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Executive Summary

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

Organizational missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities and organizations expend a great deal of effort fostering climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Organizational 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 in higher education not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the organizational climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Milem, Chang, & Antonio, 2005; Ingle, 2005; Harper & Hurtado, 2007).

The University of Wisconsin System has a long history of supporting diversity initiatives[1] as evidenced by the System's support and commitment to this 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

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

& Associates (R&A) was identified as leader in conducting multiple identity studies in higher education. In 2006, R&A presented a proposal to the UW System Provosts and various constituent groups, which resulted in 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.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education organizations. The conceptual model used as the foundation for this assessment of climate was developed by Smith (1999) and modified by Rankin (2002).

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

Five institutions (UW Colleges, UW-La Crosse, UW- Oshkosh, UW-Milwaukee, and UW-Stevens Point) volunteered to participate in the first year, 2007-2008. The Tier II institutions who participated in 2008-2009 included UW-Eau Claire, UW-Parkside, UW-River Falls, and UW-Whitewater. UW Extension was one of the Tier III institutions that participated in 2010-2011. The other Tier III institutions included UW-Green Bay, UW-Madison (CALS), UW-Superior, UW-Platteville, and UW-Stout.

A Climate Survey Committee (CSC) was created at UW Extension to assist in coordinating the survey effort. The CSC reviewed the survey template and revised the instrument to better match the context at UW Extension. The final survey contained 74 questions, including open-ended questions for respondents to provide commentary. This

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

report provides an overview of the UW Extension specific findings of the internal assessment, including the results of the organization-wide survey and a thematic analysis of comments provided by survey respondents.

All members of the UW Extension (e.g., 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 climate, employee satisfaction, and respondents' perceptions of organizational actions, including administrative policies and academic initiatives regarding climate issues and concerns within the organization. A summary of the demographic findings are presented in bullet form below.

Sample Demographics

577 surveys were returned representing the following:

- 35% response rate
- 184 faculty (32%), and 368 staff (66%)
- 60 people in Broadcasting and Media Innovations (17% response rate); 53 people in Continuing Education, Outreach and E-Learning (46% response rate); 399 people in Cooperative Extension (43% response rate); 7 people in Entrepreneurship and Economic Development (33% response rate); 19 people in Extension Conference Centers (11% response rate); 18 people in General Education Administration Services (17% response rate); 13 people in General Education Administration (45% response rate).
- 40 People of Color[3] (7%); 523 White respondents (91%)
- 503 people who do not have disabilities (87%); 63 people who have disabilities (11%)
- 530 heterosexual respondents (92%); 22 people who identified as lesbian, gay, bisexual, or queer (4%); 2 who were questioning their sexuality
- 411 women (71%); 160 men (28%); 0 transgender[4]

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

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

- 362 people who identified as Christian (58%); 120 people who identified their spiritual affiliation as other than Christian (including those who are spiritual, but with no religious affiliation) (19%); 116 identified as having no spiritual affiliation (no affiliation, atheist, agnostic)

Due to the small number of participants and/or low response rates in several Divisions within UW Extension the data presented in this report is aggregate data (combining the responses from all Divisions within UW Extension). This decision was made for all participating institutions in this project by UW System (OPAR). The decision mirrors similar projects and was implemented in order to protect the anonymity of the participants.

Quantitative Findings

Personal Experiences with Organizational Climate[5]

- **Some of respondents believed[6] they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn (hereafter referred to as harassment)[7] within the past two years. UW Extension status[8] was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities[9] perceived such harassment more often than White people and heterosexual respondents, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**
    - 26% of respondents (n = 150) believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn. The percentage of respondents experiencing harassment at UW Extension was similar than the percentage of respondents who experienced harassment in studies of other institutions.[10]
    - The perceived conduct was most often based on the respondents' institutional status (36%, n = 54), gender (25%, n = 38), age (23%, n = 35), and educational level (19%, n = 28).
    - A higher percentage of Respondents of Color (30%, n = 12) believed they had experienced this conduct than did White respondents (25%, n = 129).
    - Of those respondents who believed they had experienced the conduct, 25% of Respondents of Color (n = 3) said it was based on their race, while only 2% of White respondents (n = 2) thought the conduct was based on race.

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

6 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.

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

8 Organizational 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)."

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

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

- When reviewing the data by gender, a lower percentage of men than women respondents (20%, n = 32 and 28%, n = 113, respectively) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct.
- 27% of women (n = 30) who believed they had experienced this conduct – in comparison with 22% of men (n = 7) – said it was based on gender.
- Compared with 26% of heterosexual respondents (n = 136), 38% of sexual minority respondents (n = 8) believed they had personally experienced such conduct.
- Of sexual minority respondents who believed they had experienced this conduct, 25% (n = 2) stated it was because of their sexual orientation and no heterosexual respondent indicated that this conduct was based on their sexual orientation.
- 56% (n = 84) of the respondents who experienced such conduct felt deliberately ignored or excluded, 49% (n = 73) felt intimidated and bullied, 32% (n = 48) heard hurtful remarks, and 25% (n = 37) felt isolated or left out when working in groups.
- 28% of participants (n = 42) made complaints to UW Extension officials, 19% (n = 29) did not know whom to go to, 27% (n = 41) did not report the incident for fear of retaliation, and 12% (n = 18) did not report it for fear their complaints would not be taken seriously.

- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
  - 3% (n = 16) believed that they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW Extension.
  - 4 respondents (1%) believed that they had been sexually assaulted during their time at UW Extension.

Satisfaction with UW Extension

- **81% of UW Extension employees (n = 461) were "highly satisfied" or "satisfied" with their jobs at UW Extension. 62% (n = 351) were "highly satisfied" or "satisfied" with the way their careers have progressed at UW Extension.**
  - Men (84%) were more satisfied with their jobs than were women (79%) and slightly more satisfied than were other employee groups.
  - Classified staff members (70%) were less satisfied than faculty (85%) and academic staff members (80%) with the way their jobs at UW Extension.
  - Women, Employees of Color, heterosexual respondents, and classified staff were least satisfied with the way their careers have progressed at UW Extension.

- Classified staff members (42%) were much less satisfied than faculty (70%) and academic staff (64%) with the way their careers have progressed at UW Extension.

- **65% of all respondents (n = 372) have considered leaving UW Extension.**
  - 72% of faculty (n = 131), 62% of academic staff (n = 169), 65% of classified staff (n =51), and 52% of county support staff (n = 11) have seriously considered leaving UW Extension.
  - 72% of men (n = 113) and 62% of women (n = 253) thought of leaving UW Extension.
  - 45% of Employees of Color (n = 18), in comparison with 66% of White employees (n = 343), have seriously considered leaving UW Extension.
  - 64% of sexual minority employees (n = 14) and 65% of heterosexual respondents (n =343) have seriously thought of leaving UW Extension.

Perceptions of Organizational Climate

- **Most respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at UW Extension (77%, n = 444) and in their departments or work units (75%, n = 435).**
  - Compared with 78% of White people (n = 408), 73% of People of Color (n = 29) were "comfortable" or "very comfortable" with the overall organizational climate.
  - Compared with 76% of White people (n = 397), 81% of People of Color (n = 32) were "comfortable" or "very comfortable" with the climate in their departments or work units.
  - Compared with 84% of men (n = 134), 75% of women (n = 308) were "comfortable" or "very comfortable" with the overall organizational climate.
  - Compared with 82% of men (n = 131), 73% of women (n = 300) were "comfortable" or "very comfortable" with the climate in their departments or work units.
  - Compared with 78% of heterosexual respondents (n = 413), 68% of sexual minority respondents (n = 15) were "comfortable" or "very comfortable" with the overall organizational climate.
  - Compared with 75% of heterosexual respondents (n = 398), 69% of sexual minority respondents (n = 15) were "comfortable" or "very comfortable" with the climate in their departments or work units.

- **Slightly more than one-third of all respondents indicated that they were aware of or believed they had observed harassment in UW Extension within the past two years. The perceived harassment was most often based on socioeconomic status. People of Color and sexual minorities were more aware of perceived harassment.**

- 36% of the participants (n = 206) believed that they had observed or personally been made aware of conduct that created an offensive, hostile, exclusionary, or intimidating working or learning environment.
- Most of the observed harassment was based on socioeconomic status (32%, n = 66), educational level (29%, n = 59), institutional status (25%, n = 51), gender (21%, n = 44), age (18%, n = 37), and physical disability (15%, n = 31).
- Compared with 35% of White respondents (n = 181), 45% of Respondents of Color (n = 18) believed they had observed or personally been made aware of such conduct.
- Compared with 36% of heterosexuals (n = 190), 46% of sexual minorities (n = 10) believed they had observed or personally been made aware of such conduct.
- Respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to hurtful remarks (41%, n = 85), and someone being deliberately ignored or excluded (33%, n = 68) or being intimidated/bullied (26%, n = 53).
- These incidences were reported to an employee or official only 16% of the time (n = 32), 9% (n = 18) did not know whom to go to, and 14% (n = 29) did not report it out of fear of retaliation

- **Some employee respondents believed that they had observed discriminatory employment practices and indicated that they were most often based on gender, race, and age (each was cited twice as the top two bases for discriminatory employment practices) followed by advanced experience level of the job candidate and institutional status.**
  - 17% of employee respondents (n = 98) believed that they had observed discriminatory hiring.
  - 11% (n = 63) believed that they had observed discriminatory employment-related disciplinary actions at UW Extension (up to and including dismissal).
  - 15% (n = 86) believed that they had observed discriminatory promotion practices.

- **With regard to accessibility for people with disabilities,** respondents considered Websites, program sites, programming, and conferences to be "fully accessible" or "accessible with assistance or intervention."

Institutional Actions

- More than half of the respondents "strongly agreed" or "agreed" that committees (65%, n = 349); the University of Wisconsin System (63%, n = 334); Workforce Equity, Diversity, and Inclusion/Affirmative Action, Equal Opportunity Office staff (73%, n = 390); natural leaders (without leadership titles) (61%, n = 327); institutional level administrators (chancellor, vice chancellor/provost) (71%, n

=384); divisional administrators (deans, directors) (71%, n =383); and supervisors/managers/county department heads/district directors (62%, n = 334) provided visible leadership that fosters inclusion of diverse members of the community.

- A substantial percentage of respondents were unaware of the degree to which the Board of Regents (40%, n =214) and partners who were active in the institution (37%, n = 197) had visible leadership to support diversity/inclusion.
- More than half of all respondents have participated in the Multicultural Awareness Program (78%, n = 419); conferences or workshops on diversity, multiculturalism, and inclusiveness (77%, n = 409); conferences or workshops on specific ethnic or racial groups (53%, n = 279); Affirmative Action and Equal Opportunity laws (59%, n = 310); civil rights in program outreach (57%, n = 301); electronic communication and accessible technology (55%, n = 289); conflict resolution (67%, n = 356); and cultural competency (52%, n = 270).
- Forty-four percent of respondents (n = 232) have participated in training on disability related groups.
- 82% of all respondents (n = 474) believed that diversity initiatives were relevant to their work.
- 66% (n =) 380 felt welcome at diversity events.

Recommendations to Improve the Climate

- 56% of respondents (n = 305) thought providing recognition and rewards for including diversity in programming would positively affect the climate.
- 78% (n = 422) thought it would be a good idea to train all employees within departments/units to model positive climate behavior.
- 57% (n = 308) thought offering diversity training/programs to community partners would positively affect the climate.
- Employees also thought the following immersion experiences would positively affect the climate: to learn a second language (54%, n = 289), in service-learning projects with lower socioeconomic status populations (63%, n = 336), and to work with underrepresented/underserved populations (67%, n = 355).
- More than half of all employees thought the following initiatives would also positively affect the climate: providing gender neutral/family friendly facilities (56%, n = 296); providing, improving, and promoting access to quality services for those individuals who experience sexual abuse (67%, n = 353); providing mentors for minority co-workers new to UW Extension (63%, n = 331); providing a clear protocol for responding to hate/hostile incidents (80%, n = 424); and reallocating resources to support inclusive climate changes in UW Extension (51%, n = 268).
- Less than half were in favor of requiring diversity and equity training to every search and screen committee (48%, n = 255) or wanting to see diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators (42%, n = 219).

- Asked which professional development opportunities for employees they thought were valuable in creating a positive work environment, 46% (n = 263) were in favor of intercultural communication, and 38% (n = 217) thought working with communities of people with disabilities and working with the Latino communities would help to create a positive work environment.

Qualitative Findings

Out of the 577 surveys received at UW Extension, 489 respondents contributed remarks to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included faculty, academic staff, and classified staff. The open-ended questions asked for suggestions to improve the climate and for general elaboration on personal experiences and thoughts.[11]

Approximately 78 respondents offered suggestions for how to improve the climate at UW Extension. A few of the respondents indicated they thought the climate at UW Extension was positive and needed no improvement. Some people suggested that attention to diversity and inclusion comes at a cost to a dedicated and knowledgeable workforce. Several respondents offered concrete suggestions to improve the climate, including: providing mentors for all new employees (not just minority hires); creating diverse applicant pool for new hires; re-training all employees on conflict resolution; and having leaders who affirm and direct the charge for diversity, equity, and inclusivity.

Question 72 allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues. About 131 people offered additional comments regarding their experiences and opinions. Several respondents felt that UW Extension was fair and inclusive, yet lacked numbers in terms of minority/underrepresented employees. A number of respondents wrote about state and local politicians and the effects their actions have had on the UW System and its employees. By and large, respondents wanted leaders to include them in decision-making

[11] The complete survey is available in Appendix C.

and to be transparent in the processes. Several respondents described incidents of institutional classism, where some employees were treated differently from others based on academic backgrounds and positions held at UW Extension. Staff felt tensions from administrators and faculty.

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

Summary of Strengths and Potential Challenges

Two strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, more than half of employees were "highly satisfied" or "satisfied" with their jobs at UW Extension (81%, n = 461) and how their careers have progressed (62%, n = 351). Second, 77% (n = 444) of employees and students reported that they were "very comfortable" or "comfortable" with the overall climate at UW Extension, and 75% (n = 435) with their department or work unit. These quantitative results were also supported by various voices offered in response to the open-ended questions. These voices echoed positive experiences with the UW Extension organizational climate. However, some disparities existed where respondents from underrepresented groups reported less satisfaction (women with their jobs and women and Employees of Color with their career progression). Classified staff were significantly less satisfied with their jobs and their career progression than faculty and academic staff. Larger disparities existed with minority respondents' reported comfort (with the overall diversity and within their departments/work units) when compared to their majority counterpart respondents. These underrepresented groups included People of Color, LGBQ respondents, and women.

Five potential challenges were also revealed in the assessment. The first challenge relates to racial tension. More Respondents of Color (30%, n = 12) reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work at UW Extension when compared to their White counterparts (25%, n = 129). Twenty-five percent (n = 3) of Respondents of Color said the harassment was based on their race, while only two percent (n = 2) of White respondents indicated the basis as race. People of Color were also more likely to indicate that someone assumed they were hired because of their identity (23% difference when compared to White respondents), receiving derogatory remarks (17% difference), feeling isolated or left out because of their identity (11% difference), and being the target of racial/ethnic profiling (8% difference, no White respondent indicated this form of harassment). White respondents most often felt intimidated or bullied (47% difference when compared to Respondents of Color), hearing hurtful remarks (17% difference), and feeling isolated or left out when working in groups (9% difference).

Respondents' observations of others being harassed also contributed to their perceptions of organizational climate. Of all respondents who observed harassment11% (n = 23) believed it was based on ethnicity and 5% (n = 11) based on race. Ethnicity and race were the ninth and thirteenth most cited reason for observed harassment, of 26 possible options including "other." Respondents of Color were more likely than White respondents to believe they had observed harassment (45%, n = 18 vs. 35%, n = 181, respectively). Employees of Color were also more likely than White employees to believe they had observed discriminatory hiring practices (25%, n = 10 vs. 16%, n = 85, respectively) at UW Extension. However, a slightly higher percentage of White respondents (15%, n = 77) than Respondents of Color (13%, n = 5) observed discriminatory promotions at UW Extension, and 11% (n = 58) of White respondents versus five percent (n = 2) of Employees of Color witnessed discriminatory employment-related disciplinary actions. When provided with a list of races/ethnicities and asked to rate how respectful the respondent perceived the organizational climate was for that particular race/ethnicity,

83% (n = 454) felt that the organizational climate was “very respectful” or “respectful” of White/Caucasian persons. Far fewer respondents indicated a similar level of respect for other races, for instance, Latino(a)/Hispanic (65%, n = 355), African American/Black persons (64%, n = 350), Asian Americans (64%, n = 348), and multiracial, multiethnic, or multicultural persons (60%, n = 327). A significant number or respondents, however, indicated that they did not know the organizational climate for most of the race/ethnicities provided.

People of Color were less comfortable than White respondents with the overall climate for diversity at UW Extension (73%, n = 29 vs. 78%, n = 408, respectively). However, People of Color (81%, n = 32) reported a higher level of comfort (noting that they were “very comfortable” or “comfortable”) in their departments or work units than their White counterparts (76%, n = 397). Employees of Color were more likely to report that: their colleagues expect them to represent “the point of view” of their identity (21% difference between Respondents of Color and White respondents), others seem to find it easier than them to “fit in” (18% difference), their colleagues have higher expectations of them than of other employees (12% difference), and there are many unwritten rules concerning how one is expected to interact with colleagues (11% difference). White respondents were more likely to indicate that their compensation is equitable to their peers with a similar level of experience (13% difference when compared to their People of Color counterparts), and their research/professional interest are valued by their colleagues (9% difference).

The experiences shared by LGBQ respondents’ calls attention to the second challenge at UW Extension: homophobia and heterosexism. LGBQ respondents were 12% more likely than heterosexual respondents to believe that they had experienced harassment (38%, n = 8 vs. 26%, n = 136, respectively). Of those who believed they had experienced this type of conduct, a quarter of sexual minority respondents and zero heterosexual respondents believed it was based on their sexual orientations. LGBQ respondents were more likely to indicate receiving derogatory phone calls (11% difference when compared

to heterosexual respondents) and fearing for their physical safety (8% difference). White respondents indicated higher rates of feeling deliberately ignored or excluded (21% difference compared to their sexual minority counterparts), feeling intimidated/bullied (14% difference), and receiving a low performance evaluation (14% difference).

Higher rates of sexual minority respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (46%, n = 10 compared with 36%, n = 190, respectively), and of all survey respondents who observed harassment, 8% (n = 16) felt it was based on sexual orientation. Sexual orientation was the eleventh leading bases for reported observations of harassment, of the 26 possible options including "other."

Significantly higher rates of heterosexual respondents than LGBQ respondents were "very comfortable" or "comfortable" with the overall climate at UW Extension (78%, n = 413 vs. 68%, n = 15, respectively). A smaller but still significant difference existed in the department/work unit climate: 75% (n = 398) of heterosexual respondents and 69% (n = 15) of sexual minority respondents felt "very comfortable" or "comfortable." When asked if respondents believed that the programs they provided included materials, perspectives, and/or experiences of people based on 16 provided characteristics, gender expression (21%, n = 97) , gender identity (22%, n = 100), and sexual orientation (23%, n = 105) were the least represented (marked lowest for "strongly agree" or "agree") in such programming.

