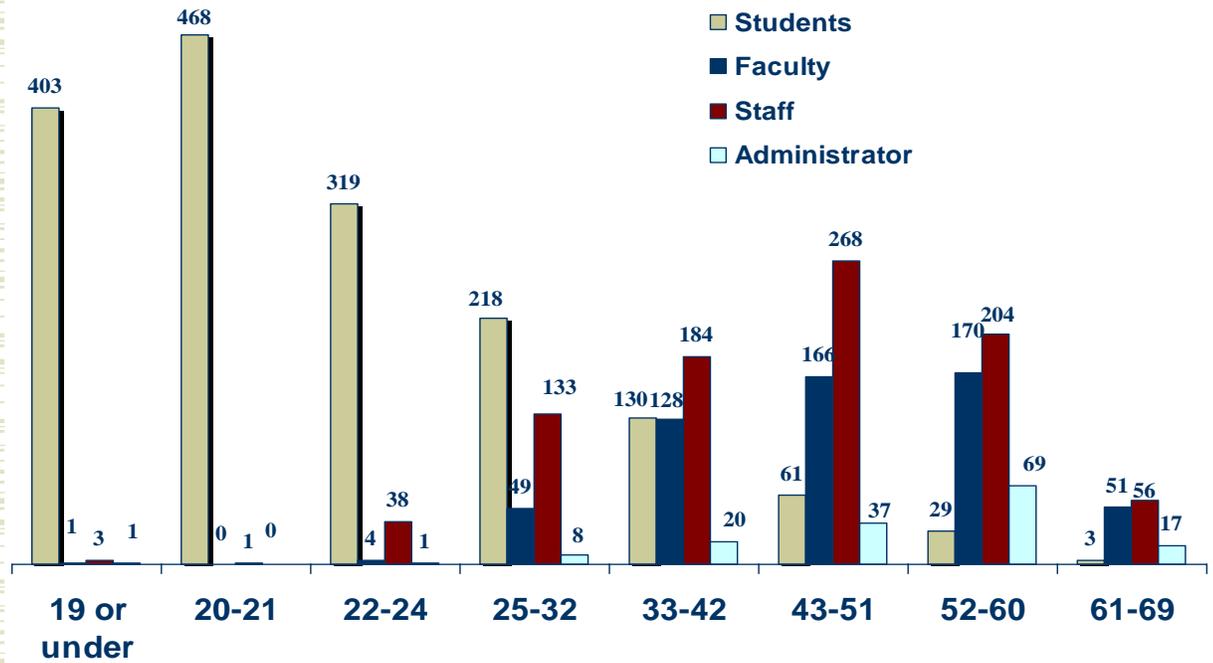
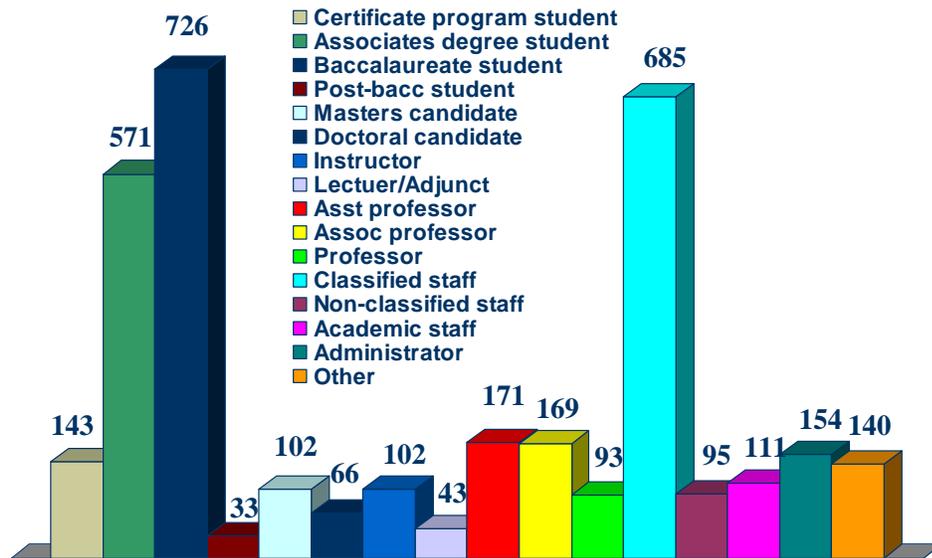


Figure 4 depicts the respondent population by position²⁴. Approximately 47 percent of the survey respondents were students, while 26 percent were staff, 17 percent were faculty, and four percent were administrators (Figure 4). Ninety percent of respondents were full-time in their primary positions.

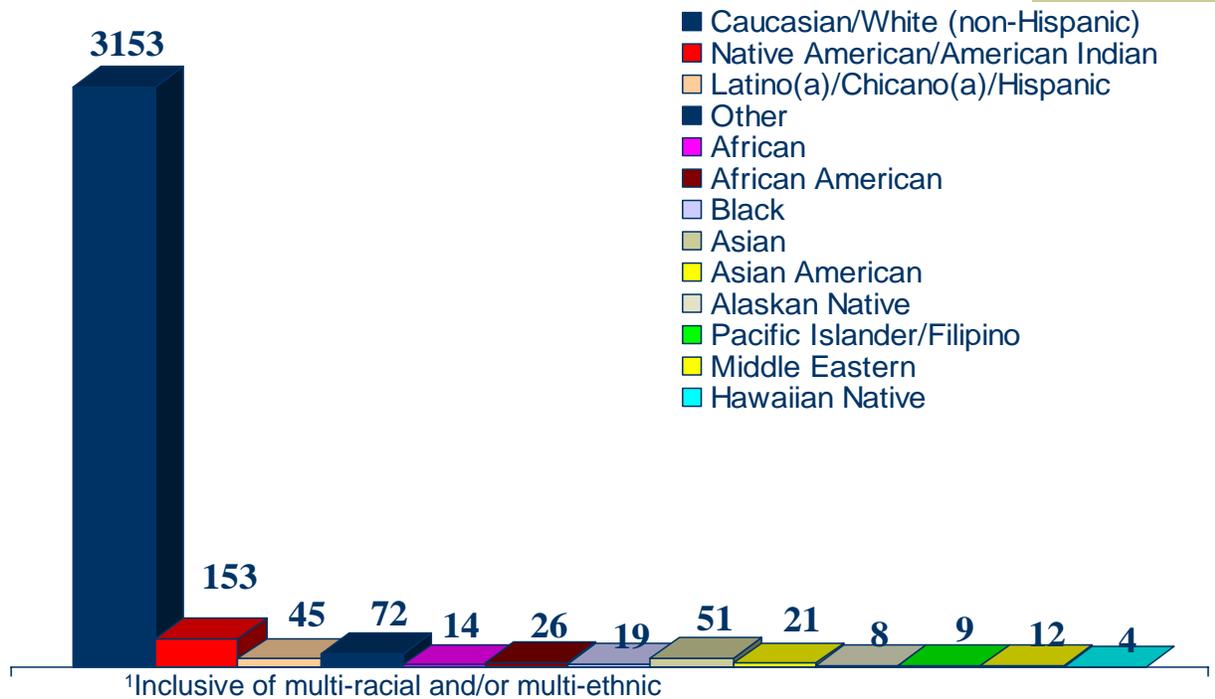
Figure 4
 Respondents by Position (n)



²⁴ Throughout this report, several “position” categories have been collapsed. “Students” include certificate, associates, baccalaureate, post-baccalaureate, masters, and doctoral degree students. “Faculty” includes instructors, lecturers/adjuncts, and assistant, associate, and full professors. “Staff” includes non-classified, classified, and academic staff.

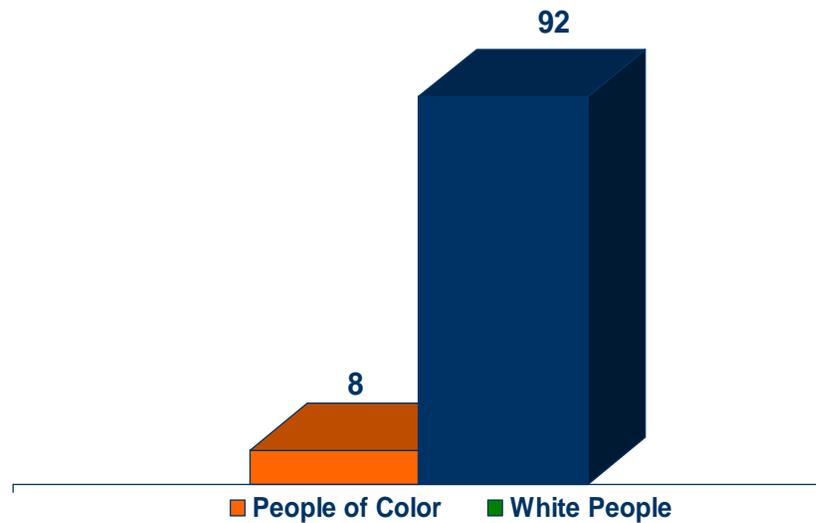
With respect to race and ethnicity, 91 percent of the respondents were White/Caucasian, and four percent were Native American/American Indian. Two percent were Asian, and less than one percent were African, African American, Black, Alaskan Native, Asian American, Latino(a)/Hispanic/Chicano(a), Middle Eastern, Pacific Islander/Filipino, or Hawaiian Native (Figure 5).

Figure 5
Respondents by Racial/Ethnic Identity (n)¹



Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n=3192) as part of their identity and 278 respondents chose a category other than White as part of their identity (Figure 6). Given the small number of respondents in each racial/ethnic category, some analyses and discussion use the collapsed categories of People of Color and White people.²⁵

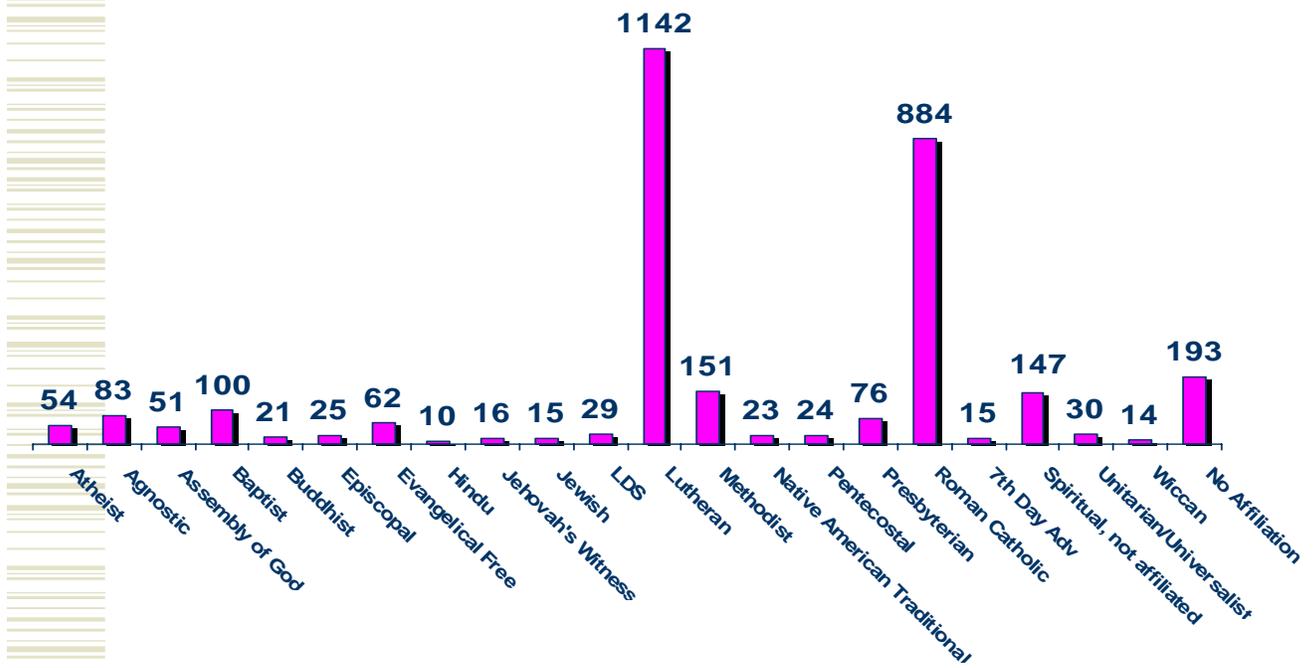
Figure 6
Respondents by Racial/Ethnic Identity (%)



²⁵ 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 illustrates that approximately 75 percent of the respondents were affiliated to a Christian denomination, while 14 percent identified as having no spiritual affiliation. One third of all respondents were Lutheran, and one-quarter were Roman Catholic²⁶.

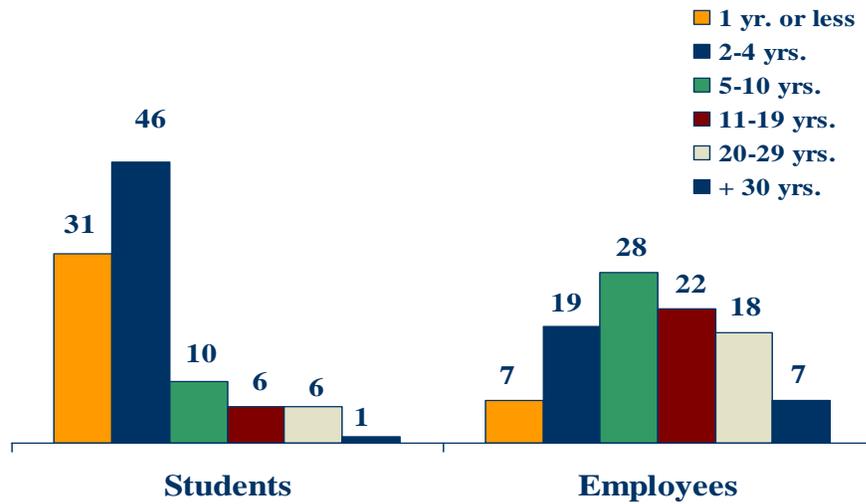
Figure 7
 Respondents by Spiritual Affiliation (n)



²⁶ In Figure 7, any affiliations with less than 10 in the cell were not reported. They are available in the tables in Appendix B.

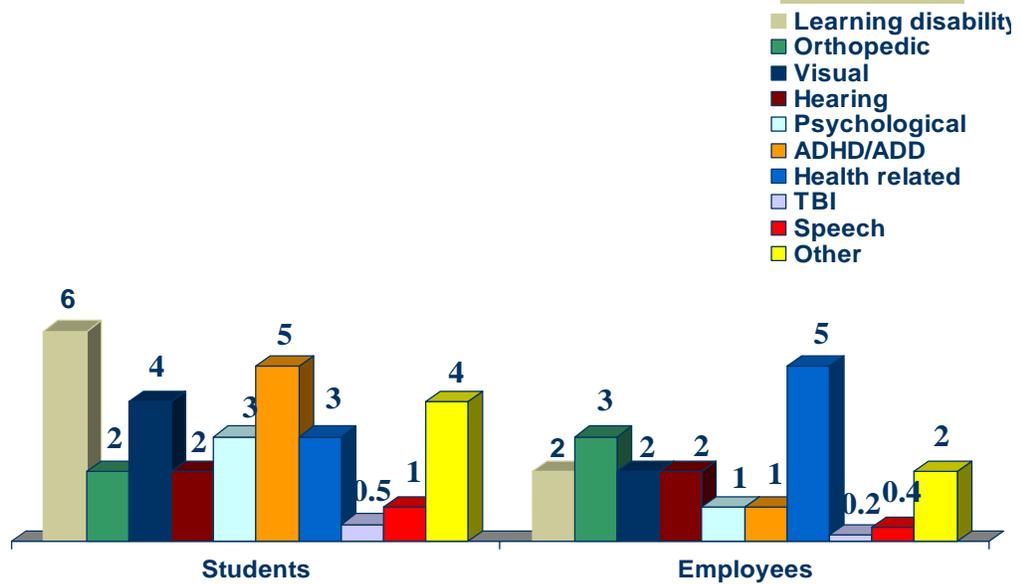
The majority of student respondents (77%, n=1,247) have been affiliated with the NDUS for less than five years. Twenty-eight percent of employee respondents (n=447) have been at an NDUS campus for five to 10 years, and 22 percent for 11 to 19 years (n=352, Figure 8). Seven percent of employee respondents (n=109) have been at an NDUS campus for more than 30 years.

Figure 8
Respondents Time at
by Position (%)



Twenty-five percent²⁷ of respondents reported having a condition that substantially affects major life activities (Figure 9). Six percent of students reported learning disabilities and five percent reported having ADHD/ADD; five percent of employees reported health-related conditions.

Figure 9
 Respondents with Conditions
 that Substantially Affect a Major Life Activity (%)



²⁷ Duplicated total (i.e., respondents could mark multiple boxes).

Approximately 92 percent of all participants who completed this survey were U.S.-born citizens (Table 4).

Table 4 Citizenship status	Students		Employees	
	n	%	n	%
U.S. citizen—born in the United States	1492	91.2	1532	94.8
U.S. citizen—naturalized	35	2.1	32	2.0
Permanent resident (immigrant)	13	0.8	32	2.0
International (F-1, J-1, or H1-B, or other visa)	93	5.7	20	1.2

Seventeen percent of survey respondents reported that they or their families have an annual income of less than \$20,000. Eighteen percent reported annual incomes between \$20,000 and \$39,999; 30 percent between \$40,000 and \$69,999; 18 percent between \$70,000 and \$99,999; and 12 percent over \$100,000 annually. These figures are displayed by position in Figure 10.

Figure 10
Income by Position (%)

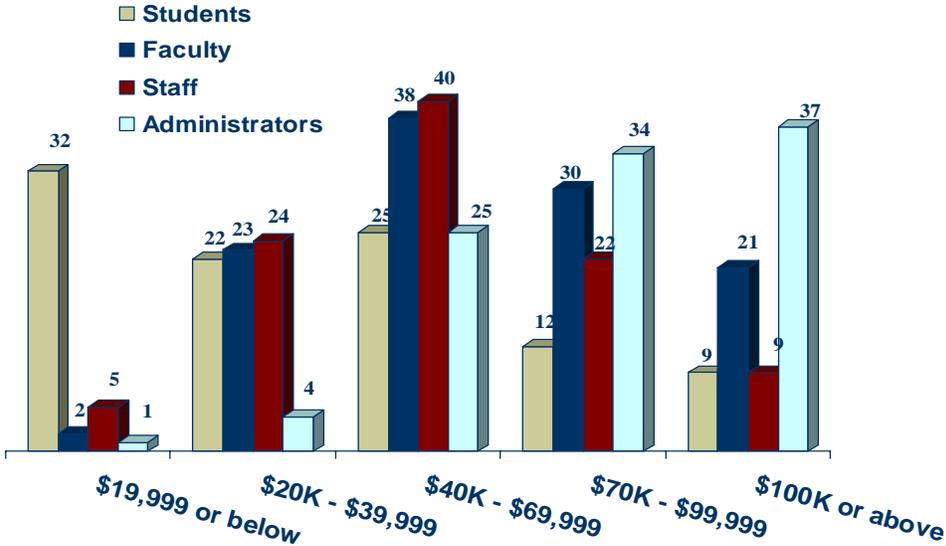


Table 5 illustrates that less than half of all respondents were single, while 56 percent were partnered or married.

Table 5

Relationship Status	n	%
Single, not dating	622	17.9
Single, dating	671	19.3
Partnered	391	11.2
Married	1539	44.3
Separated	19	0.5
Divorced	114	3.3
Remarried	32	0.9
Partner/Spouse deceased	23	0.7

Forty-nine percent of all respondents did not have children. Twenty percent share childrearing with a partner or spouse, and five percent were single parents (Table 6).

Table 6

Parental Status	n	%
No children	1712	49.3
Children, not living at home	642	18.5
Single Parent	134	3.9
Non-custodial parent	14	0.4
Custodial with a partner/spouse	686	19.7
Custodial without a partner/spouse	20	0.6
Other	171	4.9

Students were asked their primary location or avenue for taking classes. Most students (85%) were at their school’s Main Campus (Table 7).

Table 7.

Location	n	%
Main Campus	1443	84.8
Satellite Campus	12	0.7
Distance learning	79	4.6
Both Campus classes & Distance learning	134	7.9

¹Student responses only (n=1701).

Of the students completing the survey, 35 percent lived on campus in residence halls and family housing, and 61 percent lived in off-campus houses and apartments (Table 8).

Table 8.

Students’ Residences	n	%
Family housing	133	7.8
Residence hall/Apartment style housing	470	27.6
Off campus apartment/house	608	35.7
Off campus with partner/spouse/children	278	16.3
Off campus with parent(s)/family/relative(s)	148	8.7
Other	37	2.2

¹Student responses only (n=1701).

Campus Climate Assessment Findings ²⁸

The following section reviews the major findings of this study. The review explores the climate across the North Dakota University System through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on their individual campuses, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and position of the respondents.

