

Executive Summary

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

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

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

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

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

2006, R&A presented a proposal to the UW System provosts and various constituent groups, which resulted in the formation by UW System administrators of the *Climate Study Working Group* (CSWG)² and subsequent contract with R&A to facilitate a System-wide climate assessment.

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

UW-Sheboygan was one of thirteen UW Colleges campuses that participated in the initial climate project in 2007-2008. The UW Colleges Diversity Leadership Committee, appointed by Chancellor David Wilson, reviewed the CSWG template and revised the survey instrument to better fit the context of the UW Colleges. The final survey contained 91 questions, including open-ended questions for respondents to provide commentary. Each of the campuses will receive a campus-specific report. In addition, an aggregate report inclusive of all of the UW Colleges will also be developed.

This report provides an overview of the findings of the UW-Sheboygan campus-specific assessment. All members of the UW-Sheboygan campus community (i.e., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

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

A summary of the findings, presented in bullet form below, suggests that while the UW-Sheboygan has several challenges with regard to diversity issues, these challenges are found in many other higher education institutions across the country.³

Sample Demographics

179 surveys were returned representing the following:

- 24% response rate⁴
- 138 (77%) undergraduate students, 20 (11%) faculty, 13 (7%) academic staff, and 6 (3%) classified staff
- 22 (12%) People of Color;⁵ 153 (85%) White respondents
- 8 (4%) people who identified as having a physical disability
- 3 (2%) people who identified as having a learning disability
- 6 (3%) people who identified as having a psychological condition
- 10 (6%) people who identified as lesbian, gay, bisexual, or queer; none who were questioning their sexuality; 163 (91%) who were heterosexual
- 115 (64%) women; 64 (35%) men; zero transgender⁶
- 62 (35%) people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

³ Rankin, S. and Reason, R. (forthcoming). *Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations*. New York: Stylus Publications.

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

⁵ 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.

⁶ "Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford University Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

Quantitative Findings

*Personal Experiences with Campus Climate*⁷

- **A percentage of respondents believed⁸ they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment).⁹ Age was most often cited as the reason given for the perceived harassment. Women, sexual minorities,¹⁰ and respondents with disabilities believed they had experienced such harassment more often than men, heterosexual people, and non-disabled identified people, and many of them felt it was due to their gender, sexual orientation, and disability. Perceived harassment largely went unreported.**
 - 10% (n = 18) of respondents believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
 - The conduct was most often based on the respondents' age (33%, n = 6), gender (22%, n = 4), and sexual orientation (22%, n = 4).
 - Compared with 10% of White people, 9% of People of Color believed they had personally experienced such conduct.
 - Compared with 5% (n = 3) of men, 13% (n = 15) of women believed they had personally experienced such conduct.
 - Of the women who experienced this conduct, 27% (n = 4) believed it was because of their gender.
 - Compared with 9% (14) of heterosexual respondents, 30% (n = 3) of sexual minority respondents believed they had personally experienced such conduct.
 - Of sexual minority respondents who experienced this conduct, all stated it was because of their sexual orientation.
 - 28% (n = 5) of participants made complaints to UW-Sheboygan officials, while 39% (n = 7) told a friend. Eleven percent (n = 2) did not report it for fear of retaliation and 6% (n = 1) did not report it for fear her or his complaint would not be taken seriously.

⁷ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix A.

⁸ The modifier "believe(d)" is used throughout the report to indicate the respondents' perceived experiences. This modifier is not meant in any way to diminish those experiences.

⁹ 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.

¹⁰ This report uses the terms "LGB" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc.

- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
 - 2% (n = 3) believed they had been touched in a sexual manner that made them feel uncomfortable or fearful) while at UW-Sheboygan.
 - One respondent believed she or he had been sexually assaulted during her or his time at UW-Sheboygan.