A third challenge is gender disparities experienced or perceived by women and men. Gender was reported as the second most common bases (25%, n = 38) for personal experiences of offensive, hostile, exclusionary, and/or intimidating conduct that interfered unreasonably with one's ability to work at UW Extension. Reported most often as the bases for experienced harassment was organizational status and age was third. Twenty-eight percent of women (n = 113) reported experiencing personal harassment and

20% of men (n = 32). Of those who believed they had experienced this type of conduct, 27% (n = 30) of women and 22% (n = 7) of men believed it was based on their gender.

Twenty-one percent (n = 44) of respondents reported that gender was the bases for the harassment they observed. Gender was the fourth leading bases for offensive, hostile, exclusionary, and/or intimidating conduct that interfered with one's ability to work at UW Extension. Of the respondents who believed they had observed discriminatory employment practices, 24% (n = 23) felt discriminatory hiring was based on gender, and 21% (n = 18) reported gender as the bases for discriminatory practices related to promotion. Gender was leading perceived reason for observed hiring discrimination and second leading bases for observed discriminatory promotion.

Women were less comfortable than men with the overall climate at UW Extension (75%, n = 308 and 84%, n = 134, respectively) and in their departments/work units (73%, n = 300 and 82%, n = 131, respectively). Women were more likely to report that: they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision (9% difference between women and men respondents) and that there are many unwritten rules concerning how one is expected to interact with colleagues in the work unit (9% difference). A higher percentage of men felt that their research/professional interests were valued by their colleagues (16% difference) and that they are comfortable asking questions about performance expectations (9% difference). Similarly, a larger percentage of men than women "strongly agreed" or "agreed" that they are usually satisfied with the way in which they are able to balance their professional and personal lives (5% difference) and have to miss out on important things in their personal lives because of professional commitments (5% difference). Also significant, 8 % more men than women felt they had support from decision makers/colleagues who support their career advancement and 5% more men than women felt their compensations was equitable to their peers with a similar level of experience.

The fourth challenge relates to differential treatment by organizational status at UW Extension. Classified staff members (70%) were less satisfied with their jobs than were faculty (85%) members and academic staff (80%). Classified staff were much less satisfied (42%) than faculty (70%) and academic staff (64%) with the way their careers have progressed at UW Extension.

Of the 150 survey respondents (26%) who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 36% (n = 54) reported their organizational status as the leading reason for the mistreatment and a significantly higher rate than all other bases. Twenty-five percent (n = 20) of classified staff respondents reported personally experiencing harassment, which is similar to other employee groups. However, 55% (n = 11) of classified staff believed they were harassed because of their organizational status at UW Extension, which is a much higher rate than academic staff, faculty, and county support staff. Classified and academic staff respondents felt that their supervisors were the greatest source of harassment compared to undergraduates, faculty, administrators, and other staff members.

There were also disparities between classified staff and other employee groups' observations of employment discrimination. Classified staff reported higher observation rates of discriminatory promotion (20% vs. 5% of county support staff, 12% of faculty, and 15% of academic staff). Similar rates of observation among employee groups were reported for perceived employment-related hiring and discipline discrimination. Institutional status was sixth leading reason for perceived discriminatory hiring (11%), the third leading bases for observed discriminatory disciplinary action (13%), and fifth for discriminatory promotion (12%).

The final challenge focuses on socioeconomic status (SES). While more than half of all respondents felt the programs they provided included perspectives, and/or experiences of socioeconomic status (SES) (51%) and the overall climate for socioeconomically disadvantaged people were "very respectful" or "respectful," other disparities based on

SES existed. Perceived harassment was most often based on socioeconomic status (32%, n = 66) followed by educational level (29%, n = 59) and institutional status (25%, n = 51). Six individuals (4%) of the 26% (n = 15) who reported personally experiencing harassment said it was based on their socioeconomic status. SES was the tenth leading bases for experienced harassment. Eighteen respondents (9%) indicated that someone was isolated or left out because of their SES status as the form of perceived offensive, hostile, exclusionary, or intimidating conduct. This was the eleventh leading form of harassment out of the 22 provided options which include “other.”

Introduction

The Importance of Examining Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments where these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.[12] 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.[13] Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

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

> …intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion (p. xvi)." AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in

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

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

which all participants are equally welcome, equally valued, and equally heard (p. xxi)." The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

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

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

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

History of the Project

The University of Wisconsin System has a long history of supporting diversity initiatives and an interest in campus climate issues.[14] In 2005, an academic planner was made aware of bias incidents at several campuses, and conversations began regarding a system- wide climate project. 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. Conversations at the system level continued, and R&A presented a proposal to the UW System Provosts and various constituent groups in September 2006. Following this meeting, UW System Administrators formed the *Climate Study Working Group* (CSWG), who conducted in-depth interviews with other higher education institutions that had contracted with R&A. In July 2007, UW System contracted with Rankin and Associates to facilitate a System-wide climate assessment.

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

Five institutions (UW Colleges, UW-La Crosse, UW- Oshkosh, UW-Milwaukee and UW-Stevens Point) volunteered to participate in the first year, 2007-2008. The Tier II institutions who participated in 2008-2009 included UW-Eau Claire, UW-Parkside, UW-River Falls, and UW-Whitewater. The Tier III institutions who participated in 2010-2011 include UW Extension, UW-Green Bay, UW-Madison (CALS), UW-Platteville, UW-Stout, and UW-Superior.

The first phase of the project included conducting fact-finding groups to learn from University of Wisconsin System students, staff, and faculty their perceptions of the institutional climate, which would inform question construction on a system-wide survey instrument.

The CSWG began working with R&A in spring 2007 to assist with identifying the fact-finding groups and developing the protocol that would be used in conducting the groups. The fact-finding groups were conducted at the University of Wisconsin-Madison on September 27 and 28, 2007. One hundred seventy-eight (178) people participated in the 19 fact-finding groups, which were divided by certain demographic characteristics so that participants might feel safe to speak about their own experiences. Of the 178 participants, 50 were students and 128 were faculty or staff.

Informed by the fact-finding groups and by prior work of R&A, the CSWG developed the final survey instrument template that was administered to the five campuses in spring 2008. The Tier II CSWG slightly revised the survey and the Tier III CSWG provided further modifications. Most recently, UW Extension was one of the five UW System institutions that participated in the climate project. Surveys were administered at UW-Green Bay, UW-Platteville, UW-Madison (CALS), UW-Stout, and UW-Superior, during the spring 2011 semester. The UW Extension survey was administered in June 2011. The Diversity Leadership Committee reviewed the CSWG template and revised the survey instrument to better fit the context in UW Extension. The final survey contained 74 questions, including open-ended questions for respondents to provide commentary.

This report provides an overview of the findings of the internal assessment, including the results of the organization-wide survey and the analysis of comments provided by survey respondents. The results of the internal assessment continue to be used to help to lay the groundwork for future initiatives.

Methodology

Conceptual Framework

This project defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics."[15] The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and informed by the fact-finding groups held in September, 2007 at UW-Madison.[16] The Diversity Leadership Committee reviewed the drafts of the survey. The

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

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

final survey contained 74 questions,[17] including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal experiences, their perceptions of the organizational climate, and their perceptions of UW Extension organizational actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper format as well as in Spanish and English. All surveys responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in April 2011 by the UW Extension Institutional Review Board (IRB). The proposal indicated that any analysis of the data would ensure participant confidentiality. The final Web-based survey and paper-and-pencil surveys were distributed to the UW Extension community in June 2011. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of employees via an invitation to participate from the Chancellor. To encourage participation, members of the Diversity Leadership Committee forwarded subsequent invitations.

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

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

more apt to participate in the study. A second limitation is in regard to response rates. Caution is suggested in generalizing the results for response rates less than thirty percent. Despite this limitation, the results provided here reflect participant's beliefs and concerns with regard to the climate.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 19.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status[18]) to provide additional information regarding participant responses. Throughout this report, including the narrative and data tables within the narrative, all information was presented using actual percentages where missing or no response information can be found.

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

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

[18] Organizational 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)."

Results

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

Description of the Sample[19]

Five hundred seventy-seven (577) surveys were returned for a 35% response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1.

The sample had a significantly greater proportion of females and a smaller proportion of males than did the population. The sample had a greater proportion of White respondents than the population. Additionally, the sample had significantly smaller proportions of African Americans/Blacks and Asians than does the population. The latter finding is likely due in part to the lack of discrete categories of Asian and Asian American in the population demographics. In the sample data, the category of Asian Americans included 0.7% of responding individuals. It should be noted that the population data included 79 individuals (4.9% of population) for whom race/ethnicity was unknown.

Significant differences in proportions within status (organizational position) groups were found between the sample and the population. The sample had significantly larger proportions of Academic Staff, Assistant and Associate Professors, Professors, and Instructors. The sample has significantly smaller proportions of Instructional Academic Staff, Limited Term Employees, Project Appointments, and Student Employees. These differences are attributable, in part, to the low response rates for Limited Term Employees, Project Appointments, and Student Employees.

[19] 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
UW Extension Demographics of Population and Sample Respondents

		Population		Sample		Response
Characteristic	Subgroup	N	%	n	%	Rate
Gender [a]	**Male**	**623**	**38.3%**	**160**	**27.9%**	25.7%
	Female	**1004**	**61.7%**	**411**	**71.7%**	40.9%
	Other			**2**	**0.3%**	n/a
Race/Ethnicity [b,1]	**African American/Black**	**52**	**3.2%**	**13**	**2.3%**	25.0%
	Asian	**55**	**3.4%**	**5**	**0.9%**	9.1%
	Asian American			**4**	**0.7%**	n/a
	Caucasian/White	**1392**	**85.5%**	**533**	**91.7%**	38.3%
	Indian Subcontinent			**1**	**0.2%**	n/a
	Latino(a)/Hispanic	**40**	**2.4%**	**11**	**1.9%**	27.5%
	Middle Eastern			**1**	**0.2%**	n/a
	Native American Indian	**10**	**0.6%**	**5**	**0.9%**	50.0%
	Southeast Asian			**1**	**0.2%**	n/a
	Unknown	**79**	**4.9%**			n/a
	Other			**7**	**1.2%**	n/a
Position[c]	**Academic Staff**	**472**	**29.0%**	**239**	**41.4%**	50.6%
	Administrator	**51**	**3.1%**	**19**	**3.3%**	37.3%
	Assistant Professor	**73**	**4.5%**	**33**	**5.7%**	45.2%
	Associate Professor	**110**	**6.8%**	**72**	**12.5%**	65.5%
	Classified Staff Non-Exempt	**163**	**10.0%**	**57**	**9.9%**	35.0%
	Classified Staff Exempt	**63**	**3.9%**	**22**	**3.8%**	34.9%
	County support staff			**21**	**3.6%**	n/a
	Instructor	**20**	**1.2%**	**14**	**2.4%**	70.0%
	Instructional Academic Staff	**133**	**8.2%**	**35**	**6.1%**	26.3%
	Limited Term Employee	**156**	**9.6%**	**7**	**1.2%**	4.5%
	Project appointment	**66**	**4.0%**	**3**	**0.5%**	4.5%
	Professor	**86**	**5.3%**	**44**	**7.6%**	51.2%
	Student employee	**234**	**14.4%**	**3**	**0.5%**	1.3%
	Other			**8**	**1.4%**	n/a
Citizenship [d]	**US Citizen (born in US)**			**558**	**97.6%**	n/a
	US Citizen Naturalized			**7**	**1.2%**	n/a
	Dual Citizenship			**1**	**0.2%**	n/a
	Permanent Resident (Immigrant)			**5**	**0.9%**	n/a
	International			**1**	**0.2%**	n/a

[1] Respondents were instructed to indicate all racial/ethnic categories that apply.
[a] X^2 (1, N = 571) = 25.53, p = .0001
[b] X^2 (4, N = 567) = 15.83 p = .0033
[c] X^2 (11, N = 548) = 223.07, p = .0001
[d] The Chi Square analysis for citizenship demographics could not be conducted due to lack of population data

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

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

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall organizational climate for various groups (questions 60-61) and those that rate overall organizational climate on various scales (questions 62, 64, and 65) were moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data

were internally reliable (Trochim, 2000). Pertinent correlation coefficients[20] are provided in Table 2.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. Moderately strong relationships exist between responses to non-homophobic and respect for LGBT individuals and between non-sexist and respect for women. Low moderate relationships exist between responses to non-racist and respect for Asians and Asian Americans. The *r* values for the remaining 7 correlations all indicate a moderate relationship between responses to the selected pairs of questions.

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

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

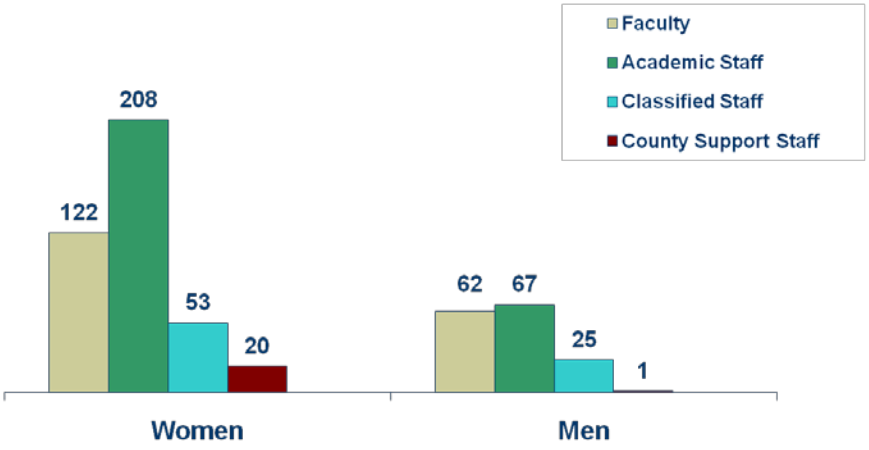
Respectful of:	Climate Characteristics				
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.476				
Asians	.363				
Asian Americans	.366				
Latino(a)/Hispanics	.449				
Middle Eastern persons	.416				
Multiracial/multiethnic/ multicultural persons	.425				
Native Americans	.427				
LGBT individuals		.592			
Socioeconomically Disadvantaged persons			.550		
Women				.586	
Non-native English Speakers					.537

[1]p=0.01 for all r values

Sample Characteristics[21]

The majority of the sample were female (71%, n = 411, Figure 1). No transgender[22] individuals completed the survey.

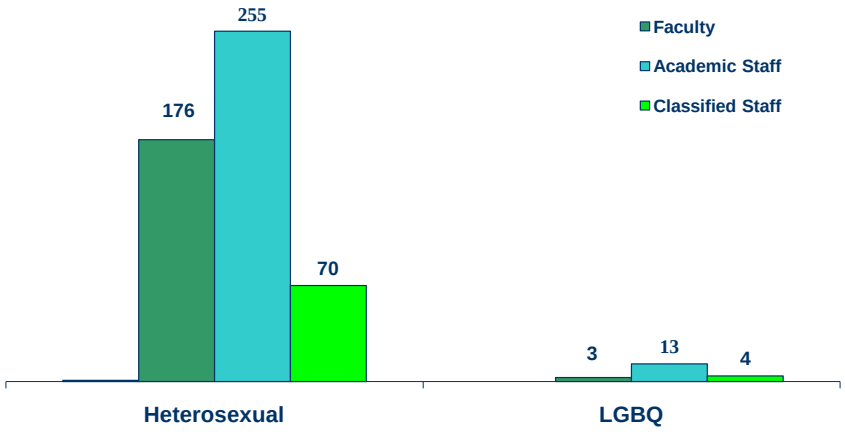
Figure 1
Respondents by Gender & Position Status (n)



[21] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[22] Self-identification as "transgender" does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of respondents were heterosexual[23] (92%, n = 530) and four percent (n = 22) were sexual minorities (lesbian, gay, bisexual, or queer) (Figure 2). Two people were questioning their sexual orientations.

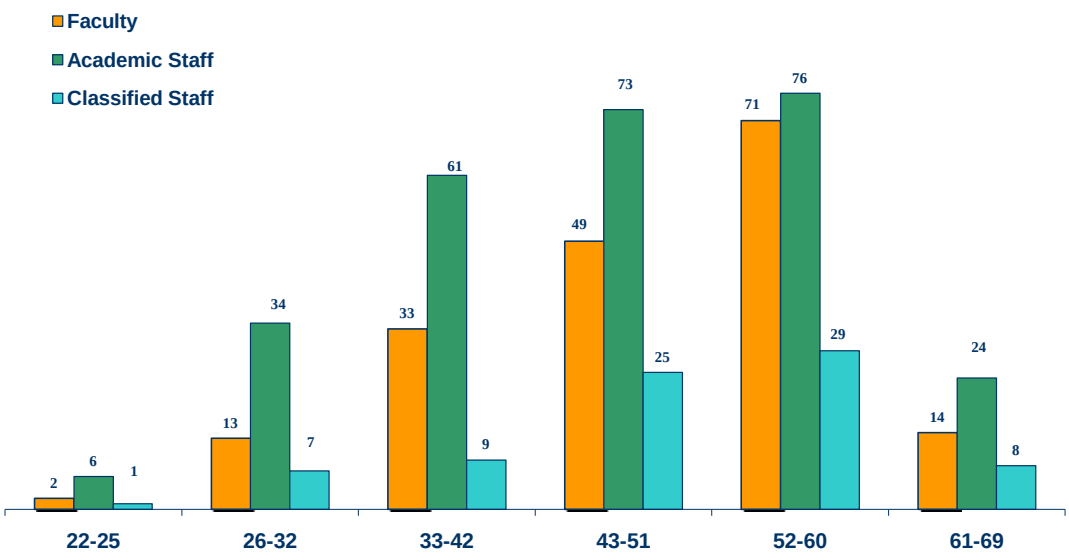
Figure 2
Respondents by Sexual Orientation & Position Status (n)



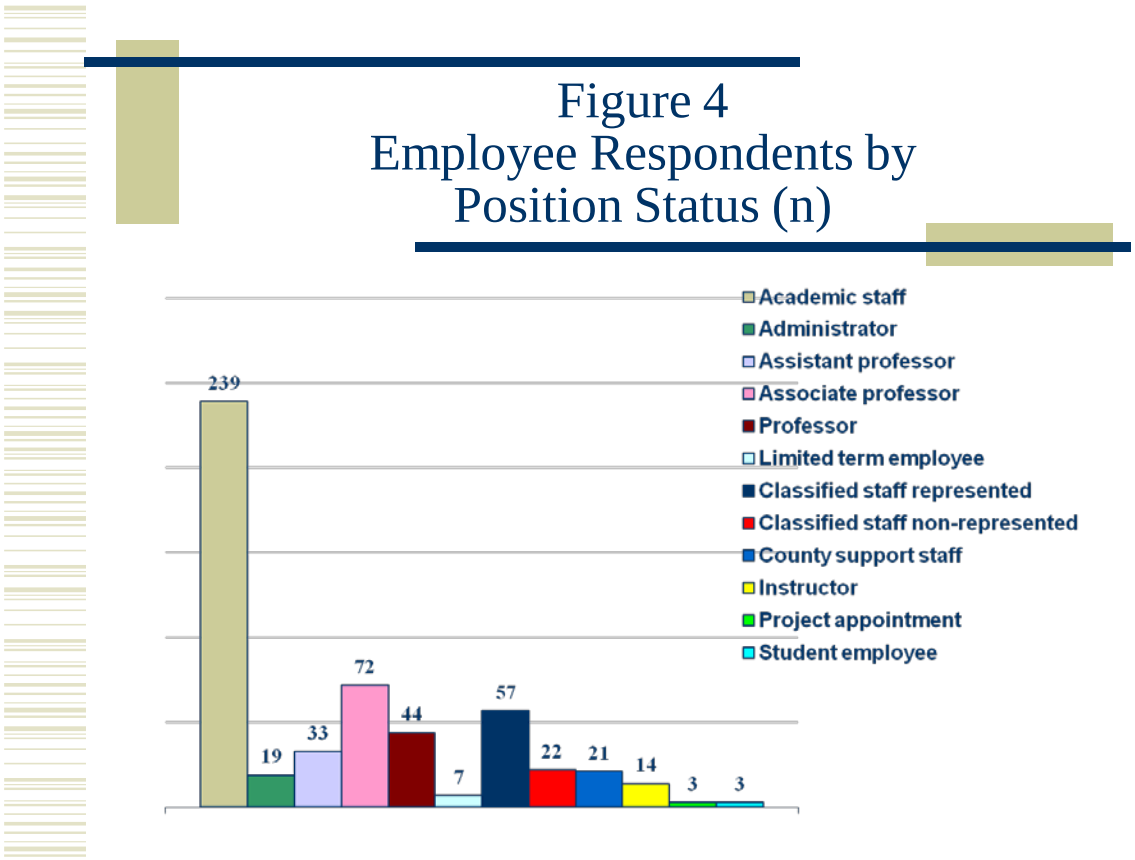
[23] Respondents who answered "other" in response to the question about their sexual orientations and wrote "normal" or "heterosexual" in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified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

About 39% of faculty members (n = 71) were 52 to 60 years old (Figure 3). Twenty-eight percent of academic staff (n = 76) were between the ages of 52 and 60, and 37% of classified staff (n = 29) were between the ages of 52 and 60.