Personal Experiences

Eighteen percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn²⁹ at their respective NDUS campus. Respondents suggested these experiences were based most often on their position on campus (36%), gender identity (20%), age (22%), political views (21%), race (14%), religion (14%), education level (14%), skin color (13%), ethnicity (12%), and physical characteristics (11%). These results are comparable to the results of similar investigations (Table 9).³⁰

²⁸ All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²⁹ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably 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.

³⁰ Rankin (2003) national assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%) or their ethnicity (16%).

Table 9

Conduct based on:	n	%
My age	134	21.6
My country of origin	36	5.8
My English language proficiency/accent	22	3.5
My educational level	86	13.9
My psychological disability	15	2.4
My learning disability	17	2.7
My physical disability	28	4.5
My physical characteristics	69	11.1
My ethnicity	77	12.4
My race	89	14.4
My skin color	78	12.6
My gender expression	49	7.9
My gender identity (female, male, transgender)	125	20.2
My sexual orientation	52	8.4
My military/veteran status	19	3.1
My parental status (e.g., having children)	27	4.4
My political views	132	21.3
My religion	86	13.9
My socioeconomic class	44	7.1
My position on campus (e.g., part-time instructor, faculty, classified staff, student)	224	36.1
Other	159	25.6

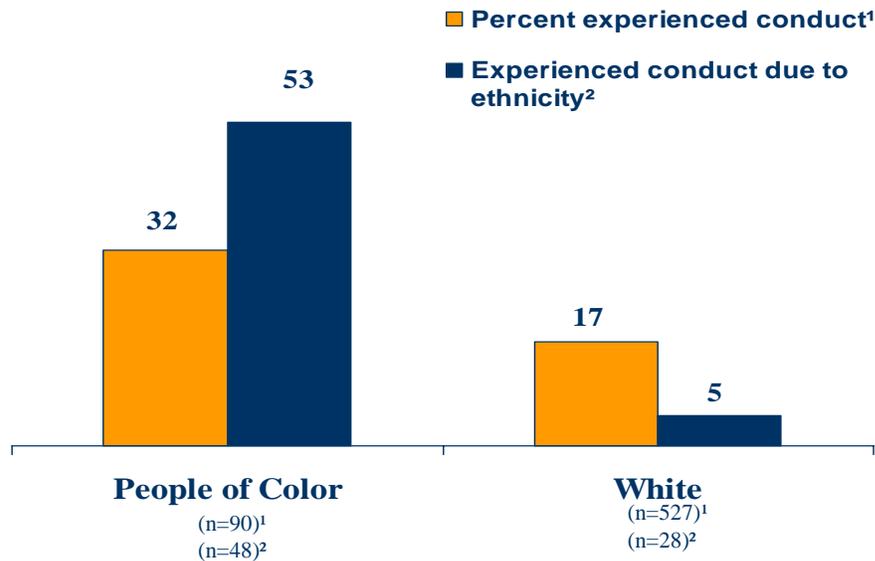
Note: Only answered by respondents reporting experience of harassment (n=620). Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, position) of individuals who responded “yes” to question 6, “Have

you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn on your campus?”

When reviewing these results in terms of race (Figure 12), almost twice as many respondents of color (32%) reported experiencing this conduct than did White respondents (17%). More than half of respondents of color and five percent of White respondents experienced this conduct based on ethnicity.

Figure 12
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Ethnicity (by Race)

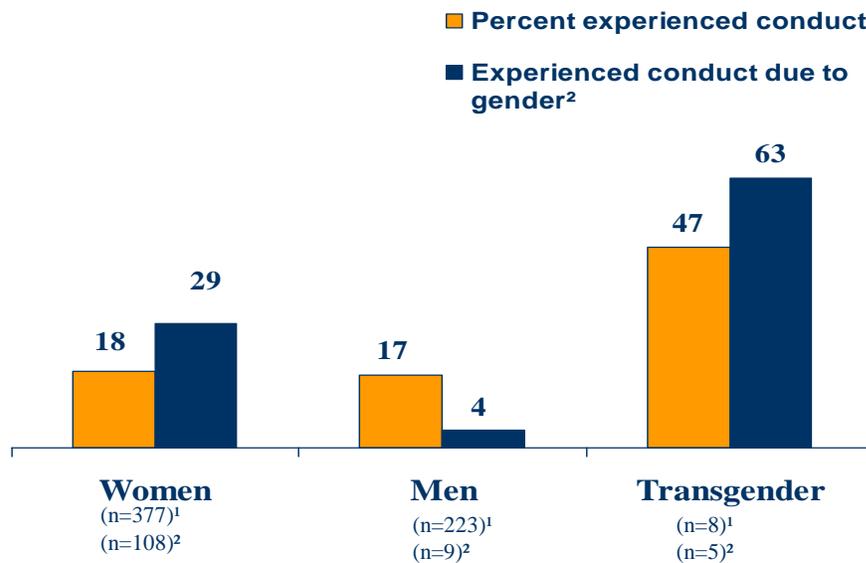


¹ Percentages are based on total n split by group.

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

When reviewing the data by gender (Figure 13), a much higher percentage of transgender respondents than female or male respondents reported experiencing offensive, hostile, or intimidating conduct. While only four percent of men who experienced this conduct said it was based on their gender, 29 percent of women and 63 percent of transgender participants reported they experienced harassment based on gender.

Figure 13
 Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Gender (by Gender)

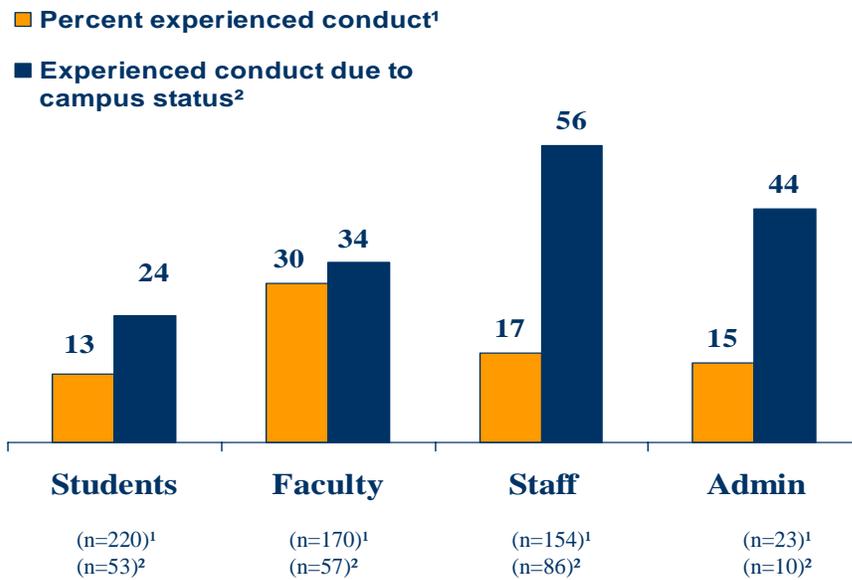


¹ Percentages are based on total n split by group.

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

As demonstrated in Figure 14, a greater percentage of faculty respondents reported experiencing harassment than did student, staff, or administrator respondents. While just 17% of staff reported personal experiences of offensive, hostile, or intimidating conduct, 56% of those staff reported that the harassment was due to University status.

Figure 14
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Campus Position (by Position)

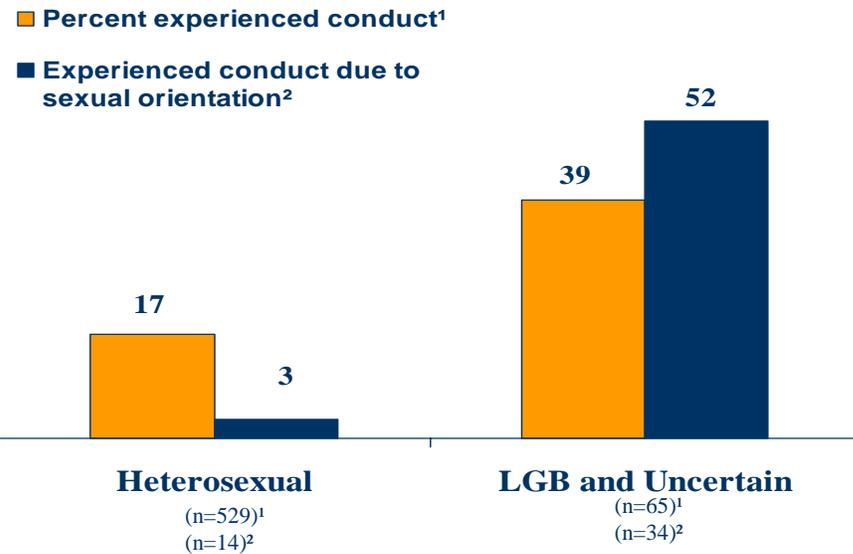


¹ Percentages are based on total n split by position.

² Percentages are based on n split by position for those who have personally experienced this conduct.

Figure 15 illustrates that more than twice as many sexual minorities (lesbian, gay, bisexual, and “uncertain” persons) reported experiencing this conduct, and more than half of them experienced the conduct based on their sexual orientation.

Figure 15
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Sexual Orientation (by Sexual Orientation)

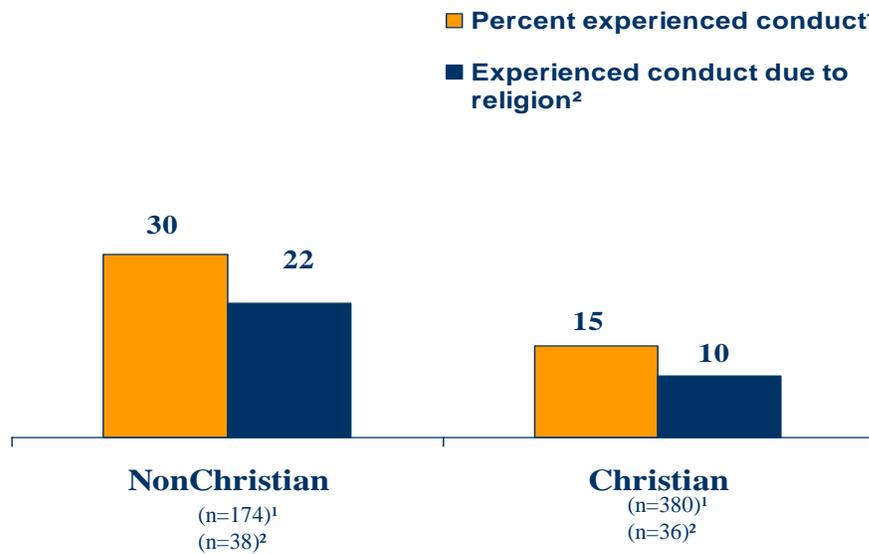


¹ Percentages are based on total n split by group.

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

Thirty percent of respondents who reported a spiritual or religious affiliation other than Christian experienced offensive, hostile, or intimidating conduct, while 15 percent of Christian-affiliated participants reported experiencing such conduct (Figure 16). A greater percentage of Non-Christians were harassed based on their religion than were Christians.

Figure 16
Percent of Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Religion (by Spiritual Affiliation)



¹ Percentages are based on total n split by group.

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

Table 10 illustrates the manners in which individuals experienced this conduct. Fifty percent felt intimidated and 40 percent felt deliberately ignored or excluded; 32 percent felt bullied, and 34 percent were subject to derogatory remarks. Eleven percent of those

that experienced this conduct feared for their physical safety, while 10 percent were denied a promotion or raise. Thirteen people were the victims of crimes.

Table 10.
Form of Experienced Conduct

Form of Experienced Conduct	n	%
Target of racial/ethnic profiling	40	6.5
Graffiti	25	4.0
Written comments	66	10.6
Threatening phone calls	46	7.4
Threats of physical violence	42	6.8
Threats through electronic media (e.g., e-mails, IM, Chat rooms, Blogs)	29	4.7
Target of physical violence	10	1.6
Stares	126	20.3
Deliberately ignored or excluded	250	40.3
Derogatory remarks	213	34.4
Felt intimidated	309	49.8
Felt bullied	197	31.8
Feared for my physical safety	69	11.1
Someone assumed I was admitted or hired because of my identity	40	6.5
Victim of a crime	13	2.1
Feared getting a poor grade because of hostile classroom environment	58	9.4
Singled out as the “authority” regarding my identity	67	10.8
Isolated or left out when working in groups	91	14.7
Isolated or left out because of my socioeconomic class	23	3.7
Denied a scholarship or other financial assistance	17	2.7
Denied a promotion or a raise	60	9.7
Denied a campus job	31	5.0
Other	120	19.4

Note: Only answered by respondents reporting experiences of harassment (n=620). Percentages do not sum to 100 due to multiple responses.

Forty-three percent of respondents experienced the incidents while working at a campus job, and 28 percent said the incidents occurred in a meeting with a group of people. More than 20 percent reported the conduct occurred in a class (24%) or in a campus office (21%, Table 11).

Table 11.
Location of Experienced Conduct

Location of Experienced Conduct	n	%
In a class	147	23.7
While working at a campus job	266	42.9
While walking on campus	113	18.2
Campus housing	49	7.9
Campus dining facility	39	6.3
Campus office	131	21.1
Campus event	69	11.1
Faculty office	86	13.9
Public space on campus	119	19.2
Student Health Center	10	1.6
In a meeting with one other person	114	18.4
In a meeting with a group of people	171	27.6
Off campus housing	12	1.9
In the athletic community	39	6.3
In the local community	73	11.8
In the Greek community/campus fraternities/sororities	11	1.8
Other	57	9.2

Note: Only answered by respondents reporting experience of harassment (n=620). Percentages do not sum to 100 due to multiple responses.

Thirty-seven percent of the respondents identified students as the sources of the conduct, 30 percent identified faculty, 24 percent identified staff, and 22 percent identified administrators as the source (Table 12).

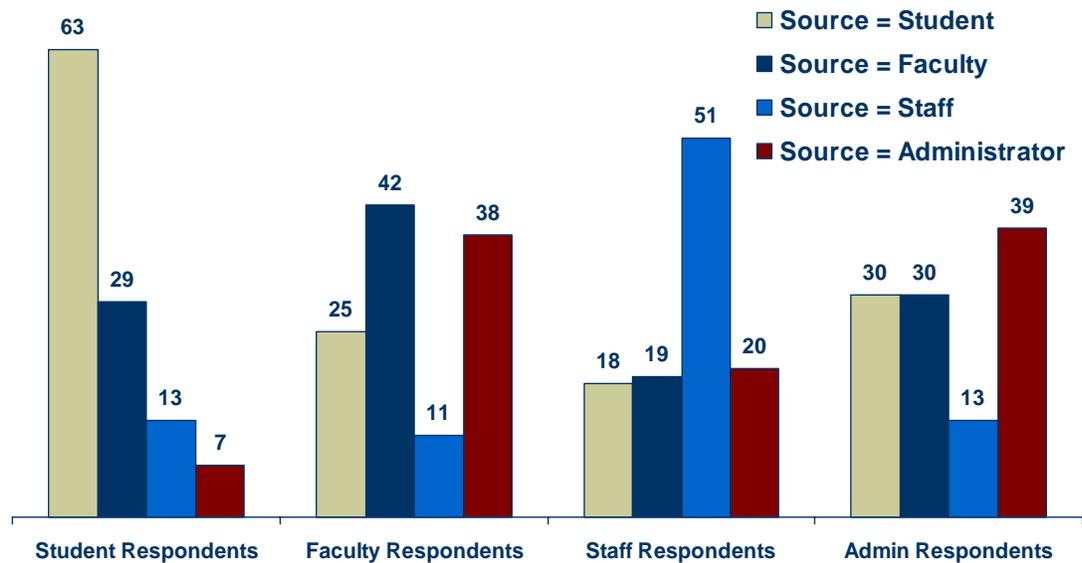
Table 12.
Source of Experienced Conduct

Source of Experienced Conduct	n	%
Student	229	36.9
Department chair/program director	114	18.4
Administrator	134	21.6
Staff member	147	23.7
Faculty member	187	30.2
Campus Security/Public Safety	18	2.9
Local police	14	2.3
Student group	50	8.1
Campus Housing staff	10	1.6
Dining Services staff	10	1.6
Academic advisor	18	2.9
Health Center Staff	9	1.5
Teaching assistant	13	2.1
Student organization advisor	14	2.3
Supervisor/manager	79	12.7
Person that I supervise	13	2.1
Member of my peer group	82	13.2
Athletic coach	10	1.6
Athletic trainers/athletic team physicians	4	0.6
Campus media and events reporter	14	2.3
Organization on campus	22	3.5
Community member	75	12.1
Don't know source	29	4.7
Other	52	8.4

Note: Only answered by respondents reporting experience of harassment (n=620).
Percentages do not sum to 100 due to multiple responses.

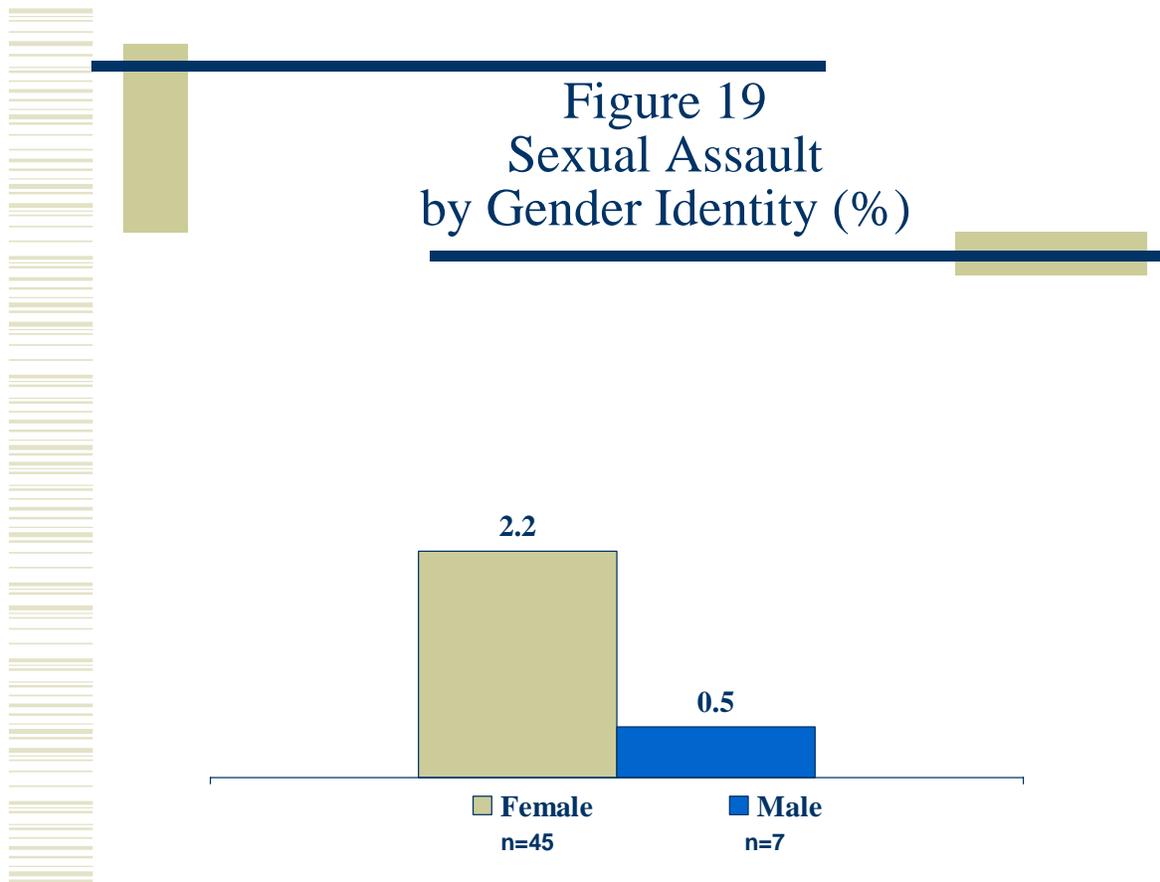
Figure 17 reviews the source of harassment by position. Sixty-three percent of students who experienced this conduct were harassed by other students. Similarly, most employees (faculty, staff, and administrators) most often were harassed by members of their peer group.

Figure 17
Source of Conduct by Position (%)



In response to this conduct, 41 percent of affected respondents felt embarrassed and 39 percent told a friend, and 35 percent avoided the person that harassed them. Others left the situation immediately (18%) or ignored it (28%). Twenty-three percent of participants made complaints to campus officials, while 20 percent did not know who to go to, and 23 percent did not report the incidents for fear of retaliation.

Experiences – Sexual Victimization³¹. Two percent (n=56) of all respondents indicated that they had experienced sexual assault while at an NDUS campus. Analyses of the data suggest that greater percentages of transgender, sexual minorities, and People of Color than other groups were sexually assaulted. In addition, 29 of the 56 respondents that had been sexually assaulted identified as students; and 21 were faculty, staff, or administrators (six respondents did not identify their positions at NDUS). Figures 19, 20, and 21 indicate the percentages of respondents (as compared to the total number in each subpopulation) that have survived sexual assault while at an NDUS campus.