Satisfaction with UW-Sheboygan

- **95% (n = 38) of UW-Sheboygan employees were “highly satisfied” or “satisfied” with their jobs at UW-Sheboygan. 75% (n = 30) were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-Sheboygan.**
 - Faculty were the only employees to report dissatisfaction with their jobs.
- **86% (n = 116) of students were “highly satisfied” or “satisfied” with their education at UW-Sheboygan, while 60% (n = 81) were “highly satisfied” or “satisfied” with the way their academic careers have progressed at UW-Sheboygan.**
 - A slightly lower percentage of sexual minorities were satisfied with their educations and with the way their academic careers have progressed at UW-Sheboygan than were other students.
 - Higher percentages of men students, White students, and heterosexual students were satisfied with the way their academic careers have progressed than were women students, Students of Color, and sexual minority students.
- **48% (n = 85) of all respondents have seriously considered leaving UW-Sheboygan.**
 - Among employees, 58% of men and 80% of women thought of leaving UW-Sheboygan.
 - All Employees of Color, in comparison with 66% of White employees, have seriously considered leaving UW-Sheboygan. Additionally, all sexual minority employees, compared to 68% of heterosexual respondents, have seriously thought of leaving the institution.
 - Among students, 42% of both women and men considered leaving the University.
 - 53% of Students of Color and 40% of White students thought of leaving UW-Sheboygan, as did 66% of LGB students and 40% of heterosexual students.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-Sheboygan (94%, n = 168), in their departments or work units (90%, n = 158), and in their classes (85%, n = 135). The figures in the narrative demonstrate some disparities based on race.**
 - Compared with 97% of White people, 78% of People of Color were “comfortable” or “very comfortable” with the overall campus climate.

- Compared with 91% of White people, 78% of People of Color were “comfortable” or “very comfortable” with the climate in their departments or work units.
- Compared with 86% of White people, 78% of People of Color were “comfortable” or “very comfortable” with the climate in their classes.
- **A proportion of respondents indicated that they were aware of or believed they had observed harassment on campus. The perceived harassment was most often based on sexual orientation, ethnicity, and status.¹¹ People of Color and sexual minorities were more aware of perceived harassment.**
 - 11% (n = 19) of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual orientation (26%, n = 5), ethnicity (26%, n = 5), status (26%, n = 5), age (16%, n = 3), gender (16%, n = 3), political views (16%, n = 3), and race (16%, n = 3).
 - Compared with 9% (n = 14) of White respondents, 18% (n = 4) of Respondents of Color believed they had observed or personally been made aware of such conduct.
 - Compared with 8% (n = 5) of men respondents, 12% (n = 14) of women respondents believed they had observed or personally been made aware of such conduct.
 - Compared with 8% (n = 13) of heterosexuals, 40% (n = 4) of sexual minorities believed they had observed or personally been made aware of such conduct.
 - These incidents were reported to an employer or official only 16% (n = 3) of the time.
- **With regard to campus accessibility for people with mobility and visual impairment, the library (89%, n = 155), administrative offices (88%, n = 155), and the student services center (87%, n = 153), were considered the most accessible (rated “very accessible” or “accessible”) areas of campus.**
- **A small proportion of employee respondents believed they had observed discriminatory employment practices, and indicated that these practices were most often based on religious/spiritual status, political views, and UW-Sheboygan status.**
 - 15% (n = 6) of employee respondents believed they had observed discriminatory hiring.
 - 5% (n = 2) of employee respondents believed they had observed discriminatory employment-related disciplinary actions at UW-Sheboygan (up to and including dismissal).
 - 8% (n = 3) of employee respondents believed they had observed discriminatory promotion practices.

¹¹ University status was defined in the questionnaire as “Within the institution, the status one holds by virtue of their position status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).”

Institutional Actions

- More than 60% of the respondents “strongly agreed”/“agreed” that the Campus Dean/CEO, other deans, faculty, and academic staff provided visible leadership that fosters inclusion of diverse members of the campus community.
- 48% (n = 82) of all respondents believed the Chancellor’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 33% (n = 56) of all respondents believed the Provost’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 50% (n = 86) of all respondents believed that diversity initiatives are relevant to their work.
- 54% (n = 92) felt welcome at campus diversity events.
- 43% (n = 16) of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 54% (n = 20) thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 59% (n = 22) thought offering diversity training/programs as community outreach would positively affect the climate.
- 70% (n = 26) of employees felt providing on-campus child care services would positively affect the climate.
- More than half of all employees thought the following initiatives would also positively affect the climate on campus: improving, and promoting access to quality services for those individuals who experience sexual abuse (65%, n = 24), providing mentors for minority faculty/students/staff new to campus (62%, n = 23), and providing a clear protocol for responding to hate/hostile incidents at the campus level (71%, n = 28) and at the departmental level (70%, n = 26).

Qualitative Findings

Respondents had the opportunity to answer several open-ended questions throughout the survey. Representatives from the UW Colleges requested that R&A include the responses from all the UW Colleges’ respondents in a qualitative analysis in the aggregate report of the UW Colleges.