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

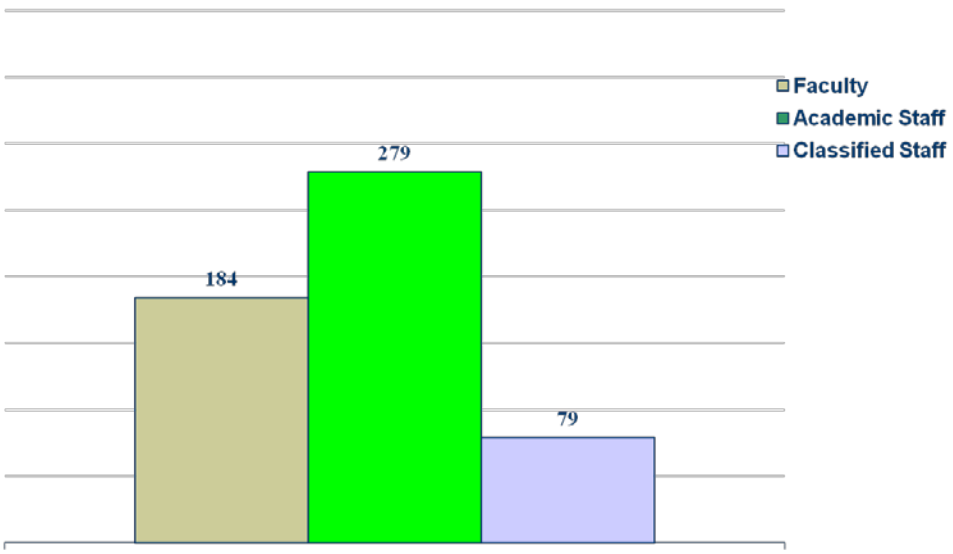


Figures 4 and 5 depict the employee respondent population by UW Extension status (Figure 5).



For the purposes of some analyses, employee "status" data were collapsed[24] into the following categories: faculty, academic staff, and classified staff (Figure 6). Thirty-two percent (n = 184) of employee respondents were faculty, 48% (n = 279) of employee respondents were academic staff, and 14% (n = 79) were classified staff.

Figure 5
Collapsed Employee Position Status (n)



[24] Throughout the analyses, the term "faculty" is used to include instructional academic staff, assistant professors, associate professors, and professors. When the term "academic staff" is used, it will encompass all limited term employees, academic staff, instructors, and administrators. "Classified staff" include classified staff represented and classified staff non-represented. These categories were collapsed for the purposes of analyses and to ensure the confidentiality of respondents. Due to the small number of county support staff (n = 21), project appointments (n = 3), and student employees (n = 3), respondents who identified as such were not included in some of the analyses.

Table 3 presents the types of appointments faculty and staff respondents held at UW Extension.

Table 3. Faculty/Staff Appointments

	Women		Men	
Appointment	**n**	**%**	**n**	**%**
Academic staff	181	44.0	54	33.8
Administrator	10	2.4	9	5.6
Assistant professor	23	5.6	10	6.3
Associate professor	50	12.2	22	13.8
Classified staff – represented	41	10.0	15	9.4
Classified staff – non-represented	12	2.9	10	6.3
County support staff	20	4.9	1	0.6
Instructor	11	2.7	3	1.9
Instructional academic staff	30	7.3	5	3.1
Limited term employee (LTE)	6	1.5	1	0.6
Project appointment	2	0.5	1	0.6
Professor	19	4.6	25	15.6
Student employee	3	0.7	4	2.5
Other	3	0.7	4	2.5

The majority of employee respondents primarily were affiliated with Cooperative Extension (69%, n = 399) (Table 4). Eighty-five percent of employees (n = 490) were full-time in their positions (Table B11).

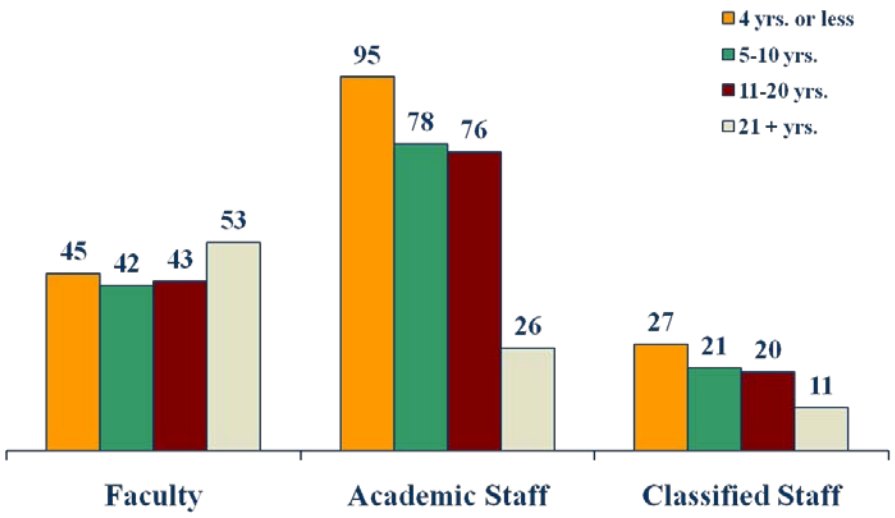
Table 4. Respondents' Primary Division/Work Unit

Division/Work Unit	n	%
Broadcasting and Media Innovations	**60**	**10.4**
Continuing Education, Outreach and E-Learning	**53**	**9.2**
Cooperative Extension	**399**	**69.2**
Quad Counties	28	7.0
Southern District	56	14.0
Western District	31	7.8
Eastern District	58	14.5
Northern District	35	8.8
State Staff (campus based, state-wide administrator, state support units, etc.)	77	19.3
Entrepreneurship and Economic Development	**7**	**1.2**
Extension Conference Centers	**19**	**3.3**
General Education Administration Services	**18**	**3.1**
Budget Office	1	5.6
Internal Audit	0	0.0
Business Services	6	33.3
Extension Conference Services	0	0.0
Human Resources	1	5.6
Information Systems	5	27.8
Mail Services/Bulk Mail	0	0.0
Wisconsin Humanities Council	0	0.0
Wisconsin Campus Compact	0	0.0
General Education Administration	**13**	**2.3**
Chancellor's Office	2	15.4
Leadership Academy	1	7.7
Vice Chancellor's Office	2	15.4
Broadband	2	15.4
Office of Equity, Diversity, and Inclusion	2	15.4
Publications & Communications	1	7.7
Secretary of the Faculty	1	7.7

About three percent of employee respondents (n = 17) indicated that the highest level of education they completed was high school (Table B9). Five percent (n = 27) had finished associate's degrees, 26% (n = 147) bachelor's degrees, 46% (n = 263) master's degrees, and 9% (n = 50) completed doctoral or professional degrees.

Twenty-six percent of employee respondents (n = 147) have been employed by UW Extension for five to 10 years (Figure 6), and 25% (n = 145) have been at UW Extension for 11 to 20 years. Seventeen percent (n = 100) of employee respondents have been at UW Extension for more than 20 years.

Figure 6
Employee Respondents' Time at the UW Extension (n)



Five percent (n = 26) of current UW Extension employees work for more than one UW System institution/System Administration (Table B16).

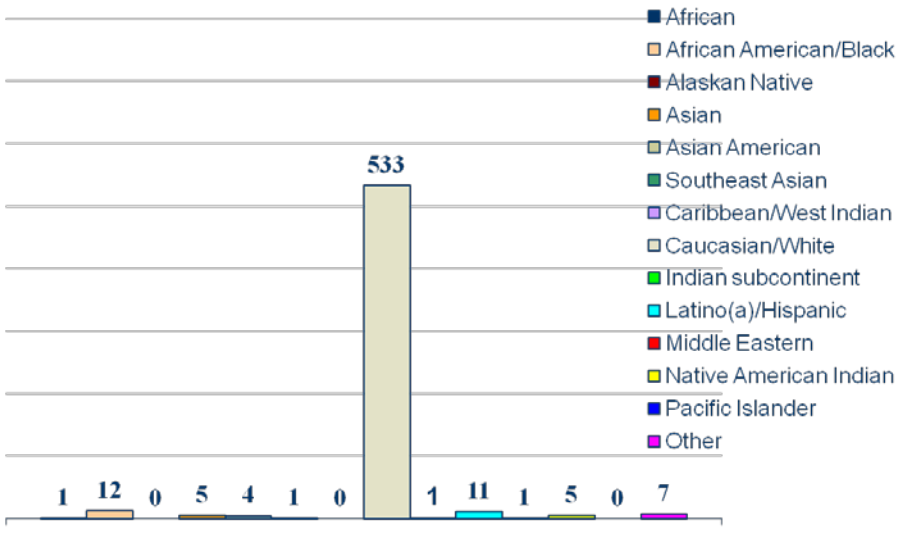
Table 5 indicates where respondents were raised, where they have spent the majority of their work life, and where they currently worked.

Table 5. Respondents' Background

	Did you grow up?		Did you spend the majority of your work life?		Do you currently work?	
Environment	**N**	**%**	**n**	**%**	**n**	**%**
Rural, farm	22	3.8	5	0.9	0	0.0
Rural, non-farm	133	23.1	72	12.5	69	12.0
Small-town	130	22.5	128	22.2	144	25.0
Suburban	107	18.5	64	11.1	43	7.5
Urban	100	17.3	214	37.1	240	41.6
International	6	1.0	8	1.4	0	0.0
Combination	26	4.5	58	10.1	47	8.1
Other	2	0.3	5	0.9	3	0.5
Missing	51	8.8	23	4.0	31	5.4

With regard to race and ethnicity, 92% of the respondents (n = 533) were White/Caucasian. Two percent were African American/Black (n = 12) and two percent were Latino(a)/Hispanic (n = 11). One percent or fewer were African (n = 1), Asian American (n = 4), Southeast Asian (n = 1), from the Indian subcontinent (n = 1), Middle Eastern (n = 1), or Native American Indian (n = 5) (Figure 7). Most people that choose "other" wrote in comments such as "biracial," "European American," "Human," "multi-cultural," and "its best you don't know." No respondents identified as Alaskan Native, Caribbean/West Indian, or Pacific Islander/Hawaiian Native.

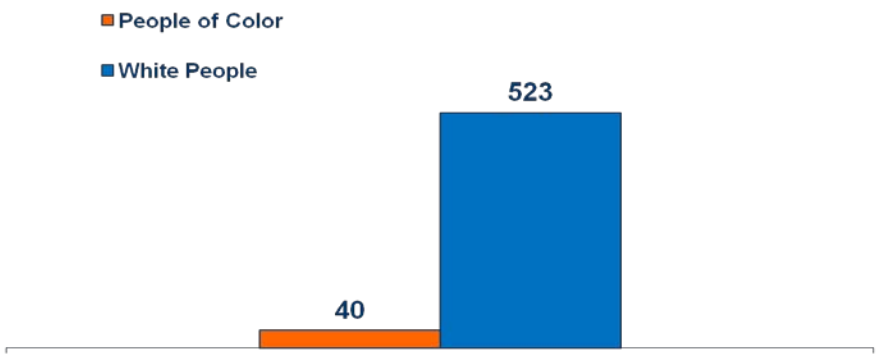
Figure 7
Respondents by Racial/Ethnic Identity (n)[1]
(Duplicated Total)



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

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 = 523, 91%) as part of their identity and 40 respondents (7%) chose a category other than White as part of their identity (Figure 8). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.[25]

Figure 8
Respondents by Racial/Ethnic Identity (n)
(Unduplicated Total)



[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.

Table 6 illustrates that approximately 58% of the respondents (n = 362) were affiliated with a Christian denomination, 19% (n = 120) with a non-Christian spiritual affiliation, while 19% (n = 116) identified as having no spiritual affiliation (no affiliation, atheist, agnostic). Many respondents that marked "other" named Christian religions not identified on the survey (e.g., Fundamental Christian, conservative old style Christian, Biblical Christian) and those identified on the survey (e.g., Catholic, Christian). Others identified their spiritual affiliations as Apatheist, Environmentalist, Humanist, Taoist, and Pantheist.

Table 6. Respondents' Religious or Spiritual Affiliations

Spiritual Affiliation	n	%
Animist	1	0.2
Amish	0	0.0
Anabaptist	0	0.0
Agnostic	24	3.9
Atheist	25	4.0
Baha'i	0	0.0
Baptist	9	1.4
Buddhist	6	1.0
Eastern Orthodox	0	0.0
Episcopalian	7	1.1
Hindu	2	0.3
Jehovah's Witness	0	0.0
Jewish	6	1.0
Latter Day Saints (Mormon)	1	0.2
Lutheran	115	18.5
Mennonite	1	0.2
Methodist	40	6.4
Moravian	0	0.0
Muslim	3	0.5
Native American Traditional Practitioner	2	0.3
Nondenominational Christian	31	5.0
Pagan	3	0.5
Pentecostal	9	1.4
Presbyterian	12	1.9
Quaker	3	0.5
Roman Catholic	118	19.0
Seventh Day Adventist	1	0.2
Shamanist	2	0.3
Sikh	0	0.0
Unitarian Universalist	19	3.1
United Church of Christ	18	2.9
Wiccan	0	0.0
Spiritual, but no religious affiliation	73	11.7
No affiliation	67	10.8
Other	24	3.9

Thirty-eight percent were co-parenting with a spouse or partner (n = 221), approximately 27% had no children (n = 153), and 26% (n = 150) had no children living in the home (Table 7).

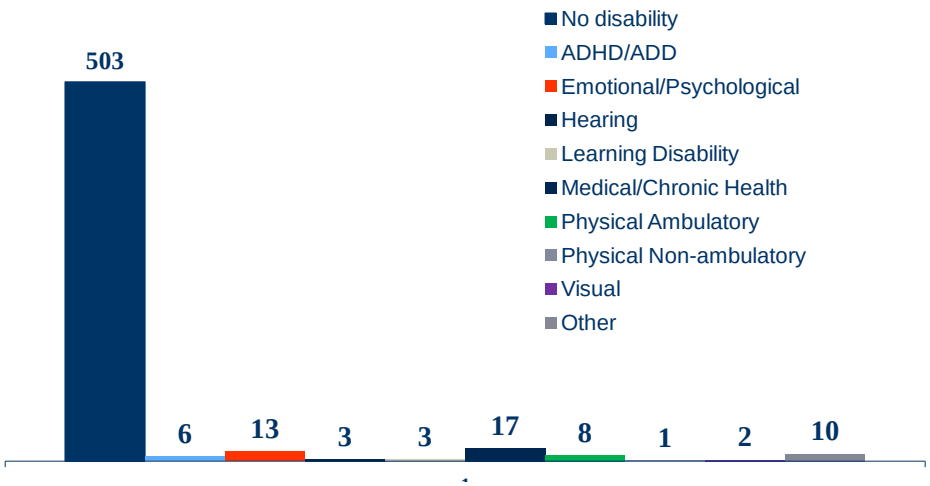
Table 7. Respondents' Parental Status

Parental Status	n	%
No children	153	26.5
No children living in the home	150	26.0
Single parent	25	4.3
Pregnant	2	0.3
Co-parent with a partner/spouse	221	38.3
Grand-parenting (children in the home)	5	0.9
Primary caretaker for children that are not my own	2	0.3
Other	10	1.7
Missing	9	1.6

Sixty-seven percent of respondents (n = 388) were married, 8% (n = 43) were partnered, 7% (n = 42) were divorced, and 13% (n = 74) were single (Table B7). Four respondents (1%) were partnered in a civil union.

Eleven percent of respondents (n = 63[26]) had a disability that substantially affects major life activities (Table B12). Of those 63 respondents, 17 said they had medical/chronic health disorders, 13 had emotional or psychological conditions, and eight had physical/mobility ambulatory disabilities (Figure 9). No respondents indicated having Asperger's/Autism Disorder Spectrum or a traumatic brain injury.

Figure 9
Respondents by Disability/Ability Status (n)[1]



[26] Duplicated total.

Table 8 indicates that approximately 98% of participants who completed this survey (n = 565) were U.S. citizens.

Table 8. Respondents' Citizenship Status

Citizenship Status	n	%
U.S. born citizen	558	96.7
U.S. citizen - naturalized	7	1.2
Dual citizenship	1	0.2
Permanent resident (immigrant)	5	0.9
Permanent resident (refugee)	0	0.0
International (F-1, J-1, or H1-B, or other visa)	1	0.2
Other	0	0.0
Missing	5	0.9

Nineteen respondents (3%) were active military members or veterans (Table B8).