³¹ Sexual victimization, as used here, includes any unwelcome intentional sexual conduct. This includes sexual intercourse, sexual touching that is direct or through clothing, and/or sexually explicit words or invitations. This refers to conduct that is unwelcome, unwanted, or offensive.

Figure 20
Sexual Assault
by Sexual Orientation (%)

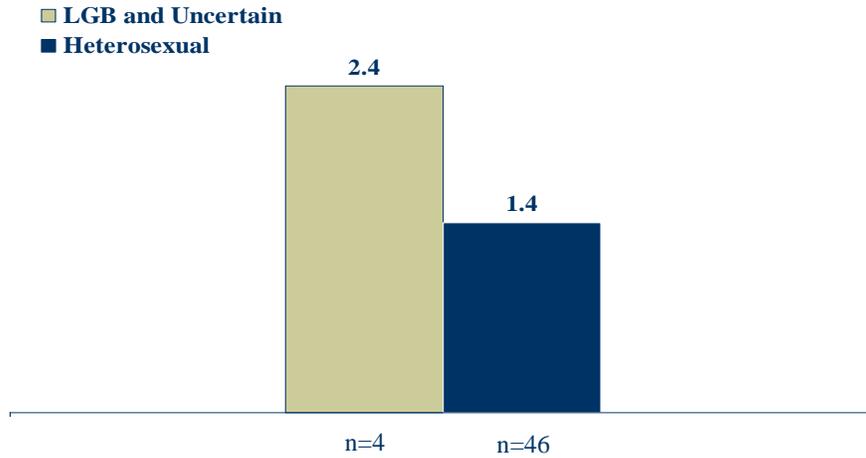
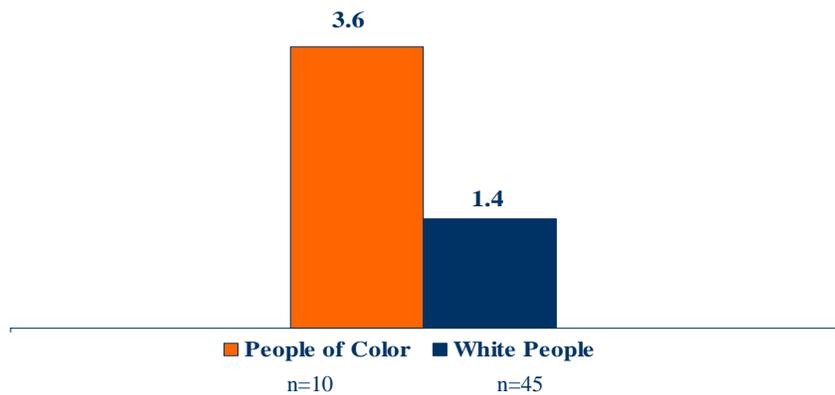


Figure 21
Sexual Assault
by Race (%)



Those who were sexually assaulted most often told a friend (50%), did nothing (25%), or told a family member (21%, Table 13). Only seven percent contacted the local police, and 14 percent sought medical services.

Table 13.
Response to Sexual Assault

Response to Sexual Assault	n	%
Sought support from off-campus hotline/advocacy services	3	5.4
Told a friend	28	50.0
Told a family member	12	21.4
Told my RA	6	10.7
Sought support from a campus resource (Counseling center, Human resources, Campus advocate)	10	17.9
Sought medical services	8	14.3
Contacted Campus Security/Public Safety	4	7.1
Contacted the local police	4	7.1
Contacted my Union	0	0.0
Sought support from a campus staff person	10	17.9
Sought support from a campus faculty member	10	17.9
Sought information on-line	4	7.1
Did nothing	14	25.0
Other	12	21.4

Note: Only answered by respondents reporting experiences of sexual assault (n=56). Percentages do not sum to 100 due to multiple responses.

Respondents were asked, if they did not report the sexual assault to a campus official or staff member, why they did not. Of the individuals that did not report the incidents, many said they were uncomfortable with or afraid of reporting the assaults (n=12), or they believed the “nothing would be done about it” (n=8).

Of the respondents who did report the incidents, five reported the situation was responded to appropriately, while 13 claimed it was not. Those that were satisfied with the way the situation was handled reported the officials/staff were responsive and appropriate actions were taken. Those that disagreed felt “belittled,” believed their confidentiality was breached, and thought nothing was done to sanction the perpetrator(s).

Respondents indicated that the sexual assault occurred more often on campus (n=37, 66%) than off campus (n=17, 30%) or another location (n=6, 11%). As indicated in Table 14, the perpetrators of the assaults most often were acquaintances (20%), coworkers (18%), classmates (18%), strangers (16%), friends (16%), and professors (14%).

Table 14.
Sexual Assault Offender

Sexual Assault Offender	n	%
Acquaintance	11	19.6
Athletic personnel	3	5.4
Co-worker	10	17.9
Roommate	2	3.6
Relative	2	3.6
Staff member	5	8.9
Classmate	10	17.9
Current partner/spouse	2	3.6
Ex-partner/spouse	2	3.6
Stranger	9	16.1
Professor	8	14.3
Friend	9	16.1
Resident assistant or housing staff	4	7.1
Other	13	23.2

Note: Only answered by respondents reporting experiences of sexual assault (n=56). Percentages do not sum to 100 due to multiple responses.

Notably, six percent of all female respondents and four percent of male respondents reported that they have been touched in a sexual manner on campus that has made them feel uncomfortable or fearful. Six percent of students and 5 percent of employees were subjected to such treatment (Table 15).

Table 15.
Touched in a Sexual Manner

	Students		Employees	
	n	%	n	%
Touched in a Sexual Manner				
Very often	7	0.4	1	0.1
Often	4	0.2	2	0.1
Sometimes	17	1.0	16	1.0
Rarely	77	4.7	53	3.3
Never	1536	93.6	1540	95.5

Respondents were also queried whether they believed the campus community would support and take action on their behalf in the event they were sexually assaulted on campus. Fifty-eight percent thought their institution would support them and take action on their behalf, while 29 percent were unsure, and 11 percent disagreed.

Summary

As noted earlier, 18 percent of respondents across the NDUS reported personally experiencing at least subtle forms of conduct that had interfered with their ability to work or learn on campus. This is a slightly smaller percentage than uncovered in similar investigations at other campuses.³² Given similar investigations at other higher education institutions, it was not surprising to find that members of historically underrepresented groups are more likely to have experienced various forms of harassment and discrimination than have those in the “majority.” Also paralleling other research, the basis of this conduct is most often directed at women, People of Color, and people who identify as lesbian, gay, or bisexual.

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

³² Rankin, (forthcoming). National assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing offensive, hostile, or intimidating conduct based mostly on their race (31%), their gender (55%) or their ethnicity (16%). Other studies conducted by Rankin & Associates suggest that between 20% and 25% of respondents report experience this conduct.

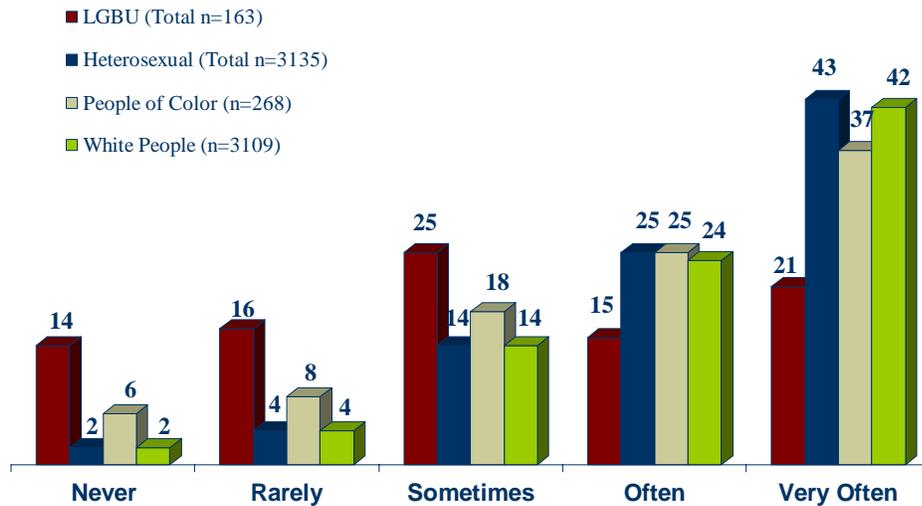
Experiences as Members of the College Community

Part 5 of the questionnaire asked members of the campus community to respond to questions about their experiences an NDUS campus and in the classroom or workplace. Table 16 illustrates that 64 percent of all respondents reported feeling comfortable being open “often” or “very often” on campus about their identity. However, 21 percent reported that they never, rarely, or only sometimes feel comfortable. Forty-one percent of respondents reported that their cultural heritage was “often” or “very often” valued at their respective NDUS campus, while 15 percent “rarely” or “never” felt that it was.

Table 16. How often...?	Never		Rarely		Sometimes		Often		Very Often		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am comfortable being open on campus about my identity	95	2.7	153	4.4	485	14.0	822	23.6	1402	40.3	426	12.3
I feel that my cultural heritage is valued on my campus	187	5.4	349	10.0	678	19.5	706	20.3	730	21.0	727	20.9

Further analyses suggest that lesbian, gay, bisexual, and uncertain respondents, and respondents of color were less comfortable than many of their peers (Figure 22).

Figure 22
Comfortable Being “Open”
on Campus by Sexual Orientation and Race (%)



Almost as many student respondents have had a class with a female professor (92%) as with a male professor (95%, Table 17). Approximately one-quarter (23%) of students report having taken a class with a professor of color, and only 13 percent have taken a class with a professor with a disability. Fifteen percent of student respondents reported having taken a class with an “out” lesbian, gay, or bisexual professor.

Table 17.
Students Have Had Classes with a ...

	n	%
Male professor	1618	95.1
Female professor	1560	91.7
Professor of color	390	22.9
Native American/American Indian Professor	232	13.6
International professor	473	27.8
White professor	1429	84.0
“Out” lesbian, gay, or bisexual professor	254	14.9
Professor with a disability	218	12.8

Student responses only (n=1701).

The majority of student respondents expressed they were comfortable requesting assistance from professors of all genders, sexual orientations, and races/ethnicities, as well as from professors with disabilities. Students were least likely to feel comfortable seeking assistance from an “out” lesbian, gay, or bisexual professor (71%)(Table 18).

Table 18. Comfortable Requesting Assistance from:	Strongly Agree		Agree		Do Not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Male professor/ instructor	846	49.7	684	40.2	92	5.4	33	1.9	8	0.5
Female professor/ instructor	929	54.6	648	38.1	64	3.8	16	0.9	4	0.2
Professor/ instructor of color	803	47.2	639	37.6	169	9.9	17	1.0	11	0.6
Native American/ American Indian Professor/ instructor	775	45.6	621	36.5	216	12.7	23	1.4	12	0.7
White professor/ instructor	876	51.5	662	38.9	97	5.7	8	0.5	7	0.4
“Out” lesbian, gay, or bisexual professor/ instructor	671	39.4	535	31.5	285	16.8	82	4.8	71	4.2
Professor/ instructor with a disability	768	45.1	631	37.1	212	12.5	25	1.5	11	0.6
International professor/ instructor	729	42.9	631	37.1	218	12.8	41	2.4	28	1.6

¹Student responses only (n=1701).

Summary

The results from this section suggest that the majority of the campus community has a high level of comfort with existing campus diversity and feels that their own cultural heritage is valued. Students of color and lesbian, gay, bisexual students appear to be less comfortable openly displaying their identities on campus.

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives others members of the academy are treated on campus. Table 19 illustrates that 77 percent of the survey respondents were “comfortable” or “very comfortable” with the climate at their home institution. Eighty-one percent were comfortable/very comfortable with the climate for diversity in their academic department/program of study or administrative department; 85 percent were comfortable/very comfortable in their departments. Slightly fewer (75%) were comfortable with the climate in the local community (Tables 20 - 22).

Table 19.
Comfort with Climate at Home

Institution	n	%
Very Comfortable	876	25.2
Comfortable	1789	51.5
Unsure	275	7.9
Uncomfortable	245	7.0
Very Uncomfortable	82	2.4

Table 20.
Comfort with Climate in Academic
Dept/Program of Study or
Administrative Unit

Administrative Unit	n	%
Very Comfortable	1229	35.4
Comfortable	1595	45.9
Unsure	272	7.8
Uncomfortable	192	5.5
Very Uncomfortable	71	2.0

Table 21.
Comfort with Climate in
Classes/Work Area/Unit

	n	%
Very Comfortable	1268	36.5
Comfortable	1697	48.8
Unsure	193	5.6
Uncomfortable	177	5.1
Very Uncomfortable	45	1.3

Table 22.
Comfort with Climate in Local
Community

	n	%
Very Comfortable	869	25.0
Comfortable	1734	49.9
Unsure	450	12.9
Uncomfortable	231	6.6
Very Uncomfortable	91	2.6

When comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” however, a greater percentage of People of Color than White people were uncomfortable or very uncomfortable with the overall climate for diversity at their institutions (19% vs. 9%). A higher percentage of respondents of color than White respondents were also uncomfortable or very uncomfortable in their classrooms/work units (11% vs. 6%), and in the local community (15% vs. 9%) (Figures 23-26).

Figure 23
Comfort with Overall Campus Climate
by Race (%)

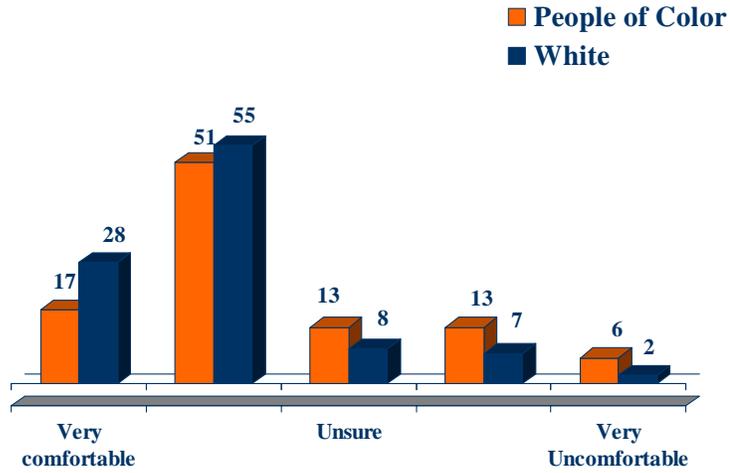


Figure 24
Comfort with Climate in Academic Dept/Program or
Administrative Dept by Race (%)

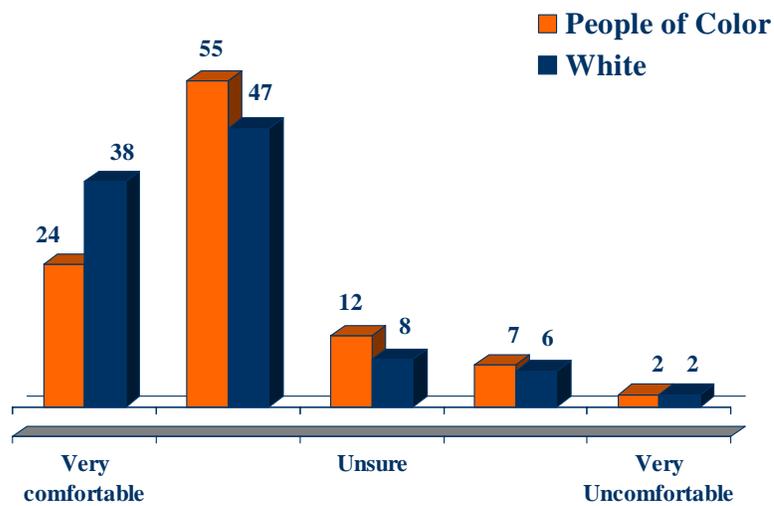


Figure 25
Comfort with Classroom/Workplace Climate
by Race (%)

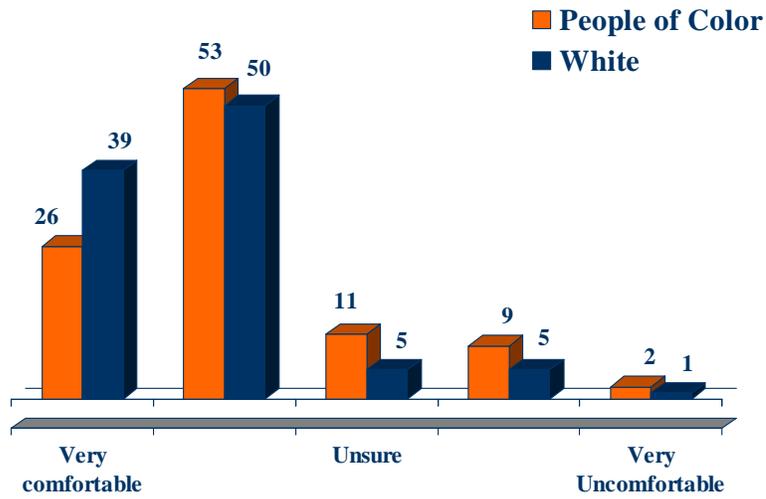
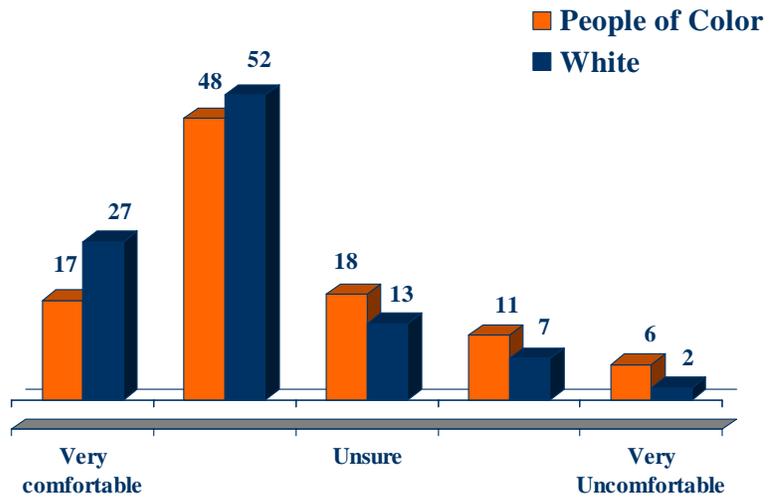


Figure 26
Comfort with Local Community Climate
by Race (%)



Similarly, lesbian, gay, bisexual, and “uncertain” respondents were less comfortable than their heterosexual peers (Figures 27-30). There were no differences in the degree of comfort with the overall climate, climate in individuals’ academic department/program, climate in individuals’ classes/workplaces, or climate in the local community among women and men.

Figure 27
Comfort with Overall Campus Climate by Sexual Orientation (%)

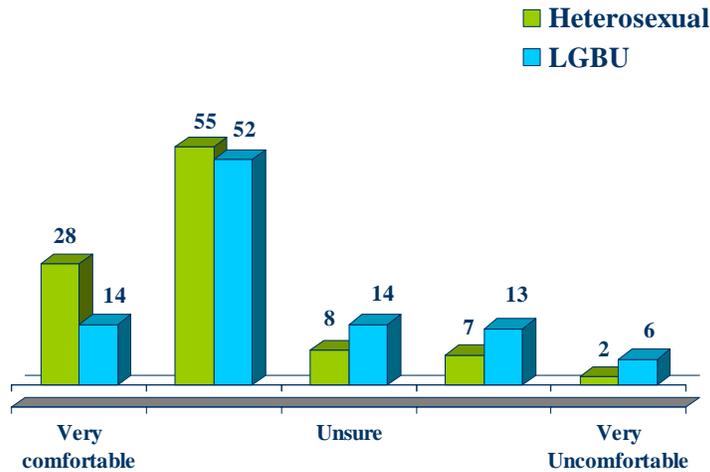


Figure 28
Comfort with Climate in Academic Dept/Program or
Administrative Dept by Sexual Orientation (%)

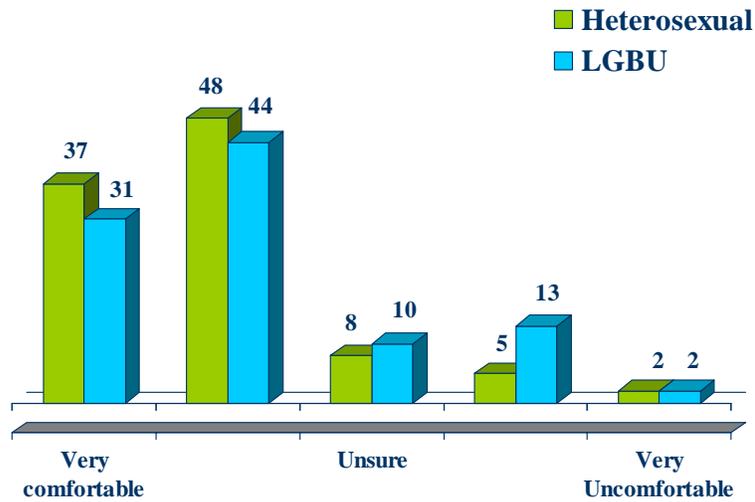


Figure 29
Comfort with Classroom/Workplace Climate
by Sexual Orientation (%)

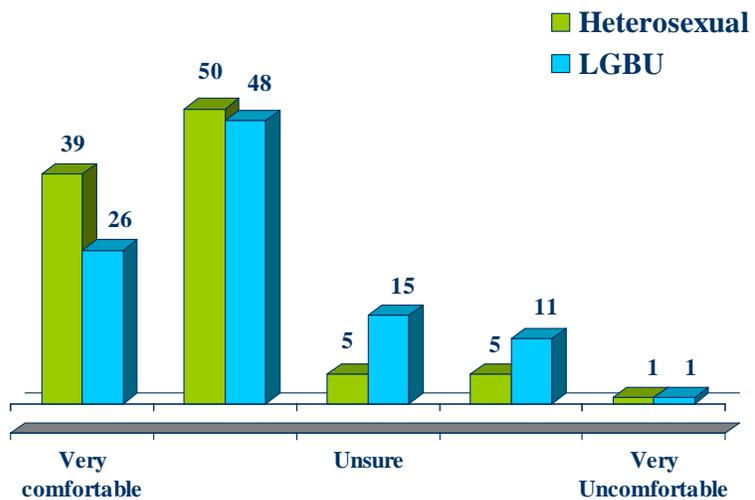
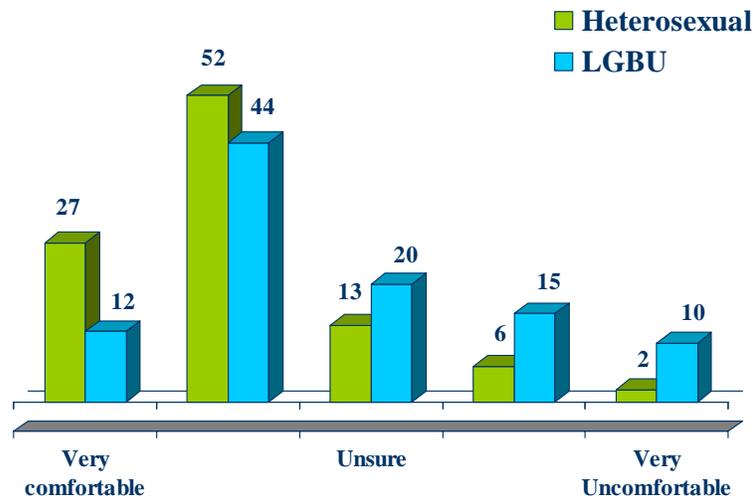


Figure 30
 Comfort with Local Community Climate
 by Sexual Orientation (%)

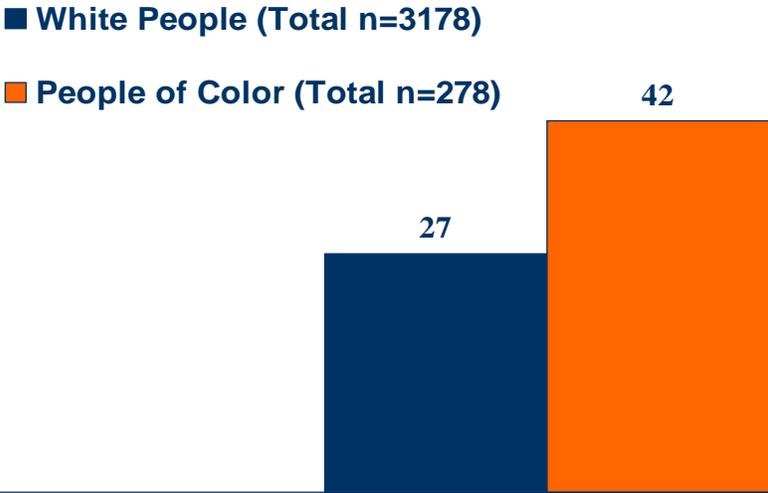


Respondents’ observations of others being harassed also contribute to their perceptions of campus climate. Twenty-eight percent of the participants (n=980) reported observing or personally being aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment. Most of the observed or reported harassment was based on race (47%), ethnicity (38%), skin color (35%), sexual orientation (27%), position status (21%), or gender identity (20%).

Figures 31-34 separate by demographic categories (i.e., race/ethnicity, gender, and sexual orientation) the responses to question 10, “Have you observed or personally been made aware of any conduct directed toward a person or group of people at that you feel has created an offensive, hostile, or intimidating working or learning environment?”

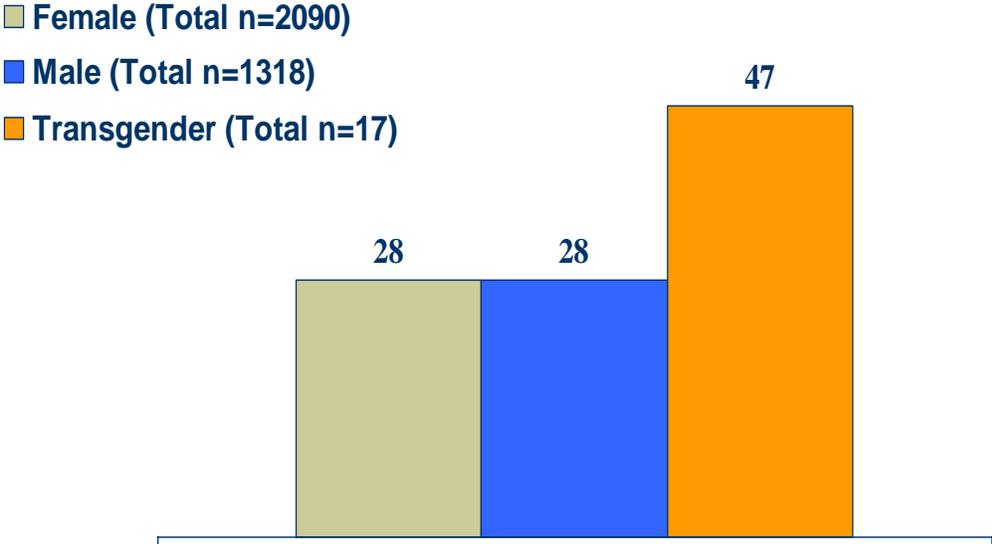
A higher percentage of People of Color observed or were personally made aware of offensive, hostile, or intimidating conduct on campus than did White people (Figure 31).

Figure 31
Observed Offensive, Hostile, or Intimidating
Conduct by Race/Ethnicity (%)

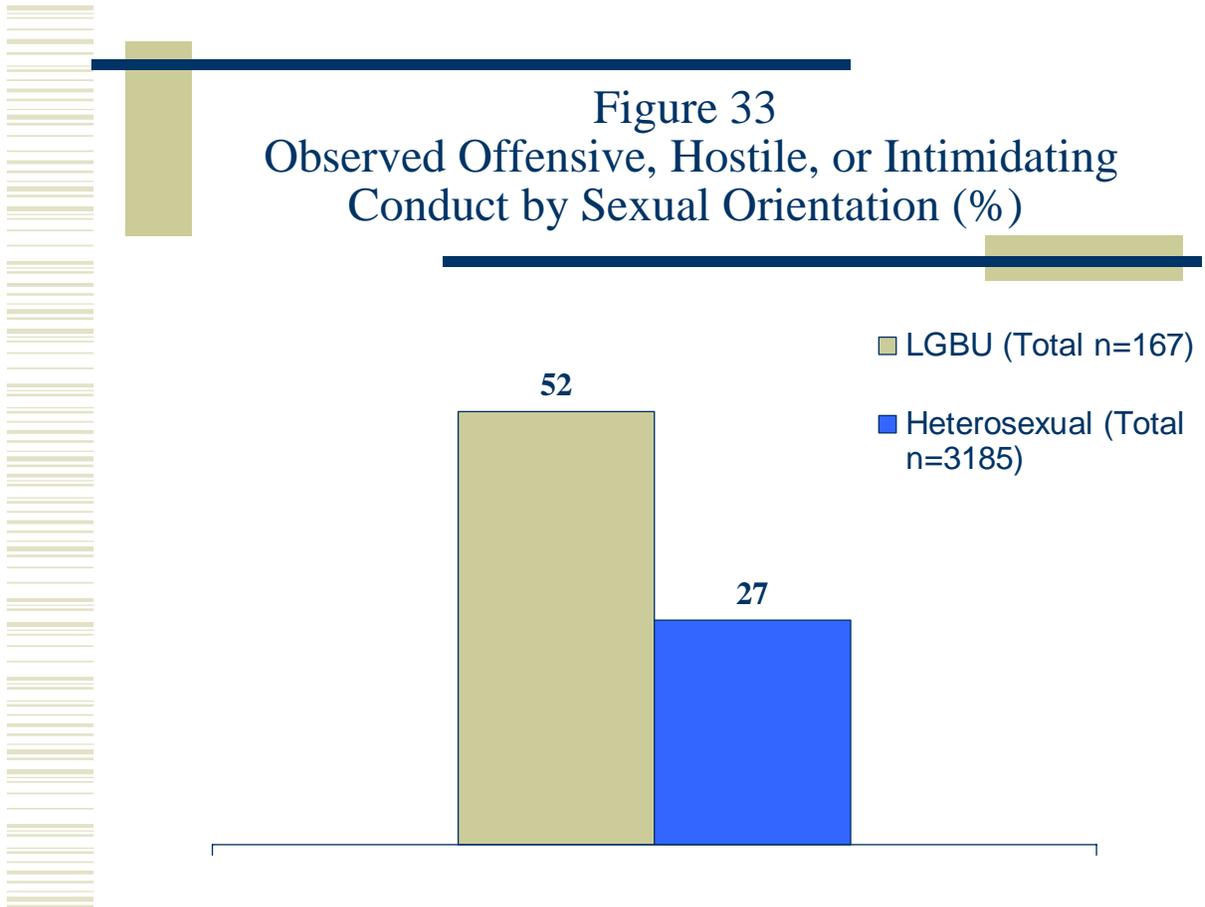


In terms of gender, a higher percentage of transgender respondents than men or women observed or were personally made aware of offensive, hostile, or intimidating conduct (Figure 32).

Figure 32
Observed Offensive, Hostile, or Intimidating
Conduct by Gender (%)



A higher percentage of lesbian, gay, bisexual, and uncertain respondents observed or were personally made aware of offensive, hostile, or intimidating conduct than did heterosexual respondents (Figure 33).



The results also indicate that a higher percentage of faculty observed or were personally made aware of offensive, hostile, or intimidating conduct than did students, administrators, and staff (Figure 34).

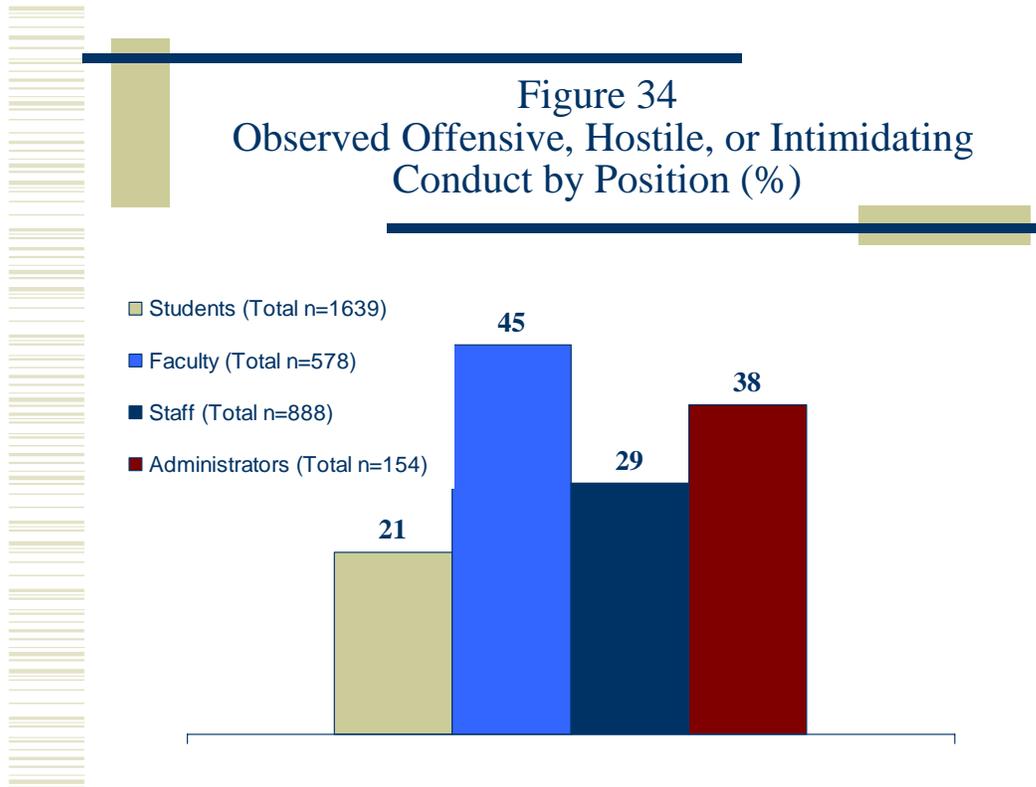


Table 23 indicates that respondents most often observed or were told of this conduct in the form of someone subject to racial/ethnic profiling (38%), derogatory remarks (37%), deliberately ignored or excluded (33%), intimidated/bullied (31%), or stared at (31%). One hundred sixty respondents (16%) witnessed or were told of someone receiving threats of physical violence, and 70 respondents (7%) witnessed or heard about someone being physically assaulted or injured.

Table 23.

Form of Observed Harassment	n	%
Target of racial/ethnic profiling	371	37.9
Graffiti (e.g., event advertisements removed or defaced)	177	18.1
Derogatory written comments	220	22.4
Derogatory phone calls	106	10.8
Threats of physical violence	160	16.3
Derogatory/Unsolicited e-mails	108	11.0
Victim of physical violence	70	7.1
Stares	300	30.6
Deliberately ignored or excluded	325	33.2
Derogatory remarks	369	37.7
Intimidated/bullied	308	31.4
Fearing for their physical safety	150	15.3
Assumption that someone was admitted or hired because of their identity	183	18.7
Being the victim of a crime	71	7.2
Receiving a poor grade because of hostile classroom environment	90	9.2
Singled out as “resident authority” due to their identity	151	15.4
Isolated or left out when work was required in groups	148	15.1
Isolated or left out on campus	148	15.1
Other	110	11.2

Note: Only answered by respondents reporting observations of harassment (n=980). Percentages do not sum to 100 due to multiple responses.

Table 24 illustrates participants’ responses to this behavior. Respondents most often reported having an emotional response when encountering this behavior (57%). Thirty-three percent told a friend, and 21 percent avoided the harasser. Seventeen percent

ignored the incident; 16 percent confronted the harasser at the time. Fourteen percent of respondents contemplated leaving the institution and 14 percent made a complaint to an official. Thirteen percent of respondents didn't know who to go to, and 13 percent did not report it out of fear of retaliation.

Table 24.

Reactions to Observed Harassment	n	%
Had an emotional response (e.g., scared, embarrassed, angry)	556	56.7
Told a friend	320	32.7
Avoided the person responsible	203	20.7
Confronted the person responsible at the time	152	15.5
Confronted the person responsible later	107	10.9
Ignored it	166	16.9
Left the situation immediately	91	9.3
Didn't know who to go to	129	13.2
Made a complaint to a campus employee/official	133	13.6
Felt somehow responsible	53	5.4
Didn't report it for fear of retaliation	125	12.8
Didn't affect me at the time	94	9.6
Contemplated leaving the institution	137	14.0
Sought support from counseling/advocacy services	37	3.8
Other	141	14.4

Note: Only answered by respondents reporting observations of harassment (n=980). Percentages do not sum to 100 due to multiple responses.

Respondents observed or were personally made aware of offensive, hostile, or intimidating conduct most often in a public space on campus (30%), in class (30%), while

walking on campus (30%), while working at a campus job (29%), in the local community (27%), and at a campus event (21%).

The majority of respondents (61%) reported that students were the source of this conduct. This finding parallels other investigations. Other respondents identified sources as faculty members (27%), staff members (21%), community members (18%), administrators (15%), department chairs/program directors (13%), and student groups (13%).

With respect to respondents' observations of discriminatory employment practices, 21 percent of faculty, 16 percent of administrators, and 16 percent of staff reported observing discriminatory employment practices at their institutions. Of those, 28 percent believed it was based on gender identity. Twenty-nine percent believed that the discrimination was based on position status (e.g., part-time instructor, faculty, classified staff, student). Twenty-three percent said the behavior was based on race. Others said the discrimination was based on educational level (20%), ethnicity (19%), and age (19%).

The majority of respondents indicated that the overall campus climate was "very respectful" of two of the 27 groups listed: Caucasians/Whites (55%) and men (55%). Less than one-third of all respondents felt the climate was "very respectful" of Arab/Arab Americans (20%), Asians/Asian Americans (30%), Latinos/Hispanics/Chicanos (27%), Middle Easterners (22%), multi-racial/-ethnic/-cultural persons (28%), Native Americans/Alaskan Natives (31%), Pacific Islanders/Hawaiian Natives (27%), physically challenged people (25%), mentally challenged people (25%), non-native English speakers (24%), economically disadvantaged persons (25%), non-Christian affiliated people (24%), religiously affiliated people (29%), non-religiously affiliated people (25%), students with children (17%), gay, lesbian, and bisexual persons (17%), and transgender persons (14%).

With respect to campus accessibility for people with mobility and visual impairment, the administrative buildings (75%), student unions (75%), restrooms (74%), and libraries (74%) were considered the most accessible (rated "very accessible" or "accessible") areas

of campus. About one-third of all respondents were unsure if information was available in alternative formats and unsure of the accessibility of field sites.

Summary

Campus climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they are "comfortable" or "very comfortable" with the climate for diversity in the NDUS, in their academic departments/programs, and in their classrooms/workplaces. They were less comfortable with the climate in the surrounding community. Respondents from underrepresented groups were less likely to feel very comfortable than were majority respondents.

While some respondents reported experiencing conduct that has interfered with their ability to work or learn on campus (18% of respondents), more respondents (28% of respondents) witnessed or were made aware of conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. This may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed or learned of* this conduct, rather than actually having *experienced* the conduct themselves. Notably, students were identified as the major source of observed offensive, hostile, or intimidating conduct.

Institutional Actions

Another factor influencing campus climate is how an institution responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about institutional actions of each institution regarding diversity concerns on campus. Table 25 illustrates that some of the respondents indicated that they had attended diversity related events at an NDUS campus. Half of the students who lived in residence halls attended a residence hall diversity program. More than a third of all respondents had not attended any multicultural/diversity programs or events at an NDUS campus.

Table 25.
Attended Program within Past Year

	n	%
Residence hall diversity program ¹	226	48.1
Campus sponsored multicultural program	1203	34.6
Academic unit sponsored diversity event	684	19.7
Other cultural events (e.g., Powwow, Black History month event, Cultural speakers)	1391	40.0
Other	146	4.2
I have not attended any multi-cultural/diversity programs/events	1302	37.5

¹Students who indicated they lived in residence halls only (n=470)

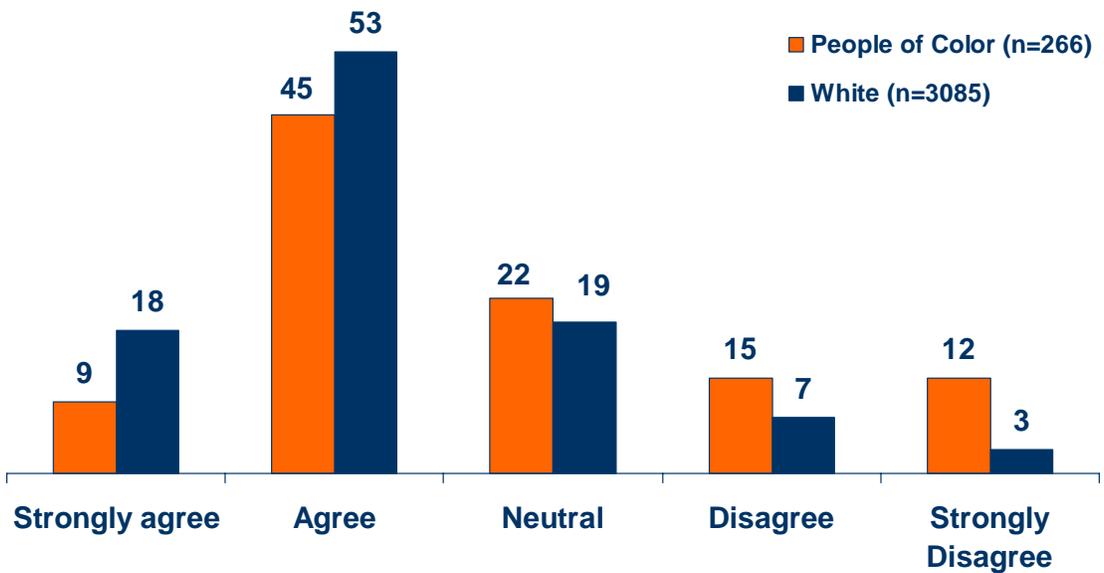
More than half of the respondents believed that their institution proactively addresses all the campus issues listed in question 27 (Table 26), with the exception of religion (48%), non-native English speakers (48%), physical characteristics (49%), sexual orientation (46%), socioeconomic class (46%), gender identity (45%), and gender expression (43%).