Climate Assessment Findings[27]

The following section[28] reviews the major findings of this study. The review explores the climate at UW Extension through an examination of respondents' personal experiences, their general perceptions of organizational climate, and their perceptions of institutional actions regarding climate, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Within the past two years, 26% of respondents (n = 150) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn[29] at UW Extension (Table B22). Respondents suggested these experiences were based most often on their institutional status (36%, n = 54), gender (25%, n = 38), age (23%, n = 35), and educational level (19%, n = 28) (Table 9). The percentage of respondents experiencing harassment at UW Extension is similar to the percentage of respondents who experienced harassment in studies of other institutions.[30]

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

[28] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

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

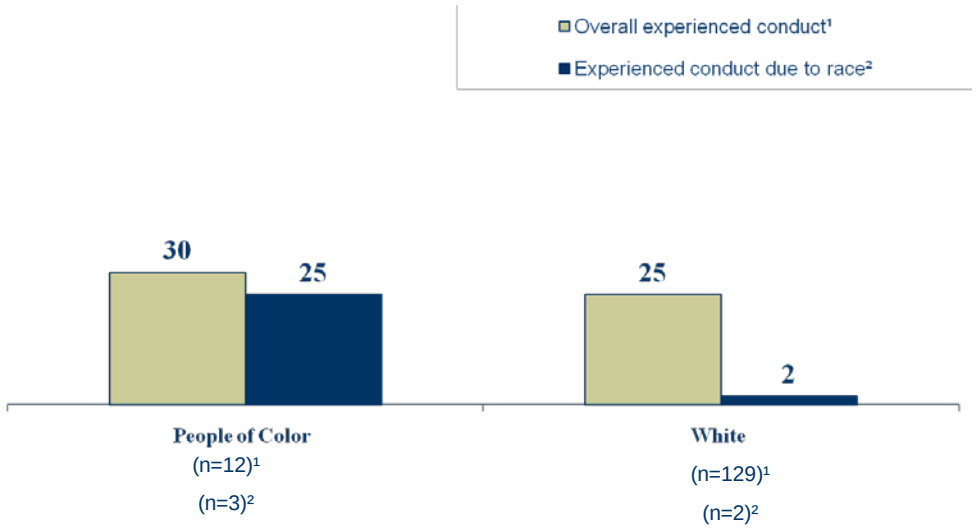
Table 9. Twenty-Six Percent of Respondents Provided the Following as Bases for the Conduct (Harassment) They Experienced	**n**	**%**
My institutional status (e.g. part-time status, faculty, staff, classified, LTE, project)	54	36.0
My gender	38	25.3
My age	35	23.3
My educational level	28	18.7
I don't know	24	16.0
My political views	18	12.0
My appearance (e.g. clothing, hair, etc.)	13	8.7
My religion/spiritual status	11	7.3
My parental status (e.g., having children or not having children)	6	4.0
My socioeconomic status	6	4.1
My physical disability (diabetes, chronic health disorder, etc.)	5	3.3
My race	5	3.3
My caretaker status (e.g. elderly, foster, grand-parenting)	4	2.7
My ethnicity	4	2.7
My marital status	4	2.7
My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety, etc.)	3	2.0
My country of origin	2	1.3
My gender expression	2	1.3
My gender identity	2	1.3
My military/veteran status	2	1.3
My sexual orientation	2	1.3
My cognitive disability (traumatic brain injury, autism spectrum disorder, etc.)	0	0.0
My English language proficiency/accent	0	0.0
My immigrant status	0	0.0
My living situation (cohabitation, unmarried living together)	0	0.0
Other	53	35.3

Note: Only answered by respondents reporting experience of harassment (n = 150).
Percentages do not sum to 100 due to multiple responses.

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

When reviewing these results in terms of race (Figure 10), a higher percentage of Respondents of Color (30%, n = 12) believed they had experienced this conduct than did White respondents (25%, n = 129). Of those respondents who believed they had experienced the conduct, 25% of Respondents of Color (n = 3) said it was based on their race, while only 2% of White respondents (n = 2) thought the conduct was based on race.

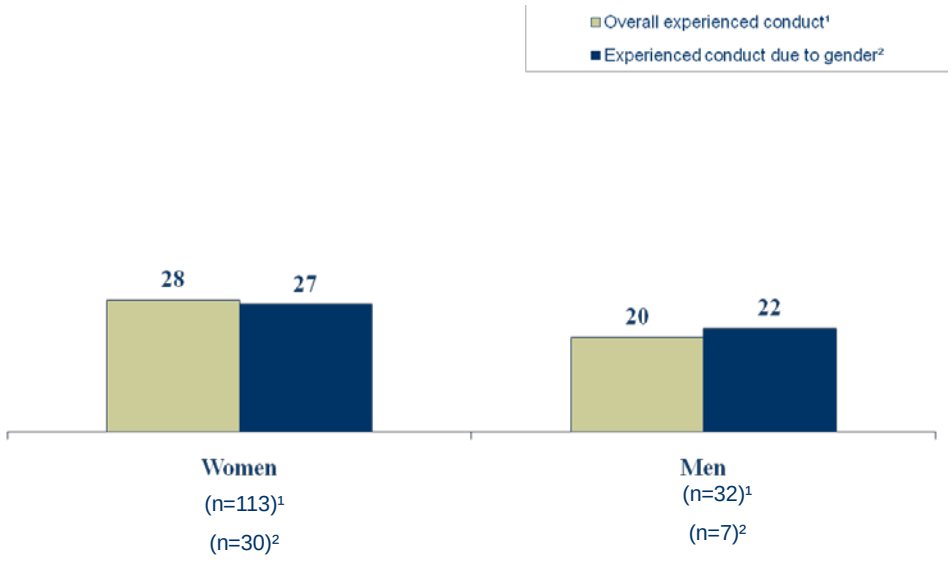
Figure 10
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Race (by Race) (%)



¹ Percentages are based on total n split by group.
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

When reviewing the data by gender (Figure 11), a lower percentage of men than women respondents (20%, n = 32 and 28%, n = 113, respectively) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct. Twenty-seven percent of women (n = 30) who believed they had experienced this conduct – in comparison with 22% of men (n = 7) – said it was based on gender.

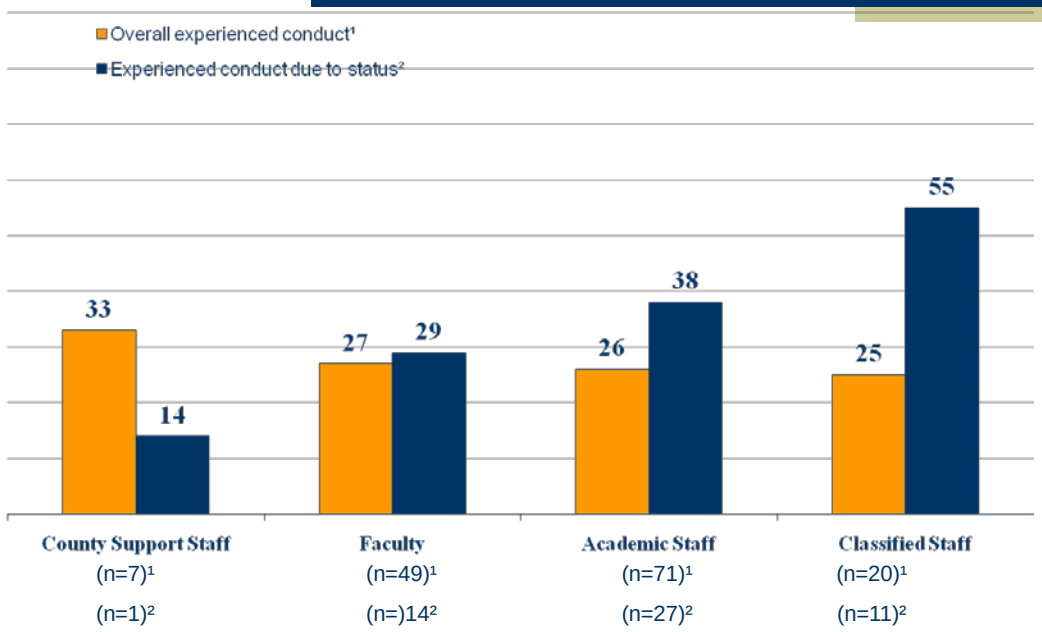
Figure 11
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Gender (by Gender) (%)



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

As depicted in Figure 12, a greater percentage of county support staff respondents (33%, n = 7) believed they had been harassed than did other respondents; however, 55% of classified staff (n = 11) who believed they were harassed said the conduct was based on their status at UW Extension.

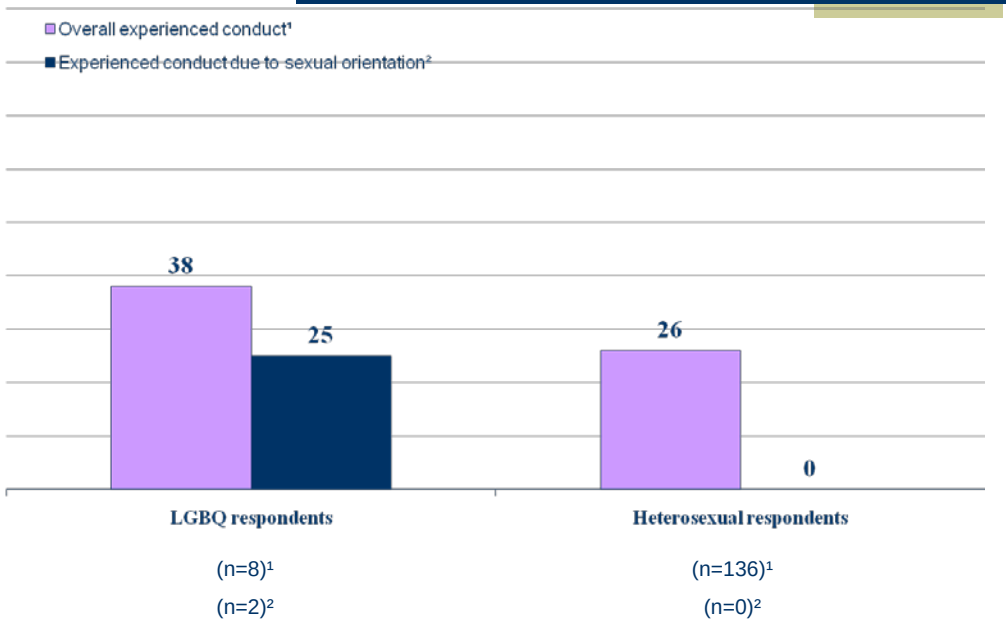
Figure 12
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Organizational Status
(by Organizational Status) (%)



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

Figure 13 illustrates that a higher percentage of sexual minorities (38%, n = 8) than heterosexual respondents (26%, n = 136) believed they had experienced this conduct. Of those that believed they had experienced this type of conduct, 25% of sexual minorities (n = 2) versus none of the heterosexual respondents indicated that this conduct was based on their sexual orientation.

Figure 13
Personal Experiences of Offensive, Hostile, or Intimidating Conduct 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 believed they had personally experienced this conduct.

Table 10 illustrates the manners in which individuals experienced this conduct. Fifty-six percent (n = 84) felt deliberately ignored or excluded, 49% (n = 73) felt intimidated and bullied, 32% (n = 48) heard hurtful remarks, and 25% (n = 37) felt isolated or left out when working in groups.

Of the respondents who believed they were deliberately ignored or excluded, 74% (n = 62) said it occurred at work, 42% (n = 35) said it happened in a meeting with a group of people, and 27% (n = 23) said it happened while working at a UW Extension job (Table B34). Of those respondents who heard hurtful remarks, 71% (n = 34) said it happened at work, 50% (n = 24) said it happened in a meeting with a group of people, and 31% (n = 15) said it happened while working at a UW Extension job (Table B31).[31]

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

Table 10. Form of Experienced Harassment

	n	%
I felt I was deliberately ignored or excluded	84	56.0
I felt intimidated/bullied	73	48.7
I heard hurtful remarks (e.g. “Senior moment", “That’s schizophrenic”, “Did you take your meds today")	48	32.0
I felt isolated or left out when work was required in groups	37	24.7
I received derogatory written comments	18	12.0
I received a low performance evaluation	18	12.0
I was the target of derogatory remarks (e.g., “that’s so gay”, “I got Jewed down”, “she’s/he’s such a ____")	15	10.0
I felt isolated or left out because of my identity	12	8.0
I observed others staring at me	10	6.7
I received derogatory/unsolicited e-mail, text message, Facebook post, Twitter post	9	6.0
I feared for my physical safety	8	5.3
Someone assumed I was hired because of my identity	7	4.7
I was singled out as the “resident authority” due to my identity	7	4.7
I received derogatory phone calls	3	2.0
I was the target of physical violence	2	1.3
I was the target of racial/ethnic profiling	1	0.7
I received threats of physical violence	1	0.7
I was the target of graffiti (e.g., event advertisements removed or defaced)	0	0.0
I feared for my family’s safety	0	0.0
I was the victim of a crime	0	0.0
Other	41	27.3

Note: Only answered by respondents who believed they had experienced harassment (n = 150). Percentages do not sum to 100 due to multiple responses.

People of Color most often believed they had experienced harassment in the form of being deliberately ignored and excluded (58%, n = 7), having heard derogatory remarks (25%, n = 3), or someone having assumed they were hired based on their identities (25%, n = 3) (Table 11).

Table 11. Form of Experienced Harassment by Race

	White Respondents n = 129		Respondents of Color n = 12	
Form	**n**	**%**	**n**	**%**
Target of racial/ethnic profiling	0	0.0	1	8.3
Graffiti	0	0.0	0	0.0
Derogatory written comments	16	12.4	2	16.7
Derogatory phone calls	2	1.6	1	8.3
Threats of physical violence	0	0.0	0	0.0
Derogatory/unsolicited e-mails	8	6.2	1	8.3
Hear hurtful remarks	43	33.3	2	16.7
Target of physical violence	2	1.6	0	0.0
Stares	9	7.0	1	8.3
Deliberately ignored or excluded	73	56.6	7	58.3
Derogatory remarks	11	8.5	3	25.0
Felt intimidated/bullied	71	55.0	1	8.3
Feared for my physical safety	7	5.4	0	0.0
Feared for my family's safety	0	0.0	0	0.0
Someone assumed I was hired because of my identity	3	2.3	3	25.0
Victim of a crime	0	0.0	0	0.0
Received a low performance evaluation	16	12.4	1	8.3
Singled out as the "resident authority" regarding my identity	6	4.7	0	0.0
Isolated or left out when working in groups	33	25.6	2	16.7
Isolated or left out because of my identity	8	6.2	2	16.7

Note: Only answered by respondents who believed they had experienced harassment (n = 150).
Percentages do not sum to 100 due to multiple responses.

Sexual minority respondents most often believed they had experienced harassment in the form of feeling ignored or excluded (38%, n = 3) and being intimidated or bullied (38%, n = 3) (Table 12).

Table 12. Form of Experienced Harassment by Sexual Orientation

	Heterosexual Respondents n = 136		LGBQ Respondents n = 8	
Form	**n**	**%**	**n**	**%**
Target of racial/ethnic profiling	1	0.7	0	0.0
Graffiti	0	0.0	0	0.0
Derogatory written comments	17	12.5	1	12.5
Derogatory phone calls	2	1.5	1	12.5
Threats of physical violence	0	0.0	0	0.0
Derogatory/unsolicited e-mails	8	5.9	1	12.5
Target of physical violence	2	1.5	0	0.0
Stares	10	7.4	0	0.0
Deliberately ignored or excluded	79	58.1	3	37.5
Derogatory remarks	14	10.3	1	12.5
Felt intimidated/bullied	70	51.5	3	37.5
Feared for my physical safety	6	4.4	1	12.5
Feared for my family's safety	0	0.0	0	0.0
Someone assumed I was hired because of my identity	6	4.4	0	0.0
Victim of a crime	0	0.0	0	0.0
Received a low performance evaluation	18	13.2	0	0.0
Singled out as the "resident authority" regarding my identity .	7	5.1	0	0.0
Isolated or left out when working in groups	36	26.5	1	12.5
Isolated or left out because of my identity	10	7.4	0	0.0

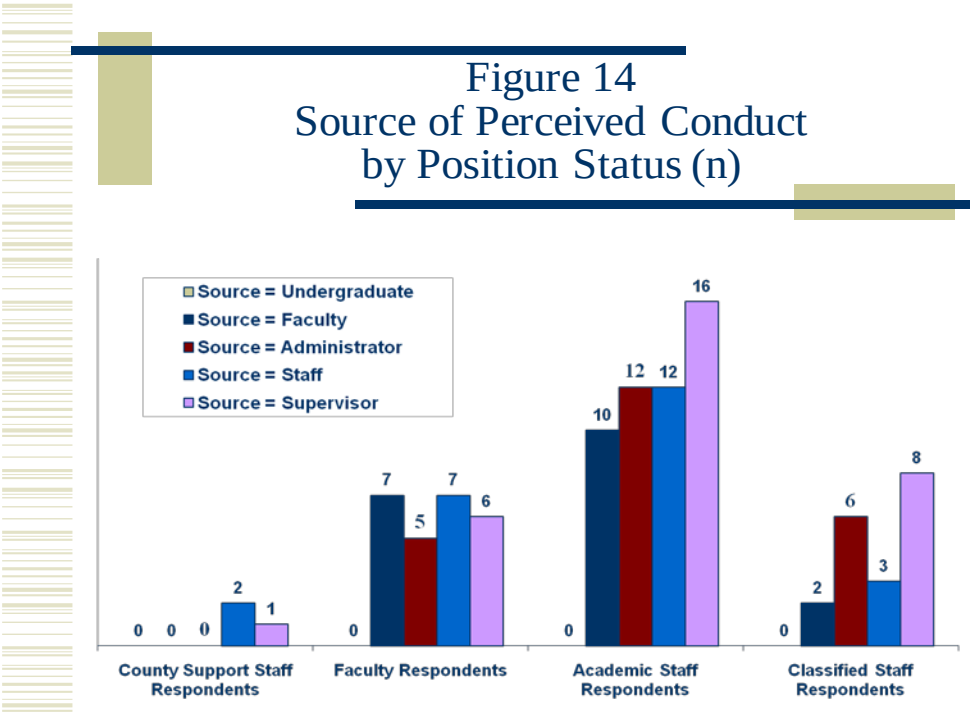
Note: Only answered by respondents who believed they had experienced harassment (n = 150).
Percentages do not sum to 100 due to multiple responses.

Fifty-three percent (n = 79) of the respondents identified co-workers as the sources of the conduct. Twenty-one percent (n = 31) identified supervisors, and 17% (n = 26) identified staff members as the sources (Table 13). “Other” responses included “more of a climate that has been set by some leaders,” “prefer not to name/titles,” “Human Resource Dept.,” “County Department Head,” “office secretaries,” “office supervisor.”

Table 13. People Identified by Respondents as Source of Experienced Harassment	**n**	**%**
Co-worker	79	52.7
Supervisor	31	20.7
Staff member	26	17.3
Administrator	23	15.3
Academic administrator (dean, associate dean, assistant dean, etc.)	21	14.0
Department chair	21	14.0
Faculty member	19	12.7
Person that I supervise	7	4.7
Center director	5	3.3
Community member	5	3.3
Community partner	5	3.3
Volunteer	3	2.0
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	1	0.7
Campus visitor(s)	1	0.7
Campus security	0	0.0
Don’t know source	0	0.0
Faculty advisor	0	0.0
Graduate student	0	0.0
Teaching assistant	0	0.0
Undergraduate student	0	0.0
Other	17	11.3

Note: Only answered by respondents who believed they had experienced harassment (n = 150).
Percentages do not sum to 100 due to multiple responses.

Figure 14 reviews the source of perceived harassment by status. Supervisors were the greatest source of harassment for academic staff and classified staff respondents.



In response to this conduct, 63% of respondents (n = 94) were angry, 38% (n = 57) avoided the person who harassed them, and 32% (n = 48) told a friend (Table 14). While 28% of participants (n = 42) made complaints to UW Extension officials, 19% (n = 29) did not know whom to go to, 27% (n = 41) did not report the incident for fear of retaliation, and 12% (n = 18) did not report it for fear their complaints would not be taken seriously.

Table 14. Reactions to Experienced Harassment

Reactions	n	%
I was angry	94	62.7
I avoided the person who harassed me	57	38.0
I told a friend	48	32.0
I felt embarrassed	47	31.3
I made a complaint to an Extension employee/official	42	28.0
I didn't report it for fear of retaliation	41	27.3
I ignored it	36	24.0
I was afraid	29	19.3
I didn't know who to go to	29	19.3
I sought support from counseling/advocacy services	26	17.3
I confronted the harasser at the time	23	15.3
I have been reliving the situation	22	14.7
I confronted the harasser later	21	14.0
I felt somehow responsible	21	14.0
I did report it but my complaint was not taken seriously	19	12.7
I didn't report it for fear that my complaint would not be taken seriously	18	12.0
I left the situation immediately	17	11.3
I made a complaint to a campus employee/official	4	2.7
It didn't affect me at the time	4	2.7
Other	41	27.3

Note: Only answered by respondents who believed they had experienced harassment (n = 150). Percentages do not sum to 100 due to multiple responses.