Table 26.
My Institution Takes Initiative to Address...

	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Age	353	10.2	1461	42.0	1189	34.2	316	9.1	65	1.9
Ethnicity	589	16.9	1743	50.1	656	18.9	252	7.2	117	3.4
Race	631	18.2	1713	49.3	648	18.6	252	7.2	123	3.5
International status	627	18.0	1661	47.8	853	24.5	178	5.1	67	1.9
Skin color	502	14.4	1543	44.4	962	27.7	258	7.4	98	2.8
English as a second language speakers	326	9.4	1235	39.0	1355	39.0	371	10.7	95	2.7
Psychological disability	369	10.6	1351	38.9	1359	39.1	242	7.0	62	1.8
Learning disability	715	20.6	1717	49.4	765	22.0	152	4.4	43	1.2
Physical disability	718	20.7	1788	51.4	656	18.9	175	5.0	58	1.7
Physical characteristics	356	10.2	1348	38.8	1401	40.3	214	6.2	60	1.7
Sexual orientation	333	9.6	1261	36.3	1279	36.8	364	10.5	146	4.2
Gender identity	334	9.6	1217	35.0	1346	38.7	347	10.0	146	4.2
Gender expression	305	8.8	1200	34.5	1410	40.6	345	9.9	120	3.5
Parental status	367	10.6	1422	40.9	1241	35.7	289	8.3	70	2.0
Employee status	393	11.3	1478	42.5	1143	32.9	289	8.3	89	2.6
Religion	352	10.1	1312	37.7	1309	37.7	295	8.5	112	3.2
Socioeconomic class	304	8.7	1292	37.2	1413	40.7	278	8.0	81	2.3
Military status/Veteran	595	17.1	1580	45.5	1023	29.4	129	3.7	48	1.4

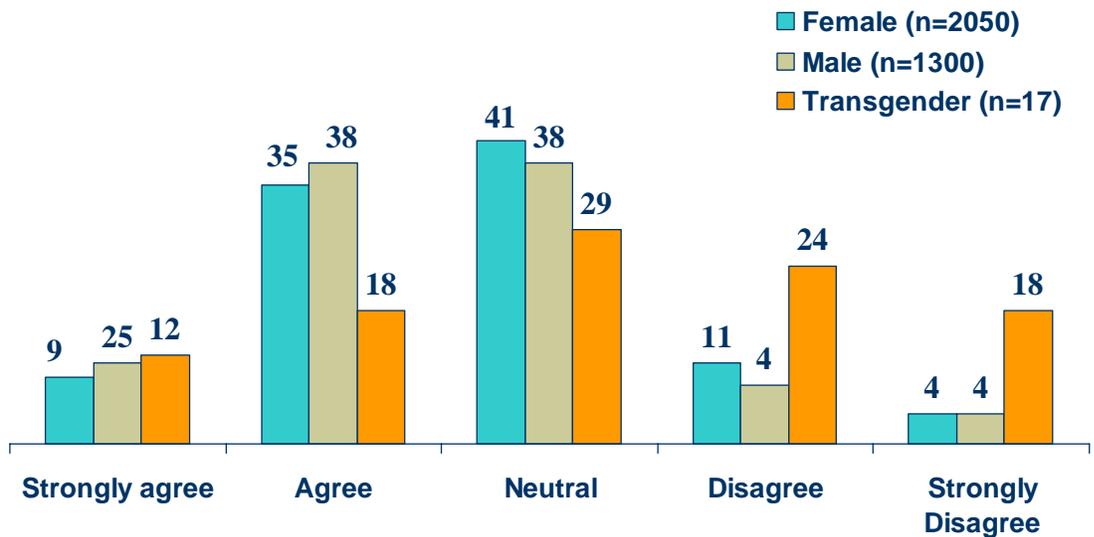
When comparing these responses in terms of the demographic categories, People of Color demonstrated a different opinion than did White people with respect to how the University addresses the issues of ethnicity (Figure 35). In other words, People of Color were less apt than White people to agree that their institution is proactively addressing issues of ethnicity.

Figure 35
My Institution Addresses Issues
of Ethnicity by Race (%)



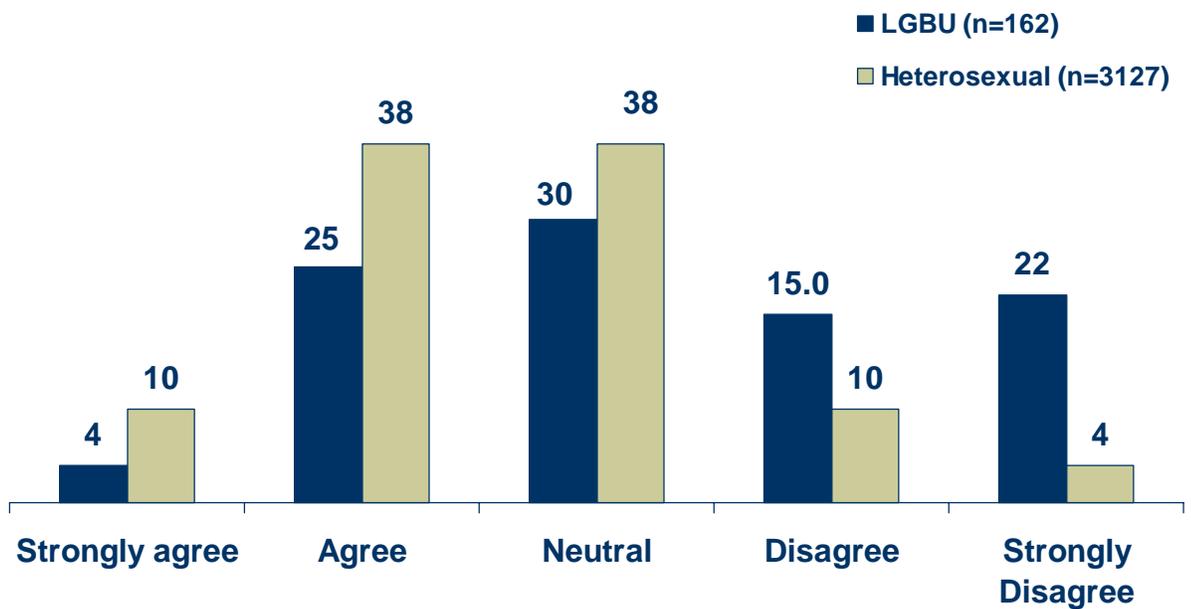
Similarly, female and transgender respondents were less likely than male respondents to agree that their institutions address gender issues (Figure 36).

Figure 36
My Institution Addresses Issues of Gender Identity by
Gender (%)



Also, lesbian, gay, bisexual, and uncertain respondents felt differently than heterosexual respondents with respect to whether their institutions proactively address issues related to sexual orientation (Figure 37).

Figure 37
My Institution Addresses Issues
of Sexual Orientation by Sexual Orientation (%)



Administrators were more likely to feel their institutions proactively address issues related to University status than were other respondents (Figure 38).

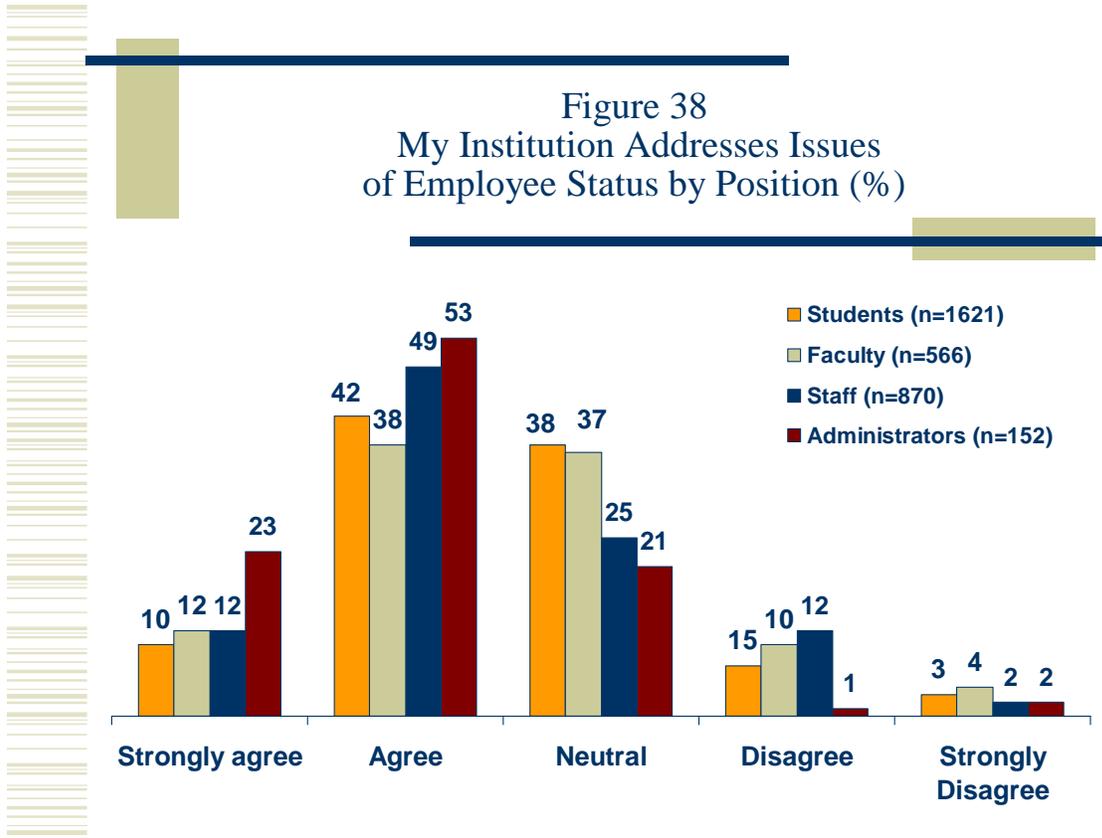


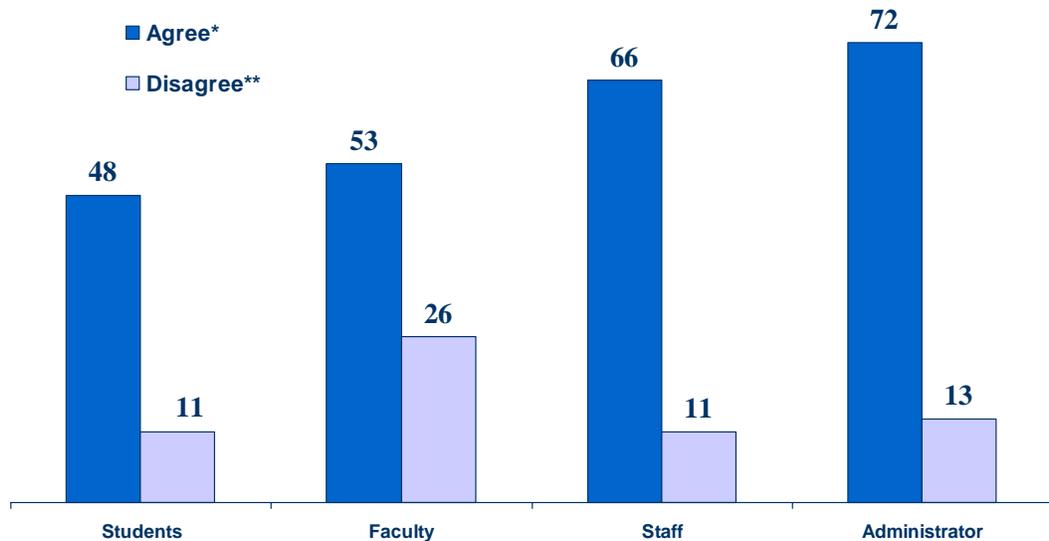
Table 27 illustrates that more than half of all respondents believed the following offices/units had visible leadership to foster diversity/social justice at their institutions: faculty in their schools (61%), their direct supervisors (58%), student organizations (54%), the President's Office (53%), athletics (50%), and the Vice President for Student Affairs office (50%).

Table 27.
Visible Leadership
to Foster
Diversity/Social
Justice from...

	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Not Applicable	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
The President's Office	560	16.1	1289	37.1	988	28.4	236	6.8	223	6.4	91	2.6
Vice President's for Student Affairs	470	13.5	1268	36.5	1166	33.5	183	5.3	116	3.3	131	3.8
Vice President for Business Affairs	293	8.4	976	28.1	1575	45.3	197	5.7	129	3.7	163	4.7
Vice President for Academic Affairs	376	10.8	1192	34.3	1364	39.2	171	4.9	103	3.0	123	3.5
Dean of Student's Office	479	13.8	1200	34.5	1227	35.3	143	4.1	91	2.6	198	5.7
My school dean/unit head	514	14.8	1181	34.0	1194	34.3	168	4.8	102	2.9	181	5.2
My direct supervisor	710	20.4	1296	37.3	976	28.1	164	4.7	99	2.8	120	3.5
Faculty in my school	513	14.8	1600	46.0	903	26.0	160	4.6	48	1.4	127	3.7
Student government	393	11.3	1323	38.1	1202	34.6	203	5.8	113	3.3	117	3.4
Student organizations	456	13.1	1420	40.9	1116	32.1	165	4.7	81	2.3	110	3.2
Faculty Senate	357	10.3	1207	34.7	1415	40.7	145	4.2	71	2.0	149	4.3
Affirmative Action Office	402	11.6	1082	31.1	1369	39.4	119	3.4	95	2.7	266	7.7
Athletics	504	14.5	1215	35.0	1122	32.3	173	5.0	215	6.2	125	3.6
Campus Violence Advocate	356	10.2	1043	30.0	1497	43.1	83	2.4	54	1.6	287	8.3
Other	65	1.9	178	5.1	288	8.3	16	0.5	21	0.6	138	4.0

The majority of responding employees believed there is visible leadership to foster diversity in the President's Office, while student respondents were less apt to agree. When reviewing the data by the demographic categories, differing opinions emerged (Figures 39-40).

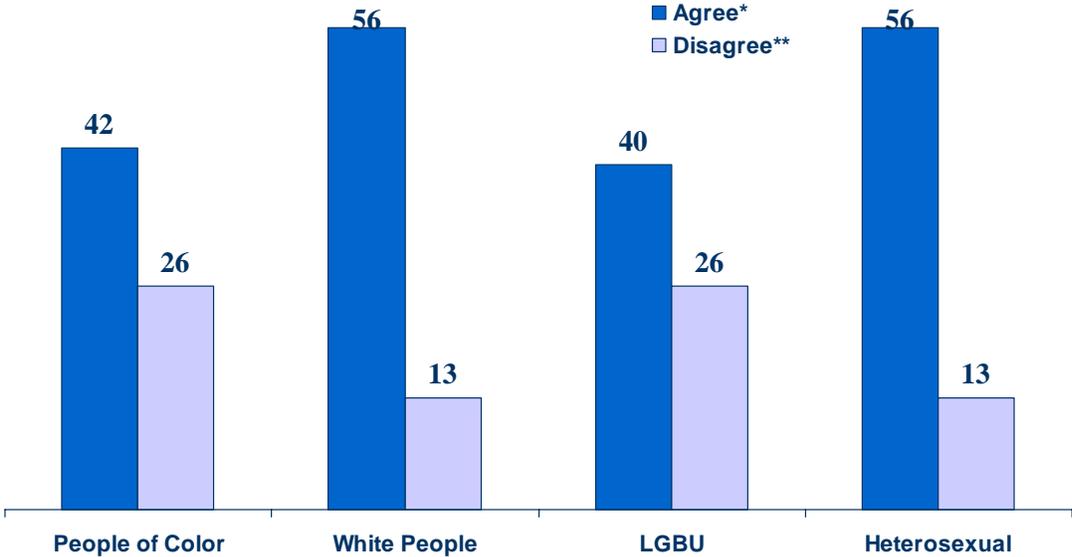
Figure 39
President's Office Visibly
Fosters Diversity by Position (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 40
President's Office Visibly
Fosters Diversity by Race and Sexual Orientation (%)

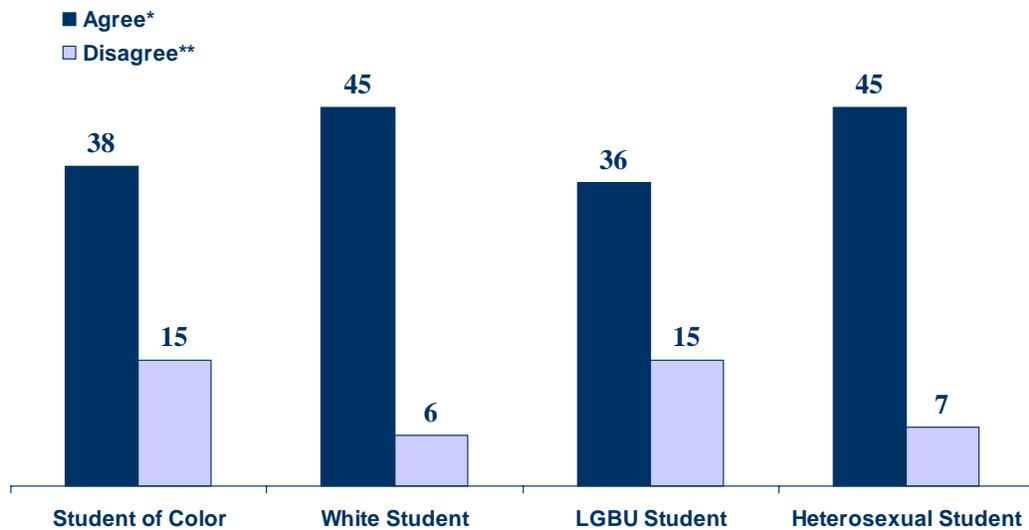


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-eight of respondents agreed that the Dean of Students' office visibly fosters diversity. When reviewing the data by student demographic categories, differing opinions emerged (Figure 41). A greater percentage of students of color and LGBU students disagreed than did White and heterosexual students.

Figure 41
Dean of Students' Office Visibly
Fosters Diversity (%)

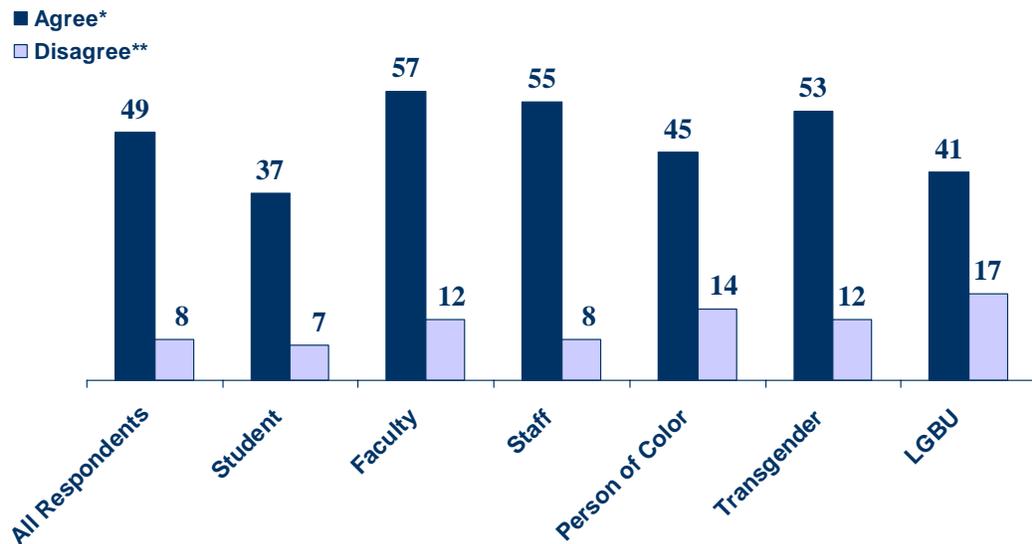


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-nine percent of respondents agreed that their school dean or unit head visibly fosters diversity. Faculty most often agreed with this statement, while LBGU respondents and People of Color were most likely to disagree (Figure 42).

Figure 42
My Academic Dean/Unit Head
Visibly Fosters Diversity (%)

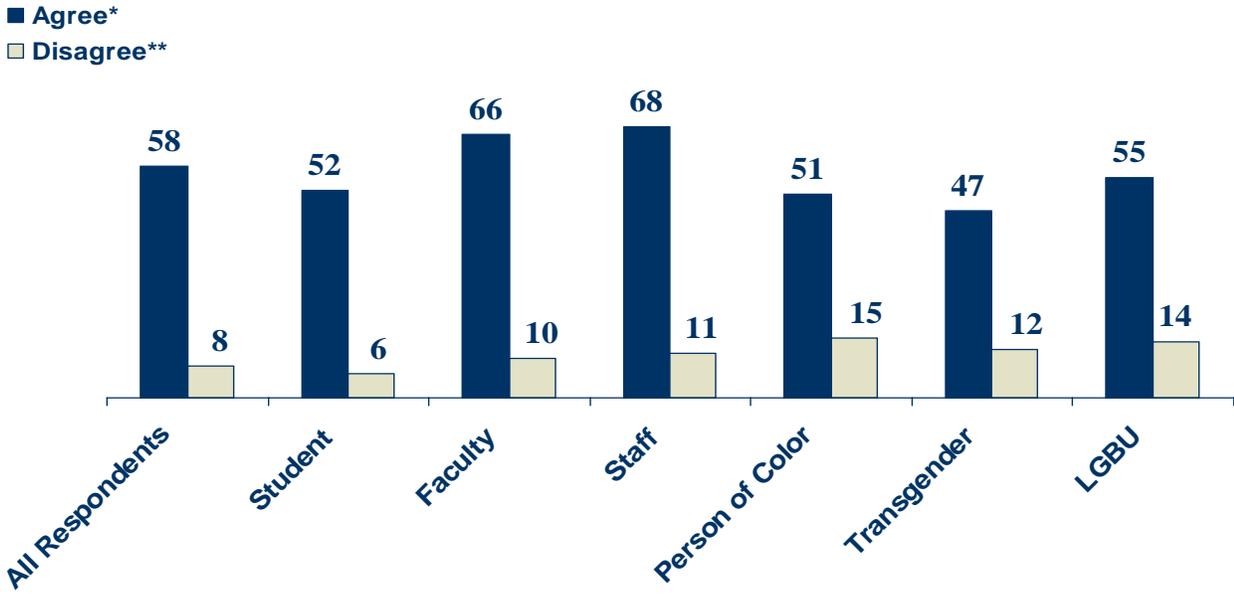


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fifty-eight percent of respondents agreed that their direct supervisors visibly foster diversity. Faculty and staff most often agreed with this statement. People of Color and LGBU respondents were most likely to disagree (Figure 43).

Figure 43
My Supervisor Visibly Fosters Diversity (%)

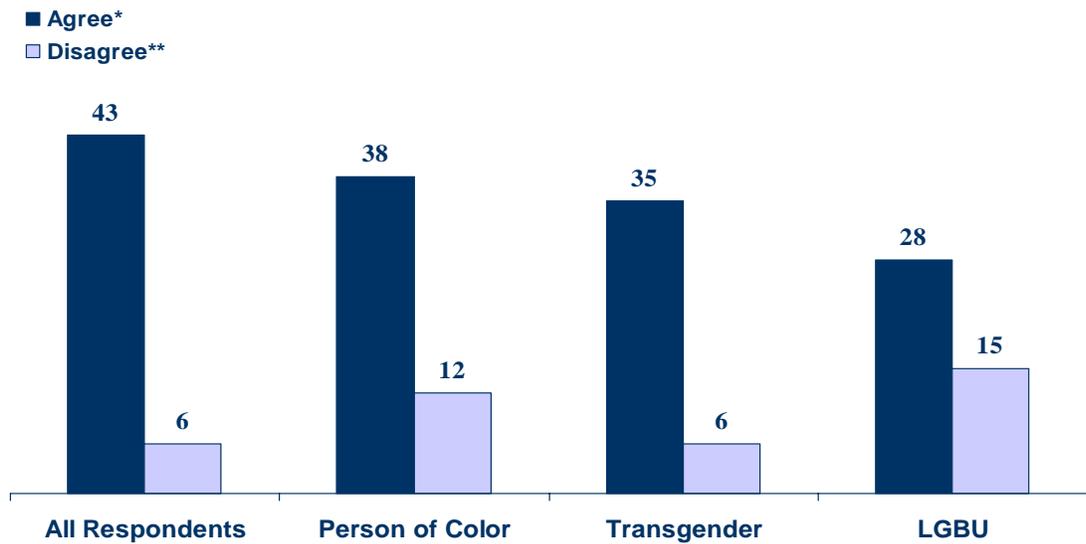


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Forty-three percent of respondents felt that the Affirmative Action Office visibly fosters diversity. A number of respondents (43%) chose “do not agree or disagree,” perhaps attributable to their lack of familiarity with the Affirmative Action Office. When reviewing the data by the demographic categories, differing opinions emerged (Figure 44).

Figure 44
Affirmative Action Office
Visibly Fosters Diversity (%)

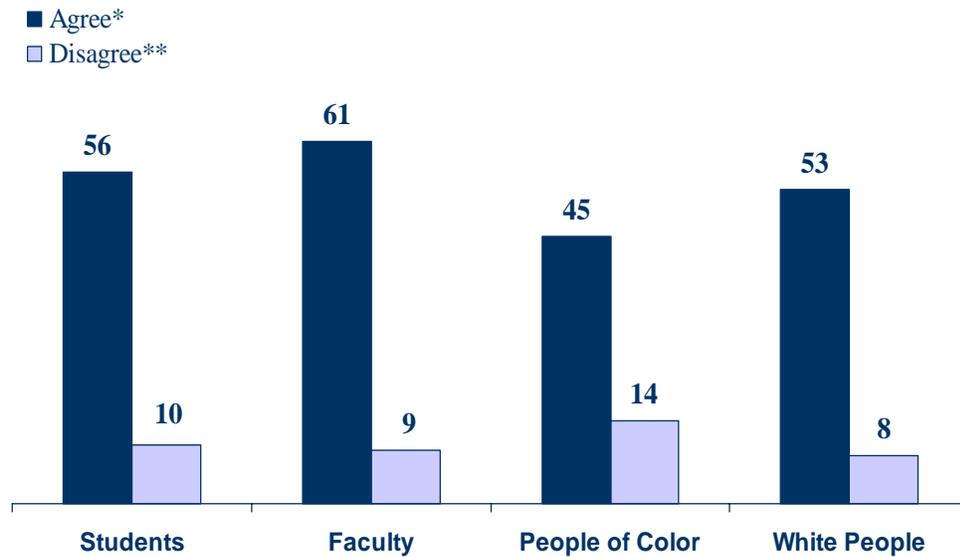


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fifty-two percent of respondents felt that course content represents the contributions of people from historically marginalized groups. Again, a breakdown by demographic categories reveals noteworthy results (Figures 45 & 46). Respondents of color more often disagreed with this statement than did White respondents. LGBU and transgender respondents were least likely to agree.

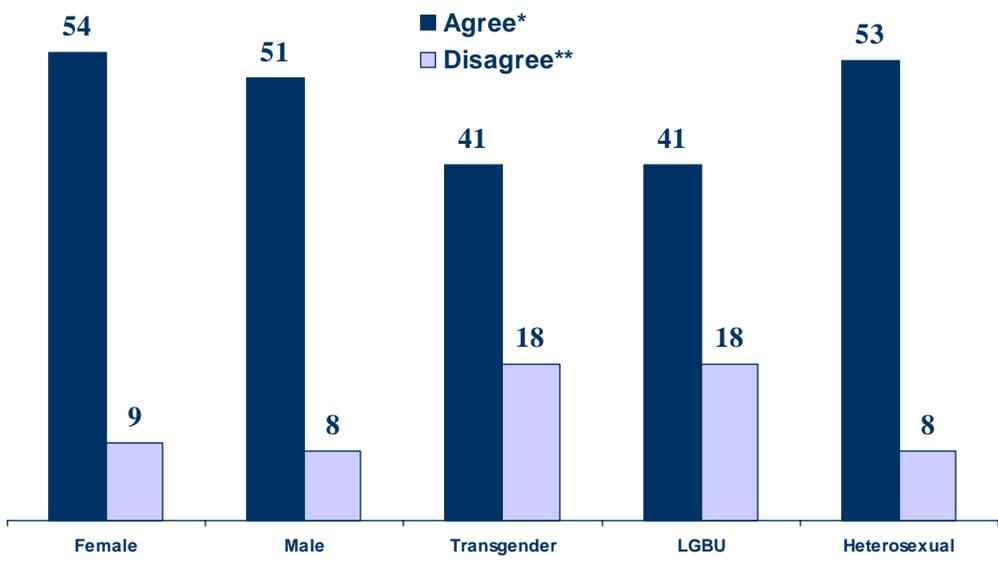
Figure 45
Course Content
Inclusive of Difference (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 46
Course Content
Inclusive of Difference (%)

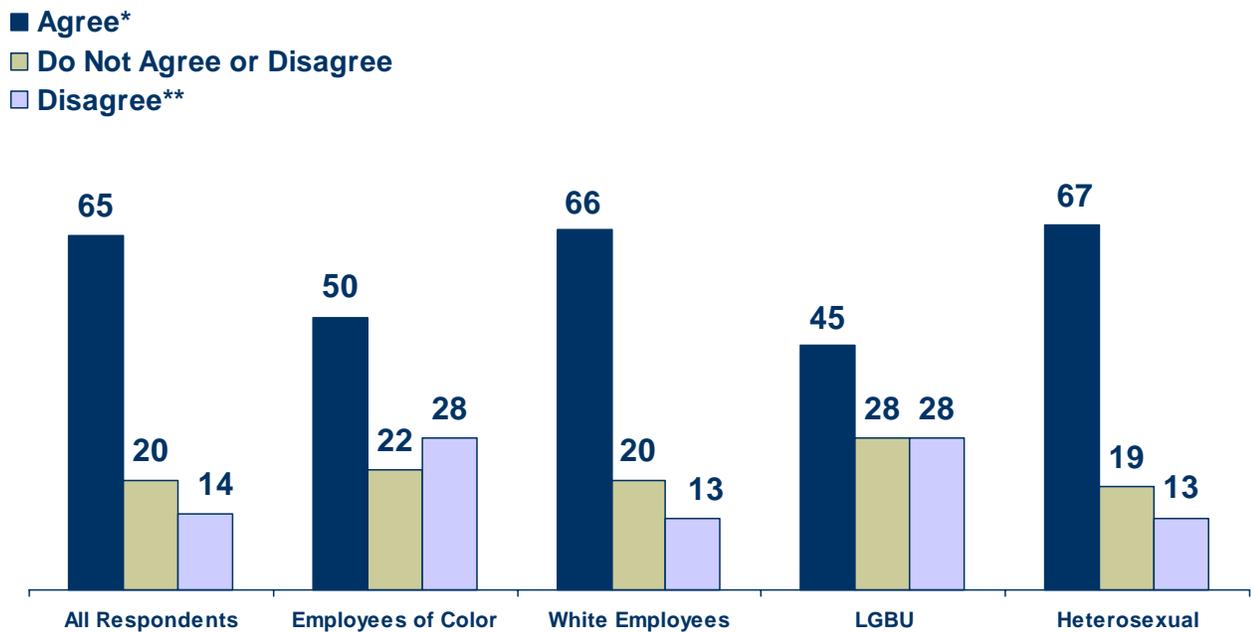


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Fifty-eight percent of the respondents believed that their institution values their involvement in diversity initiatives. Seventy-one percent of student respondents felt that the classroom climate is welcoming for people from underrepresented groups, and 65 percent of employee respondents felt that the workplace climate is welcoming for employees from underrepresented groups. Figure 47 illustrates these data for employee respondents by race and sexual orientation. Notably, People of Color and sexual minorities found the workplace climate less welcoming for people of underrepresented groups than did their majority counterparts.

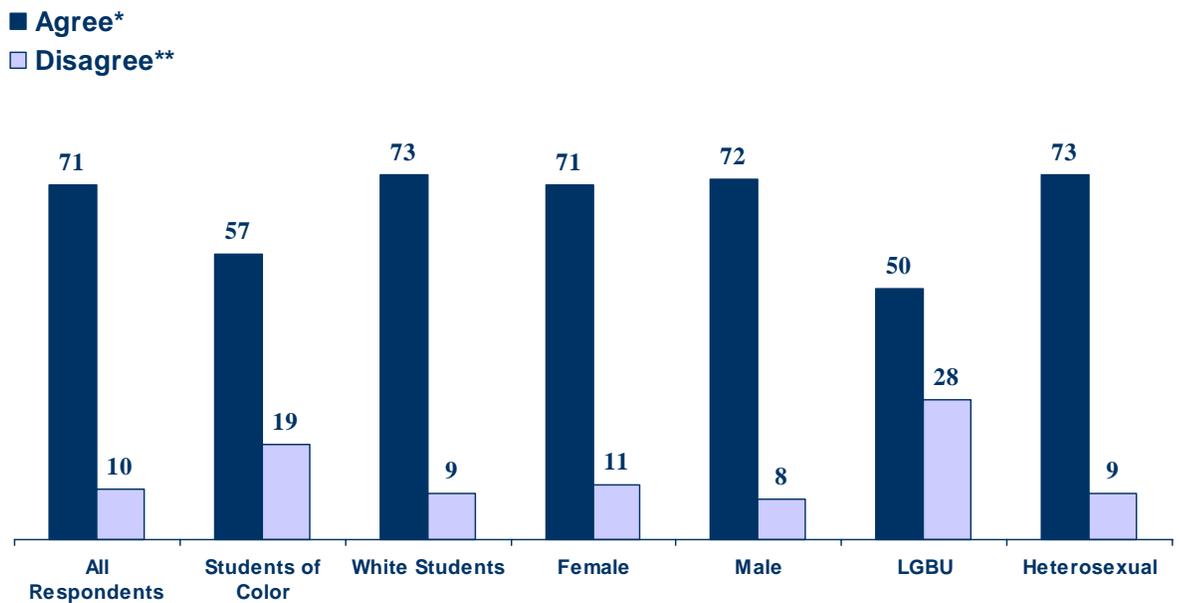
Figure 47
Employee Perceptions of Welcoming Workplace Climate (%)



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

Figure 48 reviews the findings regarding a welcoming classroom climate from student respondents according to race, gender, and sexual orientation. A greater percentage of students of color and a greater percentage of LBGU students disagreed that the classroom climate was welcoming for student from underrepresented/marginalized groups than their majority counterparts.

Figure 48
Student Perceptions of Welcoming Classroom Climate (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

More than half of all respondents believed providing social justice workshops/programs to raise the awareness of issues would positively affect the campus climate in terms of race (58%), ethnicity (58%), physical disability status (54%), learning disability status (54%), English as a second language status (51%), country of origin (52%), and psychological disability status (51%, Table 28).

Table 28.

Workshops/Programs Would Positively Affect Campus Climate	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Age	370	10.6	1223	35.2	1367	39.3	262	7.5	45	1.3
Country of origin	423	12.2	1391	40.0	1192	34.3	204	5.9	46	1.3
Ethnicity	539	15.5	1471	42.3	1023	29.4	177	5.1	50	1.4
Race	549	15.8	1450	41.7	1017	29.3	178	29.3	54	1.6
English as a second language status	442	12.7	1342	38.6	1208	34.8	215	6.2	57	1.6
Psychological disability status	379	10.9	1406	40.4	1256	36.1	177	5.1	41	1.2
Learning disability status	405	11.7	1459	42.0	1191	34.3	165	4.7	44	1.3
Physical disability status	399	11.5	1469	42.3	1180	33.9	172	4.9	40	1.2
Physical characteristics	337	9.7	1242	35.7	1393	40.1	223	6.4	52	1.5
Sexual orientation	458	13.2	1190	34.2	1263	36.3	250	7.2	87	2.5
Gender identity	438	12.6	1155	33.2	1327	38.2	250	7.2	84	2.4
Gender expression	423	12.2	1137	32.7	1353	38.9	251	7.2	87	2.5
Religion	407	11.7	1218	35.0	1321	38.0	244	7.0	67	1.9
Socioeconomic class	382	11.0	1228	35.3	1392	40.0	200	5.8	51	1.5
Veterans/Active military	356	10.2	1212	34.9	1385	39.8	214	6.2	65	1.9

Seventy-one percent of the respondents of color felt providing more social justice workshops would improve the NDUS community's awareness of the issues and concerns of people based on race, while only 61 percent of White respondents agreed. Likewise, 68 percent of LGBU respondents, compared to 50 percent of heterosexual respondents, thought providing workshops on sexual orientation would improve the NDUS' awareness of those issues. A greater percentage of female respondents (52%) than male respondents (44%) felt that providing more awareness or sensitivity workshops focused on gender would improve the community's awareness of the issues.

Fewer respondents, between 34 and 48 percent, felt that *requiring* all NDUS students, staff, and faculty to take at least one social justice class that focuses on issues, research, and perspectives about various groups would improve the campus climate for various campus constituencies.

Thirty-five percent of respondents felt that using social justice-related activities as one of the criteria for hiring and/or evaluations of non-student staff, faculty, and administrators would improve the climate. Twenty-four percent disagreed with this statement.

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken (or overlooked) by the institution may be perceived either as promoting (or impeding) a positive campus climate. As the above data suggest, respondents held widely divergent opinions about the degree to which the NDUS does, and should, promote diversity to shape campus climate. Overall, the results noted in this section parallel those from similar investigations where People of Color, women, and sexual minorities tend to feel that the institution is not addressing diversity issues as favorably as their White, male, and heterosexual counterparts, respectively.

Next Steps

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

These are values also espoused by the NDUS, as suggested in its mission/vision statement. This project provides one tool to assist the institution in fulfilling its mission.

Implications of the Study

That stated, what do the results of this study suggest? At minimum, it adds quantitative data to a knowledge base that has heretofore been built largely on anecdotal sources of information, especially with regard to sub-populations other than racial and ethnic groups. As to the findings themselves, aside from the aforementioned finding that a sizable majority of respondents, regardless of race, sexual orientation, or any other personal characteristics, have been victims of at least subtle forms of harassment, the results parallel those from similar investigations. It is not uncommon, for instance, that members of historically underrepresented groups are more likely to have experienced various forms of harassment and discrimination than have those in the “majority.” A more interesting question is, given that the NDUS has some structure in place to address diversity issues, *how effective have their efforts been in positively shaping and directing campus climate with respect to diversity?*

Unfortunately, the answer to this key question is not known from this assessment, which is, in effect, a single snapshot taken at one particular point in time. Put another way, there is no “pre-test” data to determine what the climate on campus was like *before* the

NDUS introduced initiatives aimed at increasing sensitivity to issues of diversity as a means of enhancing campus climate for all. Without this pre-test information, it is beyond the scope of these data to inform how effective these programmatic diversity-related interventions have been. This being the case, the present study may be most valuable when considered as setting the stage for a longitudinal plan to foster diversity (Ingle, 2005).

Following this premise, the campus climate assessment, beginning in 2005, was a proactive initiative by the NDUS to review the campus climate for underrepresented populations. It was the intention of the Diversity Council that the results would be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives on each campus. The recommended next steps include the Council working in collaboration with the consultant, create a strategic plan for maximizing equity for the North Dakota University System based on the results of the internal assessment and using the Transformational Tapestry Model (Appendix C).