Experiences – Sexual Misconduct

One section of the questionnaire asked respondents about whether they believed they had experienced various forms of sexual misconduct (e.g., sexual harassment,[32] sexual assault[33]) during their time at their institution. Three percent (n = 16) of all respondents indicated that they believed they had been touched in a sexual manner that made them feel uncomfortable or fearful at UW Extension (Table 15).

Table 15. Respondents Who Believed They Had Been Touched in a Sexual Manner That Made Them Feel Uncomfortable or Fearful

	n	%
Never	560	97.2
Rarely	16	2.8
Sometimes	0	0.0
Often	0	0.0
Very often	0	0.0

[32] The survey defined sexual harassment as "A repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile, exclusionary, or offensive work or classroom environment."

[33] The survey defined sexual assault as "Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact."

Eight percent (n = 43) of all respondents indicated that they "rarely" or "sometimes" believed there were times when they were fearful of being sexually harassed at UW Extension (Table 16).

Table 16. Respondents Who Were Fearful of Being Sexually Harassed at UW Extension

	n	%
Never	532	92.5
Rarely	34	5.9
Sometimes	9	1.6
Often	0	0.0
Very often	0	0.0

Respondents most often feared being sexually harassed by co-workers (42%, n = 18), staff members (14%, n = 6), and community partners (12%, n = 5) (Table 17).

Table 17. People Who Respondents Feared Would Sexually Harass Them

	n	%
Co-worker	18	41.9
Staff member	6	14.0
Community partner	5	11.6
Administrator	4	9.3
Customer/client	3	7.0
Faculty member	3	7.0
Supervisor	3	7.0
Volunteer	3	7.0
Department chair	2	4.7
Manager	2	4.7
Acquaintance	1	2.3
Contractor	1	2.3
Person that I supervise	1	2.3
Stranger	1	2.3
Friend	0	0.0
Partner/spouse	0	0.0
Specialist	0	0.0
Student	0	0.0
Teaching Assistant	0	0.0
Other	7	16.3

Note: Only answered by respondents that feared sexual harassment (n = 43).
Percentages do not sum to 100 due to multiple responses.

Four people (1%) believed they had been the victims of sexual assault while at UW Extension (Table B51). Two of those who believed they had been sexually assaulted believed they were assaulted off-site (Table B53). As indicated in Table 18, the alleged perpetrators of sexual assaults were co-workers (n = 1), community partners (n = 1), supervisors (n = 1), and volunteers (n = 1).

Table 18. Alleged Perpetrator of Sexual Assault

	n	%
Co-worker	1	25.0
Community partner	1	25.0
Supervisor	1	25.0
Volunteer	1	25.0
Acquaintance	0	0.0
Administrator	0	0.0
Contractor	0	0.0
Customer/client	0	0.0
Department chair	0	0.0
Faculty member	0	0.0
Friend	0	0.0
Manager	0	0.0
Partner/spouse	0	0.0
Person that I supervise	0	0.0
Specialist	0	0.0
Staff member	0	0.0
Stranger	0	0.0
Teaching Assistant	0	0.0
Other	0	0.0

Note: Only answered by respondents who believed they had experienced sexual assault (n = 4).
Percentages do not sum to 100 due to multiple responses.

Those respondents who believed they had been sexually assaulted reported the incident and it was ignored (25%, n = 1); sought support from and administrator, supervisor, or manager (25%, n = 1); or did nothing (25%, n = 1) (Table 19). None sought medical services, contacted local law enforcement officials, or contacted Campus Police/Security.

Table 19. Responses to Alleged Sexual Assault	**n**	**%**
Reported the incident and it was ignored	1	25.0
Sought support from an administrator, supervisor, manager	1	25.0
Did nothing	1	25.0
Sought support from hotline/advocacy service	0	0.0
Told a friend	0	0.0
Told a family member	0	0.0
Sought support from a campus resource/counseling center(s)	0	0.0
Sought support from UW Extension Employee Assistance	0	0.0
Sought medical services	0	0.0
Contacted Campus Police/Security	0	0.0
Contacted my local law enforcement official	0	0.0
Contacted my Union	0	0.0
Sought support from a staff person	0	0.0
Sought support from a faculty member	0	0.0
Sought support from a spiritual advisor	0	0.0
Sought information on-line	0	0.0
Other	0	0.0

Note: Only answered by respondents who believed they had experienced sexual assault (n = 4). Percentages do not sum to 100 due to multiple responses.

The respondents who believed they had been sexually assaulted but chose not to report the assault were asked why they chose not to report it. One person "feared retaliation, which happened anyway."

Summary

As noted earlier, 26% of respondents (n = 150) across UW Extension believed they had personally experienced at least subtle forms of conduct that had interfered with their ability to work or learn in UW Extension. The findings showed that members of historically underrepresented groups were more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. That is, this type of alleged conduct was most often directed at women, People of Color, and people who identify as lesbian, gay, bisexual, or queer.

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

In addition, four respondents believed they had been sexually assaulted during the time that they were enrolled or employed at UW Extension. Sixteen respondents believed they had been touched in a way that made them feel uncomfortable or fearful at UW Extension.

Satisfaction with UW Extension

Eighty-one percent (n = 461) of UW Extension employees were “highly satisfied” or “satisfied” with their jobs at UW Extension (Table 20). Sixty-two percent (n = 351) were “highly satisfied” or “satisfied” with the way their careers have progressed at UW Extension.

Table 20. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your job at UW Extension	161	28.1	300	52.4	58	10.1	50	8.7	4	0.7
The way your career has progressed at UW Extension	114	20.2	237	42.1	114	20.2	79	14.0	19	3.4

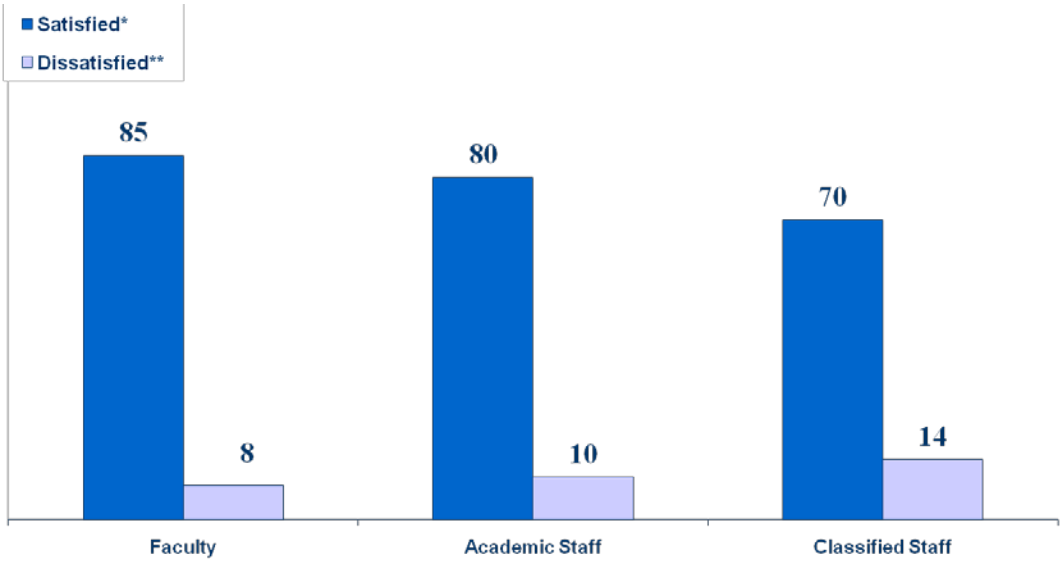
When examining the results by various demographic categories, the reader will note that men were slightly more satisfied with their jobs at UW Extension than were other employee groups (Figure 15).

Figure 15
Employee Satisfaction with Their Jobs by Select Demographic Characteristics (%)

* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Classified staff members were less satisfied than were faculty members and academic staff with their jobs (Figure 16).

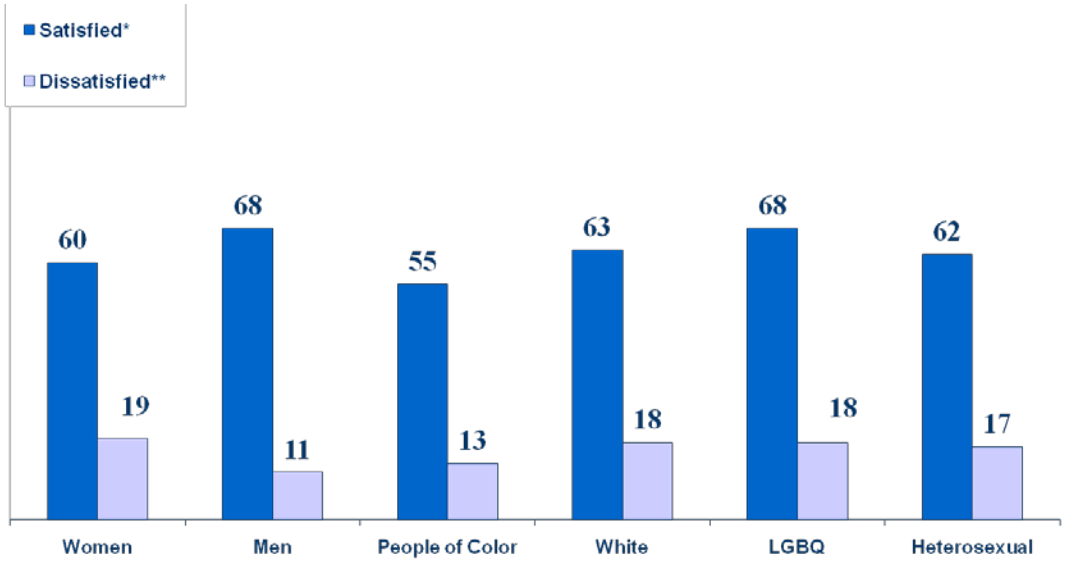
Figure 16
Employee Satisfaction with Their Jobs
by Position Status (%)



* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees of Color were least satisfied with the way their careers have progressed at UW Extension than were other groups (Figure 17).

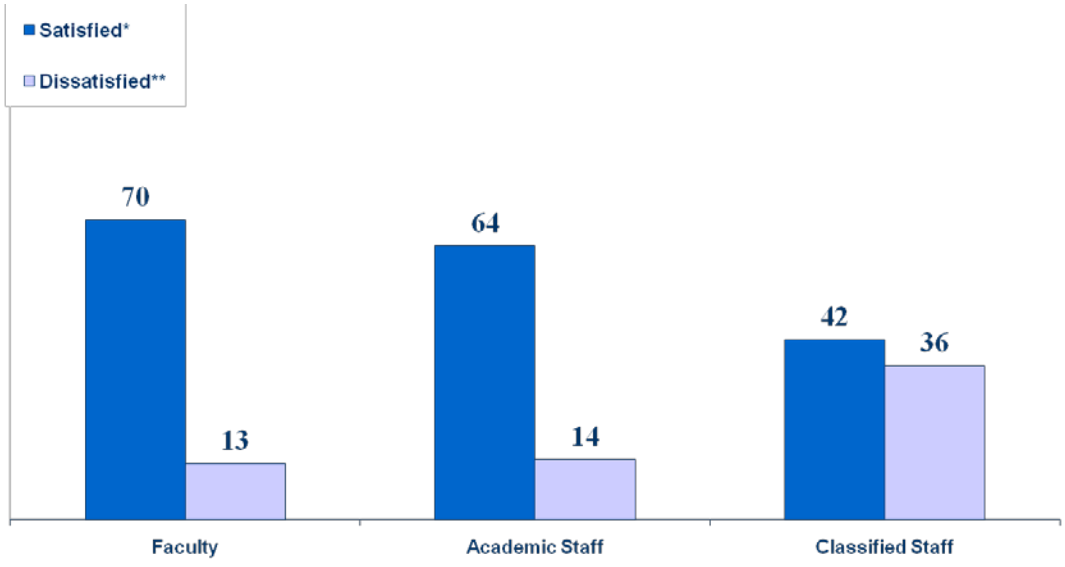
Figure 17
Employee Satisfaction with the Way Their Careers Have Progressed by Select Demographic Characteristics (%)



* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Figure 18 indicates that classified staff members were much less satisfied than faculty and academic staff with the way their careers have progressed at UW Extension.

Figure 18
Employee Satisfaction with the Way Their Careers Have Progressed by Position Status (%)



* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Employees who were satisfied with their jobs and/or the way their careers have progressed liked the flexibility, variety, value, challenges, and respect afforded by their jobs. In addition, they felt appreciated by their co-workers and supervisors, “met goals,” and received positive feedback from their families. Dissatisfied employees felt there was no room for advancement; earned low salaries; were burdened with increasing workloads; faced hostile working environments and uncertainty; and felt “stuck” in their positions.

Sixty-five percent of all respondents (n = 372) have seriously considered leaving UW Extension (Table B21). Seventy-two percent of faculty (n = 131), 62% of academic staff (n = 169), 65% of classified staff (n =51), and 52% of county support staff (n = 11) have seriously considered leaving UW Extension. Seventy-two percent of men (n = 113) and 62% of women (n = 253) thought of leaving UW Extension. Forty-five percent of Employees of Color (n = 18), in comparison with 66% of White employees (n = 343), have seriously considered leaving UW Extension. Additionally, 64% of sexual minority employees (n = 14) and 65% of heterosexual respondents (n =343) have seriously thought of leaving the institution.

Many employees who considered leaving echoed this respondent's comment: "a sense that the work we do is not valued/appreciated or taken seriously…devaluation of public employees by legislators, and decrease in take home pay." Others sought advancement opportunities elsewhere, were unhappy with the management in their departments, and felt their departments were understaffed. Several employee respondents indicated they stayed because of the "positive work environment," "perceived job security," preference to stay in the geographical area, "good benefits and flexibility," and they loved their jobs.

Perceptions of Organizational Climate

Climate is not only a function of what one has personally experienced, but also is influenced by how one perceives the manners in which other members within the organization are treated. Table 21 illustrates that 77% of the survey respondents (n = 444) were "comfortable" or "very comfortable" with the climate at UW Extension. Seventy-five percent (n = 435) were "comfortable" or "very comfortable" with the climate for diversity in their department or work unit.

Table 21. Respondents' Comfort with Climate

	Comfort with Climate at UW Extension		Comfort with Climate in Department/ Work Unit	
	n	**%**	**n**	**%**
Very Comfortable	158	27.4	203	35.2
Comfortable	286	49.6	232	40.2
Neither Comfortable nor Uncomfortable	78	13.5	45	7.8
Uncomfortable	50	8.7	66	11.4
Very Uncomfortable	5	0.9	29	5.0

When comparing the data by the demographic categories of "People of Color" and "Caucasian/White," People of Color were less apt to feel "very comfortable" and more apt to feel "comfortable" than were White people (Figures 19 & 20).

Figure 19
Comfort with Overall Organizational Climate by Race (%)

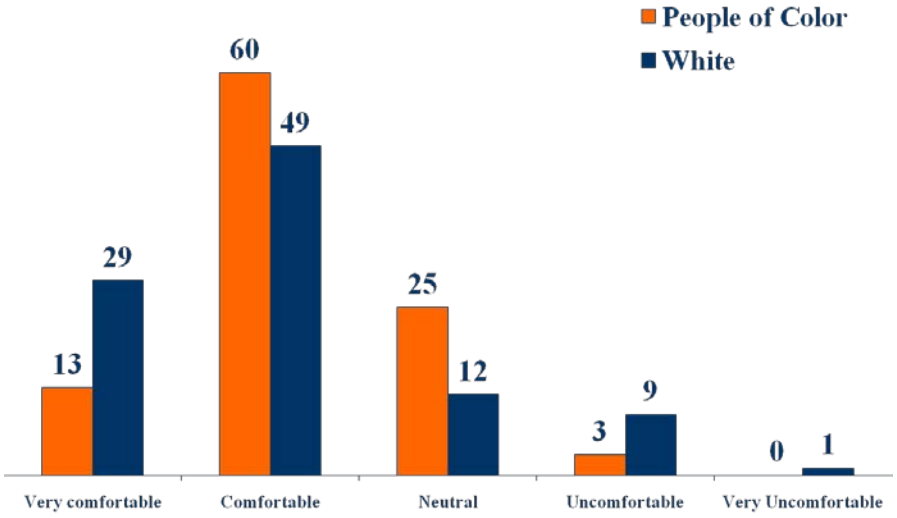
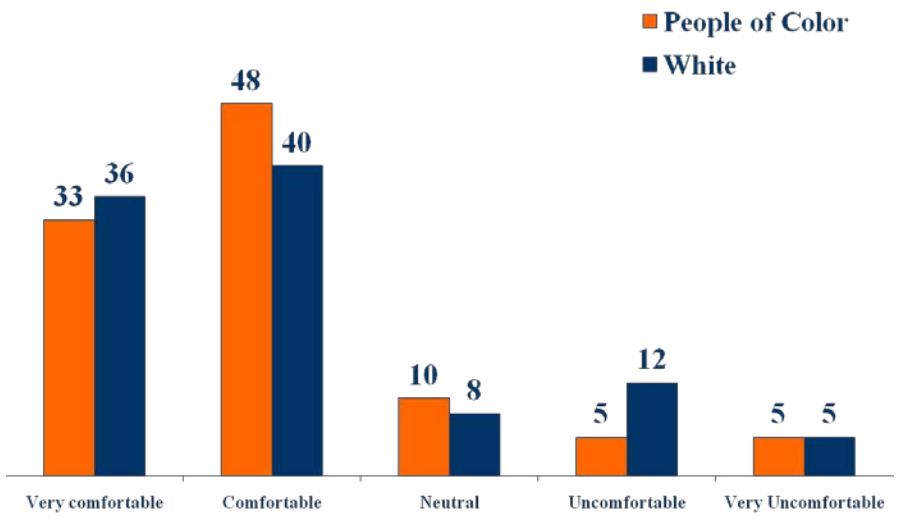


Figure 20
Comfort with Climate in Department/Work Unit
by Race (%)



Women were less comfortable than men at UW Extension and in their departments/work areas (Figures 21 & 22).

Figure 21
Comfort with Overall OrganizationalClimate
by Gender (%)

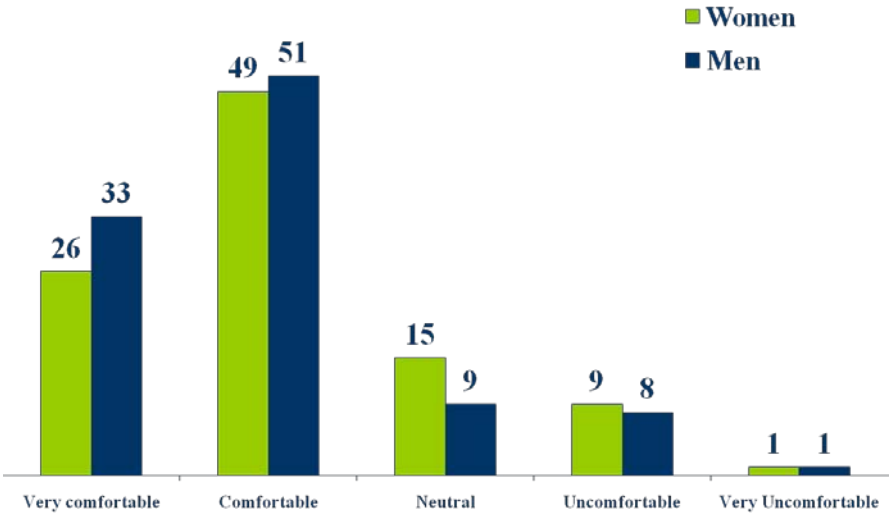
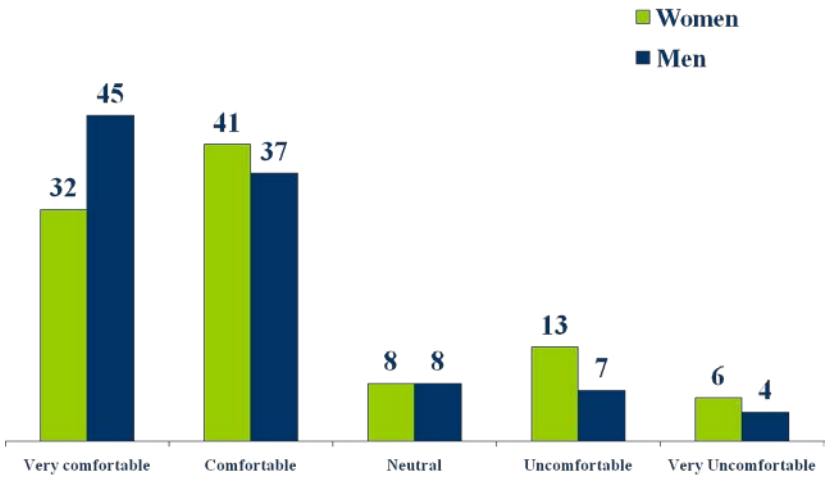


Figure 22
Comfort with Climate in Department/Work Unit
by Gender (%)



With respect to sexual orientation, heterosexual respondents were more comfortable with the climate than were sexual minority respondents (Figures 23 & 24).

Figure 23
Comfort with Overall OrganizationalClimate
by Sexual Orientation (%)

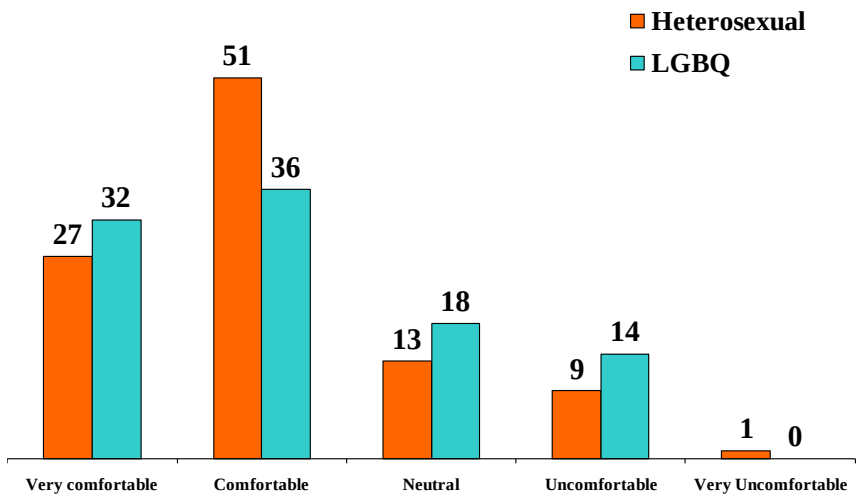
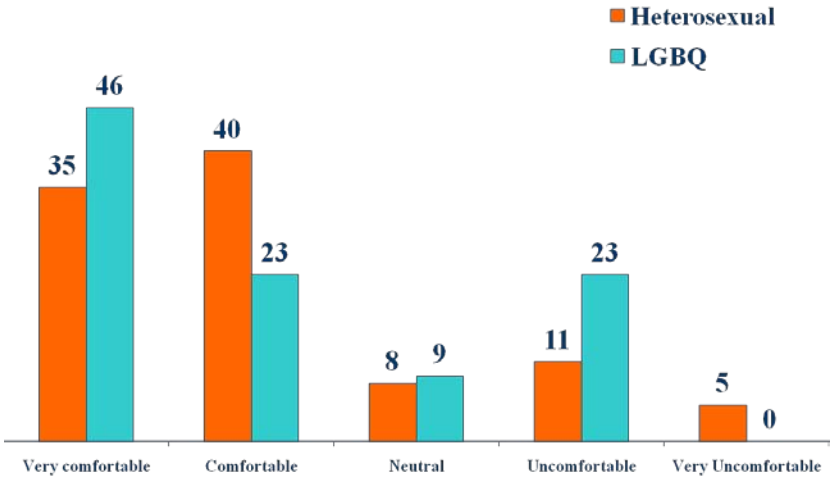


Figure 24
Comfort with Climate in Department/Work Unit
by Sexual Orientation (%)

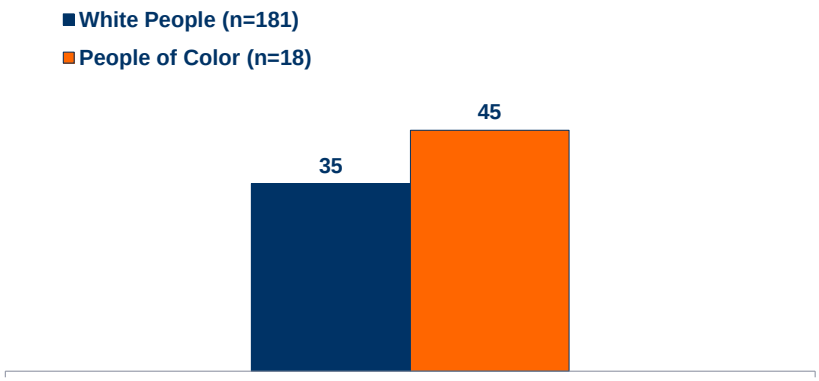


Respondents' observations of others being harassed also contribute to their perceptions of organizational climate. Thirty-six percent of the participants (n = 206) observed or were personally made aware of conduct in UW Extension that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past two years (Table B58). Most of the observed harassment was based on socioeconomic status (32%, n = 66), educational level (29%, n = 59), institutional status (25%, n = 51), gender (21%, n = 44), age (18%, n = 37), and physical disability (15%, n = 31) (Table B59).

Figures 25 through 28 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, and status) the responses of those individuals who observed or were made aware of harassment.

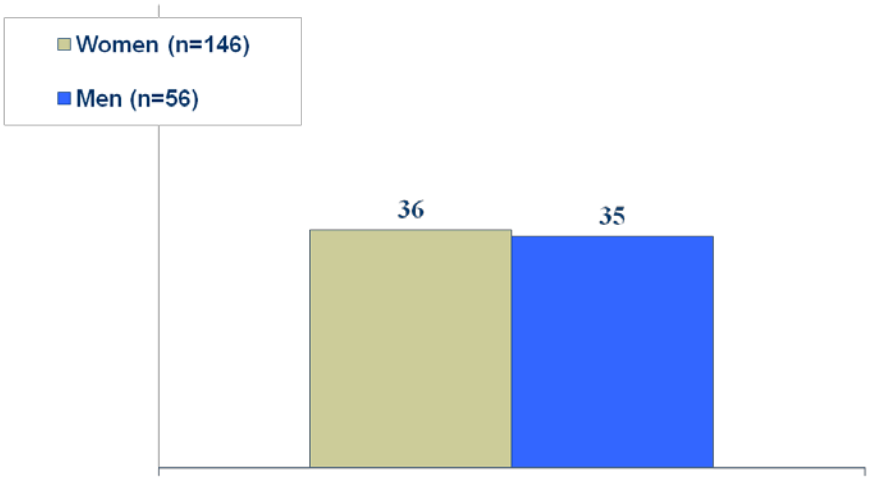
A higher percentage of People of Color than White people believed they had observed offensive, hostile, exclusionary, or intimidating conduct (Figure 25).

Figure 25
Perceived Offensive, Hostile, or Intimidating Conduct by Race/Ethnicity (%)



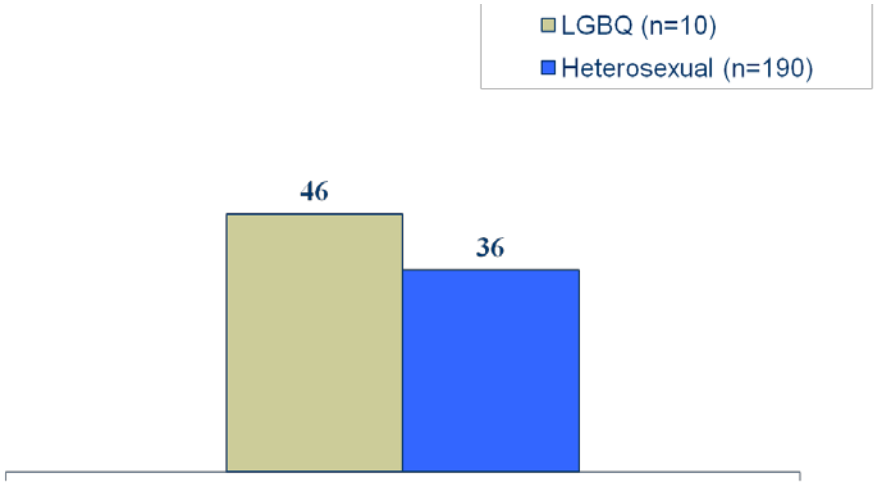
In terms of gender, similar percentages of women and men believed they had observed offensive, hostile, exclusionary, or intimidating conduct (Figure 26).

Figure 26
Perceived Offensive, Hostile, or Intimidating Conduct by Gender (%)



Ten percent more sexual minority respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (Figure 27).

Figure 27
Perceived Offensive, Hostile, or Intimidating Conduct by Sexual Orientation (%)



The results also indicate that similar percentages of employee groups believed they had observed offensive, hostile, exclusionary, or intimidating conduct (Figure 28).

Figure 28
Perceived Offensive, Hostile, or Intimidating Conduct by Position Status (%)

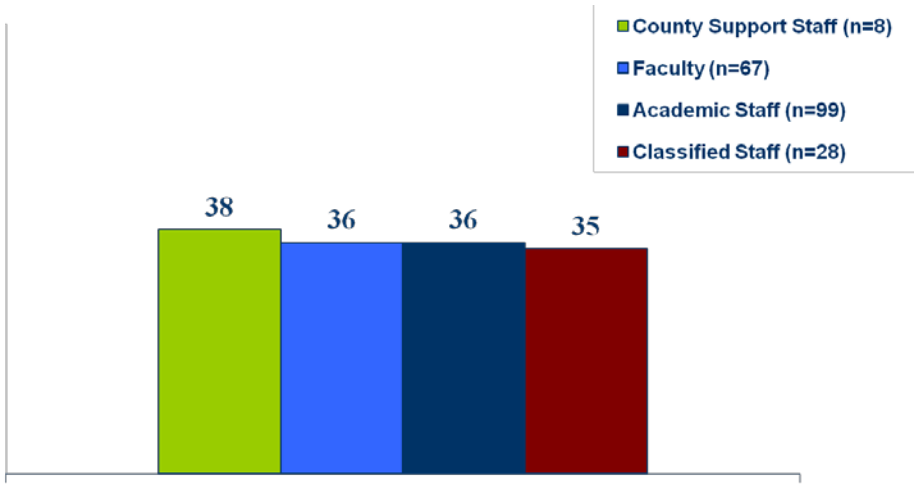


Table 22 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to hurtful remarks (41%, n = 85), and someone being deliberately ignored or excluded (33%, n = 68) or being intimidated/bullied (26%, n = 53).

Table 22. Form of Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Someone receiving hurtful remarks	85	41.3
Deliberately ignored or excluded	68	33.0
Intimidation/bullying	53	25.7
Someone receiving a low performance evaluation	44	21.4
Derogatory remarks	42	20.4
Someone isolated or left out because of their identity	40	19.4
Someone isolated or left out when working in groups	39	18.9
Assumption that someone was admitted or hired because of their identity	29	14.1
Racial/ethnic profiling	23	11.2
Someone singled out as the "resident authority" regarding their identity	18	8.7
Someone isolated or left out because of their socioeconomic status	18	8.7
Derogatory written comments	14	6.8
Stares	13	6.3
Someone fearing for their physical safety	8	3.9
Derogatory phone calls	5	2.4
Derogatory/unsolicited e-mails, text message, Facebook post, Twitter post	5	2.4
Graffiti	4	1.9
Threats of physical violence	3	1.5
Someone fearing for their family's safety	1	0.5
Victim of a crime	1	0.5
Physical violence	0	0.0
Other	43	20.9

Note: Only answered by respondents who believed they had observed harassment (n = 206).
Percentages do not sum to 100 due to multiple responses.

Of those respondents who witnessed[34] people making hurtful remarks, most said it happened at work (75%, n = 64) or in a meeting with a group of people (32%, n = 27) (Table B67). Of the respondents who observed someone being deliberately ignored or excluded, 75% (n = 51) said it happened on campus, and 40% (n = 27) said it occurred in a meeting with a group of people (Table B70).

The majority of respondents observed co-workers as the source of perceived, offensive, hostile, exclusionary, or intimidating conduct (44%, n = 90) (Table B83). Other respondents identified sources as faculty members (17%, n = 35), supervisors (17%, n = 34), staff members (16%, n = 32), administrators (13%, n = 26), and academic administrators (11%, n = 23).

Table 23 illustrates participants' responses to this behavior. Respondents most often felt angry (39%, n = 80) or embarrassed when encountering this behavior (35%, n= 71). Twenty-one percent told a friend (n = 44) or avoided the person (n = 43) who engaged in the inappropriate conduct. Sixteen percent (n = 32) made a complaint to an employee/official, while 9% (n = 18) did not know whom to go to, and 14% (n = 29) did not report it out of fear of retaliation.

[34] See Appendix B for a complete listing of the locations where the 17 forms of observed conduct occurred.

Table 23. Reactions to Perceiving Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
I was angry	80	38.8
I felt embarrassed	71	34.5
I told a friend	44	21.4
I avoided the person who engaged in the inappropriate conduct	43	20.9
I made a complaint to an employee/official	32	15.5
I confronted the person who engaged in the inappropriate conduct later	31	15.0
I didn't report it for fear of retaliation	29	14.1
I confronted the person who engaged in the inappropriate conduct at the time	28	13.6
I ignored it	26	12.6
I didn't report it for fear that my complaint would not be taken seriously	20	9.7
I didn't know who to go to	18	8.7
I was afraid	14	6.8
I have been reliving the situation	14	6.8
I sought support from counseling/advocacy services	12	5.8
I felt somehow responsible	10	4.9
It didn't affect me at the time	8	3.9
I left the situation immediately	7	3.4
Other	42	20.4

Note: Only answered by respondents who believed they had observed harassment (n = 206). Percentages do not sum to 100 due to multiple responses.

Sixty-six percent of the respondents (n = 359) indicated that the overall organizational climate was "very respectful" of Caucasians/Whites (Table 24). Readers will note that

substantial percentages of respondents were not aware of how respectful the climate at UW Extension was for most racial/ethnic groups.

Table 24. Reported Perceptions of Overall Climate for Various Races/Ethnicities

	Very Respectful		Moderately Respectful		Somewhat Respectful		Not at All Respectful		Don't Know	
Race/Ethnicity	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
African	221	40.3	92	16.8	29	5.3	3	0.5	204	37.2
African American/Black	250	45.7	100	18.3	46	8.4	4	0.7	147	26.9
Alaskan Native	171	31.6	52	9.6	18	3.3	1	0.2	299	55.3
Asian American	246	45.1	102	18.7	27	5.0	1	0.2	169	31.0
Asian	227	42.0	93	17.2	25	4.6	2	0.4	194	35.9
Southeast Asian	214	39.6	88	16.3	29	5.4	2	0.4	207	38.3
Caribbean/West Indian	183	33.7	71	13.1	22	4.1	0	0.0	267	49.2
Caucasian/White	359	65.8	95	17.4	21	3.8	4	0.7	67	12.3
Indian subcontinent	202	37.4	81	15.0	25	4.6	0	0.0	232	43.0
Latino(a)/Hispanic	240	44.0	115	21.1	43	7.9	7	1.3	140	25.7
Middle Eastern	196	36.6	71	13.3	38	7.1	5	0.9	225	42.1
Multiracial, multiethnic, or multicultural persons	232	42.6	95	17.5	37	6.8	4	0.7	176	32.4
Native American Indian	225	41.5	93	17.2	38	7.0	6	1.1	180	33.2
Pacific Islanders/Hawaiian Natives	178	33.1	60	11.2	20	3.7	0	0.0	280	52.0

Table 25 indicates that the majority of respondents thought that the overall organizational climate was respectful of all groups listed in the table, except for those affected by mental health disorders (46%, n = 244). Again, readers will note that considerable percentages of respondents were not aware of how respectful the climate at UW Extension was for a number of groups.

Table 25. Reported Perceptions of Overall Climate for Various Groups

Group	Very Respectful		Moderately Respectful		Somewhat Respectful		Not at All Respectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
From religious affiliations other than Christian	206	38.2	115	21.3	61	11.3	3	0.6	154	28.6
From Christian affiliations	267	49.6	116	21.6	45	8.4	6	1.1	104	19.3
From no spiritual/religious affiliation	217	40.3	107	19.9	62	11.5	6	1.1	146	27.1
Gay, lesbian, bisexual, transgender	188	35.0	123	22.9	66	12.3	6	1.1	154	28.7
Immigrants	192	35.7	110	20.4	56	10.4	9	1.7	171	31.8
International students, staff, or faculty	230	43.0	106	19.8	34	6.4	2	0.4	163	30.5
Learning disabled	185	34.3	106	19.6	51	9.4	9	1.7	189	35.0
Men	341	63.3	96	17.8	32	5.9	5	0.9	65	12.1
Affected by mental health disorder	153	28.7	91	17.1	85	15.9	20	3.8	184	34.5
Non-native English speakers	173	32.7	111	21.0	83	15.7	13	2.5	149	28.2
People with children	297	54.9	140	25.9	45	8.3	8	1.5	51	9.4
People who provide care for other than a child	240	44.5	118	21.9	42	7.8	10	1.9	129	23.9
Physically disabled	220	41.0	125	23.3	50	9.3	7	1.3	134	25.0
Returning/non-traditional students	196	36.6	95	17.7	39	7.3	5	0.9	201	37.5
Socioeconomically disadvantaged	189	35.3	124	23.1	68	12.7	25	4.7	130	24.3
Women	283	52.3	156	28.8	58	10.7	10	1.8	34	6.3
Veterans/active military	248	46.2	97	18.1	31	5.8	8	1.5	153	28.5

With regard to accessibility for people with disabilities, respondents considered Websites, program sites, programming, and conferences to be "fully accessible" or "accessible with assistance or intervention" (Table 26).