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Appendices

Appendix A – Survey Instrument

Appendix B – The NDUS Aggregate Data Tables

Appendix C – Transformational Tapestry Model

Appendix D – The North Dakota System Diversity Council History/Mission

Appendix E - The NDUS Diversity Council Members

Appendix B

Data Tables¹

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

Table 1
What is your gender identity? (Question 38)

Gender	n	%
Female	2093	60.2
Male	1320	38.0
Transgender	17	0.5
Did not Respond	46	1.3

Table 2
What is your race/ethnicity? (Question 39)

Race/Ethnicity	n	%
African	14	0.4
African American	26	0.7
Black	19	0.5
Alaskan Native	8	0.2
Asian	51	1.5
Asian American	21	0.6
Latino(a)/Hispanic/ Chicano(a)	45	1.3
Middle Eastern	12	0.3
Native American/ American Indian	153	4.4
Pacific Islander/ Filipino	9	0.3
Hawaiian Native	4	0.1
Caucasian/White	3153	90.7
Other	72	2.1

Table 3
Which term best describes your sexual orientation? (Question 40)

Sexual Identity	n	%
Bisexual	61	1.8
Gay	33	0.9
Heterosexual	3204	92.9
Lesbian	34	1.0
Uncertain	39	1.1
Other	33	0.9
Did not Respond	72	2.1

Table 4
What is your age? (Question 41)

Age	n	%
19 or under	433	12.5
20-21	486	14.0
22-24	374	10.8
25-32	444	12.8
33-42	483	13.9
43-51	561	16.1
52-60	497	14.3
61-69	128	3.7
70 and over	6	0.2

Table 5
What is your current relationship situation? (Question 42)

Relationship Status	n	%
Single, not dating	622	17.9
Single, dating	671	19.3
Partnered	391	11.2
Married	1539	44.3
Separated	19	0.5
Divorced	114	3.3
Remarried	32	0.9
Partner/Spouse deceased	23	0.7

Table 6
What is your current parental status? (Question 43)

Parental Status	n	%
No children	1712	49.3
Children, not living at home	642	18.5
Single Parent	134	3.9
Non-custodial parent	14	0.4
Custodial with a partner/spouse	686	19.7
Custodial without a partner/spouse	20	0.6
Other	171	4.9

Table 7
What is the highest level of education achieved by your parent/legal guardian?
(Question 44)

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No formal education	23	0.7	36	1.0
No high school	202	5.8	356	10.2
High school	1086	31.2	1061	30.5
Some college	621	17.9	563	16.2
Associates degree	398	11.4	308	8.9
Bachelors degree	655	18.8	538	15.5
Masters degree	230	6.6	241	6.9
Doctorate degree	52	1.5	122	3.5
Other professional degree	48	1.4	61	1.8
Unknown	29	0.8	51	1.5

Table 8
What is your **primary** status on campus? (Question 45)

Position	n	%
Certificate program student	143	4.1
Associate degree student	571	16.4
Baccalaureate degree student	726	20.9
Post-Baccalaureate student	33	0.9
Masters Degree candidate	102	2.9
Doctoral degree candidate	66	1.9
Instructor	102	2.9
Lecturer/Adjunct	43	1.2
Assistant Professor	171	4.9
Associate Professor	169	4.9
Professor	93	2.7
Classified staff	685	19.7
Non-Classified staff	95	2.7
Academic Staff	111	3.2
Administrator	154	4.4
Other	140	4.0
Unknown	72	2.1

Table 9
Are you full-time or part-time in that primary position?
(Question 46)

Status	n	%
Full-time	3111	89.5
Part-time	315	9.1

Table 10
Do you have any of the following conditions that substantially
affect a major life activity? (Question 47)

Condition	n	%
Learning disabilities	132	3.8
Orthopedic	80	2.3
Visual	97	2.8
Hearing	76	2.2
Psychological	76	2.2
ADHD/ADD	109	3.1
Health related	139	4.0
TBI (traumatic brain injury)	12	0.3
Speech	23	0.7
Other	114	3.3

Table 11
What is your citizenship status? (Question 48)

Citizenship status	n	%
U.S. citizen—born in the United States	3188	91.7
U.S. citizen—naturalized	71	2.0
Permanent resident (immigrant)	47	1.4
Permanent resident (refugee)	3	0.1
International (F-1, J-1, or H1-B, or other visa)	122	3.5

Table 12
What is your religious or spiritual affiliation? (Question 49)

Spiritual Affiliation	n	%
Atheist	54	1.6
Agnostic	83	2.4
Assembly of God	51	1.5
Baptist	100	2.9
Baha'I	4	0.1
Buddhist	21	0.6
Church of Canada	4	0.1
Community of Christ	8	0.2
Congregational	6	0.2
Eastern Orthodox	7	0.2
Episcopal	25	0.7
Evangelical Free	62	1.8
Hindu	10	0.3
Hutterite	1	0.0
Islamic	8	0.2
Jehovah's Witness	16	0.5
Jewish	15	0.4
LDS (Mormon)	29	0.8
Lutheran	1142	32.9
Methodist	151	4.3
Muslim	0	0.0
Native American Traditional Practitioner	23	0.7
Pagan	5	0.1
Pentecostal	24	0.7
Presbyterian	76	2.2

Table 12^{cont.}

Quaker	5	0.1
Roman Catholic	884	25.4
Scientology	1	0.0
Seventh Day Adventist	15	0.4
Unitarian/Universalism	30	0.9
United Church of Christ	17	0.5
Wiccan	14	0.4
Spiritual, but no religious affiliation	147	4.2
Christian, non-denominational or no denomination given	66	1.9
No affiliation	193	5.6
Other	74	2.1
Unknown	99	2.8

Table 13

How long have you been affiliated with this institution? (Question 50)

Time	n	%
1 year or less	662	19.2
2-4 years	1107	31.8
5-10 years	633	18.2
11-19 years	475	13.7
20-29 years	393	11.3
30+ years	135	3.9

Table 14

What is your yearly income (if single or independent student) or your best estimate of your family's yearly income (if partnered, married, or a dependent student)?
(Question 51)

Income	n	%
Below \$4,999	157	4.5
\$5,000-\$9,999	157	4.5
\$10,000-\$19,999	264	7.6
\$20,000-\$29,999	307	8.8
\$30,000-\$39,000	332	9.6
\$40,000-\$49,999	366	10.5
\$50,000-\$59,999	377	10.8
\$60,000 - \$69,999	293	8.4
\$70,000 - \$79,999	262	7.5
\$80,000 - \$89,999	194	5.6
\$90,000 - \$99,999	168	4.8
\$100,000 - \$149,000	269	7.7
\$150,000 - \$199,000	74	2.1
\$200,000 - \$249,000	26	0.7
\$250,000 and above	35	1.0

Table 15
If you are a student, where do you live?¹ (Question 52)

Residence	n	%
Family housing	133	7.8
Residence hall/Apartment style housing	470	27.6
Off campus apartment/house	608	35.7
Off campus with partner/spouse/children	278	16.3
Off campus with parent(s)/family/relative(s)	148	8.7
Other	37	2.2

¹Student responses only (n=1701)

Table 16
If you are a student, what is your primary location or avenue for taking classes?¹
(Question 53)

Location	n	%
Main Campus	1443	84.8
Satellite Campus	12	0.7
Distance Learning	79	4.6
Both campus classes and Distance Learning	134	7.9

¹Student responses only (n=1701)

Table 17
Overall, how comfortable are you with the climate at your institution? (Question 1)

Comfort	n	%
Very Comfortable	876	25.2
Comfortable	1789	51.5
Unsure	275	7.9
Uncomfortable	245	7.0
Very Uncomfortable	82	2.4

Table 18

Overall, how comfortable are you with the climate in your academic department/program of study or administrative department? (Question 1)

Comfort	n	%
Very Comfortable	1229	35.4
Comfortable	1595	45.9
Unsure	272	7.8
Uncomfortable	192	5.5
Very Uncomfortable	71	2.0

Table 19

Overall, how comfortable are you with the climate in your classes/work area and/or unit? (Question 1)

Comfort	n	%
Very Comfortable	1268	36.5
Comfortable	1697	48.8
Unsure	193	5.6
Uncomfortable	177	5.1
Very Uncomfortable	45	1.3

Table 20

Overall, how comfortable are you with the climate in the local community surrounding your institution? (Question 1)

Comfort	n	%
Very Comfortable	869	25.0
Comfortable	1734	49.9
Unsure	450	12.9
Uncomfortable	231	6.6
Very Uncomfortable	91	2.6

Table 21

I have attended the following diversity programs/events at my institution:
(Question 2)

Program	n	%
Residence hall diversity program ¹	226	48.1
Campus sponsored multicultural program	1203	34.6
Academic unit sponsored diversity event	684	19.7
Other cultural events (e.g., Powwow, Black History month event, Cultural speakers)	1391	40.0
Other	146	4.2
I have not attended any multi-cultural/diversity programs/events	1302	37.5

¹Students who indicated they lived in residence halls only (n=470)

Table 22

Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered with your ability to work, learn, or participate in any activity on your campus? (Question 3)

Experienced	n	%
Yes	620	17.8
No	2843	81.8

Table 23
What do you believe was the basis for this conduct? (Question 4)

Based on:	n	%
My age	134	21.6
My country of origin	36	5.8
My English language proficiency/accent	22	3.5
My educational level	86	13.9
My psychological disability	15	2.4
My learning disability	17	2.7
My physical disability	28	4.5
My physical characteristics	69	11.1
My ethnicity	77	12.4
My race	89	14.4
My skin color	78	12.6
My gender expression	49	7.9
My gender identity (female, male, transgender)	125	20.2
My sexual orientation	52	8.4
My military/veteran status	19	3.1
My parental status (e.g., having children)	27	4.4
My political views	132	21.3
My religion	86	13.9
My socioeconomic class	44	7.1
My position on campus (e.g., part-time instructor, faculty, classified staff, student)	224	36.1
Other	159	25.6

Note: Only answered by respondents reporting experience of harassment (n=620). Percentages do not sum to 100 due to multiple responses.

Table 24
How did you experience this conduct? (Question 5)

Form	n	%
Target of racial/ethnic profiling	40	6.5
Graffiti	25	4.0
Written comments	66	10.6
Threatening phone calls	46	7.4
Threats of physical violence	42	6.8
Threats through electronic media (e.g., e-mails, IM, Chat rooms, Blogs)	29	4.7
Target of physical violence	10	1.6
Stares	126	20.3
Deliberately ignored or excluded	250	40.3
Derogatory remarks	213	34.4
Felt intimidated	309	49.8
Felt bullied	197	31.8
Feared for my physical safety	69	11.1
Someone assumed I was admitted or hired because of my identity	40	6.5
Victim of a crime	13	2.1
Feared getting a poor grade because of hostile classroom environment	58	9.4
Singled out as the “authority” regarding my identity	67	10.8
Isolated or left out when working in groups	91	14.7
Isolated or left out because of my socioeconomic class	23	3.7
Denied a scholarship or other financial assistance	17	2.7
Denied a promotion or a raise	60	9.7
Denied a campus job	31	5.0
Other	120	19.4

Note: Only answered by respondents reporting experience of harassment (n=620). Percentages do not sum to 100 due to multiple responses.

Table 25
Where did this conduct occur? (Question 6)

Location	n	%
In a class	147	23.7
While working at a campus job	266	42.9
While walking on campus	113	18.2
Campus housing	49	7.9
Campus dining facility	39	6.3
Campus office	131	21.1
Campus event	69	11.1
Faculty office	86	13.9
Public space on campus	119	19.2
Student Health Center	10	1.6
In a meeting with one other person	114	18.4
In a meeting with a group of people	171	27.6
Off campus housing	12	1.9
In the athletic community	39	6.3
In the local community	73	11.8
In the Greek community/campus fraternities/sororities	11	1.8
Other	57	9.2

Note: Only answered by respondents reporting experience of harassment (n=620).
Percentages do not sum to 100 due to multiple responses.

Table 26
Who was the source of this conduct? (Question 7)

Source	n	%
Student	229	36.9
Department chair/program director	114	18.4
Administrator	134	21.6
Staff member	147	23.7
Faculty member	187	30.2
Campus Security/Public Safety	18	2.9
Local police	14	2.3
Student group	50	8.1
Campus Housing staff	10	1.6
Dining Services staff	10	1.6
Academic advisor	18	2.9
Health Center Staff	9	1.5
Teaching assistant	13	2.1
Student organization advisor	14	2.3
Supervisor/manager	79	12.7
Person that I supervise	13	2.1
Member of my peer group	82	13.2
Athletic coach	10	1.6
Athletic trainers/athletic team physicians	4	0.6
Campus media and events reporter	14	2.3
Organization on campus	22	3.5
Community member	75	12.1
Don't know source	29	4.7
Other	52	8.4

Note: Only answered by respondents reporting experience of harassment (n=620).
Percentages do not sum to 100 due to multiple responses.

Table 27
Please describe your reactions to experiencing this conduct? (Question 8)

Reactions	n	%
Felt embarrassed	253	40.8
Told a friend	239	38.5
Avoided the person who harassed me	215	34.7
Ignored it	175	28.2
Left the situation immediately	112	18.1
Confronted the harasser at the time	99	16.0
Didn't know who to go to	122	19.7
Confronted the harasser later	61	9.8
Made a complaint to a campus employee/official	143	23.1
Felt somehow responsible	61	9.8
Didn't report it for fear of retaliation	142	22.9
Didn't affect me at the time	26	4.2
Sought support from counseling/advocacy services	41	6.6
Other	111	17.9

Note: Only answered by respondents reporting experience of harassment (n=620).
Percentages do not sum to 100 due to multiple responses.

Table 28

Have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an offensive, hostile, or intimidating working or learning environment? (Question 10)

Observed	n	%
Yes	980	28.2
No	2482	71.4

Table 29

In your opinion, what characteristics were the targets for this conduct? (Mark all that apply.) (Question 11)

Based on:	n	%
Age	125	12.8
Country of origin	165	16.8
English language proficiency/accent	136	13.9
Race	460	46.9
Skin color	340	34.7
Ethnicity	370	37.8
Educational level	124	12.7
Psychological disability	52	5.3
Learning disability	79	8.1
Physical disability	76	7.8
Physical characteristics	103	10.5
Gender expression	136	13.9
Gender identity	200	20.4
Sexual orientation	269	27.4
Military/veteran status	25	2.6
Parental status (e.g., having children)	45	4.6
Political views	167	17.0
Religion	162	16.5
Socioeconomic class	82	8.4
Position status (e.g., part-time instructor, faculty, classified staff, student, etc.)	208	21.2
Other	120	12.2

Note: Only answered by respondents reporting observing harassment (n=980). Percentages do not sum to 100 due to multiple responses.

Table 30
What forms of conduct have you observed or personally been made aware of?
(Question 12)

Form	n	%
Target of racial/ethnic profiling	371	37.9
Graffiti (e.g., event advertisements removed or defaced)	177	18.1
Derogatory written comments	220	22.4
Derogatory phone calls	106	10.8
Threats of physical violence	160	16.3
Derogatory/Unsolicited e-mails	108	11.0
Victim of physical violence	70	7.1
Stares	300	30.6
Deliberately ignored or excluded	325	33.2
Derogatory remarks	369	37.7
Intimidated/bullied	308	31.4
Fearing for their physical safety	150	15.3
Assumption that someone was admitted or hired because of their identity	183	18.7
Being the victim of a crime	71	7.2
Receiving a poor grade because of hostile classroom environment	90	9.2
Singled out as “resident authority” due to their identity	151	15.4
Isolated or left out when work was required in groups	148	15.1
Isolated or left out on campus	148	15.1
Other	110	11.2

Note: Only answered by respondents reporting observing harassment (n=980). Percentages do not sum to 100 due to multiple responses.

Table 31
Where did this conduct occur? (Question 13)

Location	n	%
Class	297	30.3
While working at a campus job	287	29.3
While walking on campus	296	30.2
In campus housing	145	14.8
Campus dining facility	86	8.8
Campus office	170	17.3
Campus event	206	21.0
Faculty office	109	11.1
Public space on campus	292	29.8
Student Health Center	22	2.2
In a meeting with one other person	91	9.3
In a meeting with a group of people	189	19.3
Off campus housing	53	5.4
In the local community	263	26.8
In the athletic community	132	13.5
Other	66	6.7

Note: Only answered by respondents reporting observing harassment (n=980).
Percentages do not sum to 100 due to multiple responses

Table 32
Who was the source of this conduct? (Question 14)

Source	n	%
Student	594	60.6
Department chair/Program director	125	12.8
Administrator	147	15.0
Staff member	205	20.9
Faculty member	268	27.3
Campus Security/Public Safety	28	2.9
Local police	38	3.9
Student group	129	13.2
Campus housing staff	19	1.9
Dining services staff	9	0.9
Academic advisor	16	1.6
Health Center staff	11	1.1
Teaching Assistant	28	2.9
Student organization advisor	14	1.4
Supervisor/manager	66	6.7
Person that I supervise	18	1.8
Member of my peer group	86	8.8
Athletic coach	27	2.8
Athletic trainer	8	0.8
Campus media and events reporter	29	3.0
Organization on campus	36	3.7
Community member	178	18.2
Don't know the source	95	9.7
Other	59	6.0

Note: Only answered by respondents reporting observing harassment (n=980).
Percentages do not sum to 100 due to multiple responses

Table 33
Please describe your reactions to observing this conduct? (Question 15)

Reactions	n	%
Had an emotional reaction (e.g., scared, embarrassed, angry)	556	56.7
Told a friend	320	32.7
Avoided the person responsible	203	20.7
Confronted the person responsible at the time	152	15.5
Confronted the person responsible later	107	10.9
Ignored it	166	16.9
Left the situation immediately	91	9.3
Didn't know who to go to	129	13.2
Made a complaint to a campus employee/official	133	13.6
Felt somehow responsible	53	5.4
Didn't report it for fear of retaliation	125	12.8
Didn't affect me at the time	94	9.6
Contemplated leaving the institution	137	14.0
Sought support from counseling/advocacy services	37	3.8
Other	141	14.4

Note: Only answered by respondents reporting observing harassment (n=980). Percentages do not sum to 100 due to multiple responses.

Table 34

I observed discriminatory behavior or employment practices on campus (e.g., search committee bias, limited recruiting pool, expelled, poor grades). (Question 17)

	n	%
Yes	295	17.6
No	1364	81.3
Missing	19	1.1

Note: Tables reports employee responses only (n=1678)

Table 35

I believe that the discriminatory behavior/employment practices were based on... (Question 18)

Based on:	n	%
Age	57	19.3
Country of origin	29	9.8
Educational level	60	20.3
Psychological disability	1	3.7
English language proficiency/accent	27	9.2
Ethnicity	57	19.3
Gender expression	23	7.8
Gender identity	82	27.8
Learning disability	10	3.4
Military/veteran status	6	2.0
Parental status (e.g., having children)	14	4.7
Physical characteristics	27	9.2
Physical disability	15	5.1
Political views	43	14.6
Race	68	23.1
Religion	17	5.8
Sexual orientation	24	8.1
Skin color	38	12.9
Socioeconomic class	30	10.2
Position status (e.g., part-time instructor, faculty, classified staff, student, etc.)	86	29.2
Other	63	21.4

Note: Tables report employee responses (n=1678) only, and percentages are based on the employees who reported observing discriminatory hiring (n=295).

Table 36

If I was sexually assaulted on campus, I am confident the campus community would support me and take action on my behalf. (Question 19)

Campus would take action	n	%
Yes	2027	58.3
No	393	11.3
Unsure	1022	29.4

Table 37

I have been touched in a sexual manner while on campus that has made me feel uncomfortable or fearful. (Question 20)

Touched in a sexual manner that made me uncomfortable	n	%
Never	3259	93.8
Rarely	134	3.9
Sometimes	37	1.1
Often	7	0.2
Very often	9	0.3

Table 38

Have you been a victim of sexual assault as a member of this institution? (Question 21)

Sexually assaulted	n	%
Yes	56	1.6
No	3400	97.8

Table 39
Who was the offender(s)? Mark all that apply. (Question 22)

Offender	n	%
Acquaintance	11	19.6
Athletic personnel	3	5.4
Co-worker	10	17.9
Roommate	2	3.6
Relative	2	3.6
Staff member	5	8.9
Classmate	10	17.9
Current partner/spouse	2	3.6
Ex-partner/spouse	2	3.6
Stranger	9	16.1
Professor	8	14.3
Friend	9	16.1
Resident assistant or housing staff	4	7.1
Other	13	23.2

Note: Percentages are based on the respondents that indicated they had been sexually assaulted (n=56).

Table 40
Where did this incident occur? (Question 23)

Location	n	%
On campus	37	66.1
Off campus	17	30.4
Other location	6	10.7

Note: Percentages are based on the respondents that indicated they had been sexually assaulted (n=56).

Table 41

Please describe your response to experiencing the incident(s). (Question 24)

Response	n	%
Sought support from off-campus hotline/advocacy services	3	5.4
Told a friend	28	50.0
Told a family member	12	21.4
Told my RA	6	10.7
Sought support from a campus resource (Counseling center, Human resources, Campus advocate)	10	17.9
Sought medical services	8	14.3
Contacted Campus Security/Public Safety	4	7.1
Contacted the local police	4	7.1
Contacted my Union	0	0.0
Sought support from a campus staff person	10	17.9
Sought support from a campus faculty member	10	17.9
Sought information on-line	4	7.1
Did nothing	14	25.0
Other	12	21.4

Note: Only answered by respondents who experienced sexual assault (n=56).