Table 26. Ratings of UW Extension Accessibility

	Fully Accessible		Accessible with Assistance or Intervention		Not Accessible		Don't Know	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Websites	156	27.4	160	28.1	15	2.6	238	41.8
Program Sites (architectural access)	151	26.6	197	34.7	13	2.3	207	36.4
Programming (content access)	145	25.5	206	36.3	10	1.8	207	36.4
Conferences	188	33.3	198	35.0	4	0.7	175	31.0

Employees' Attitudes and Experiences

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

Question 25 asked employees to rank on a five-point Likert scale ("strongly agree" to "strongly disagree") the degree to which they agreed with several statements regarding work-life issues at UW Extension. Table 27 depicts the responses of all employees, and splits the analyses by gender and race/ethnicity. The majority of respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations (78%, n = 445). Twenty-six percent of respondents (n = 149) were reluctant

to bring up issues that concern them for fear than it will affect their performance evaluation or tenure decision, and 34% (n = 195) believed there were many unwritten rules concerning how one is expected to interact with colleagues in their work units. Sixty-three percent of respondents (n = 361) thought their research/professional interests were valued by their colleagues.

Many of the rest of the statements listed in Table 27 were negatively worded statements, and thus, few respondents strongly agreed/agreed. For example, 17% of respondents (n = 98) constantly felt under scrutiny by their colleagues, and 20% (n = 116) felt they have to work harder than their colleagues do in order to be perceived as legitimate.

Table 27. Employee Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision	**46**	**8.0**	**103**	**17.9**	**75**	**13.1**	**166**	**28.9**	**168**	**29.3**
Women	34	8.3	80	19.6	59	14.5	114	27.9	108	26.5
Men	10	6.3	21	13.1	15	9.4	51	31.9	60	37.5
White	39	7.5	89	17.1	67	12.9	154	29.6	157	30.2
People of Color	4	10.0	8	20.0	7	17.5	10	25.0	9	22.5
I am comfortable asking questions about performance expectations	**165**	**28.8**	**280**	**49.0**	**62**	**10.8**	**44**	**7.7**	**18**	**3.1**
Women	110	27.0	196	48.2	51	12.5	32	7.9	16	3.9
Men	54	34.0	80	50.3	10	6.3	12	7.5	2	1.3
White	148	28.5	254	48.8	55	10.6	42	8.1	18	3.5
People of Color	11	28.9	20	52.6	5	13.2	2	5.3	0	0.0
My colleagues expect me to represent "the point of view" of my identity	**19**	**3.3**	**73**	**12.8**	**201**	**35.3**	**130**	**22.8**	**93**	**16.3**
Women	15	3.7	49	12.1	135	33.4	98	24.3	66	16.3
Men	3	1.9	24	15.0	61	38.1	32	20.0	27	16.9
White	14	2.7	60	11.6	177	34.3	124	24.0	89	17.2
People of Color	3	7.5	11	27.5	16	40.0	5	12.5	3	7.5
My colleagues have lower expectations of me than of other employees	**4**	**0.7**	**20**	**3.5**	**96**	**16.8**	**212**	**37.1**	**234**	**40.9**
Women	4	1.0	13	3.2	66	16.3	154	37.9	164	40.4
Men	0	0.0	7	4.4	27	16.9	57	35.6	68	42.5
White	3	0.6	18	3.5	82	15.8	196	37.8	215	41.4
People of Color	1	2.6	1	2.6	8	20.5	15	38.5	13	33.3
My colleagues have higher expectations of me than of other employees	**39**	**6.8**	**104**	**18.1**	**170**	**29.6**	**153**	**26.7**	**104**	**18.1**
Women	32	7.8	56	13.7	120	29.4	124	30.4	73	17.9
Men	7	4.4	47	19.4	46	28.8	28	17.5	31	19.4
White	35	6.7	92	17.7	151	29.0	140	26.9	99	19.0
People of Color	4	10.3	10	25.6	10	25.6	11	28.2	4	10.3
I constantly feel under scrutiny by my colleagues	**28**	**4.9**	**70**	**12.3**	**113**	**19.8**	**197**	**34.5**	**159**	**27.8**
Women	21	5.2	53	13.0	77	18.9	137	33.7	115	28.3
Men	7	4.4	16	10.1	32	20.3	59	37.3	44	27.8
White	26	5.0	63	12.2	100	19.3	178	34.4	148	28.6
People of Color	2	5.1	3	7.7	7	17.9	17	43.6	9	23.1

Table 27 (continued)	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
My research/professional interests are valued by my colleagues	**90**	**15.7**	**271**	**47.3**	**99**	**17.3**	**42**	**7.3**	**20**	**3.5**
Women	67	16.5	172	42.3	74	18.2	33	8.1	15	3.7
Men	23	14.4	96	60.0	23	14.4	9	5.6	4	2.5
White	84	16.2	247	47.6	86	16.6	40	7.7	16	3.1
People of Color	4	10.0	18	45.0	9	22.5	1	2.5	3	7.5
I feel pressured to change my research agenda to make tenure/be promoted*	**9**	**2.1**	**25**	**5.8**	**80**	**18.5**	**75**	**17.3**	**57**	**13.2**
Women	8	2.4	12	3.7	55	16.8	54	16.5	39	11.9
Men	1	0.8	13	10.2	28	21.9	23	18.0	22	17.2
White	9	2.2	22	5.3	76	18.2	72	17.3	55	13.2
People of Color	0	0.0	2	6.5	5	16.1	3	9.7	4	12.9
I am reluctant to take leave that I am entitled to for fear that it may affect my career	**23**	**40**	**55**	**9.5**	**78**	**13.5**	**167**	**29.0**	**166**	**28.8**
Women	15	3.7	38	9.3	54	13.2	118	28.8	116	28.3
Men	7	4.4	16	10.0	23	14.4	46	28.8	50	31.3
White	21	4.0	51	9.8	68	13.0	147	28.2	155	29.7
People of Color	1	2.5	3	7.5	5	12.5	15	37.5	9	22.5
I have to work harder than I believe my colleagues do in order to be perceived as legitimate	**35**	**6.1**	**81**	**14.1**	**94**	**16.3**	**201**	**35.0**	**153**	**26.6**
Women	30	7.3	60	14.7	61	14.9	144	35.2	103	25.2
Men	4	2.5	19	11.9	32	20.0	55	34.4	50	31.3
White	30	5.8	73	14.0	83	15.9	183	35.1	143	27.4
People of Color	3	7.5	6	15.0	7	17.5	14	35.0	8	20.0
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	**62**	**10.8**	**133**	**23.2**	**98**	**17.1**	**152**	**26.5**	**117**	**20.4**
Women	45	11.1	104	25.6	69	17.0	102	25.1	78	19.2
Men	16	10.0	28	17.5	26	16.3	49	30.6	39	24.4
White	55	10.6	117	22.5	87	16.7	142	27.3	110	21.2
People of Color	5	12.8	12	30.8	6	15.4	7	17.9	7	17.9
Others seem to find it easier than I do to "fit in"	**26**	**4.5**	**79**	**13.8**	**116**	**20.3**	**193**	**33.7**	**150**	**26.2**
Women	21	5.2	55	13.5	80	19.7	138	34.0	106	26.1
Men	4	2.5	22	13.8	36	22.5	53	33.1	43	26.9
White	20	3.8	66	12.7	104	20.0	184	35.4	139	26.7
People of Color	4	10.5	9	23.7	8	21.1	7	18.4	9	23.7
I feel pressured to change my methods of teaching to achieve tenure/be promoted*	**9**	**2.1**	**21**	**4.9**	**63**	**14.6**	**119**	**27.5**	**78**	**18.1**
Women	7	2.2	13	4.0	43	13.2	86	26.5	57	17.5
Men	2	1.6	9	7.0	22	17.1	35	27.1	24	18.6
White	8	1.9	20	4.8	57	13.7	112	26.9	73	17.5
People of Color	1	3.2	1	3.2	4	12.9	8	25.8	6	19.4

[1] Only responses from faculty and academic staff are displayed for this question (n = 437)

With respect to work-life issues, 67% of employees (n = 384) were usually satisfied with the way in which they were able to balance their professional and personal lives, and 57% (n = 323) found UW Extension supportive of family leave (Table 28). Twenty-five percent (n = 143) have had to miss out on important things in their personal lives because of professional responsibilities. Twelve percent (n = 71) felt that employees who have children were considered less committed to their careers, and 17% (n = 99) felt that employees who do not have children were often burdened with work responsibilities. Six percent (n = 33) believed the institution was unfair in providing health benefits to unmarried, co-parenting partners. Fifteen percent (n = 87) thought they had equitable access to domestic partner benefits, and 28% (n = 160) believed they had equitable access to tuition reimbursement. Seventy-one percent (n = 404) felt they were given equitable access to training/professional development opportunities. Table 28 indicates employees' responses to these items by gender and sexual orientation.

Table 28. Employee Attitudes about Work-Life Issues

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I am usually satisfied with the way in which I am able to balance my professional and personal life.	**72**	**12.5**	**312**	**54.4**	**61**	**10.6**	**92**	**16.0**	**35**	**6.1**
Women	46	11.3	221	54.2	41	10.0	73	17.9	26	6.4
Men	26	16.3	88	55.0	19	11.9	19	11.9	7	4.4
I find that UW Extension is supportive of my family leave.	**89**	**15.6**	**234**	**40.9**	**94**	**16.4**	**23**	**4.0**	**10**	**1.7**
Women	63	15.5	163	40.1	61	15.0	15	3.7	8	2.0
Men	26	16.3	69	43.1	30	18.8	7	4.4	2	1.3
I have to miss out on important things in my personal life because of professional commitments.	**27**	**4.7**	**116**	**20.3**	**114**	**19.9**	**225**	**39.3**	**73**	**12.8**
Women	13	3.2	80	19.7	74	18.2	169	41.6	54	13.3
Men	11	6.9	35	21.9	39	24.4	55	34.4	19	11.9
I feel that faculty/staff who have children are considered less committed to their careers.	**17**	**3.0**	**54**	**9.4**	**84**	**14.7**	**239**	**41.8**	**171**	**29.9**
Women	14	3.4	40	9.8	51	12.5	175	43.0	121	29.7
Men	2	1.3	13	8.2	31	19.5	62	39.0	50	31.4

Table 28 (continued)	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
I feel that faculty/staff who do not have children are often burdened with work responsibilities.	**26**	**4.5**	**73**	**12.7**	**100**	**17.4**	**229**	**39.9**	**123**	**21.4**
Women	20	4.9	56	13.7	65	15.9	161	39.4	85	20.8
Men	5	3.1	17	10.7	33	20.8	65	40.9	38	23.9
I find the institution unfair in providing health benefits to unmarried, co-parenting families.	**11**	**1.9**	**22**	**3.8**	**145**	**25.3**	**141**	**24.7**	**144**	**25.2**
LGBQ Employees	1	4.5	1	4.5	5	22.7	5	22.7	6	27.3
Heterosexual Employees	9	1.7	20	3.8	133	25.1	133	25.1	133	25.1
I have equitable access to domestic partner benefits.	**23**	**4.1**	**64**	**11.3**	**95**	**16.8**	**7**	**1.2**	**9**	**1.6**
LGBQ Employees	1	4.8	5	23.8	5	23.8	1	4.8	3	14.3
Heterosexual Employees	19	3.6	58	11.1	82	15.6	6	1.1	6	1.1
I have equitable access to tuition reimbursement.	**53**	**9.3**	**107**	**18.8**	**124**	**21.8**	**64**	**11.2**	**55**	**9.6**
LGBQ Employees	0	0.0	3	13.6	6	27.3	3	13.6	4	18.2
Heterosexual Employees	50	9.5	101	19.2	115	21.9	59	11.2	46	8.7
I am given equitable access to training/professional development opportunities	**139**	**24.3**	**265**	**46.2**	**67**	**11.7**	**68**	**11.9**	**23**	**4.0**
Women	93	22.9	192	47.2	40	9.8	55	13.5	18	4.4
Men	46	28.8	71	44.4	25	15.6	13	8.1	3	1.9

More than half of all employees believed that they had colleagues or peers at UW Extension who gave them career advice or guidance when they need it (75%, n = 434), support from decision makers/colleagues who supported their career advancement (72%, n = 410), and equipment and supplies they needed to adequately perform their work (73%, n = 422) (Table 29). Similarly, most employees felt they received regular maintenance/upgrades of their equipment (75%, n = 430), had equitable work space in terms of quantity and quality (81%, n = 462). Ninety-two percent (n = 522) believed they had equitable access to health benefits. Forty-four percent (n = 252) thought their compensation was equitable to their peers with similar levels of experience, and more than one-third thought their supervisors were receptive to accommodating a telecommuting arrangement (39%, n = 222). Table 29 includes selected analyses by gender and race/ethnicity.

Table 29. Employees' Perceptions of Resources Available at UW Extension

Resources	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I have colleagues or peers who give me career advice or guidance when I need it	**122**	**21.2**	**312**	**54.2**	**66**	**11.5**	**40**	**6.9**	**19**	**3.3**
I have support from decision makers/colleagues who support my career advancement	**123**	**21.5**	**287**	**50.1**	**75**	**13.1**	**37**	**6.5**	**31**	**5.4**
Women	92	22.5	193	47.3	53	13.0	28	6.9	23	5.6
Men	31	19.5	92	57.9	20	12.6	9	5.7	6	3.8
White	115	22.2	259	49.9	64	12.3	35	6.7	27	5.2
People of Color	7	17.5	24	60.0	5	12.5	1	2.5	2	5.0
I have the equipment and supplies I need to adequately perform my work	**136**	**23.7**	**286**	**49.7**	**57**	**9.9**	**73**	**12.7**	**21**	**3.7**
I receive regular maintenance/upgrades of my equipment compared to my colleagues	**132**	**23.0**	**298**	**51.9**	**56**	**9.8**	**52**	**9.1**	**18**	**3.1**
I have equitable work space in terms of quantity and quality as compared to my colleagues	**157**	**27.5**	**305**	**53.4**	**38**	**6.7**	**38**	**6.7**	**28**	**4.9**
I have equitable access to shared space as my colleagues	**120**	**21.1**	**296**	**51.9**	**36**	**6.3**	**16**	**2.8**	**12**	**2.1**
I have equitable access to shared equipment/technology for research support as my colleagues	**95**	**16.6**	**201**	**35.2**	**54**	**9.5**	**34**	**6.0**	**19**	**3.3**
I have equitable teaching support (e.g., materials, technology, TAs)	**51**	**8.9**	**201**	**35.1**	**74**	**12.9**	**130**	**22.7**	**78**	**13.6**
I feel that my compensation is equitable to my peers with a similar level of experience	**136**	**23.7**	**286**	**49.7**	**57**	**9.9**	**73**	**12.7**	**21**	**3.7**
Women	36	8.9	137	33.7	49	12.1	92	22.7	62	15.3
Men	15	9.4	61	38.1	24	15.0	38	23.8	14	8.8
White	45	8.7	178	34.3	62	11.9	127	24.5	73	14.1
People of Color	5	12.8	17	43.6	8	20.5	3	7.7	2	5.1
I have equitable access to health benefits	**221**	**38.8**	**301**	**52.8**	**21**	**3.7**	**7**	**1.2**	**1**	**0.2**
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement	**60**	**10.5**	**162**	**28.4**	**98**	**17.2**	**59**	**10.4**	**58**	**10.2**
I feel I have the opportunity to provide input through committees, councils or work-groups	**137**	**23.9**	**303**	**52.8**	**62**	**10.8**	**25**	**4.4**	**25**	**4.4**

Regarding respondents' observations of discriminatory employment practices, 17% (n = 98) of all employees [10% of county support staff (n = 2), 19% of faculty (n = 34), 18% of academic staff (n = 50), and 13% of classified staff (n =10)] believed they observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at UW Extension (Table 30). Sixteen percent of women (n = 66) and 19% of men (n = 30) believed they had observed discriminatory hiring practices, as did 25% of Employees of Color (n = 10) and 16% of White respondents (n = 85). Fourteen percent of sexual minority respondents (n = 3) and 17% of heterosexual respondents (n = 90) believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 24% (n = 23) said it was based on gender, 19% (n = 19) on race, 18% (n = 18) on advanced experience level of the job candidate or age, 14% (n = 14) on ethnicity, 12% (n = 12) on institutional status, and 11% (n = 11) on educational level (Table B86).

Table 30. Employee Respondents Who Believed They Had Observed Unfair, Unjust, or Discriminatory Employment Practices at UW Extension

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	98	17.1	63	11.0	86	15.1
No	475	82.9	510	89.0	484	84.9

Eleven percent of respondents (n = 63) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions in UW Extension, up to and including dismissal (Table 30). Of those individuals, 21% (n = 13) said they believed the discrimination was based on race, 18% (n = 11) on age, and 13% (n = 8) on advanced experience level of the job candidate or institutional status (Table B88). Eleven percent of women (n = 44) and 10% of men (n = 16) believed they had observed discriminatory practices. Fourteen percent of sexual minorities (n = 3) and 11% of heterosexual

respondents (n = 58) witnessed discriminatory disciplinary actions. While 5% of Employees of Color (n = 2) witnessed such disciplinary actions, 11% of White respondents (n = 58) did. Additionally, some county support staff (10%, n = 2), classified staff members (13%, n = 10), faculty members (10%, n = 18) and academic staff members (12%, n = 32) believed they had observed discriminatory disciplinary actions.

Fifteen percent of all employees (n = 86) believed they had observed discriminatory practices related to promotion at UW Extension (Table 30). Several respondents believed it was based on age (21%, n = 18), gender (21%, n = 18), educational level (20%, n = 17), advanced experience level of the job candidate (16%, n = 14), and UW Extension status (12%, n= 10) (Table B90). Fourteen percent of women (n = 57) and 16% of men (n = 26) witnessed discriminatory promotion, as did 15% of heterosexual respondents (n = 79) and 14% of LGBQ respondents (n = 3). A slightly higher percentage of White respondents (15%, n = 77) than Respondents of Color (13%, n = 5) witnessed such conduct. And, classified staff members (20%, n = 16) were more likely than county support staff (5%, n = 1), faculty members (12%, n = 22) or academic staff (15%, n = 42) to believe they had observed unfair promotion.

Summary

Climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the UW Extension community treats all of its members. The majority of respondents indicated that they were "comfortable" or "very comfortable" with the climate for diversity at UW Extension, the climate in their college/unit, and the climate in their departments. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. Additionally, the analyses revealed that the various employee groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being.

While some respondents believed they had *experienced* conduct that interfered with their ability to work or learn on within the organization (26%, n = 150 of respondents), many more people (36%, n = 206 of respondents) believed they had *witnessed* conduct in UW Extension that they felt created an offensive, hostile, exclusionary, or intimidating working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than reporting that they had *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment.

Institutional Actions

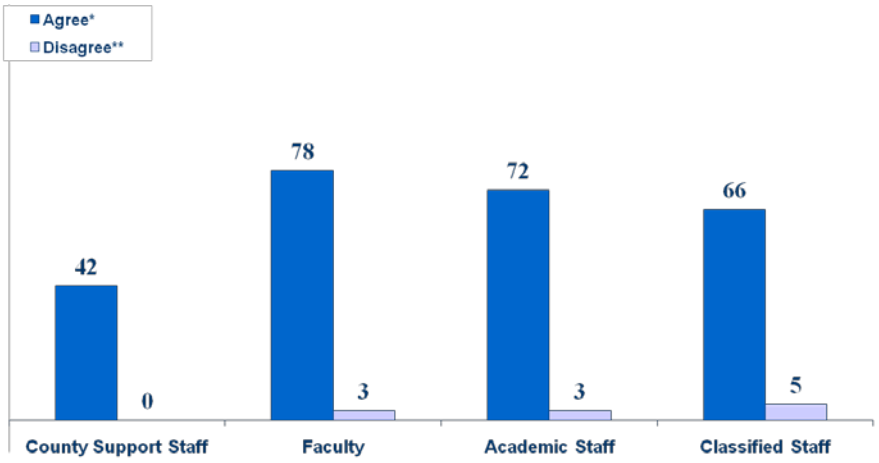
Respondents' perceptions of the degree their leadership fosters diversity or inclusion is a factor that also influences climate. More than half of the respondents "strongly agreed" or "agreed" that committees (65%, n = 349); the University of Wisconsin System (63%, n = 334); Workforce Equity, Diversity, and Inclusion/Affirmative Action, Equal Opportunity Office staff (73%, n = 390); natural leaders (without leadership titles) (61%, n = 327); institutional level administrators (chancellor, vice chancellor/provost) (71%, n =384); divisional administrators (deans, directors) (71%, n = 383); and supervisors/managers/county department heads/district directors (62%, n = 334) provided visible leadership that fosters inclusion of diverse members of the community (Table 31). A substantial percentage of respondents were unaware of the degree to which the Board of Regents (40%, n = 214) and partners who were active in the institution (37%, n = 197) had visible leadership to support diversity/inclusion.

Table 31. Visible Leadership to Foster Diversity/Inclusion from

Office/ Individual	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Committees	120	22.5	229	42.9	67	12.5	14	2.6	3	0.6	101	18.9
Board of Regents	79	14.8	137	25.6	79	14.8	19	3.6	7	1.3	214	40.0
University of Wisconsin System	116	21.8	218	41.0	66	12.4	21	3.9	5	0.9	106	19.9
Workforce Equity, Diversity, & Inclusion/ Affirmative Action, Equal Opportunity Office staff	177	33.1	213	39.8	45	8.4	7	1.3	5	0.9	88	16.4
Partners who are active in the institution	80	15.1	165	31.1	70	13.2	14	2.6	4	0.8	197	37.2
Natural leaders (without leadership titles)	117	22.0	210	39.4	68	12.8	18	3.4	6	1.1	114	21.4
Institutional level administrators (chancellor, vice chancellor/provost)	155	28.8	229	42.6	48	8.9	14	2.6	5	0.9	87	16.2
Divisional administrators (deans, directors)	176	32.8	207	38.6	54	10.1	21	3.9	7	1.3	71	13.2
Supervisors/Managers/County Department Heads/ District Directors	123	22.9	211	39.4	93	17.4	31	5.8	16	3.0	62	11.6

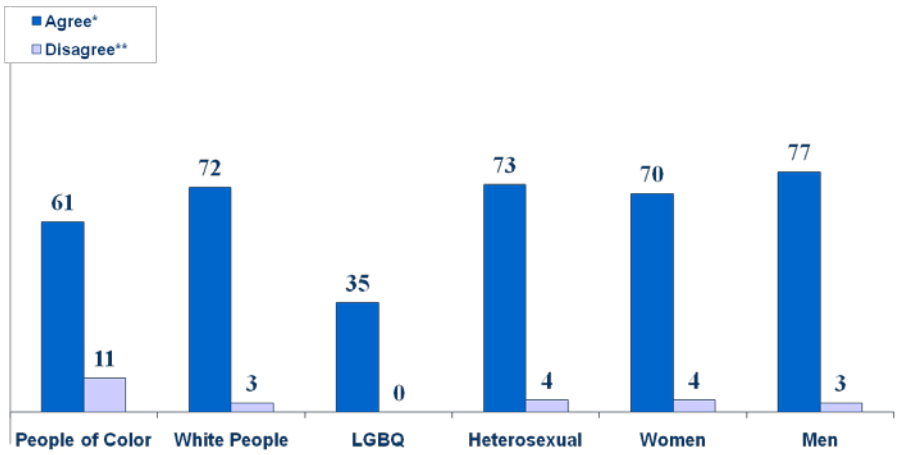
Seventy-one percent of all respondents (n = 384) believed there is visible leadership to foster diversity from the institutional level administrators (chancellors, vice chancellors, provosts) (Table 31). When reviewing the data by the demographic categories, differing opinions emerged (Figures 29 & 30).

Figure 29
Institutional Level Administrators
Visibly Foster Diversity by Position Status (%)



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

Figure 30
Institutional Level Administrators Visibly Foster Diversity by Select Demographic Characteristics (%)



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

More than half of all respondents felt the programs they provided included materials, perspectives, and/or experiences of people based on three of the 16 characteristics listed in Table 32: culture, ethnicity, and socioeconomic status.

Table 32. Respondents Who Believed the Programs They Provided Included Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristics	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Country of origin	37	7.8	141	29.9	124	26.3	41	8.7	11	2.3
Culture	60	12.7	205	43.2	86	18.1	17	3.6	8	1.7
Ethnicity	55	11.8	181	38.8	103	22.1	18	3.9	10	2.1
Mental health status	31	6.7	93	20.0	138	29.6	49	10.5	18	3.9
Gender	63	13.3	161	34.1	107	22.7	26	5.5	11	2.3
Gender identity	26	5.6	74	16.1	149	32.3	52	11.3	22	4.8
Gender expression	25	5.4	72	15.6	150	32.4	53	11.4	23	5.0
Immigrant status	37	8.0	102	22.0	136	29.3	44	9.5	16	3.4
Learning disability status	47	10.2	130	28.1	110	23.8	41	8.9	15	3.2
Physical characteristics	32	7.0	103	22.4	134	29.1	41	8.9	20	4.3
Physical disability status	42	9.1	141	30.6	110	23.9	33	7.2	15	3.3
Race	45	9.6	144	30.8	117	25.1	33	7.1	15	3.2
Religion/spiritual status	29	6.3	93	20.2	132	28.7	48	10.4	23	5.0
Sexual orientation	29	6.3	76	16.5	138	30.0	52	11.3	23	5.0
Socioeconomic status	83	17.7	156	33.2	93	19.8	16	3.4	12	2.6
Veterans/active military status	37	8.1	93	20.4	127	27.8	48	10.5	18	3.9

Table 33 indicates that more than half of all respondents have participated in the Multicultural Awareness Program (78%, n = 419); conferences or workshops on diversity, multiculturalism, and inclusiveness (77%, n = 409); conferences or workshops on specific ethnic or racial groups (53%, n = 279); Affirmative Action and Equal Opportunity laws (59%, n = 310); civil rights in program outreach (57%, n = 301); electronic communication and accessible technology (55%, n = 289); conflict resolution (67%, n = 356); and cultural competency (52%, n = 270). Forty-four percent of respondents (n = 232) have participated in training on disability related groups.

Table 33. Respondents' Participation in Educational Programs, Training, Professional Development Activities

Area	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Multicultural Awareness Program	276	51.1	143	26.5	51	9.4	50	9.3	20	3.7
Conferences or workshops on diversity, multiculturalism, inclusiveness	223	41.8	186	34.9	57	10.7	50	9.4	17	3.2
Conferences or workshops on specific ethnic or racial groups	153	29.1	126	24.0	97	18.4	111	21.1	39	7.4
Training on disability related groups	95	18.1	137	26.1	116	22.1	127	24.2	50	9.5
Affirmative Action, Equal Opportunity laws (sexual harassment, racial discrimination, Americans with Disabilities Act)	129	24.5	181	34.4	82	15.6	95	18.1	39	7.4
Civil rights in program outreach	149	28.4	152	29.0	84	16.0	97	18.5	43	8.2
Electronic communication, accessible technology (website, forms)	94	17.9	195	37.1	102	19.4	100	19.0	35	6.7
Conflict resolution	151	28.5	205	38.8	77	14.6	68	12.9	28	5.3
Cultural competency	102	19.5	168	32.2	122	23.4	92	17.6	38	7.3
Other	6	7.9	8	10.5	30	39.5	11	14.5	21	27.6

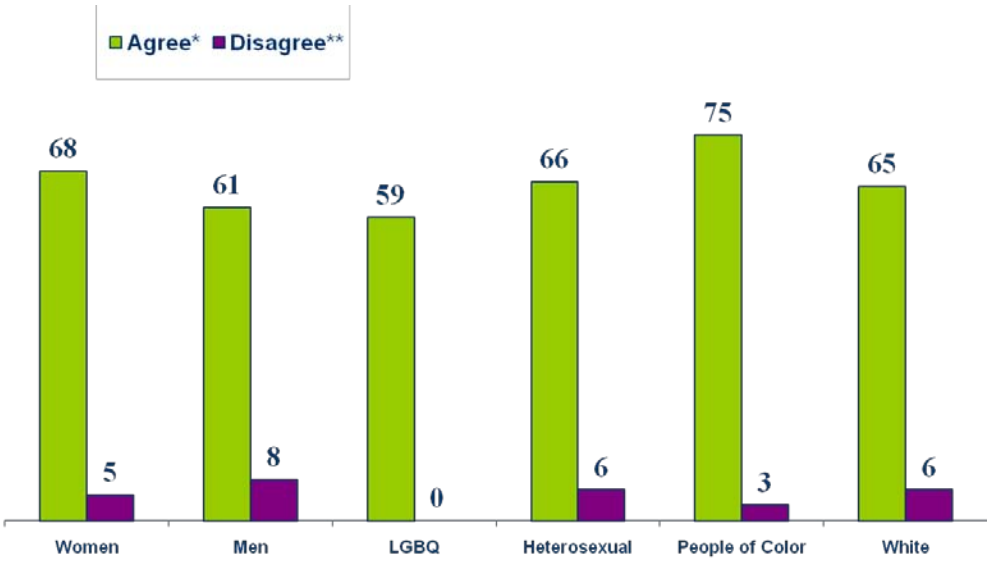
One survey question asked respondents to consider the factors that influence their attendance at diversity initiatives (i.e., cultural training, presentations, and performances). More than half of all respondents believed that diversity initiatives were relevant to their work (82%, n = 474), they felt they learned from these events (77%, n = 447), that diversity events at UW Extension were well advertised (58%, n = 337), that they felt welcome at these events (66%, n = 380), and that the programs fit into their schedules (75%, n = 433) (Table 34). Twenty-nine percent of respondents (n = 168) thought program initiatives were not relevant to their roles. Forty-five percent (n = 261) said they received a personal invitation to attend from a member of the institutional leadership, and 62% (n = 355) believed they were expected to attend diversity events. Thirty-three percent (n = 192) felt there was no funding available, 22% (n = 126) felt travel was not permitted, and 15% (n = 89) felt their supervisors were not supportive of their attendance at diversity/program initiatives.

Table 34. Factors that Influence Respondents' Attendance at Diversity Initiatives at UW Extension

Factor	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Programs are relevant to my work.	247	42.8	227	39.3	49	8.5	18	3.1	5	0.9
Programs are well advertised.	109	18.9	228	39.5	148	25.6	34	5.9	8	1.4
Programs fit into my schedule.	213	36.9	220	38.1	73	12.7	27	4.7	8	1.4
I am expected to attend these programs.	151	26.2	204	35.4	110	19.1	53	9.2	14	2.4
I feel that I am welcome at these programs.	152	26.3	228	39.5	113	19.6	23	4.0	10	1.7
I learn from these programs.	212	36.7	235	40.7	65	11.3	14	2.4	8	1.4
My work/school load prevents me from attending.	109	18.9	173	30.0	121	21.0	107	18.5	25	4.3
A personal invitation from institutional leadership would encourage me to attend	84	14.6	177	30.7	161	27.9	83	14.4	19	3.3
Program initiatives are not relevant to my role	53	9.2	115	19.9	154	26.7	149	25.8	56	9.7
No funding available	66	11.4	126	21.8	146	25.3	146	25.3	37	6.4
Travel is not permitted	49	8.5	77	13.3	145	25.1	178	30.8	61	10.6
Supervisor is not supportive	37	6.4	52	9.0	120	20.8	197	34.1	119	20.6

When reviewing some of these items by demographic categories, differences emerged. Figure 31 illustrates that Respondents of Color felt most welcome at diversity events in UW Extension.

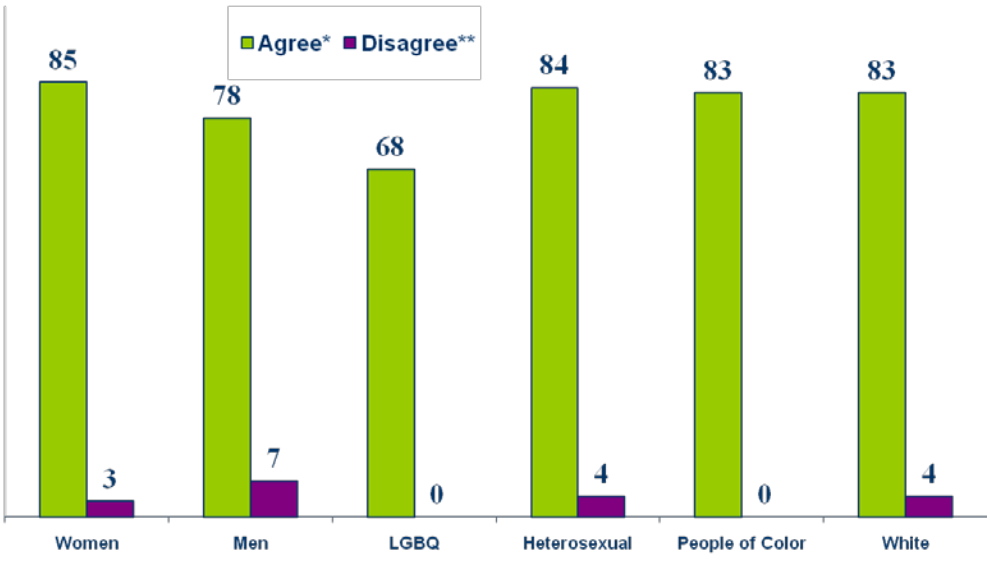
Figure 31
I Feel Welcome at Diversity Events by Select Demographic Characteristics (%)



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

Fewer men and LGBQ respondents than women and heterosexual respondents thought that diversity initiatives were relevant to their work (Figure 32).

Figure 32
Diversity Initiatives are Relevant to My Work by Select Demographic Characteristics (%)



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

Recommendations to Improve the Climate

The survey asked employees to rate how strongly they agreed that the suggestions listed in Tables 35 and 35a would positively affect the climate in UW Extension. Fifty-six percent of respondents (n = 305) thought providing recognition and rewards for including diversity in programming would positively affect the climate. Seventy-eight percent (n = 422) thought it would be a good idea to train all employees within departments/units to model positive climate behavior and 57% (n = 308) thought offering diversity training/programs to community partners would positively affect the climate.

Employees also thought the following immersion experiences would positively affect the climate: to learn a second language (54%, n = 289), in service-learning projects with lower socioeconomic status populations (63%, n = 336), and to work with underrepresented/underserved populations (67%, n = 355).

Table 35. Employees' Perceptions that Initiatives Would Positively Affect the Climate at UW Extension

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing recognition and rewards for including diversity in programming.	84	15.5	221	40.7	142	26.2	62	11.4	18	3.3
Training all employees within departments/units to model positive climate behavior.	156	28.7	266	48.9	75	13.8	24	4.4	10	1.8
Offering diversity training/programs to community partners.	88	16.4	220	40.9	145	27.0	30	5.6	12	2.2
Rewarding efforts that evaluate outcomes of diversity training.	74	13.8	204	38.0	152	28.3	55	10.2	17	3.2
Providing immersion experiences to learn a second language.	102	19.1	187	35.0	132	24.7	45	8.4	19	3.6
Providing immersion experiences in service learning projects with lower socioeconomic populations.	111	20.8	225	42.1	114	21.3	24	4.5	13	2.4
Providing immersion experiences with underrepresented/underserved populations.	116	21.8	239	44.9	101	19.0	21	3.9	13	2.4

Fifty-six percent of employees (n = 296) felt providing gender neutral/family friendly facilities also would positively affect the climate (Table 35a). More than half of all employees thought the following initiatives would also positively affect the climate in UW Extension: providing, improving, and promoting access to quality services for those individuals who experience sexual abuse (67%, n = 353), providing mentors for minority co-workers new to UW Extension (63%, n = 331), providing a clear protocol for responding to hate/hostile incidents (80%, n = 424), and reallocating resources to support inclusive climate changes in UW Extension (51%, n = 268). Less than half were in favor of requiring diversity and equity training to every search and screen committee (48%, n = 255) or wanting to see diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators (42%, n = 219).

Table 35a. Employees' Perceptions that Initiatives Would Positively Affect the Climate at UW Extension

Initiative	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Providing gender neutral/family friendly facilities at work site.	96	18.0	200	37.5	148	27.8	27	5.1	16	30
Providing, promoting and improving access to quality counseling available to those who experience sexual abuse in UW Extension or in the community.	124	23.5	229	43.4	105	19.9	9	1.7	7	1.3
Providing mentors for minority co-workers new to UW Extension.	134	25.4	197	37.4	111	21.1	23	4.4	12	2.3
Providing a clear protocol for responding to hate/hostile incidents	199	37.4	225	42.3	67	12.6	9	1.7	3	0.6
Reallocating resources to support an inclusive work climate.	99	18.8	169	32.1	156	29.6	48	9.1	16	3.0
Including diversity related activities as one of the criteria for hiring and/or evaluation of co-workers	73	13.8	146	27.7	163	30.9	74	14.0	39	7.4
Require diversity and equity training for every search and screen committee	78	14.7	177	33.5	134	25.3	64	12.1	38	7.2

The survey further asked respondents which professional development opportunities for employees they thought were valuable in creating a positive work environment (Table 36). Forty-six percent (n = 263) were in favor of intercultural communication, and 38% (n = 217) thought working with communities of people with disabilities and working with the Latino communities would help to create a positive work environment.

Table 36. Professional Development Opportunities For Employees That Create A Positive Work Environment

	n	%
Dialogue circles	192	33.3
Cross-divisional dialogue circle	169	29.3
Multicultural prevention and transformation training	161	27.9
Intercultural communication	263	45.6
Working with communities of people with disabilities	217	37.6
Working with the African-American communities	186	32.2
Working with the Hmong communities	190	32.9
Working with the Latino communities	217	37.6
Working with the Native American communities	198	34.3
Working with mental health communities	194	33.6
Working with religious communities	143	24.8
Other	42	7.3

Similarly, 41% (n = 238) felt intercultural communication for communities and community partners would help to create a positive work environment (Table 37). About one-third of respondents thought opportunities for communities and community partners to work with communities of people with disabilities (36%, n = 205) and with the Latino communities (34%, n = 197) would help to create positive work environment.

Table 37. Professional Development Opportunities For Communities and Community Partners That Create A Positive Work Environment

	n	%
Dialogue circles	182	31.5
Cross-divisional dialogue circle	151	26.2
Multicultural prevention and transformation training	171	29.6
Intercultural communication	238	41.2
Working with communities of people with disabilities	205	35.5
Working with the African-American communities	171	29.6
Working with the Hmong communities	180	31.2
Working with the Latino communities	197	34.1
Working with the Native American communities	189	32.8
Working with mental health communities	175	30.3
Working with religious communities	142	24.6
Other	32	5.5

Summary

In addition to constituents' personal experiences and perceptions of the climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive organizational climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UW Extension does, and should, promote diversity to shape the organizational climate.

Next Steps

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

That stated, what do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the UW Extension community. As to the findings themselves, aside from the aforementioned finding that a majority of respondents from historically marginalized groups believed they had experienced harassment, the results parallel those from similar investigations.

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

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Appendices

Appendix A – Comments Analysis

Appendix B – Data Tables

Appendix C – Survey