Table 42
My institution takes initiative in addressing issues related to... (Question 27)

Issues	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Age	353	10.2	1461	42.0	1189	34.2	316	9.1	65	1.9
Ethnicity	589	16.9	1743	50.1	656	18.9	252	7.2	117	3.4
Race	631	18.2	1713	49.3	648	18.6	252	7.2	123	3.5
International status	627	18.0	1661	47.8	853	24.5	178	5.1	67	1.9
Skin color	502	14.4	1543	44.4	962	27.7	258	7.4	98	2.8
English as a second language speakers	326	9.4	1235	39.0	1355	39.0	371	10.7	95	2.7
Psychological disability	369	10.6	1351	38.9	1359	39.1	242	7.0	62	1.8
Learning disability	715	20.6	1717	49.4	765	22.0	152	4.4	43	1.2
Physical disability	718	20.7	1788	51.4	656	18.9	175	5.0	58	1.7
Physical characteristics	356	10.2	1348	38.8	1401	40.3	214	6.2	60	1.7
Sexual orientation	333	9.6	1261	36.3	1279	36.8	364	10.5	146	4.2
Gender identity	334	9.6	1217	35.0	1346	38.7	347	10.0	146	4.2
Gender expression	305	8.8	1200	34.5	1410	40.6	345	9.9	120	3.5
Parental status	367	10.6	1422	40.9	1241	35.7	289	8.3	70	2.0
Employee status	393	11.3	1478	42.5	1143	32.9	289	8.3	89	2.6
Religion	352	10.1	1312	37.7	1309	37.7	295	8.5	112	3.2
Socioeconomic class	304	8.7	1292	37.2	1413	40.7	278	8.0	81	2.3
Military status/Veteran	595	17.1	1580	45.5	1023	29.4	129	3.7	48	1.4

Table 43

There is a visible leadership that fosters diversity/social justice on my campus from: (Question 29)

Attitude	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
The President's Office	560	16.1	1289	37.1	988	28.4	236	6.8	223	6.4	91	2.6
Vice President for Student Affairs	470	13.5	1268	36.5	1166	33.5	183	5.3	116	3.3	131	3.8
Vice President for Business Affairs	293	8.4	976	28.1	1575	45.3	197	5.7	129	3.7	163	4.7
Vice President for Academic Affairs	376	10.8	1192	34.3	1364	39.2	171	4.9	103	3.0	123	3.5
Dean of Students' Office	479	13.8	1200	34.5	1227	35.3	143	4.1	91	2.6	198	5.7
My school dean/unit head	514	14.8	1181	34.0	1194	34.3	168	4.8	102	2.9	181	5.2
My direct supervisor	710	20.4	1296	37.3	976	28.1	164	4.7	99	2.8	120	3.5
Faculty in my school	513	14.8	1600	46.0	903	26.0	160	4.6	48	1.4	127	3.7
Student government	393	11.3	1323	38.1	1202	34.6	203	5.8	113	3.3	117	3.4
Student organizations	456	13.1	1420	40.9	1116	32.1	165	4.7	81	2.3	110	3.2
Faculty Senate	357	10.3	1207	34.7	1415	40.7	145	4.2	71	2.0	149	4.3
Affirmative Action Office	402	11.6	1082	31.1	1369	39.4	119	3.4	95	2.7	266	7.7
Athletics	504	14.5	1215	35.0	1122	32.3	173	5.0	215	6.2	125	3.6
Campus Violence Advocate	356	10.2	1043	30.0	1497	43.1	83	2.4	54	1.6	287	8.3
Other	65	1.9	178	5.1	288	8.3	16	0.5	21	0.6	138	4.0

Table 44
Attitudes about my institution: (Questions 30-33)

Attitude	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
Course content at my institution includes materials, perspectives, and/or experiences of people from historically underrepresented/marginalized groups	383	11.0	1410	40.6	964	27.7	215	6.2	64	1.8	366	10.5
I believe that my institution values my involvement in diversity initiatives on campus	474	13.6	1546	44.5	823	23.7	301	8.7	119	3.4	168	4.8
I believe the classroom climate is welcoming for students from underrepresented/marginalized groups ¹	306	18.0	903	53.1	282	16.6	123	7.2	41	2.4	37	2.2
The workplace climate is welcoming for employees from underrepresented/marginalized groups ²	258	15.4	825	49.2	332	19.8	175	10.4	55	3.3	20	1.2

¹Student responses only (n=1701).

²Employee responses only (n=1678).

Table 45
How would you rate the accessibility of the campus for people with disabilities? (Question 34)

Location	Very Accessible		Accessible		Somewhat Inaccessible		Very Inaccessible		Don't Know		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
Administrative buildings	732	21.1	1859	53.5	396	11.4	60	1.7	285	8.2	63	1.8
Athletic facilities	668	19.2	1549	44.6	441	12.7	78	2.2	537	15.4	96	2.8
Classroom buildings	569	16.4	1740	50.1	637	18.3	89	2.6	277	8.0	75	2.2
Computer labs	560	16.1	1598	46.0	465	13.4	70	2.0	499	14.4	170	4.9
Science labs	466	13.4	1437	41.3	380	10.9	62	1.8	839	24.1	175	5.0
Dining Halls	620	17.8	1617	46.5	366	10.5	69	2.0	558	16.1	139	4.0
Grounds (snow, construction)	436	12.5	1571	45.2	807	23.2	244	7.0	261	7.5	62	1.8
Information in alternative formats (Braille, etc.)	340	9.8	1128	32.5	502	14.4	159	4.6	1056	30.4	187	5.4
Library	712	20.5	1874	53.9	308	8.9	65	1.9	340	9.8	91	2.6
Parking	622	17.9	1722	49.5	550	15.8	198	5.7	237	6.8	65	1.9
Restrooms	639	18.4	1929	55.5	449	12.9	87	2.5	231	6.6	59	1.7
Recreational facilities	439	12.6	1483	42.7	432	12.4	78	2.2	801	23.0	134	3.9
Residence halls	360	10.4	1168	33.6	517	14.9	163	4.7	954	27.4	202	5.8
Campus web site	667	19.2	1611	46.3	299	8.6	83	2.4	601	17.3	108	3.1
Specific classrooms	451	13.0	1494	43.0	485	14.0	107	3.1	694	20.0	132	3.8
Student Union	684	19.7	1904	54.8	310	8.9	55	1.6	329	9.5	94	2.7
Student Health Center	535	15.4	1426	41.0	301	8.7	125	3.6	738	21.2	244	7.0
Transportation	338	9.7	1166	33.5	475	13.7	150	4.3	964	27.7	258	7.4
Field sites	277	8.0	1056	30.4	358	10.3	87	2.5	1238	35.6	321	9.2
On-line courses	667	19.2	1440	41.4	200	5.8	47	1.4	806	23.2	189	5.4

Table 46
How would you rate the overall campus climate for people from the following racial/ethnic backgrounds...? (Question 36)

Group	Very Respectful		Moderately Respectful		Somewhat Respectful		Not at all Respectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African Americans/ Blacks	1176	33.8	1296	37.3	484	13.9	95	2.7	327	9.4
Arabs/Arab American	699	20.1	965	27.8	583	16.8	185	5.3	913	26.3
Asian/Asian Americans	1051	30.2	1196	34.4	358	10.3	57	1.6	645	18.6
Caucasians/Whites (non-Hispanic)	1913	55.0	1071	30.8	176	5.1	27	0.8	195	5.6
Latino(a)s/Chicano(a)s / Hispanics	952	27.4	1223	35.2	466	13.4	93	2.7	628	18.1
Middle Eastern Persons	758	21.8	972	28.0	532	15.3	187	5.4	905	26.0
Multiracial, Multiethnic, Multicultural persons	971	27.9	1246	35.8	414	11.9	84	2.4	628	18.1
Native American/ Alaskan Natives	1080	31.1	1134	32.6	498	14.3	281	8.1	381	11.0
Pacific Islanders/ Hawaiian Natives	935	26.9	1040	29.9	311	8.9	53	1.5	1014	29.2

Table 47
How would you rate the overall campus climate for people who are...? (Question 37)

Group	Very Respectful		Moderately Respectful		Somewhat Respectful		Not at all Respectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Men	1904	54.8	1161	33.4	162	4.7	21	0.6	145	4.2
Women	1409	40.5	1433	41.2	361	10.4	50	1.4	127	3.7
Physically challenged	1107	31.8	1301	37.4	556	16.0	73	2.1	336	9.7
Mentally challenged	853	24.5	1114	32.0	679	19.5	156	4.5	541	15.6
International students, staff, faculty	1159	33.3	1313	37.8	472	13.6	75	2.2	364	10.5
English as a second language speakers	829	23.8	1130	32.5	626	18.0	147	4.2	642	18.5
Active military status	1661	47.8	993	28.6	205	5.9	31	0.9	484	13.9
Veterans	1557	44.8	1024	29.5	212	6.1	27	0.8	549	15.8
Economically disadvantaged	851	24.5	1156	33.3	608	17.5	155	4.5	598	17.2
Christian religion affiliated	1271	36.6	1166	33.5	318	9.1	60	1.7	560	16.1
Non-Christian affiliated	842	24.2	1104	31.8	507	14.6	198	5.7	720	20.7
Religion affiliated	1015	29.2	1226	35.3	425	12.2	49	1.4	649	18.7
Non-Religion affiliated	858	24.7	1125	32.4	492	14.2	155	4.5	711	20.5
Traditional age students (18-24 years)	1469	42.3	1407	40.5	253	7.3	17	0.5	228	6.6
Adult learners (25 years and older)	1265	36.4	1436	41.3	412	11.9	56	1.6	215	6.2
Students with children	1066	30.7	1394	40.1	481	13.8	81	2.3	342	9.8
Gay, lesbian, bisexual persons	606	17.4	897	25.8	611	17.6	381	11.0	882	25.4
Transgender persons	495	14.2	670	19.3	451	13.0	413	11.9	1335	38.4

Table 48

In your judgment, how would each of the following positively affect the campus climate?

Provide more social justice workshops/programs to raise campus awareness of the issues and concerns facing people based upon their... (Question 54)

Group	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Age	370	10.6	1223	35.2	1367	39.3	262	7.5	45	1.3
Country of origin	423	12.2	1391	40.0	1192	34.3	204	5.9	46	1.3
Ethnicity	539	15.5	1471	42.3	1023	29.4	177	5.1	50	1.4
Race	549	15.8	1450	41.7	1017	29.3	178	29.3	54	1.6
English as a second language status	442	12.7	1342	38.6	1208	34.8	215	6.2	57	1.6
Psychological disability status	379	10.9	1406	40.4	1256	36.1	177	5.1	41	1.2
Learning disability status	405	11.7	1459	42.0	1191	34.3	165	4.7	44	1.3
Physical disability status	399	11.5	1469	42.3	1180	33.9	172	4.9	40	1.2
Physical characteristics	337	9.7	1242	35.7	1393	40.1	223	6.4	52	1.5
Sexual orientation	458	13.2	1190	34.2	1263	36.3	250	7.2	87	2.5
Gender identity	438	12.6	1155	33.2	1327	38.2	250	7.2	84	2.4
Gender expression	423	12.2	1137	32.7	1353	38.9	251	7.2	87	2.5
Religion	407	11.7	1218	35.0	1321	38.0	244	7.0	67	1.9
Socioeconomic class	382	11.0	1228	35.3	1392	40.0	200	5.8	51	1.5
Veterans/Active military	356	10.2	1212	34.9	1385	39.8	214	6.2	65	1.9

Table 49

Requiring all students, staff, and faculty to take at least one social justice class that focuses on issues, research, and perspectives regarding... (Question 55)

Group	Strongly Agree		Agree		Do not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Age	293	8.4	891	25.6	1250	36.0	584	16.8	246	7.1
Country of origin	346	10.0	1060	30.5	1118	32.2	507	14.6	233	6.7
Ethnicity	462	13.3	1180	33.9	991	28.5	412	11.9	225	6.5
Race	482	13.9	1172	33.7	966	27.8	408	11.7	227	6.5
English as a second language status	340	9.8	991	28.5	1197	34.4	486	14.0	245	7.0
Psychological disability status	337	9.7	1088	31.3	1165	33.5	430	12.4	228	6.6
Learning disability status	360	10.4	1149	33.1	1102	31.7	417	12.0	229	6.6
Physical disability status	348	10.0	1115	32.1	1151	33.1	420	12.1	227	6.5
Physical characteristics	317	9.1	954	27.4	1260	36.2	477	13.7	241	6.9
Sexual orientation	407	11.7	953	27.4	1149	33.1	476	13.7	272	7.8
Gender identity	388	11.2	916	26.4	1190	34.2	491	14.1	268	7.7
Gender expression	371	10.7	922	26.5	1198	34.5	491	14.1	268	7.7
Religion	378	10.9	975	28.0	1194	34.3	464	13.3	248	7.1
Socioeconomic class	349	10.0	986	28.4	1227	35.3	454	13.1	231	6.6
Veterans/Active military	296	8.5	911	26.2	1328	38.2	470	13.5	244	7.0

Table 50

Including social justice related activities as one of the criteria for hiring and/or evaluations of non-student staff, faculty, and administrators... (Question 56)

Criteria for Hiring	n	%
Strongly agree	342	9.8
Agree	886	25.5
Do not agree nor disagree	1253	36.0
Disagree	526	15.1
Strongly disagree	313	9.0

Table 51

Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (e.g., very friendly = 1, very hostile = 5) (Questions 57)

Group	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Friendly/Hostile	1438	41.4	1374	39.5	377	10.8	113	3.3	49	1.4
Communicative/Reserved	826	23.8	1465	42.1	687	19.8	280	8.1	85	2.4
Concerned/Indifferent	766	22.0	1387	39.9	805	23.2	299	8.6	80	2.3
Respectful/Disrespectful	962	27.7	1500	43.2	598	17.2	209	6.0	78	2.2
Improving/Regressing	863	24.8	1368	39.4	769	22.1	244	7.0	94	2.7
Accessible to persons with disabilities/Inaccessible to persons with disabilities	778	22.4	1568	45.1	762	21.9	190	5.5	32	0.9
Positive for people who identify as lesbian, gay, or bisexual/Not positive	411	11.8	840	24.2	1428	41.1	424	12.2	206	5.9
Positive for people who identify as transgender/ gender-queer/ Not positive	358	10.3	645	18.6	1570	45.2	429	12.3	279	8.0
Positive for Native American/American Indian/ Not Positive	770	22.2	1247	35.9	809	23.3	302	8.7	200	5.8
Positive for people of Jewish heritage/Anti-Semitic (anti-Jewish)	585	16.8	1025	29.5	1433	41.2	186	5.4	48	1.4
Positive for people of Islamic faith/Anti-Islamic	478	13.8	861	24.8	1448	41.7	391	11.2	95	2.7
Positive for people who practice other than the Christian faith/Not positive	609	17.5	1053	30.3	1225	35.2	289	8.3	110	3.2
Positive for Christians/ Not positive	1177	33.9	1387	39.9	643	18.5	83	2.4	27	0.8
Positive for English as a second language speakers/Not positive	553	15.9	1113	32.0	1294	37.2	253	7.3	76	2.2
Welcoming/Unwelcoming	1203	34.6	1397	40.2	509	14.6	172	4.9	50	1.4
Positive for people who are raising children/Not positive	917	26.4	1395	40.1	766	22.0	180	5.2	50	1.4
Positive for people from low socioeconomic classes/ Not positive	729	21.0	1213	34.9	1015	29.2	281	8.1	62	1.8

Table 52

To what extent have you had the following experiences in the past year on campus?
(Questions 58-59)

Experience	Never		Rarely		Sometimes		Often		Very Often		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am comfortable being open on campus about my identity	95	2.7	153	4.4	485	14.0	822	23.6	1402	40.3	426	12.3
I feel that my cultural heritage is valued on my campus	187	5.4	349	10.0	678	19.5	706	20.3	730	21.0	727	20.9

Table 53

As a student, I have had classes with the following (Mark all that apply)¹...
(Question 60)

Professor	n	%
Male professor	1618	95.1
Female professor	1560	91.7
Professor of color	390	22.9
Native American/American Indian Professor	232	13.6
International professor	473	27.8
White professor	1429	84.0
“Out” lesbian, gay, or bisexual professor	254	14.9
Professor with a disability	218	12.8

¹Student responses only (n=1701).

Table 54

As a student, I am comfortable requesting help from a¹... (Question 61)

Professor	Strongly Agree		Agree		Do Not Agree or Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Male professor/ instructor	846	49.7	684	40.2	92	5.4	33	1.9	8	0.5
Female professor/ instructor	929	54.6	648	38.1	64	3.8	16	0.9	4	0.2
Professor/ instructor of color	803	47.2	639	37.6	169	9.9	17	1.0	11	0.6
Native American/ American Indian Professor/ instructor	775	45.6	621	36.5	216	12.7	23	1.4	12	0.7
White professor/ instructor	876	51.5	662	38.9	97	5.7	8	0.5	7	0.4
“Out” lesbian, gay, or bisexual professor/ instructor	671	39.4	535	31.5	285	16.8	82	4.8	71	4.2
Professor/ instructor with a disability	768	45.1	631	37.1	212	12.5	25	1.5	11	0.6
International professor/ instructor	729	42.9	631	37.1	218	12.8	41	2.4	28	1.6

¹Student responses only (n=1701).

Appendix C

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.

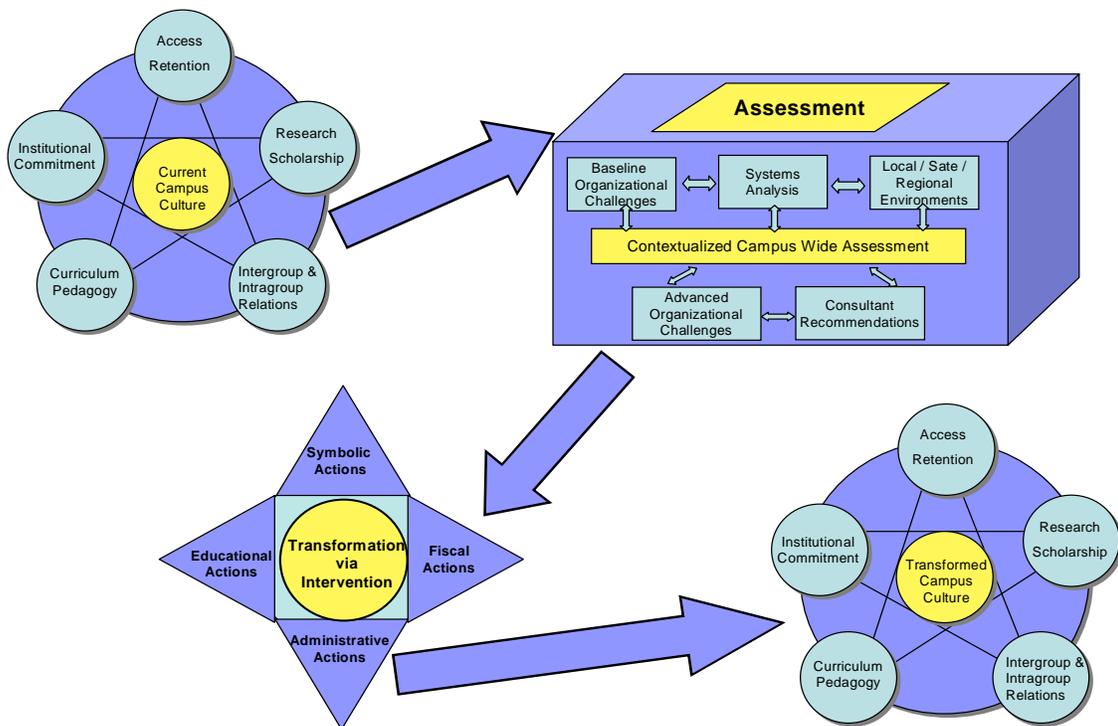
The foundations of the transformational tapestry model of campus climate were informed by Smith et al.'s (1999) meta-analysis of research on diversity in higher education. In their review of the literature on the impact of campus diversity initiatives on college students, Smith and her colleagues provide 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; and Rankin, 1994, 1998) and recent investigations examining the climate for diversity on 22 college campuses (Rankin, forthcoming) 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 measures.

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.

Appendix D

The North Dakota System Diversity Council

In June of 1999, the Chancellor of the North Dakota University System requested each campus president to appoint a representative to serve on the NDUS Diversity Council. The Council was encouraged to create a collaborative working relationship among all campuses to advocate effective approaches addressing diversity issues. The Chancellor appointed two liaisons from the NDUS Cabinet and the State Board office to serve as representatives on the Council.

Since then, the Council has been working toward ensuring that the policies concerning diversity, as adopted by the State Board of Higher Education, be observed and implemented. The Council will serve to provide a collaborative working relationship between all campuses to improve cultural sensitivity regarding diversity and human relations. The Council will also serve to provide proactive guidance for the improvement of retention rates and academic achievements of diverse student populations.

To ensure student success, the Council continues to provide proactive guidance and structural support concerning diversity affairs. The Council has shown productive efforts in promoting campus diversity initiatives. The Council will continue to sustain the vision of providing equal access to educational and employment opportunities in the state of North Dakota and the North Dakota University System.

The mission statement for the NDUS states “The mission of the Diversity Council is to develop a collaborative working relationship for the promotion and advocacy of diversity among the 11 campuses. The council works to create a climate of tolerance, acceptance and appreciation of cultural diversity on each campus.” For more information on the Diversity Council, please visit the web site at <http://www.ndus.nodak.edu/councils>

Appendix E

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